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

TUESDAY, JUNE 24, 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 6/23/25 - Second Revision 6/20/25 - Revised 6/18/25

School Board meetings will be held with Board Members being physically present and via electronic communication. This advertised Regular School Board Meeting will be accessible virtually. **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. 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. – Quarterly Board-Advisory Committee Groups Joint Discussion**

2. **10:30 A.M. - 11:30 A.M. – Superintendent Advisory Committee Structure Recommendations**
   ADDED EXHIBITS

   Presentation.pdf

TF Minutes Complete.pdf
Supp Materials with TOC_Final.pdf
Task Force - 1070 Matrix - ADDED.pdf

3. **11:30 A.M. - 1:00 P.M. – Facility Condition Assessments and Space Utilization Study**

Facility Condition Assessments & Space Utilization Study.pdf

4. **1:00 P.M. - 1:45 P.M. – Draft Policy 4900 Audio and Video Recording of Self-Contained ESE Classrooms Workshop #3**

Rule Development Exceptional Student Education Draft Policy 4900
Draft Policy 4900
Draft Policy 4900 Parent Consent Form
Draft Policy 4900 Incident Reporting Form

5. **1:45 P.M. - 2:45 P.M. – Rule Development: Policies and Human Resources Handbooks**
ADDED EXHIBITS

Presentation.pdf
Meet and Confer Salary Handbook.pdf
Policy 7550 Final - ADDED.pdf
Policy 7560 Final - ADDED.pdf

6. **2:45 P.M. - 3:45 P.M. – Capital Budget Workshop**
REVISED

Capital Budget Workshop
DEFP - Appendix A
DEFP - Appendix A - REVISED.pdf

7. **3:45 P.M. - 4:15 P.M. – Rule Development - Policy 3820 - Contracts Verification Limited Delegation**
REVISED

Presentation New Policy 3820 (v4)
Narr Memo - Contracts PIP Board Rec (.pdf
Draft-Contr Verif Limited Delegation
Presentation - REVISED.pdf
Narrative Memo - Contracts - REVISED PIP Board Recommendation (v13) (1).pdf
Draft - New Policy 3820 - Contracts - REVISED.pdf

8. **4:15 P.M. - 5:15 P.M. – 2025 Legislative Session Update**
REVISED

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

9. **5:15 P.M. - 5:45 P.M. – School Board Policy 5090: Code of Student Conduct**

ADDED

Presentation.pdf
Redline_5090.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.



Superintendent's Task Force – Committee Structure Review and Policy 1070

June 24, 2025

Superintendent Task Force – Committee Structure Review & Policy 1070

Committee Appointees

District 1: Tom Lander

District 2: Brooke Bordy (Vice Chair)

District 3: Erin Gohl (Recording Secretary)

District 4: Danielle Hoffman

District 5: Pete Tingom

District 6: Daureene Reyes

District 7: Cynthia Dominque (Chair)

At Large 8: Jessie Bastos (Past Members: Alec Bogdanoff & Geoffrey Cohen)

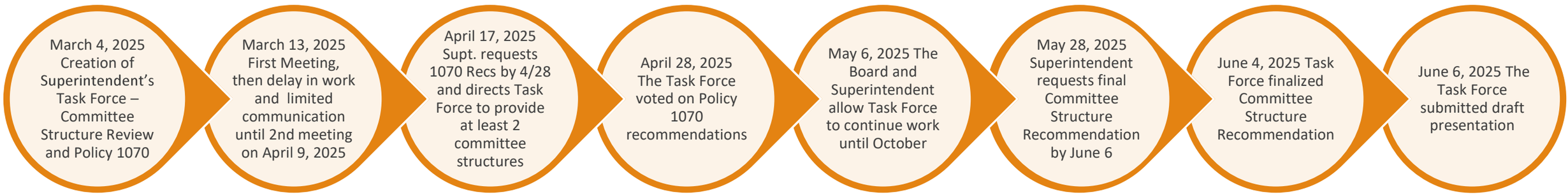
At Large 9: Nancy Fry

Superintendent: Mary Fertig & Louis Kushner

Liaison: Armando Arana

Task Force Webpage: https://www.browardschools.com/Page/81013

Task Force Timeline



Task Force Meetings

The Task Force met a total of 21 times,
totaling over 78+ hours

Task Force Strengths & Challenges

Task Force Strengths

- Dedication of most members to attend meetings, collaborate, and review extensive materials
- Diverse backgrounds and perspective of members
- Flexibility to accommodate changes to task and timeline direction
- Commitment to public inclusion and engagement throughout the information gathering and deliberation process

Task Force Challenges

- Expansive scope of project with conflicting pressures to complete the task and to do it correctly
- Initial timeframe that did not align with scope of work
- Changes to timeline and tasks
- Identifying and defining the problem to be solved
- Some members not attending and/or participating
- Availability of requested documents in a timely manner

The work of the Task Force was complex and intensive. The Task Force wishes to acknowledge our staff liaison, Mr. Armando Arana, for his patience and diligence. We thank him for his unwavering professionalism and dedication in working alongside us and in supporting our every need.

Methodologies and Considerations

- Conversations with Committee Chairs, Members, Liaisons, and Public
- Direction from the Superintendent and Board Members
- Emails and Comments Submitted by Committee Chairs, Members, Liaisons, and Public
- SBBC Board Meetings and Workshops
- Review of District Calendar
- Review of Relevant Documents, Including Policy, Bylaws, & Statutes
- 73 Committee Member Survey Responses and 8 Liaison Survey Responses
- 70+ Stakeholders Engaged During Meetings

These items are included as supplemental materials for Board reference.

Committees

Legally Required

- ESOL Leadership Council
- *Head Start/Early Intervention - Policy Council
- Diversity Committee
- *Qualifications Selection and Evaluation Committee
- Title 1 Executive Parent Advisory Council
- Wellness and Learning Supports Committee
- Superintendents Review Committee
- Auditor Selection Committee

Mentioned within a Policy

- District Wide Strategic Planning
- Financial Advisory Committee
- Communications Committee (Inactive)
- Community School Boundary Committee
- BCPS Health Advisory
- Community Initiatives for Healthy Students and Families
- Oversight Committee for the Implementation of the Third Amended and Restated Interlocal Agreement
- School Improvement Task Force

Internal/Superintendent

- Calendar Committee
- Discipline Committee
- Policy 4000 Workgroup
- IMPACT Committee
- Superintentendent District Environmental Oversight Committee
- Superintendent's Goal Setting Committee
- Superintendent's Insurance and Wellness Advisory Committee
- Superintendents Long Range Planning Committee- Supt to Reinstate Summer 2025
- Superintendents School Board Policy 8020 Committee
- Superintendent Task Force - Committee Structure Review and Policy 1070
- Teacher Advisory

Created by Policy or Resolution

- Audit Committee
- Bond Oversight Committee (Sunsetting)
- District Advisory Council, Area, SAF, SAC
- ESE Advisory Council
- Facilities Task Force
- Gifted Advisory Council
- Green Advisory Committee
- Human Relations Committee
- Innovation Zones
- Multilingual Advisory Committee
- Parent and Community Involvement Task Force
- Small Business Advisory Committee
- Student Advisor (N/A)
- Superintendents School Site Review Committee
- Technology Advisory Committee

Committees

Audit Committee SBBC Policy 1700	Auditor Selection Committee SBBC Policy 3100 FS 218.391	Bond Oversight Committee SBBC Resolution 15-106	BCPS Health Advisory SBBC Policy 5314	Calendar Committee	Communications Committee SBBC Policy 1164	Community Initiatives for Healthy Students and Families SBBC Policy 5302
Community School Boundary Committee SBBC Resolution Policy 8010	Discipline Committee Policy 5900 Code of Conduct	**District Advisory Council** Area, SAF, SAC SBBC Policy 1.2, 1.21, 1.3, 1403/1403A	Diversity Committee CCC Settlement SBBC Policy 1240	District Wide Strategic Planning Policy 1101	ESE Advisory Council Policy 1.22	ESOL Leadership Council META Consent Decree SBBC Policy 1.23
Facilities Task Force SBBC Policy 7012	Financial Advisory Committee SBBC Policy 3120	Gifted Advisory Council SBBC Policy 1.24	Green Advisory Committee SBBC Policy 4210	*Head Start/Early Intervention - Policy Council SBBC Policy 6000.6 Federal Statute	Human Relations Committee SBBC Policy 1.51	IMPACT Committee
Innovation Zones SBBC Policy 1402	Multilingual Advisory Committee SBBC Policy 1440	Oversight Committee for the Implementation of the Third Amended and Restated Interlocal Agreement SBBC Policy 8010 or 5000?	Parent and Community Involvement Task Force SBBC Policy 1140	Policy 4000 Workgroup	*Qualifications Selection and Evaluation Committee SBBC Policy 7003 SBBC Policy 7003.1 FS 287.055	Small Business Advisory Committee SBBC Policy 3330
School Improvement Task Force SBBC Policy 1403	Student Advisor SBBC Policy 1330	Superintentendent District Environmental Oversight Committee SBBC Policy 7014	Superintendent's Goal Setting Committee	Superintendent's Insurance and Wellness Advisory Committee	Superintendents Long Range Planning Committee Supt to Reinstate Summer 2025	Superintendents Review Committee Policy 1270 Florida Statutes
Superintendents School Board Policy 8020 Committee	School Site Review Committee SBBC Policy 1270	Superintendent Task Force - Committee Structure and Policy 1070	Teacher Advisory	Technology Advisory Committee Policy 5306.1	Title 1 Executive Parent Advisory Council Federal Title 1	Wellness and Learning Supports Committee SBBC Policy 6830 Federal USDA

Internal | Legally Required | Policy but Inactive | Committees Reviewed | Parent

Task Force Report Organization

Part 1

Key Findings & General Recommendations

Part 2

Policy 1070 Recommendations

Part 3

Committee Structure Options and Recommendations

Part 4

Training Recommendations for Committee Chairs, Members, and Liaisons

Key Findings

Engagement, Representation, and Committee Value

- There is strong commitment from volunteers to support committee purpose, BCPS, and students
- The expertise and time contributions of committee members represent a significant cost-savings and added value
- Committees amplify community voice and foster connections among families
- Opportunities to participate in school and District-level decision-making play a significant role in attracting and retaining families
- There is a need for the District to educate parents and school leadership about the purpose and potential of School Advisory Forums (SAF); District advertisement of SAF volunteer opportunities would expand participation and create positive impact at the school, area, and District levels

Effectiveness and Impact

- Effectiveness is subjective and tied to the unique function and purpose of individual committees (e.g., support, compliance, advocacy, outreach, or research)
- Committees are much more than the motions they pass; they fill vital roles within the District that are often not seen, including:
  - Early identification of emerging District issues that impact students, families, and staff
  - Support for parents with common issues and concerns, and opportunities for connection
  - Informational sessions to share critical District information
- For some committees, a lack of engagement with cabinet-level staff prevents alignment of goals and efforts
- Limited transparency and responsiveness to committee recommendations
- Some issues may be resolved at the department level, however valuable input and recommendations do not always reach the Board

Key Findings Continued

Communication

- Opportunities exist for District and committee collaboration on key initiatives, program changes and implementation, and policy revisions
- Need for District-level communication and outreach to all stakeholders about volunteer opportunities on committees and participation in meetings (e.g., Parent-Link, District Website, Social Media, email campaigns throughout the school year)
- Persistent challenges with liaison authority to obtain requested documents, data, and speakers

Structure and Support

- Delays in Board approval of bylaws are hindering timely action and limiting committee effectiveness
- There is wide variation in training and tools across committees and a lack of centralized resources; Chairs and liaisons desire collaborative training sessions
- Inconsistent liaison roles, responsibilities and compensation
- Quorum and attendance are ongoing challenges
- Some committees may be too large to function effectively, while others could benefit from broader participation and membership
- Committees have unique support needs related to the committee's purpose as provided by policy (e.g., websites, records repository, technology, Teams access, District email addresses)

Survey Results

- Liaison: A majority of Liaisons do not feel they were adequately trained for their role and expressed a need for a training manual
- Committee Members: Generally, those who responded do not have problems making meetings and desire to have a more interactive, collaborative, and transparent relationship with staff, the District and Board. Many committees lack administrative and technical support

General Recommendations

- **Preserve Community Voice While Enhancing Function.** Avoid arbitrary reductions in the number of committees; instead, focus on improving alignment with District needs and strengthening processes while ensuring unique advocacy roles are preserved.

- **Clarify Purpose and Alignment.** Ensure each committee has a clearly defined, Board-approved purpose aligned to District priorities or operational needs.

- **Utilize Committees to Their Full Functional Capacity**. Some committees may be instrumental in gathering and distributing information with respect to current and future phases of Redefining. Other committees can provide productive input regarding policies up for review. For other committees, the District should resume utilizing them for their intended purpose as stated in Board policy.

- **Strengthen Infrastructure and Support.** Provide official email addresses, records repositories, webpages, digital tools, and technology for all committees.

- **Improve Communication and Transparency.** Centralize committee information (meeting schedules, agendas, minutes, member lists, and policy references) on a public-facing website or dashboard. Encourage the sharing of essential information in a timely manner when requested.

- **Invest in Training.** Offer onboarding and annual training for all committee stakeholders. Develop a manual outlining expectations, responsibilities, timelines, templates, and shared definitions. Host collaborative training sessions with chairs and liaisons.

- **Utilize the official name** of all committees across all District materials--including District website, advertising form, calendar events, and documents.

General Recommendations Continued

- **Establish Relationships.** During the first School Board Workshop of the year, include an introduction of all committees, their purpose, leadership and a discussion of objectives for the year.

- **It is critical to create a strong, collaborative, and transparent relationship between committees, the District, and School Board**. In order to establish alignment between committee work and District goals, the Task Force recommends that committee chairs meet with relevant department heads at the beginning of the school year and as needed throughout the year. We also recommend the Superintendent meet with the DAC Steering Committee.

- **Welcome all constructive feedback and input**, including those which identify areas in need of improvement. Some committees are more issue-centered, and, therefore, the feedback can be uncomfortable. We encourage the District to approach all committee concerns as an opportunity to grow and strengthen services, rather than receiving the input as contentious or negative.

- **Ensure School Board members receive all formal committee recommendations and input**. Board members, committees, and the public should be able to easily track the process from submission, through Board consideration, and ultimate resolution.

- **Coordinate the District calendar with committee meeting calendars** to maximize attendance and to address quorum concerns. Efforts should be made to avoid scheduling conflicts for major District events, town halls, rulemaking workshops, and general committee meetings. All committee meetings should be placed on the District calendar.

- **Align review cycles for all committee bylaws** so that they are occurring simultaneously. When bylaws and governing policy are amended and/or approved, committee chairs and liaisons should be notified.

- **Establish and deepen the District's relationship with current and new BCPS volunteers** by recognizing District-level committee service publicly and fairly. Implementing an annual committee survey would capture actionable feedback and demonstrate the District's consideration for the collective expertise, knowledge, and lived experiences of the volunteer network.

Policy 1070 Recommendations

The objectives of the proposed revisions are to expand committee participation as members and leaders, ensure members are educated on their duties, and strengthen communication to Board members and staff--ultimately providing feedback that will enhance educational delivery and promote student success.

Summary of Policy 1070 Recommendations

Policy and Bylaw Review/Approval

- The Task Force recommends extending the policy and bylaw review period from 2 years to 5 years, and asks that the Board consider approving Bylaws within 3 months of submittal by a committee. The Task Force recommends that the Board inquire with General Counsel as to whether formal approval via Board vote is required so long as bylaws conform to policy and the bylaws template.

Recommendation Process

- The Task Force found through experience and public input that the current process for recommendations is insufficient and requires additional structure. The Task Force voted unanimously to recommend a process designed to improve communication, transparency and accountability.

Training

- The Task Force found a need for standardized and comprehensive training, and accordingly recommends differentiating between BCPS Ethics Training and committee training within the policy.

School Board Appointees

- The Task Force found overwhelmingly inconsistent attendance amongst appointees. This may be remedied by adoption of an application portal to maintain an Advisory Appointee Interest List. The Task Force further recommends that appointees communicate regularly with their appointing Board Member.

Officer Election, Membership, and Due Process

- The Task Force found significant concern amongst advisory members that reducing the term limits for officers would eliminate the ability to plan for succession within a committee. The Task Force voted unanimously to maintain the existing language regarding term limits. The Task Force also unanimously voted for the inclusion of Due Process language.

Policy 1070 Recommendations

The Task Force diligently reviewed Policy 1070 and considered input from a multitude of sources. These recommended amendments to Policy 1070 aim to improve committee effectiveness and ultimately serve to strengthen BCPS.

Please reference the Policy 1070 Matrix for the complete commentary and formal Recommendations.

Policy 1070 Section	Task Force Recommendation
Preamble	The Task Force recommends that the introductory language of Policy 1070 be amended to make clear that it applies to any group making changes to policy or making recommendations to the Superintendent or School Board, including internal workgroups.
II. Definitions	Reorganize for coherency
III.F Bylaws	Require that committees approve bylaws at least every 5 years as opposed to 2 years.
IV.A.4	The Task Force recommends adopting the Superintendent's proposed redline, which changes policy review from every 2 years to every 5 years.
V.C Code of Ethics	Rename Subsection C. from "Code of Ethics" to "Ethics and Training" and create these three subsections: 1. Code of Ethics 2. Training for Committee Members 3. Training for Liaisons
VI.B	The Task Force recommends correcting this section so that instead of referencing an inapplicable conflict of interest form, it would reference the form for Acknowledgement of School Board Advisory Committee Members Responsibilities (this form is included in supplemental materials).

Policy 1070 Recommendations Continued

VII.A, B	A. The Task Force recommends the implementation of an Advisory Appointee Interest List to create a pool of available, willing, and specialized volunteers. This type of interest application is successful in municipalities throughout Broward County. Board members would not be required to appoint from the pool of volunteer applications, but would have the list made available to them. The Task Force believes this process will diversify public participation, fill vacancies, ease Board members' burden of making many appointments, and enhance the effectiveness of advisories. *Please see Matrix*. B. In order to diversify representation on BCPS Advisories, the Task Force recommends the following language: "A person may not be appointed to more than one (1) advisory committee established by policy by the same School Board Member."
VII.C.3	3. Persons who previously served as committee appointees who are not currently in good standing may not be reappointed. Someone who is removed for not being in good standing cannot be appointed to any committee within the same year for the following year.
VII.F	Throughout discussions with committee members and chairs, volunteers expressed a desire for a fair process to be outlined in Policy 1070 in the case of a volunteer's removal from a committee. The former 1.7 Workgroup collaborated with BCPS General Counsel to craft a due process procedure for section VII.F. This Task Force built upon the original due process language and voted unanimously for the recommend language.
VIII.C	C. The bylaws of each School Board-Established Advisory Committee, as well as any subsequent modifications, must be approved by The School Board. The School Board shall vote on bylaws within three (3) months of submission for vote by a committee.

Policy 1070 Recommendations Continued

VIII.D	D. Bylaws must specify an effective date and be reviewed at least every five (5) years by the committee and conform to applicable law, rules, and School Board policies.
IX.	Recommendation to correct the structure of the first sentence of Section IX. A. by creating a new paragraph A referencing Robert's Rules of Order and moving Public Attendance to IX.B. See Matrix.
X.A-C	X. Approved Committee Recommendations A. Approved recommendations shall be sent to the committee's District liaison. The District liaison shall forward approved recommendations to all School Board Members, the Superintendent of Schools, and the relevant Department Director, copied to the committee Chair. B. Appropriate District staff shall confirm receipt within two (2) business days and respond in writing to such approved motions within twenty-one (21) business days after their receipt to the Superintendent of Schools or their designee, copied to the committee's liaison, the committee's Chair, and each School Board Member. Written responses shall include the following: 1. The name and contact information of the department responsible for the response. 2. A clear indication of whether the District supports the recommendation. 3. A specific explanation and reasoning for supporting or not supporting the recommendation. C. Approved motions and corresponding responses shall be catalogued by District staff and be made available on a District webpage.

Policy 1070 Recommendations Continued

VIII.D	D. Bylaws must specify an effective date and be reviewed at least every five (5) years by the committee and conform to applicable law, rules, and School Board policies.
IX.	Recommendation to correct the structure of the first sentence of Section IX. A. by creating a new paragraph A referencing Robert's Rules of Order and moving Public Attendance to IX.B.
XI.3	3. Each advisory committee shall have the authority to annually elect their officers to serve up to four (4) one-year terms in each position. Thereafter, an advisory committee appointee or member may not serve as a Chair of that advisory committee for a period of two (2) years following the conclusion of their term as chair.
XI.4	4. A two-thirds (2/3) majority vote of the members in good standing in attendance is required to extend any chair's term beyond that described in Section XI, A (3).
XII.	A. The Superintendent and/or the appropriate cabinet-level department head shall meet with the Chair of each School Board-Established Advisory Committee once in September and once in January of each academic school year to collaborate upon any issues, matters, and concern that may or may not be outlined in the committee's establishing policy."
Throughout Policy	Change "Chief of Staff" to "the Superintendent or his/her designee"

Committee Structure Recommendations

District-level committees provide unique and valuable services to BCPS and the School Board of Broward County. They fulfill critical support, advocacy, research, outreach, and compliance functions.

Through our research, the Task Force concluded that the core challenges facing committees do not stem from the quantity of committees, but primarily from training, organizational, and procedural shortcomings. Thoughtful revisions to Policy 1070, along with other targeted process improvements, can address a significant portion of these issues.

The Superintendent directed the Task Force to provide at least two committee structure options. The Task Force offers the following three suggestions for Board consideration.
Each option is accompanied by further recommendations and considerations.

Considerations for Committee Structure Proposals

- Liaison Appointment and Reporting Structure
- Membership Structure
- Meeting Frequency
- Process for Providing Recommendations
- Measure of Effectiveness (Based on purpose and how the policy is written)
- Additional Recommendations if Adopted

Option 1

- Audit Committee
- Area Advisory Council
- School Advisory Forum
- School Advisory Council
- District Advisory Council
- *Diversity Committee
- ESE Advisory Council
- *ESOL Leadership Council
- Facilities Task Force
- Gifted Advisory Council
- Green Advisory Committee
- Human Relations Committee
- Multilingual Advisory Committee
- Parent/Community Involvement Task Force
- Small Business Advisory Committee
- Technology

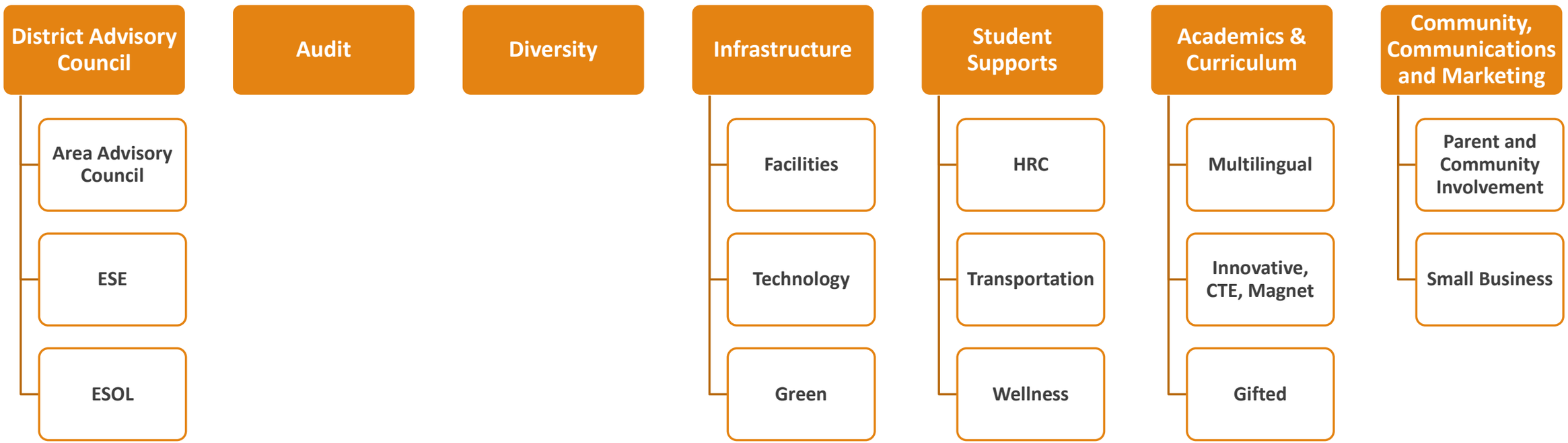
Option 1

Pros:
- No need to make significant changes to policy
- Less disruptive to existing structure
- Maintains specialized focus of some groups
- Allows for numerous opportunities for stakeholder input
- Need for advisories to engage in current and future phases of Redefining and assist with recommendations to improve enrollment
- Fewest number of meetings of the three proposed options

Cons:
- May not fully address all current needs
- May need to create additional committees that focus on other needs and innovative programs
- Too many members and Board appointees on some committees that impact quorum
- Current committees may not have appropriate liaison

Recommendations if Adopted:
- Monthly meeting with Superintendent and DAC steering committee
- Reevaluate committee reporting, meeting frequency, and liaison appointments
- Reconfigure membership- reducing number of committee members for some committees
- Provide enhanced and consistent training to liaisons and committee members
- Need to engage additional parents at the school level and make them aware of opportunities to serve on committees
- District should provide relevant committees with departments' annual goals to ensure alignment when applicable
- Application portal to apply as a Board appointee to committees

Option 2A


District Advisory Council
Area Advisory Council
ESE
ESOL
Audit
Diversity
Infrastructure
Facilities
Technology
Green
Student Supports
HRC
Transportation
Wellness
Academics & Curriculum
Multilingual
Innovative, CTE, Magnet
Gifted
Community, Communications and Marketing
Parent and Community Involvement
Small Business

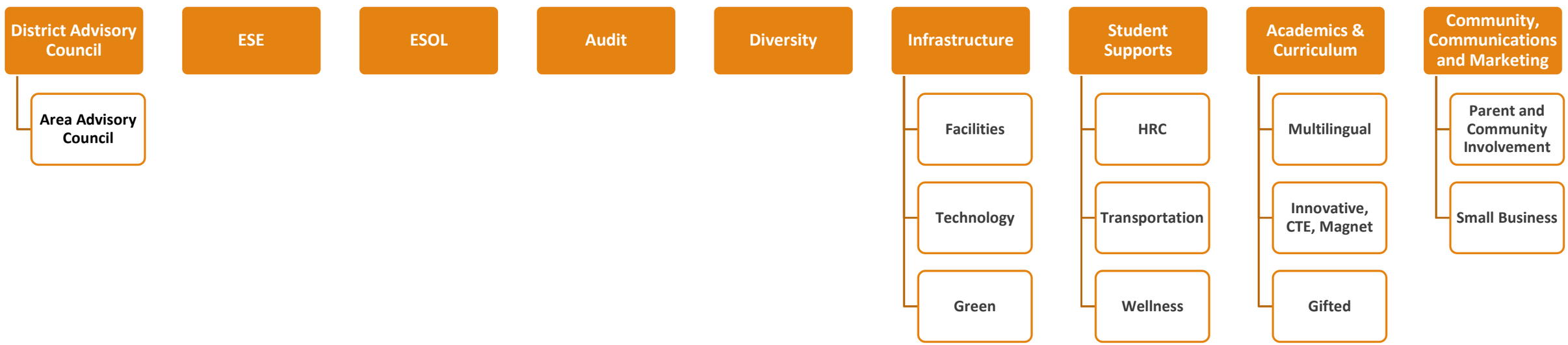
Option 2A

Pros:
- Provide unified hierarchy and coordination with C-suite
- May help in clarifying functional roles of committees
- May encourage cross-collaboration
- May help identify priorities that impact multiple stakeholders

Cons:
- May require more meetings
- May require policy changes
- May reduce visibility of advocacy groups of vulnerable and disadvantaged populations
- May add additional layers for communication and reporting

Recommendations if Adopted:
- Monthly meeting with Superintendent and DAC steering committee
- All committees to include 2nd tier committees/subcommittees get to provide a report at Board meetings
- Committees may choose to meet less than monthly
- Align core committees with Chiefs and or Executive Director
- District should provide relevant committees with departments' annual goals to ensure alignment when applicable
- Application portal to apply as a Board appointee to committees

Option 2B


District Advisory Council
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Multilingual
Innovative, CTE, Magnet
Gifted
Community, Communications and Marketing
Parent and Community Involvement
Small Business

Option 2B

Pros:

- Provide unified hierarchy and coordination with C-suite
- May help in clarifying functional roles of committees
- May encourage cross-collaboration
- May help identify priorities that impact multiple stakeholders
- May retain visibility of advocacy groups of vulnerable and disadvantaged populations

Cons:

- May require more meetings
- May require policy changes
- May add additional layers of communication and reporting

Recommendations if Adopted:

- Monthly meeting with Superintendent and DAC steering committee
- All committees to include 2nd tier committees/subcommittees get to provide a report at Board meetings
- Committees may choose to meet less than monthly
- Align core committees with Chiefs and or Executive Director
- District should provide relevant committees with departments' annual goals to ensure alignment when applicable
- Application portal to apply as a Board appointee to committees

Additional Committee Structure Recommendations

Following a comprehensive review of policies, bylaws, minutes, and other documents, the Task Force found committee effectiveness may be supported through adjustments to membership composition, as well as changes to meeting and reporting structures.

Membership

The Task Force reviewed the memberships of all committees and identified four key committees that may benefit from restructuring membership composition. These include: Facilities Task Force, Diversity Committee, District Advisory Council, and Technology Advisory Council.

The Task Force voted to recommend a specific membership framework for the Facilities Task Force and the Diversity Committee. The Task Force suggests a further review of the membership composition of District Advisory Council and Technology Advisory Council.

Meetings and Reporting

The Task Force suggests strengthening communication between staff and the committees, as well as adjusting meeting frequency and Board reporting requirements.

Membership Changes – Facilities Task Force

Current Membership:

- District Advisory Council: One (1) elected representative.
- Area Advisory Council: One (1) elected representative from each area
- Broward County Council of PTAs: Four (4) elected representatives
- Business/Industry: Three (3) representatives.
- Community: One (1) community representative from each I-Zone (~30)
- Diversity Committee: One (1) elected representative.
- League of Cities: Three (3) elected representatives.
- School Board Members: One (1) appointee residing Board Member District
- Community-at-Large: Four (4) representatives
- One Principal representative from each: elementary, middle and high
- One (1) ESE Advisory Council Representative
- One (1) Federation of Public Employees (FOPE)
- One (1) Broward Teachers Union (BTU)
- School Board Staff (non-voting): Representatives from the Division of Facilities and Construction Management, Comptroller's Office, Education Technology Services, Maintenance Department, Management/Facility Audits, Risk Management and Safety, and other staff, as appropriate

Current Voting Membership: approx. 63

Task Force Recommendation:

- 9 Board Member Appointees
- 1 Rep from each Area Advisory
- 1 Diversity Committee
- 1 League of Cities
- 3 Principals (Elem, Middle, High)
- 1 ESE
- 1 BTU
- 1 FOPE
- 1 Business Industry Rep
- 5 non-voting/non-quorum Staff from Construction, Maintenance, PPO, Capital, Smart Program, etc.

*A Rep from Facilities would have a seat on DAC

Revised Voting Membership: 21

Membership Changes – Diversity Committee

Current Membership:

- 3 appointments per Board Member - 27
- 3 Students - Non-voting - 0

Current Voting Membership: 27

Task Force Recommendation:

- 2 Appointments per Board Member - 18
- 1 Superintendent Appointment - 1
- 3 Students - Non-voting - 0

Revised Voting Membership: 19

Recommendation: The Task Force recommends reducing Board appointees to the Diversity Committee from three per Board Member to two appointees per Board Member. This recommendation is based on the significant number of historically vacant positions and challenges with attendance. Further reduction is not recommended given the significant scope of work of the committee.

Membership Changes – District Advisory Council

Current Membership:

- One (1) Broward Teachers Union (BTU)
- Chair from the Area Advisory Councils – 3
- One teacher per Area – 3
- Student Advisor and one student from each Area – 4
- One Parent (with a BCPS student) from each Area – 3
- Two parent representatives from an elementary school, middle school, and high school in each Area – 18
- Citizen-at-large from each Area – 3
- Business representative from each Area – 3
- Facilities representative from each Area – 3
- Legislative representative from each Area – 3
- Charter School representative – 1
- Lay citizen appointed by each School Board Member – 9
- City government representative appointed by League of Cities – 1
- Representative appointed by Broward Alliance- 1
- Representative appointed by Workforce One – 1
- Representative from a business organization such as the Chamber of Commerce or Broward Alliance – 1
- School-based principals representing elementary, middle, high schools, and centers – 4
- An assistant principal appointed by the Broward Assistant Principals Association – 1
- Representative appointed by the Broward Teachers' Union (BTU) – 1
- Chair of ESE, ESOL, and Gifted Advisories – 3
- Immediate past DAC Chair – 1
- Representative selected by Title I Parent Executive Advisory Council – 1
- Representative selected by the Urban League of Broward County - 1

Current Voting Membership: 75

Task Force Recommendation:

The Task Force recommends that the Board direct the membership of the District Advisory Council to be reviewed to determine if changes in the membership would make a more effective organization.

*DAC has revised their bylaws to reduce membership. Bylaws pending Board approval.

Membership Changes – Technology Advisory Committee

Current Membership:

- Information & Technology - 1
- Office of Communications - 1
- Procurement & Warehousing Services - 1
- Office of Academics - 2
- Facilities & Construction Management - 1
- Teacher Rep - 3
- Professional Development Standards and Support - 1
- Union Representatives - 2
- School District Administrators - 3
- Board Member Representatives - 9
- Diversity Committee - 1
- DAC Representative - 1
- ESE Advisory Council - 1
- ESOL Leadership Council - 1
- Gifted Advisory Council - 1
- Students - 2
- Safey and Security - 1

Current Voting Membership: 32

Task Force Recommendation:

The Task Force identified the size and composition of the Technology Advisory Committee as an issue for further review.

The Task Force discussed various scenarios but had insufficient time to study the concerns and make a formal recommendation for membership structure.

One possibility for consideration would be a community-based technology committee and a separate internal, staff-driven workgroup. The Task Force encourages that any change be in collaboration with the current TAC.

Meeting and Reporting Changes

Meetings

- Resume monthly Superintendent meetings with DAC Steering
- Enable committees to have virtual informational meetings as determined by the needs and objectives of the committee
- Enable committees to utilize existing platforms to promote engagement and education through informational sessions, e.g., Parent University, Lunch & Learns
- Enable committees to establish a committee meeting schedule to suit its needs and work flow, such as monthly, bi-monthly or quarterly

Reporting

- Establish regular communication with the appropriate Cabinet-level staff member(s)
- All committees should report to the Board as necessary to support committee objectives
- Area Advisory Councils and any committee placed under another committee per Recommendation 2A or 2B should be permitted to provide reports to the Board during the Workshop for Committee Reports as necessary and be listed on the District website
- Committee chairs should have an annual meeting with the Superintendent and relevant Director(s) to discuss goals as required by Policy

Training Recommendations

Liaison Training

Chair and Committee Member Training

Liaisons

Responsibilities

- Securing meeting space
- Publicly advertising meetings, in accordance with state law and placing on the BCPS Calendar
- Providing technical support
- Printing meeting documents
- Confirming requested speakers and/or presenters
- Maintaining records (including membership lists, agenda, minutes, attendance, and motions)
- Submit in writing and track committee recommendations to the Board
- Seek additional guidance and assistance as necessary from point of contact and/or general counsel

Required Documents/Packet

- Policy 1070
- Committee Policy
- Statute, if applicable
- Bylaws
- Templates
- Committee Recommendations Process
- Robert's Rules of Order
- Acknowledgement of School Board Advisory Committee Member's Responsibilities
- Acknowledgement of Ethics Training Completion

Training

- Annual training required for all liaisons
- Partner with experienced liaisons to develop and deliver comprehensive training and provide mentorship
- District-provided collaborative training session annually with liaisons and Executive Boards of committees to create common expectations and practices
- Training, minutes, and attendance should be recorded
- Establish point of contact for questions and/or concerns pertaining to liaison role

Additional Recommendations

- Ensure consistent and fair compensation (overtime or compensatory time off, etc.) for time spent in liaison role as allowed in policy 4300.1
- Implement an annual anonymous survey to collect liaisons' perspectives and information to inform future committee work

Chairs and Committee Members

Responsibilities

- Regularly prepare for, attend, and participate in meetings
- Complete BCPS Ethics Training before attending the second meeting
- If appointed, provide regular committee update to appointing Board Member or Superintendent

Executive Board Responsibilities

- Provide committee recommendations to liaison
- Determine members in good standing for quorum requirements
- Notify Board Members/Supt. when an appointee is not in good standing
- Seek guidance and assistance as necessary from liaison

Required Documents/Packet

- Policy 1070
- Committee Policy
- Statute, if applicable
- Bylaws
- Templates
- Committee Recommendations Process
- Robert's Rules of Order
- Acknowledgement of School Board Advisory Committee Member's Responsibilities
- Acknowledgement of Ethics Training Completion

Training

- Annual committee-specific training and/or orientation
- District-provided collaborative training session annually with liaisons and Executive Boards of committees to create common expectations and practices
- Establish point of contact for questions and/or concerns pertaining to liaison role

Additional Recommendations

- Update the Acknowledgement of School Board Advisory Committee Member's Responsibilities form
- A system for committee chairs to easily verify member completion of ethics training

Final Considerations



The Task Force was unable to complete the Liaison and Committee Training frameworks and manuals. Completing this task is critical to the success of committees and should be done before committees resume work in the fall. The Task Force seeks direction on how to proceed.



Committees can be a powerful tool for mobilizing support for District programs, creating enthusiasm to retain and attract prospective families, and as a sounding board for future Redefining plans.



Before voting on a committee structure, the Task Force recommends identifying unintended and cascading effects of decisions (such as the need to rewrite policy, the need and cost to shift committee work to District staff, and the interconnectedness of committee memberships) and implement a plan and timeline for moving forward.



The Task Force members appreciate the opportunity to serve the District as we work in partnership to build a strong and vital committee structure to support BCPS, our communities, and most importantly our students.

Superintendent's Task Force on Committee Structure and Policy 1070
Meeting Minutes

March Minutes

- March 13, 2025 Meeting

April Minutes

- April 9, 2025 Meeting
- April 14, 2025 Meeting
- April 17, 2025 Meeting
- April 21, 2025 Meeting
- April 24, 2025 Meeting
- April 28, 2025 Meeting
- April 30, 2025 Meeting

May Minutes

- May 2, 2025 Meeting
- May 8, 2025 Meeting
- May 12, 2025 Meeting
- May 19, 2025 Meeting
- May 22, 2025 Meeting
- May 28, 2025 Meeting

June Minutes

- June 4, 2025 Meeting
- June 5, 2025 (Afternoon) Meeting
- June 5, 2025 (Evening) Meeting
- June 6, 2025 Meeting
- June 9, 2025 Meeting

Established 1915
BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Kathleen C. Wright Administration Center 600 SE 3rd Avenue Fort Lauderdale, FL 33301
Date	Thursday, March 13, 2025
Time	6:30 PM

Attendees

Meeting Attendance

Member (Appointing Entity)	3/13
Mary Fertig (Supt)	P
Louis Kushner (Supt)	P
Tom Lander (1)	P
Brooke Bordy (2)	P
Erin Gohl (3)	P
Danielle Hoffman (4)	P
Pete Tingom (5)	P
Daureene Reyes (6)	P
Cynthia Dominique (7)	P
Alec Bogdanoff (8, Chair)	P
Nancy Fry (9)	A

P = Present; A = Absent

Actions Taken on Agenda Items

I. Welcome and Introductions
- Meeting called to order at 6:32 PM by Chair Alec Bogdanoff.
- Task Force Members introduced themselves.

II. Task Force Purpose and Scope
- Task Force Members discussed the purpose of the Task Force.
- The direction from the Superintendent is to provide recommendations regarding Policy 1070 and district committee structures.

III. Committee Structure and Future Meetings
- Vice Chair Election:
  - **Brooke Bordy moved to nominate Cynthia Dominique as Vice Chair. Motion was seconded and approved Unanimously.**
- Recording Secretary Election
  - **Pete Tingom moved to nominate Erin Gohl as Recording Secretary. Motion was seconded and approved Unanimously.**
- Subcommittee Chair Elections
  - **Pete Tingom moved to nominate Erin Gohl Chair of the Subcommittee on Advisory Chairs. Motion was seconded and approved.**
  - **There was a motion to nominate Lewis Kushner Chair of the Subcommittee on Staff Liaisons. Motion was seconded and approved.**

IV. Timeline and Milestones
- Alec Bogdanoff reviewed the timeline, stating the objective to deliver recommendations within a 60-day timeframe.
- Members discussed concerns regarding the feasibility of this timeline

V. Public Comment
- Public comments were made by Beth Ann Carr, Jacqui Luscombe, and Narnike Pierre Grant.

VI. Committee Discussion
- Members addressed challenges facing advisory committees, specifically quorum issues and the necessity for improved training and support mechanisms.
- Suggestions for the work of the Task Force included directly involving advisory chairs in future discussions and obtaining qualitative feedback.
- Members proposed creating a procedural document to define the roles and interactions between advisory committees and district liaisons.

VII. Next Steps and Adjournment
- The next meeting was scheduled tentatively for the first week of April, with a forthcoming Doodle poll to finalize the specific date.
- Motion to adjourn; seconded and approved. Meeting adjourned at 8:56 PM.

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BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Kathleen C. Wright Administration Center 600 SE 3rd Avenue Fort Lauderdale, FL 33301
Date	Wednesday, April 9, 2025
Time	3:30 PM

Meeting Attendance

Member (Appointing Entity)	3/13	4/9
Mary Fertig (Supt)	P	P
Louis Kushner (Supt)	P	P
Tom Lander (1)	P	P
Brooke Bordy (2)	P	P
Erin Gohl (3)	P	P
Danielle Hoffman (4)	P	P
Pete Tingom (5)	P	P
Daureene Reyes (6)	P	A
Cynthia Dominique (7, Vice Chair)	P	P
Alec Bogdanoff (8, Chair)	P	P
Nancy Fry (9)	A	P

P = Present; A = Absent

Actions Taken on Agenda Items

I. Welcome and Introductions
- Meeting called to order by Chair Alec Bogdanoff at 3:36 PM.

II. Approval of Meeting Minutes from March 13, 2025 Meeting

- Corrections were noted (misspellings of names). Brooke Bordy moved to postpone approval, motion was seconded and withdrawn after discussion. Approval postponed.

III. Advisory Board activity and discussion
- Chair Bogdanoff initiated an activity to identify essential advisory committees or identify new committees that could fill gaps or absorb multiple existing advisory committees.
- There were concerns raised about the narrow scope of the activity and a call from some Task Force members to be provided with additional information and resources before returning to this specific discussion.

IV. Committee discussion
- Erin Gohl, Chair of the Subcommittee on Advisory Chairs, presented a draft survey intended to gather feedback from advisory committee chairs on current structure and areas for improvement.
  - Feedback from the Task Force included shortening the survey, expanding survey to include all advisory committee members, and giving the option for respondent to share their associated advisory name.
  - Revised survey to be shared electronically for review and feedback.
  - Scheduled subcommittee virtual meeting for April 14 at 9:30 AM to get feedback on next survey draft and finalize.
- **Brooke Bordy made a motion to allow public comments. Motion was seconded and passed.**
  - Public comments were made by Jacqui Luscombe, Linda Ferrara, and Narnike Pierre Grant.
    - Comments included feedback emphasizing the need for the Task Force to review Policy 1070, involve advisory chairs in Task Force discussions, and to collect feedback from advisory chairs and members using multiple modes of communication in addition to the survey (i.e., round tables, focus groups, community discussions).
- The committee discussed scheduling future meetings and agreed on:
  - April 17 (Virtual), 1:00–3:00 PM: Overview of Policy 1070 (Linda Ferrara presenting).
  - April 21 (Virtual), 4:30–6:30 PM: Advisory Chairs Roundtable.
  - April 28 (In-person, location TBD), 6:30–8:45 PM.
- **Cynthia Dominique moved to empower the Chair to send a communication to Superintendent stating that the current 60-day timeline for recommendations is unrealistic, requesting an extension for thorough review. The motion was seconded and passed.**

V. Next Steps and Adjournment
- Armando Arana to distribute requested advisory committee documents and emails from the public.
- Meeting adjourned at 5:45 PM.

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County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Virtual
Date	Monday, April 14, 2025
Time	9:30am

Attendees: Erin Gohl, Cynthia Dominique, Brooke Bordy, Danielle Hoffman, and Pete Tingom

I. Call to Order

The meeting was called to order at 9:30 a.m. by Subcommittee Chair Erin Gohl.

II. Discussion on Feedback to Proposed Survey of Advisory Members and Chairs

Survey Structure and Purpose

- Erin Gohl emphasized that the survey's purpose is to gather meaningful feedback from advisory members and chairs to inform recommendations—not to justify existing structures.
- The structure will include a mix of rating scale and open-ended questions. All responses will be optional.
- A 1–4 Likert scale will be used to avoid neutral middle-ground answers.
- The initial draft was considered too long; Erin committed to shortening it while preserving valuable insights.

Distribution and Scope

- The survey will be shared with all advisory members, including chairs.
- Multiple members expressed concern that feedback from infrequent attendees may not be representative. An optional question will be included: "How many general advisory meetings have you attended in the past year?" with a dropdown format (e.g., 0, 1–2, 3–5, 6+).

Clarifying Roles and Participation

- The survey will include:
    - Identification of the advisory/committee served
    - A checklist of which advisories the respondent is a member of
    - Executive board role participation (Chair, Vice Chair, Recording Secretary)
    - Number of committees a member participates in
- "General advisory meeting" will be explicitly defined to avoid confusion with subcommittees or planning sessions.

Administrative Support

- A checklist will assess what supports advisory members have received, including:
    - Access to BCPS email, technology (e.g., computers), and meeting room setup
    - Availability of audiovisual equipment
    - Support from liaisons, including assistance with communication, printing, room access, and speaker coordination
- The checklist will help identify gaps in training and logistics across advisory groups.

Policy Awareness and Barriers

- A question will assess whether members are aware of standardized bylaws established in Policy 1070.
- An open-ended question will explore barriers to participation (e.g., schedule conflicts, work, transportation, communication gaps).

Additional Topics Discussed

- Clarity will be provided on what "Broward County Advisory Committee Structure" refers to, and a list of the 19 included groups will be visible at the start of the survey.
- Survey responses will help gauge representativeness, effectiveness, and engagement across advisory groups.
- All survey items will be optional to encourage participation without discouraging responses from members with limited involvement.

III. Public Comment

The floor was opened for public comment at 10:10 a.m. No public comments were made.

IV. Next Steps

Action Items

- Erin Gohl will revise the survey to:
    - Shorten its length
    - Use a 1–4 rating scale
    - Add attendance, advisory role, and executive board identification questions
    - Include administrative support checklists
    - Add a question on awareness of Policy 1070 bylaws
    - Add an open-ended question on barriers to participation
- Armando will upload and format the survey in Microsoft Forms.
- The subcommittee agreed to keep the full task force informed of all ongoing work and discussions.
- A 10-day survey response window will be established, with multiple reminders sent to maximize participation.

The meeting was adjourned at 10:22 a.m.

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County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Virtual
Date	Thursday, April 17, 2025
Time	1:00 PM

Meeting Attendance

Member (Appointing Entity)	3/13	4/9	4/17
Mary Fertig (Supt)	P	P	P
Louis Kushner (Supt)	P	P	P
Tom Lander (1)	P	P	P
Brooke Bordy (2)	P	P	P
Erin Gohl (3)	P	P	P
Danielle Hoffman (4)	P	P	A
Pete Tingom (5)	P	P	P
Daureene Reyes (6)	P	A	P
Cynthia Dominique (7, Chair)	P	P	P
Geoffrey Cohen (8)	N/A	N/A	P
Nancy Fry (9)	A	P	P

P = Present; A = Absent

Informational Discussion Based on Agenda Items

I. Call to Order and Introductions

- Chair Cynthia Dominique called the meeting to order at 1:04 PM.

II. Housekeeping and Rules of order

- Chair Dominique reminded members that Robert's Rules of Order would be used as a framework and asked members to keep remarks succinct.

III. Purpose and Scope of the Task Force

- Chair Dominique clarified the scope of the Task Force:
    - All advisory and task force bodies will be referred to as "committees" per Policy 1070.
    - The Task Force is charged with reviewing all aspects of committee structure and Policy 1070.
    - The Communications and Legislative Affairs Department requested **two recommendations** from the Task Force on committee structure; a third will come from the Superintendent.

IV. Clarification of Timeline and Date for Recommendation to School Board

- The committee reviewed and discussed the timeline:
    - Original 60-day window began March 4, 2025.
    - First Task Force meeting: March 13, 2025.
    - Final recommendations are due prior to the **June 10, 2025** School Board meeting.
    - Target internal deadline: **May 30, 2025**, allowing time for public posting before June 3.

- The possibility of providing **interim recommendations** at the **May 6, 2025 workshop** was raised. Members supported developing a draft to present following the April 28 in-person meeting.

V. Public Comment

- **Narnike Pierre Grant**, Chair of the Diversity Committee, asked about the purpose of the April 21 advisory chair meeting. Chair Dominique clarified it is to gather feedback, understand current challenges, and ensure committee experiences are considered in final recommendations.

VI. Discussion on Policy 1070 facilitated by Linda Ferrara

a. Historical Perspectives: Linda Ferrara presented background on the development and revision of Policy 1070 explaining its alignment with Florida Sunshine Law and the General Counsel's office. The policy defines committees, ethics expectations, public meeting requirements, and record retention obligations.

b. Community Feedback from Policy 1070 Rule Development: Ms. Ferrara shared that stakeholder concerns over **quorum challenges**, **unclear committee roles**, and **inconsistent district support had informed revisions**.

c. Complete Review of Policy 1070 and Consensus

- Highlights from the walkthrough and Task Force discussion:
    - **Committee Definitions and Roles:** All committees must follow Sunshine Law if they make recommendations. Members are considered public officers.
    - **Ethics Training and Records:** Ethics training is mandatory. Records (e.g., minutes, emails, sign-in sheets) must be submitted to district liaisons.
    - **Quorum:** Challenges with achieving quorum were discussed. Several members proposed reducing membership requirements or automatically adjusting quorum based on attendance.
    - **Officer Terms:** Language limiting chairs to four one-year terms with a two-year hiatus was reviewed. Discussion included the need for this along with the potential flexibility via supermajority reappointment.

- **Meeting Calendars:** Difficulties in coordinating meetings due to district scheduling conflicts were noted.
- **Subcommittees and Public Access:** Emphasis on notice and compliance for subcommittees was discussed.
- **Future Considerations:** Members expressed interest in addressing member removal procedures (Section 11f), quorum calculations, and improving support systems for committee functionality.

VII. Plan of work: Future Meeting dates, agenda items, Information request

- **Survey for Advisory Chairs and Members**
  - Reviewed the draft of the survey, with updates from the subcommittee meeting on 4/14
  - Group came to consensus on having District Staff send the survey to advisory liaisons immediately with the goal of getting responses by 4/27.
- **Next Meetings**
  - **April 21, 2025 (4:30-6:30,Virtual):** Meeting to Hear From Advisory Chairs:
  - **April 24, 2025 (3pm – 5pm, Virtual):** Meeting to go over additional discussion on 1070
  - **April 28, 2025, 6:30–8:45 PM:** (at the KCW Building) - Will include formal votes on any consensus recommendations and approval of prior minutes.
- **Interim Recommendations:** Potential update at May 6, 2025 School Board Workshop.
- **Final Recommendations:** Target deadline – May 30, 2025.

VIII. Adjourn

- Meeting adjourned at 3:15pm.

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BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Virtual
Date	Wednesday, April 21, 2025
Time	4:30 PM

Meeting Attendance

Member (Appointing Entity)	3/13	4/9	4/17	4/21
Mary Fertig (Supt)	P	P	P	P
Louis Kushner (Supt)	P	P	P	P
Tom Lander (1)	P	P	P	P
Brooke Bordy (2)	P	P	P	P
Erin Gohl (3)	P	P	P	P
Danielle Hoffman (4)	P	P	A	P
Pete Tingom (5)	P	P	P	A
Daureene Reyes (6)	P	A	P	A
Cynthia Dominique (7, Chair)	P	P	P	P
Geoffrey Cohen (8)	N/A	N/A	P	A
Nancy Fry (9)	A	P	P	P

P = Present; A = Absent

Informational Discussion Based on Agenda Items

I. Call to Order and Introductions

- Chair Cynthia Dominique called the meeting to order at 4:35 PM.

II. Housekeeping and Rules of order

- Committee Leadership: Chair assumed role after the former chair's resignation.

- Conduct: Members were asked to be respectful, stay on topic, and be concise.
- Camera Etiquette: Task force members were asked to keep cameras on to show engagement.
- Ethics Training: Members were reminded to complete the required ethics training by their second meeting.

III. Purpose and Scope of the Task Force

- The task force is charged with reviewing Policy 1070 and the structure and functioning of district committees to offer informed recommendations on potential improvements.

IV. UPDATE of Timeline and Date for Recommendation to School Board

- Policy 1070 Recommendations - due to be reported on April 28, 2025
- 2 Options for Committee Recommendations - are now due by May 16, 2025

V. FOLLOW-UP Since Last Meeting

- Committee Member Survey: Erin Gohl shared that the survey went out to staff liaisons on 4/19; 11 responses had been submitted to date. The survey closes at noon on April 27, 2025. Erin Gohl was directed to send the survey link to committee chairs.
- Meeting Notice to Chairs: Apologies were made for the late notice given to chairs for today's meeting;

VI. VI. Discussion with Committee Chairs (5 Minutes per Chair)

- Chair Dominique invited committee chairs to share feedback according to the structure below:
  - Committee Represented and Purpose of Committee
  - Achievements of Committee
  - Internal and External Challenges of Committee
  - Recommendations for Policy 1070
  - Additional Public Comment (5)
- 15 committees were represented by current or past chairs or members. Speakers included:
  - **Nathalie Lynch-Walsh (***Audit Committee, District Advisory Council (DAC)*
  - **Narnike Pierre-Grant (***Diversity Committee)*

- **Esther Mizell (***CCC Settlement,* Historical Perspective)
- **Jacqui Luscombe (***ESE Advisory)*
- **Kimberly Mohorne (***Facilities Task Force)*
- **Linda Ferrara (***Technology Advisory, South Area Advisory Council)*
- **Karla Figueroa (***Gifted Advisory)*
- **Luz Adriana Escobar Perez (***ESOL Parent Advisory)*
- **Christopher Ruiz (***Wellness and Learning Supports)*
- **Catherine Uden (***Green Committee)*
- **Cynthia Dominique (***North Area Advisory Council)*
- **Nancy Fry (***Human Relations Committee)*
- **Danielle Hoffman (***Multilingual Advisory)*
- **Mary Fertig (***Parent and Community Involvement Task Force)*

- Please see supplemental document for summary of comments and feedback.

VII. Plan of work

- Future Meeting Dates and Agenda Items
  - Thursday, April 24th at 3pm-5pm on Teams, Policy 1070
  - Monday, April 28th at 6:30pm-8:45pm In-Person at KCW, Provide Formal Recommendations on Policy 1070
  - Friday, May 2nd at 9:30am-11:30am on Teams
  - Thursday, May 8th at 5:30pm-8:45pm In-Person at KCW with Virtual Option
  - Monday, May 12th at 5:30pm-8:45pm In-Person at KCW- Final Recommendations
  - Thursday, May 15th 9:30am on Teams- Compiling Report with Recommendations
- Data and Records Request
  - Liaison Training
  - Chair Training
  - Process for Recommendations from Committees to the School Board

        - Bylaws for Committees
        - Committee Member Survey Response

VIII. Adjourn
    - The meeting was adjourned at 7:20 PM.

Established 1915
BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Virtual
Date	Thursday, April 24, 2025
Time	3:00 p.m.

Meeting Attendance

Member (Appointing Entity)	3/13	4/9	4/17	4/21	4/24
Mary Fertig (Supt)	P	P	P	P	P
Louis Kushner (Supt)	P	P	P	P	P
Tom Lander (1)	P	P	P	P	A*
Brooke Bordy (2)	P	P	P	P	P
Erin Gohl (3)	P	P	P	P	P
Danielle Hoffman (4)	P	P	A	P	P
Pete Tingom (5)	P	P	P	A	P
Daureene Reyes (6)	P	A	P	A	A
Cynthia Dominique (7, Chair)	P	P	P	P	P
Geoffrey Cohen (8)	N/A	N/A	P	A	A
Nancy Fry (9)	A	P	P	P	P

P = Present; A = Absent
*Absent due to family emergency.

Informational Discussion Based on Agenda Items

I. Call to Order
   a) The meeting was called to order at 3:08 PM by Chair Cynthia Dominique.

II. Housekeeping and Rules of order

a) Members were reminded to keep cameras on during meetings.
b) A reminder to complete Ethics Training was issued. Armando Arana will verify training completion via district records.

III. Purpose and Scope of the Task Force
a) Review of existing committee structures.
b) Development of two recommendation options for the Superintendent and Board.
c) Timeline reminders:
1) Policy 1070 recommendations due: April 28, 2025
2) Final recommendations due: May 16, 2025

IV. Timeline and Date for Recommendation to School Board via Superintendent (2 Min)
a) Policy 1070 Recommendations- April 28, 2025
b) 2 Committee Structure Recommendations from Taskforce- May 16, 2025

V. Committee Liaisons
a) Review Liaison Training from 2024-2025 School Year
1) Only the agenda from the October 1, 2024, training session was located; no minutes or attendance records were available.
2) Discussion on the need for:
1. Attendance records from liaison training (requested by Armando Arana).
2. Details on technology training and resources provided to liaisons.
3. Access to templates and resources for liaisons.

b) Survey
1) Dr. Louis Kushner presented a draft survey for staff liaisons. Major discussion points and agreed-upon changes:
1. Clarify questions to ask if respondents feel they received adequate training.
2. Categorize questions into sections: Background/Training, Committee Support Experience, Structure/Function Insights.
3. Include questions about whether liaison duties are voluntary or assigned.
4. Emphasize anonymity in the email and the survey introduction.
5. Simplify and streamline the survey to focus on actionable feedback.

6. Add questions:
    a. "What does an effective relationship between a liaison and a chair look like?"
    b. "Do you feel your committee is diverse and representative?"

2) Next Steps:
    1. Dr. Kushner will revise the survey and Armando will send out a version in Microsoft Teams to all 19 designated committee liaisons.
    2. Survey will remain open through April 28, 2025, and responses will continue to be accepted until May 2, 2025.

VI. Dissemination of Committee Member Survey

a) Chairs are asked to distribute the survey to their advisory members.
b) Additional support will be requested from the Department of School Improvement for area advisory chairs' member lists.

VII. Continued Discussion on Policy 1070

a) Terms of committee officers: The task force agreed that the policy should retain the current allowance of four one-year terms. They also agreed that these four one-year terms should be allowed for each officer position. They agreed to keep the 2-year pause in serving as chair after four consecutive one-year terms, unless the person receives a supermajority vote from members.

b) Committee Motions Process: The task force reviewed the process for submitting and responding to committee motions, emphasizing the need for timely responses and tracking mechanisms from the district.
    1) Current Process: The task force noted that the current process often lacks timely responses and clear tracking mechanisms.
    2) Proposed Changes: The task force proposed changes to improve the process. This includes setting specific timeframes for responses, creating a tracking system, and ensuring that all motions and responses are forwarded to school board members and relevant staff.
    3) Accountability: The task force emphasized the need for accountability in the process. They suggested that responses to motions should be documented publicly and include board members, ensuring transparency and follow-through.

c) Removal of Committee Members: The task force discussed the process for removing committee members who miss meetings or do not fulfill their responsibilities, considering the need for due process and clear guidelines.
    1) Attendance Policy: The task force discussed the need for a clear policy on attendance. They proposed that members who miss a certain percentage of meetings should be subject to removal, with a process in place to fill the vacant seats.
    2) Due Process: The task force emphasized the importance of due process in removing committee members. They suggested that members should be given adequate notice and an opportunity to address any issues before removal.
    3) Clear Guidelines: The task force agreed on the need for clear guidelines outlining the responsibilities of committee members and the process for removal. This would ensure consistency and fairness in handling such situations.

VIII. Public Input

a) Jacqui Luscombe gave public comment. She asked that the committee member survey be shifted to allow respondents to save progress if they are unable to complete it in one setting and noted a discrepancy between the scale descriptions and answer options for a set of questions. She also questioned the need for staff liaison anonymity within their survey given that committee members were asked to identify their specific committee.

IX. Plan of work

a) Data and Records Request
    1) Liaison Training- Received Agenda
    2) Chair Training- Pending
    3) Process for Recommendations from Committees to the School Board- Pending
    4) Bylaws for Committees- some pending
    5) Committee Member Survey Response- closes on 4/25/2025

b) Future Meeting Dates and Agenda Items
    1) **Monday, April 28th at 6:30pm-8:45pm** In-Person at KCW, Provide Formal Recommendations on Policy 1070
    2) **Friday, May 2nd at 9:30am-11:30am on Teams**

3) **Thursday, May 8th at 5:30pm-8:45pm In-Person at KCW** with Virtual Option
4) **Monday, May 12th at 5:30pm-8:45pm In-Person at KCW-** Final Recommendations
5) **Thursday, May 15th 9:30am on Teams**- Compiling Report with Recommendations

X. Adjourn

a) The meeting was adjourned at 5:27 PM.

Established 1915
BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Kathleen C. Wright Administration Center 600 SE 3rd Avenue, Board Room Fort Lauderdale, FL 33301
Date	Monday, April 28, 2025
Time	6:30 p.m.

Meeting Attendance

Member (Appointing Entity)	3/13	4/9	4/17	4/21	4/24	4/28
Mary Fertig (Supt)	P	P	P	P	P	P
Louis Kushner (Supt)	P	P	P	P	P	P
Tom Lander (1)	P	P	P	P	A*	P
Brooke Bordy (2)	P	P	P	P	P	P
Erin Gohl (3)	P	P	P	P	P	P
Danielle Hoffman (4)	P	P	A	P	P	P
Pete Tingom (5)	P	P	P	A*	P	P
Daureene Reyes (6)	P	A	P	A	A	P
Cynthia Dominique (7, Chair)	P	P	P	P	P	P
Geoffrey Cohen (8)	N/A	N/A	P	A	A	P

Nancy Fry (9)	A	P	P	P	P	P

P = Present; A = Absent
*Excused

I. Call to Order

A. The meeting was called to order by Chair Cynthia Dominique at 6:31 PM.

II. Roll Call / Attendance

A. Attendance and prior absences were recorded (see above).

B. Ethics training compliance was discussed; members were reminded that completion by the second meeting is required per Policy 1070.

III. Approval of Chair and Election of Officers

- **Motion: Affirm the Superintendent's appointment of Cynthia Dominique as Task Force Chair.**
    - **First:** Danielle Hoffman
    - **Second:** Pete Tingom
    - **Outcome:** Passed unanimously
- **Motion: Elect Brooke Bordy as Vice Chair.**
    - **First:** Danielle Hoffman
    - **Second:** Pete Tingom
    - **Outcome:** Passed unanimously

IV. Discussion and Motions on Policy 1070 Recommendation

A. All motions below refer to proposed edits to Policy 1070

Motion	**First**	**Second**	**Outcome**

Introduction: To recommend that the introductory language of Policy 1070 be amended to make clear that it applies to any groups making changes to policy or recommendations to the Superintendent or School Board, including internal groups.	Mary Fertig	Pete Tingom	Carries Unanimously
II Definitions: Reorganize Section 2 Definitions by moving statute reference and clarify inclusion of Superintendent-created groups.	Danielle Hoffman	Nancy Fry	Carries Unanimously
IV. Establishment and Dissolution of School Board-Established Advisory Committees and Committees Established by School Board Resolution **A. 4.** Adopt the redline version of the Superintendent's proposal: "4. Any School Board Policy or resolution establishing an advisory committee must be in compliance with applicable law, rules and other School Board Policies and must be reviewed every ~~two~~ five (~~2~~ 5) years by the members of the School Board, advisory committee itself, and department, if applicable, in accordance with School Board Policy 1000."	Mary Fertig	Pete Tingom	Carries unanimously
Throughout Policy: Change all references in policy requiring a two year review cycle to a five year	Mary Fertig	Nancy Fry	Carries unanimously

review cycle			
V. Application of Law to Committees **C:** Rename "Code of Ethics" to "Ethics and Trainings" and reorganize into sub-sections on ethics, committee training, and liaison/facilitator training.	Mary Fertig	Pete Tingom	Carries unanimously
V. Application of Law to Committees **C. 7** Replace "training" with "ethics and committee trainings"	Mary Fertig	Nancy Fry	Carries unanimously
VI. Membership **B. 1.** Change "Conflict of Interest name to align with the correct name of the form.	Mary Fertig	Nancy Fry	Carries unanimously
VII. School Board Member Appointments to School Board-Established Advisory Committees. Adopt the following language for A. for the creation of an ""Advisory Appointee List" and recommend that the Superintendent maintain a similar list for other appointments. A. "The district shall maintain an Advisory Appointee Interest List. From the first day of March through the last day of May of each school year, the District shall open an application window whereby members of the public can express their desire to serve as a School	Louis Kushner	Mary Fertig	Carries unanimously

Board Member Appointee to an advisory of interest. The application shall collect the following information: 1. The individual's full name and contact information 2. District of residence 3. Any relevant qualifications, including but not limited to education, experience, and prior appointments. 4. Any relationship to BCPS, including whether they are an employee, parent of an enrolled student, and 5. Reasons for interest. The application shall also indicate the approximate commitment level necessary for each advisory and state that submittal of the application represents a commitment by the applicant to attend and participate in the advisory, if selected."			
VII. School Board Member Appointments to School Board-Established Advisory Committees. **B.** Change "two committees" to "one committee established by policy"	Geoff Cohen	Pete Tingom	Carries unanimously
VII. School Board Member Appointments to School Board-Established Advisory Committees. **C. 3.:** Add to current language–	Nancy Fry	Tom Lander	Carries unanimously

"Someone who is removed for not being in good standing cannot be appointed to any committee within the same year or the following year"			
VII. School Board Member Appointments to School Board-Established Advisory Committees. **F.**: Motion to recommend there needs to be a due process created for this section that dictates what happens if the superintendent removes an appointed member, along with what happens to an appointee in terms of their committee standing and participation in the interim of an appeals process.	Danielle Hoffman	Nancy Fry	Carries with 3 dissents *Dissent was due to some wanting the committee to define and finalize the language as part of the recommend ations.
VIII. COMMITTEE BYLAWS Add: C. "The School Board shall vote on bylaws within three (3) months of submission for vote by a Committee."	Nancy Fry	Louis Kushner	Carries unanimously
IX. Committee Meetings Adopt suggested Matrix language from IX on: **IX. Committee Meetings** "A. Meetings shall be conducted in accordance with the current edition of Robert's Rules of Order, newly revised, and in accordance with any adaptations that are appropriate	Nancy Fry	Louis Kushner	Carries unanimously

under the committee's establishing policy and bylaws. B. Public Attendance at Committee Meetings. All meetings of decision-making committees are open to the public pursuant to Section 286.011, Fla. Stat. (The Sunshine Law). 1. Except for any committee meetings that are permitted by applicable law, rule, emergency order, or School Board Policy to be conducted remotely, each committee meeting at which official business is to be conducted shall be held at an appropriate physical location in Broward County, Florida that is open to the general public with a quorum of its members present at the physical location." **X. APPROVED COMMITTEE MOTIONS** "A. Approved recommendations shall be sent to the committee's district liaison. The district liaison shall forward approved recommendations to all School Board Members, the Superintendent of Schools, and the relevant Department Director, copied to the committee Chair. B. Appropriate district staff shall confirm receipt within two (2) business days and respond in writing to such approved motions within twenty-one (21) business days after their receipt to the Superintendent of Schools or their designee, copied to the			

committee's liaison, the committee's Chair, and each School Board Member. Written responses shall include the following: 1. The name and contact information of the department responsible for the response. 2. A clear indication of whether the District supports the recommendation. 3. A specific explanation and reasoning for supporting or not supporting the recommendation. C. Approved motions and corresponding responses shall be catalogued by district staff and be made available on a district webpage." **XI. Election of Officers** "3. Each advisory committee shall have the authority to annually elect their officers to serve up to four (4) one-year terms in each position. Thereafter, an advisory committee appointee or member may not serve as a Chair of that advisory committee for a period of two (2) years following the conclusion of their term as chair 4. A two-thirds (2/3) majority vote of the members in good standing in attendance is required to extend any chair's term beyond that described in Section XI, A (3)." **XII. COMMITTEE CHAIR CONSULTATION WITH SUPERINTENDENT.**			

"A. The Superintendent and/or the appropriate cabinet-level department head shall meet with the Chair of each School Board-Established Advisory Committee once in September and once in January of each academic school year to collaborate upon any issues, matters, and concern that may or may not be outlined in the committee's establishing policy."			
• Recommend replacing all references to "Chief of Staff" with "Superintendent or designee."	Nancy Fry	Pete Tingom	Carries unanimously

- Additional discussion included need for better clarity around quorum and meeting notice requirements; flagged for future policy revisions and potential inclusion in recommendations.

VI. Other Business

- **Motion:** Extend meeting by 10 minutes.
    - **First:** Louis Kushner
    - **Second:** Nancy Fry

    - **Outcome:** Passed unanimously

- Committee Member Survey
    - Task Force members came to consensus on extending the member survey deadline indefinitely with the goal of maximizing reach and input.

VII. Adjournment

- Meeting adjourned at 9:05pm

Established 1915
BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Virtual
Date	Wednesday, April 30, 2025
Time	11:30am

Meeting Attendance

Member (Appointing Entity)	3/13	4/9	4/17	4/21	4/24	4/28	4/30
Mary Fertig (Supt)	P	P	P	P	P	P	P
Louis Kushner (Supt)	P	P	P	P	P	P	P
Tom Lander (1)	P	P	P	P	A*	P	A
Brooke Bordy (2)	P	P	P	P	P	P	P
Erin Gohl (3)	P	P	P	P	P	P	P
Danielle Hoffman (4)	P	P	A	P	P	P	P
Pete Tingom (5)	P	P	P	A*	P	P	P
Daureene Reyes (6)	P	A	P	A	A	P	P
Cynthia Dominique (7, Chair)	P	P	P	P	P	P	P
Geoffrey Cohen (8)	N/A	N/A	P	A	A	P	P
Nancy Fry (9)	A	P	P	P	P	P	P

P = Present; A = Absent
*Excused

I. Call to Order

A. The meeting was called to order at 11:40 a.m. by Brooke Bordy, Vice Chair, in the temporary absence of Chair Cynthia Dominique.

II. Housekeeping and Rules of Order

A. Cameras On/Presence Reminder: Members were asked to remain on camera and stay present throughout the meeting.

B. Ethics Training Confirmation: Members confirmed completion and passing of the required ethics training.

III. Purpose and Scope of the Task Force

A. Brooke Bordy, the Vice Chair, reiterated the Task Force's charge to:

- Finalize recommendations on Policy 1070.
- Prepare two distinct recommendations regarding committee structure by May 16, 2025.

IV. Timeline and Date for Recommendations

A. Policy 1070 recommendations were finalized at the prior meeting (April 28).

B. The focus now shifts to developing two committee structure options for recommendation to the Superintendent and School Board.

V. Liaison Survey and Committee Member Survey

A. Deadline Extension:

- Erin Gohl requested that we keep the survey open indefinitely, but establish a soft deadline of May 4 at 11:59 p.m. to ensure member survey responses are reviewed before recommendations are finalized.
- Members supported sending reminders emphasizing the importance of responding by this date for full consideration.

B. Survey Results Review:

- Preliminary data from the Committee Member and Liaison surveys were shared.

- 61 responses had been received to date from committee members.
- The response rate from liaisons was low (only 5 responses out of ~19 expected).
- Members emphasized disaggregating data by advisory group and requested readable formats for long-form responses. Nancy Fry volunteered to assist with formatting.
- Members agreed the survey is for trend-spotting rather than statistical rigor.

■ Presentation to the Board

- Members agreed to develop a PowerPoint presentation summarizing key findings and trends for board presentation.
- Categories to highlight include:

(1) Training needs

(2) Role clarity and definition for liaisons

(3) Compensation/time commitment concerns

(4) Cultural factors such as respect and inclusion

C. Additional Input from Liaisons:

■ Members debated inviting liaisons to a future meeting. There was consensus to extend the invitation while respecting concerns or reluctance due to feedback being tied to employment.

■ There was a suggestion to explicitly frame the invitation around seeking process improvement rather than personal feedback.

D. Additional Documentation Needed - Members requested:

■ Job titles and descriptions for current liaisons

■ Clarification on liaison responsibilities and compensation (e.g., comp time)

- Training agendas, presentations, or recordings (only agendas have been provided to date)

VI. Discussion on Evaluating and Recommending Committee Structures

A. This discussion was postponed to a future meeting due to time constraints.

VII. Plan of Work

A. Future Meeting Topics:

- Finalize survey analysis
- Review training and support structures for liaisons
- Develop final report for committee structure recommendations

B. Annual Survey Recommendation:

- Members expressed consensus on recommending the development of an annual committee and liaison survey to track progress and gather feedback.

VIII. Adjournment

A. Meeting was adjourned at 1:52pm.

Established 1915
BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Virtual
Date	Friday, May 2, 2025
Time	9:30am

Meeting Attendance

Member (Appointing Entity)	3/13	4/9	4/17	4/21	4/24	4/28	4/30	5/2
Mary Fertig (Supt)	P	P	P	P	P	P	P	P
Louis Kushner (Supt)	P	P	P	P	P	P	P	P
Tom Lander (1)	P	P	P	P	A*	P	A	A
Brooke Bordy (2)	P	P	P	P	P	P	P	P
Erin Gohl (3)	P	P	P	P	P	P	P	P
Danielle Hoffman (4)	P	P	A	P	P	P	P	P
Pete Tingom (5)	P	P	P	A*	P	P	P	A*
Daureene Reyes (6)	P	A	P	A	A	P	P	
Cynthia Dominique (7, Chair)	P	P	P	P	P	P	P	P
Geoffrey Cohen (8)	N/A	N/A	P	A	A	P	P	P
Nancy Fry (9)	A	P	P	P	P	P	P	P

P = Present; A = Absent
*Excused

I. Call to Order

A. Chair Cynthia Dominique called the meeting to order at 9:35 AM.

II. Housekeeping and Rules of Order

A. The Chair reminded participants of meeting protocols: stay respectful, concise, and on topic. Cameras were requested to be on.

B. Ethics Training: Daureen Reyes was previously listed as incomplete; she reported completion on April 24 and agreed to send documentation.

III. Purpose and Scope of the Task Force

A. Chair Cynthia Dominique restated the purpose of the task force:

1. Provide recommendations on Policy 1070

2. Provide recommendations on district committee structure

IV. Timeline and Date for Recommendations to School Board

A. It was reported that, despite requests from the Task Force, an item to present the Task Force Policy 1070 recommendations was not added to the May 6th Board Workshop.

B. Concerns were raised regarding lack of clarity from district leadership on how recommendations would be considered.

1. John Sullivan, Chief of Communications and Legislative Affairs, joined the meeting to clarify:

a) The May 6 agenda includes committee reports, but not the task force's recommendations.

b) He gave permission for Chair Cynthia Dominique to provide a five-minute verbal update along with other committee reports.

c) He explained that once the task force completes its full set of recommendations, a plan will be developed to deliver them to the Board.

C. Armando Arana reported that the Task Force invitation to the Superintendent to attend the May 8th meeting was declined. The Task Force had hoped to get additional context around the District's proposal to reduce the number advisories.

V. Liaison Roles and Responsibilities

A. Several staff liaisons and committee chairs joined the meeting and gave input. They included Marion Williams, Carly Russell, Michelle Stein, and Kelli Blackburn. Discussion included information on:

1. Policy-based expectations for liaisons.
2. Time management challenges (committee liaison work often exceeds the 20% allocated).
3. Compensation or flex time for after-hours responsibilities varies by budget and supervisor.
4. Committee work sometimes perceived as misaligned with district priorities; liaisons emphasized that input—even when critical—is grounded in advocacy for students.
5. Liaisons emphasized the importance of streamlining communication and potentially reintroducing a formal motions and tracking process to ensure board follow-up.
6. Liaisons noted that clarity on expectations and more consistent support materials would greatly benefit liaisons going forward and create cohesion across committees.

VI. Report on Recommendations for Policy 1070 and Committee Structure

A. Several members expressed that more time is needed to refine recommendations and asked the Chair to include that in the May 6th report to the Board.

B. Members raised concerns about burnout and reasonableness of the public to participate in meetings and processes due to the large volume and frequency of meetings.

VII. Plan of Work

A. Old Business:

1. The group will continue refining Policy 1070 language and due process provisions.

B. Data and Records Requests:

1. Liaison Training- Received Agenda
2. Chair Training- Pending
3. Process For Recommendations from Committees to the School Board- Pending
4. Bylaws For Committees - Pending for ESE Advisory, ESOL, Facilities, Gifted, Green, Human Relations, Multilingual, Parent and Community, QSEC, Small Business, Student Advisor, Superintendent School Site Review, Technology, Wellness and Learning Support
5. Committee Member Survey Response

C. Next Meetings:

1. Monday, May 5th (Noon - 1:30pm, Virtual): Steering Committee Meeting
2. Wednesday, May 7th (12:30pm-1:45pm, Virtual): Steering Committee Meeting

VIII. Adjournment

A. Meeting adjourned at 12:12pm.

Established 1915
BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Kathleen C. Wright Administration Center 600 SE 3rd Avenue, Board Room Fort Lauderdale, FL 33301
Date	Thursday, May 8, 2025
Time	5:30 p.m.

Meeting Attendance

Member (Appointing Entity)	3/13	4/9	4/17	4/21	4/24	4/28	4/30	5/2	5/8
Mary Fertig (Supt)	P	P	P	P	P	P	P	P	P
Louis Kushner (Supt)	P	P	P	P	P	P	P	P	P
Tom Lander (1)	P	P	P	P	A*	P	A	A	P
Brooke Bordy (2)	P	P	P	P	P	P	P	P	P
Erin Gohl (3)	P	P	P	P	P	P	P	P	P
Danielle Hoffman (4)	P	P	A	P	P	P	P	P	P
Pete Tingom (5)	P	P	P	A*	P	P	P	A*	P
Daureene Reyes (6)	P	A	P	A	A	P	P		P
Cynthia Dominique (7, Chair)	P	P	P	P	P	P	P	P	P
Geoffrey Cohen (8)	N/A	N/A	P	A	A	P	P	P	P
Nancy Fry (9)	A	P	P	P	P	P	P	P	P

P = Present; A = Absent

*Excused

I. Call to Order

The meeting was called to order at 5:35 PM by Vice Chair Brooke Bordy.

II. Housekeeping and Rules of Order

- Attendance was taken by Recording Secretary Erin Gohl–see above.
  New member designee Jessie Bastos was introduced by Geoffrey Cohen, who announced he would not be continuing on the task force following this meeting due to a pending surgery.
- Reminders were given regarding:
    - All members must have completed ethics training (confirmed).
    - Members should keep comments concise and remain on topic.

III. Approval of Minutes for Previous Meetings

- **March 13th Meeting Minutes**: Motion to approve by Danielle Hoffman, seconded by Nancy Fry. Motion carried unanimously.
- **April 9th Meeting Minutes**: Motion to approve by Nancy Fry, seconded by Danielle Hoffman. Motion carried unanimously.
- **April 14th Meeting Minutes**: No minutes yet—subcommittee meeting; minutes will be created.
- **April 17th Meeting Minutes**: Motion to approve by Pete Tingom, seconded by Nancy Fry. Motion carried unanimously.
- **April 21st Meeting Minutes**: Motion to approve by Nancy Fry, seconded by Danielle Hoffman. Motion carried unanimously.
- **April 24th Meeting Minutes**: Motion to approve by Nancy Fry, seconded by Danielle Hoffman. Motion carried unanimously.

- **April 28th Meeting Minutes**: Motion to approve as amended—change C7 to C8 and correct acknowledgment form name. Motion by Cynthia Dominique, seconded by Danielle Hoffman. Motion carried unanimously.
- **April 30th Meeting Minutes**: Motion to approve by Danielle Hoffman, seconded by Pete. Motion carried unanimously.
- **May 2nd Meeting Minutes**: Motion to approve by Danielle Hoffman, seconded by Nancy Fry. Motion carried unanimously.

IV. Scope and Timeline

- Members agreed to pause the meeting at 8:15 PM to evaluate timeline and process.
- Discussion emphasized that the task force will recommend timeline adjustments following the Chair's meeting with the Superintendent on Monday (5/12).

V. Policy 1070 Recommendations

a) Due Process

- Danielle Hoffman presented draft language outlining a due process procedure for removal of committee members not appointed by the School Board.
- Consensus reached on general framework; Danielle Hoffman will revise and circulate final draft language to be voted on at an upcoming meeting.

b) Motions and Recommendations Process

- Already passed unanimously in a previous meeting; no additional discussion.

c) Role Descriptions and Training for Liaisons and Chairs and Training for Chairs and Members

- Members agreed to revisit these topics during a future Teams meeting, incorporating insights from updated survey responses.

VI. Committee Structures

Framing Discussion:

- Chair reminded members that **the task at hand is not necessarily to reduce** the number of committees, but to improve function and alignment.

Required Committees Identified:

- **Diversity Committee** (Policy 1240 – court settlement)
- **ESOL Leadership Council** (META Consent Decree)
- **QSEC** (Florida Statute 287.055)

General Themes Discussed:

- Emphasis on function-based groupings, not arbitrary reduction.
- Danielle Hoffman proposed aligning committees to C-Suite functions.
- Mary Ferdig emphasized importance of preserving the community voice, especially through DAC and Facilities Task Force.
- Several members expressed support for consolidated structures, especially where there is redundancy or overlap.

Public Comment:

- Dr Trudy Jermanovich suggested minutes and meeting recordings of other committees be made public like is being done for this task force and suggested that committees should include curriculum experts and educators.

Structural Suggestions (Emerging Consensus):

Option 1	Option 2
Keep DAC and Area Advisories	Keep DAC and Area Advisories
Keep Audit Committee	Keep Audit Committee
Diversity	Diversity

ESOL	ESOL
ESE	ESE
QSEC	QSEC + Small Business (combined into Procurement-related committee)
Student Adviser	Student Adviser
Physical Infrastructure	Combine with Technological Infrastructure

- Additional discussion of quarterly alignment meetings among infrastructure-related committees (QSEC, Physical, Technological).

Other Committees to Review:

- Parent & Community Involvement
- Human Relations
- Gifted
- Multilingual
- Green
- Wellness and Learning Support

Further deliberation needed on:

- Grouping logic
- Reporting structure (who each group reports to)
- Maintaining stakeholder voice while enhancing coordination

VII. Plan of Work

Motion: Mary Fertig moved to extend the meeting by 10 minutes. Seconded by Pete Tingom. Motion carried unanimously.

Next Steps:

- May 9 Meeting canceled.

VIII. Adjournment

The meeting was adjourned at **8:56 PM**.

Established 1915
BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Kathleen C. Wright Administration Center 600 SE 3rd Avenue, Board Room Fort Lauderdale, FL 33301
Date	Monday, May 12, 2025
Time	5:30 p.m.

Meeting Attendance

Member (Appointing Entity)	3/13	4/9	4/17	4/21	4/24	4/28	4/30	5/2	5/8	5/12
Mary Fertig (Supt)	P	P	P	P	P	P	P	P	P	P
Louis Kushner (Supt)	P	P	P	P	P	P	P	P	P	P
Tom Lander (1)	P	P	P	P	A*	P	A	A	P	P
Brooke Bordy (2)	P	P	P	P	P	P	P	P	P	P
Erin Gohl (3)	P	P	P	P	P	P	P	P	P	P
Danielle Hoffman (4)	P	P	A	P	P	P	P	P	P	P
Pete Tingom (5)	P	P	P	A*	P	P	P	A*	P	P
Daureene Reyes (6)	P	A	P	A	A	P	P		P	A
Cynthia Dominique (7, Chair)	P	P	P	P	P	P	P	P	P	P
Geoffrey Cohen (8)	N/A	N/A	P	A	A	P	P	P	P	N/A
Jessie Bastos (8)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	P
Nancy Fry (9)	A	P	P	P	P	P	P	P	P	P

P = Present; A = Absent
*Excused

I. Call to Order

- The meeting was called to order at 5:37 PM.

II. Housekeeping and Rules of Order

- Chair Cynthia welcomed attendees and reviewed expectations: be respectful, stay on topic, be concise, and keep cameras on for those joining virtually.

III. Approval of Minutes for Previous Meetings

- Cynthia Dominique made a motion to approve the May 8the minutes, Brooke Bordy seconded. Motion approved unanimously.

- Jessie Bastos made a motion to correct a misdated entry showing "April 21" that should reflect "April 23." Pete Tingom seconded. Motion carried with no objections.

IV. Scope and Timeline Update Chair Dominique met with the Superintendent and shared updates:

- Superintendent expressed confidence in the Task Force's work.

- No hard deadline was set; completion by fall is acceptable.

- Recommendations may be submitted in phases.

- The Superintendent agreed with refining processes post-structure finalization.

- The Superintendent supports the idea of a public-facing tracker for committee recommendations, which had been part of the Task Force's 1070 recommendations.

- Membership and foundational policy revisions fall within scope. Members discussed that the Task Force will not draft final policy language, but should submit recommendations. There was consensus that input from committee chairs is essential for understanding membership structures and policy impacts.

V. Committee Structures Discussion

- **Committees Under Task Force Purview**: Clarification that the Task Force is to focus on community-facing committees, including Audit, District Advisory Council (DAC), Diversity, ESE, Facilities, Gifted, Human Relations, Multilingual, Parent & Community Involvement, Small Business, and Technology.
    - Committees such as QSEC, Student Advisor, Superintendent Site Review, and Wellness are to be set aside as they are either staff-led or outside Task Force purview.
- Discussion included **committee size, frequency of meetings, redundancy of purposes, and alignment with district goals**:
    - Concerns about DAC and Facilities having overly large memberships were raised.
    - Discussion included questioning whether the membership of Diversity could be smaller–reducing each School Board member appointee positions from 3 to 2.
    - **Green Committee**: Consensus emerged about putting the infrastructure components of the Green committee within the Facilities/Infrastructure Committee with the note that the educational programming pieces will have to be included elsewhere in the committee structure.
    - **Academics Committee**: Members discussed the potential creation of a comprehensive Academics Committee to address curriculum and programming issues aiming to provide focused oversight and recommendations.
        - Policy 4000 Workgroup: They noted the need for further information on the existing Policy 4000 workgroup to understand its current functions and how it might integrate with the proposed Academics Committee.
    - There were questions about whether PCITF, HRC, and Multilingual could be consolidated into other committees. Chairs expressessed that there are functions that they worried would get lost if that were to occur.

- **Parent and Community Involvement Task Force**: The Chair (Mary Fertig) and Vice Chair (Erin Gohl) emphasized the unique role of the Parent and Community Involvement Task Force in reaching out to parents and community members, conducting research, and addressing communication issues.

- **Human Relations Committee**: The HRC Chair (Nancy Fry) noted the unique function of HRC in addressing student issues and supporting school-based human relations councils, addressing student issues and providing a critical platform for student voices.
    - Collaboration with Student Advisor: Nancy Fry suggested exploring collaboration with the Student Advisor on natural points of intersection.

- **Multilingual Committee**: Multilingual Chair (Danielle Hoffman) explained the importance of the Multilingual Committee in addressing issues related to dual language programs, feeder patterns, and teacher turnover, emphasizing the need for a dedicated platform for parents. She explained that in forming the committee, there were efforts made to find a place within other committee structures, but all had limitations.

- Recommendation to gather input from committee chairs before making structural changes.
    - Members suggested gathering committee accomplishments to evaluate their effectiveness.
    - Affirmed that effectiveness should not be solely judged by meeting frequency or attendance.

Working Draft Of Structural Suggestions (Emerging Consensus and Considerations):

Option 1	Option 2

Keep DAC and Area Advisories	Keep DAC and Area Advisories
Keep Audit Committee	Keep Audit Committee
Diversity	Diversity
ESOL	ESOL
ESE	ESE
Student Adviser + HRC (collaboration)	Student Adviser + HRC (collaboration)
Physical Infrastructure/Facilities (with Infrastructure components of the Green Committee)	Combine with Technological Infrastructure
Academics	Academics, Curriculum, and Programs (Gifted, Multilingual, Environmental, Magnet/Innovative Programs, programmatic components of Green Committee)
	Student Services (Transportation, Discipline, Student Wellbeing)

VII. Timeline and Deliverables

- June 10 and June 24 were identified as potential dates to present recommendations to the Board.
- The Chair clarified that before the Task Force makes recommendations, the body will vote on each component or change.
- Louis Kushner makes a motion to extend the meeting by 10 minutes; Pete Tingom seconds. Motion carries unanimously.

IX. Adjournment The meeting adjourned at 9:00 PM.

Established 1915
BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Teams
Date	Monday, May 19, 2025
Time	12:00 p.m.

Meeting Attendance

Member (Appointing Entity)	3/13	4/9	4/17	4/21	4/24	4/28	4/30	5/2	5/8	5/12	5/19
Mary Fertig (Supt)	P	P	P	P	P	P	P	P	P	P	P
Louis Kushner (Supt)	P	P	P	P	P	P	P	P	P	P	P
Tom Lander (1)	P	P	P	P	A*	P	A	A	P	P	A*
Brooke Bordy (2)	P	P	P	P	P	P	P	P	P	P	P
Erin Gohl (3)	P	P	P	P	P	P	P	P	P	P	P
Danielle Hoffman (4)	P	P	A	P	P	P	P	P	P	P	P
Pete Tingom (5)	P	P	P	A*	P	P	P	A*	P	P	P
Daureene Reyes (6)	P	A	P	A	A	P	P		P	A	P
Cynthia Dominique (7, Chair)	P	P	P	P	P	P	P	P	P	P	P
Geoffrey Cohen (8)	N/A	N/A	P	A	A	P	P	P	P	N/A	N/A
Jessie Bastos (8)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	P	P

Nancy Fry (9)	A	P	P	P	P	P	P	P	P	P	

P = Present; A = Absent
*Excused

I. Call to Order

The meeting was called to order at 12:02 PM by Chair Cynthia Dominique.

II. Housekeeping and Rules of Order

- Chair Dominique welcomed members and reiterated expectations for attendance, respectful discourse, and camera participation for Task Force members.
- Chair confirmed all members should remain for the entirety of the meeting.
- One ethics training requirement remains outstanding (Jessie Bastos); technical issues are being resolved. Chair reminded members of the importance of full compliance, especially given the committee's role in recommending updates to Policy 1070.

III. Approval of Minutes

- Chair Dominique stated that the approval of minutes will be on the agenda for the May 28 in-person meeting at KCW.

IV. Student Advisor Input

Guest Speaker: Landyn A. Spellberg, Student Advisor to the School Board

Key Points:

- Presented the structure and function of the student advisor position, governed by Policy 1330.
- Explained the election process through the Broward County Association of Student Councils (BCASC).

- Outlined the role of the Superintendent's Student Advisory Council and the "Speak Up, Speak Out" listening sessions completed across all 36 high schools.
- Highlighted data collection methods and feedback trends shared with principals and district leadership.
- Emphasized a growing focus on inclusive student voice and planned expansion to middle schools.
- Stressed the importance of maintaining student representation on district committees.

Key Questions & Discussion Highlights:

- Committee members inquired about academic feedback trends, overlaps with Human Relations Councils (HRCs), and strategies for addressing declining enrollment.
- Clarification provided about distinct roles of student government and HRCs.
- Discussion occurred regarding challenges with filling student seats on multiple committees and the balance between student and staff-led functions.

V. Diversity Chair Input

Guest Speaker: Narnike Pierre-Grant, Chair of the Diversity Committee

Key Points:

- The committee currently includes three appointees per School Board member, totaling approximately 30 members.
    - Diversity Committee members are divided into subcommittees (e.g., security, academics) that focus on specific components of site visits and reporting. This size allows for effective subcommittee work aligned with the nine conditions of the original settlement.
    - Ms. Pierre-Grant noted that while past leadership had considered reducing the committee size, she now supports maintaining current membership levels to allow for more targeted subcommittee work and productive site visits.

- Site visits are conducted with varying participation (3–10 members), with elementary school visits intentionally limited to minimize classroom disruption.
- Students appointed to the committee historically have had inconsistent attendance, in part due to the 6:30 PM in-person meeting time and the lack of virtual access. However, this year has seen improved student participation, particularly in ad hoc meetings conducted via Teams.
- Ms. Pierre-Grant noted that student members do not have voting rights or count toward quorum.

On Possible Consolidation of Committees:

- Ms. Pierre-Grant expressed that the Diversity Committee could absorb some responsibilities from other committees (e.g., Human Relations Committee), provided the committee has strong leadership and well-functioning subcommittees.
- She emphasized that while the committee is open to consolidation where appropriate, advocacy-based functions and specialized community representation from other committees must be preserved where distinct.

On Compliance Functions:

- When asked about the possibility of absorbing the compliance aspects of the Small Business Advisory Committee (under Policy 3330), Ms. Pierre-Grant clarified that Diversity has not previously interacted with that group and that their compliance efforts are focused specifically on the original nine settlement conditions.
- She expressed openness to collaboration but highlighted that the current compliance work of the Small Business Advisory Committee appears distinct from Diversity's purpose and charge.

VI. Plan of Work

Upcoming meetings:

- **Thursday, May 22**: 6:00 – 8:45 PM, Virtual via Teams – Committee Structure

- **Wednesday, May 28**: 5:30 – 8:45 PM, In-Person at KCW – Committee Structure
- **Wednesday, June 4**: 6:00 – 8:45 PM, KCW and Teams – Training and Processes

VIII. Adjournment

The meeting adjourned at 1:45 PM.

Established 1915
BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Teams
Date	Thursday, May 22, 2025
Time	6:00 p.m.

Meeting Attendance

Member (Appointing Entity)	3/13	4/9	4/17	4/21	4/24	4/28	4/30	5/2	5/8	5/12	5/19	5/22
Mary Fertig (Supt)	P	P	P	P	P	P	P	P	P	P	P	P
Louis Kushner (Supt)	P	P	P	P	P	P	P	P	P	P	P	A*
Tom Lander (1)	P	P	P	P	A*	P	A	A	P	P	A*	P
Brooke Bordy (2)	P	P	P	P	P	P	P	P	P	P	P	P
Erin Gohl (3)	P	P	P	P	P	P	P	P	P	P	P	P
Danielle Hoffman (4)	P	P	A	P	P	P	P	P	P	P	P	P
Pete Tingom (5)	P	P	P	A*	P	P	P	A*	P	P	P	P
Daureene Reyes (6)	P	A	P	A	A	P	P		P	A	P	P
Cynthia Dominique (7, Chair)	P	P	P	P	P	P	P	P	P	P	P	P
Geoffrey Cohen (8)	N/A	N/A	P	A	A	P	P	P	P	N/A	P	N/A
Jessie Bastos (8)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	P	P	A*

Nancy Fry (9)	A	P	P	P	P	P	P	P	P	P		A*

P = Present; A = Absent
*Excused

I. Call to Order

Chair Cynthia Dominique called the meeting to order at 6:03 PM.

II.Presentation by Small Business Advisory Committee (SBAC)

Vice Chair Brooke Bordy welcomed Marie Compas, representing the Small Business Advisory Committee (SBAC), to speak about the committee's mission, operations, and recommendations. Marie Compas shared the following highlights:

- The SBAC supports minority and small business access to School Board contracts through education, outreach, and capacity-building efforts.
- The committee originated from a disparity study and now offers Lunch & Learn sessions, technical support, and certification guidance.
- SBAC initiated a "Shark Tank"-style student entrepreneurship pilot program at Sunrise Middle School, with plans to expand in the upcoming school year.
- SBAC collaborates with internal departments such as EDDC (Economic Development & Diversity Compliance) and Strategic Partnerships.
- Reports are typically delivered at every board meeting, though quorum issues have limited recent reporting.
- The committee experiences recurring challenges in maintaining quorum due to several vacant board-appointed seats (3–4 currently).

- Meetings occur monthly, primarily at the TSSC building, and communication includes emails and group texts. Some technical difficulties have affected public virtual access.

Task Force Discussion and Q&A Re: SBAC

- Membership Vacancies and Quorum: SBAC suggests enabling more public volunteers to apply directly to board members to fill appointments.

- Equity in Procurement: The committee reviews regular reports from EDDC on MWBE (Minority/Women Business Enterprise) participation and provides feedback.

- Student Engagement: Committee members praised the innovative student programs and requested plans for sustainability and broader reach.

- Collaboration: While SBAC currently operates independently, it is open to future collaboration if meaningful alignment exists with another committee.

- Technology Access: Members noted repeated issues accessing meetings virtually via public links; SBAC committed to reviewing and addressing this.

Recommendations and Statements

- Sustainability of Initiatives: SBAC aims to institutionalize student entrepreneurship programs, though formal plans are still in development.

- On Maintaining Independence: Ms. Compas emphasized SBAC's unique role and argued against consolidation, citing its direct economic impact on community businesses and educational benefits to students.

- Data Request: Danielle Hoffman requested data on growth in MWBE participation since the committee's inception. Ms. Compas will follow up via email through liaison Armando Arana.

III. Task Force Member Proposals

The Task Force proceeded to member proposals regarding committee structure and Policy 1070 revisions. Members were asked to bring their proposals for different options.

- Each member who did so presented their proposals to the group.

X. Adjournment

The meeting was adjourned at 9:48pm.

Form ID: CommForm/Agenda

Established 1915
BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Kathleen C. Wright Administration Center 600 SE 3rd Avenue, Board Room Fort Lauderdale, FL 33301
Date	Wednesday, May 28, 2025
Time	5:30 p.m.

Meeting Attendance

Member (Appointing Entity)	3/13	4/9	4/17	4/21	4/24	4/28	4/30	5/2	5/8	5/12	5/19	5/22	5/28
Mary Fertig (Supt)	P	P	P	P	P	P	P	P	P	P	P	P	P
Louis Kushner (Supt)	P	P	P	P	P	P	P	P	P	P	P	A*	A*
Tom Lander (1)	P	P	P	P	A*	P	A	A	P	P	A*	P	A*
Brooke Bordy (2)	P	P	P	P	P	P	P	P	P	P	P	P	P
Erin Gohl (3)	P	P	P	P	P	P	P	P	P	P	P	P	P
Danielle Hoffman (4)	P	P	A	P	P	P	P	P	P	P	P	P	P
Pete Tingom (5)	P	P	P	A*	P	P	P	A*	P	P	P	P	P
Daureene Reyes (6)	P	A	P	A	A	P	P		P	A	P	P	A
Cynthia Dominique (7, Chair)	P	P	P	P	P	P	P	P	P	P	P	P	P

Jessie Bastos (8)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	P	P	A*	P
Nancy Fry (9)	A	P	P	P	P	P	P	P	P	P		A*	A*

P = Present; A = Absent
*Excused

I. Call to Order

The meeting was called to order at 5:34 PM.

II. Roll Call

See above table. **Quorum was established.**

III. Approval of Minutes

- **May 22 Minutes**: Pete Tingomo made a motion to approve as amended (name correction from “Santos” to “Bastos” and attendance clarification regarding Geoffrey Cohen). Danielle Hoffman seconded. **Motion passed unanimously.**

- **May 12 Minutes**: Jessie Bastos made a motion to approve as amended (attendance clarification regarding Geoffrey Coehen). Pete Tingom seconded. **Motion passed unanimously.**

- **May 19 Minutes**: Jessie Bastos made a motion to approve as amended (attendance clarification regarding Geoffrey Coehen). Pete Tingom seconded. **Motion passed unanimously.**

IV. Discussion of Transcript Issues

Members raised concerns about discrepancies in the AI-generated transcript of the prior Teams meeting. It was noted the transcript repeated some content and omitted others. Members agreed to review both the transcript and video to reconcile missing content.

Armando Arana was asked to review the meeting records and follow up.

V. Timeline and Reporting Clarification

Vice Chair Brooke Bordy informed the committee that:

- The Superintendent will present recommendations at the **June 24 Board Workshop**.

- To meet the district timeline, the **Task Force must submit final recommendations by June 6**.

- The Superintendent's final version is due to the Board by June 10.

Concerns were raised that this directive contradicted prior board consensus that the task force would continue into fall. Members requested the following from Armando:

1. Written confirmation of the new timeline.

2. Clarification on whether the Superintendent will present task force recommendations or his own.

3. Format expectations for submission.

4. A request that the task force be permitted to present its recommendations directly to the board.

5. Clarification on whether the item will be discussed at the June 10 board meeting.

VI. Policy 1070: Due Process Language

Final language for **Section 7F – Removal of Committee Members (non-school board appointees)** was reviewed. Mary Fertig made a motion to accept the following language. Erin Gohl seconded. Motion carries unanimously.

"Removal of Committee Members Other than School Board Appointees. 1. In the event, that the actions, conduct or circumstances of a committee member other than a School Board Member appointee are found to conflict with applicable law, rules, School Board Policies and/or committee bylaws, the Superintendent may recommend the removal of that committee member from office for the current year and/or one additional year. 2. The Superintendent shall provide the committee member, any entity represented by the committee member, and the Chair of that committee with written notice of such proposed committee member removal. 3. The notice shall specify all grounds for which removal of membership is proposed. 4***. The member up for removal can appeal the Superintendent's decision. 5. The proposed member up for removal shall be placed on a public School Board agenda that is advertised to the public where all sides shall be heard upon the proposed removal. 6. The School Board will hear the case and vote whether the member will remain or be removed from the advisory. 7. During the due process period, the committee member will remain on the committee unless their removal was due to physical harm to another member or they have been arrested and accused of a crime, in this instance they will be suspended from the committee until the due process is completed."***

VII. Policy 1070: Committee Training

Given time constraints, members agreed to submit written recommendations via email for inclusion in the training section. This section will distinguish between:

- Ethics training (required)
- Committee member orientation (recommended)
- Liaison/facilitator training (recommended)

These recommendations will be reviewed at the next meeting.

VIII. Policy 1070: Additional Discussion

- Clarification was requested regarding whether district policy 1070 supersedes existing bylaws.
- Suggestion to align all committee bylaws for simultaneous approval and consistent five-year review cycle.
- Discussion on allowing committees to create their own member removal process. The group decided to review existing bylaws before adopting language and deferred the decision to the next meeting.

IX. Committee Structure Presentation

Jessie Bastos presented a detailed proposal outlining two structural options:

- Option 1: Maintain current committee silos but limiting committee membership to board appointees.
- Option 2: Organize all committees under five core advisory structures, with nine board appointees per committee and aligned subcommittees.

Committee members asked clarifying questions regarding representation, appointment processes, and board reporting under the proposed models.

X. Additional Items from Discussion

- Concerns were raised about the burden of subcommittee meetings requiring advertisement and staff support.
- It was noted that subcommittees already make up the bulk of the district's public meeting calendar.

- Members debated models that consolidate or reassign specific committees (e.g., placing Green Advisory under Facilities Task Force).
- Members requested to receive draft models from the Chair by June 2 or 3 to prepare for a final vote.

XI. Scheduling and Voting Timeline

- **Meetings Confirmed or Proposed:**
    - June 4, 6:00 PM (in person)
    - June 5, 12:30–3:30 PM and 6:00–9:00 PM (virtual)
    - June 6, 8:00–10:00 AM (virtual, for finalization only)
- Armando Arana was asked to survey availability and confirm public notice for the meetings.
- Members agreed all final votes must take place in person prior to June 6.

XII. Motion to Extend

Motion: To extend the meeting by 10 minutes
Seconded and **Approved Unanimously**

XIII. Adjournment

Meeting adjourned at 8:57 PM.

Established 1915
BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Kathleen C. Wright Administration Center 600 SE 3rd Avenue, Board Room Fort Lauderdale, FL 33301
Date	Wednesday, June 4, 2025
Time	6:00 p.m.

Meeting Attendance

Member (Appointing Entity)	3/13	4/9	4/17	4/21	4/24	4/28	4/30	5/2	5/8	5/12	5/19	5/22	5/28	6/4
Mary Fertig (Supt)	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Louis Kushner (Supt)	P	P	P	P	P	P	P	P	P	P	P	A*	A*	P
Tom Lander (1)	P	P	P	P	A*	P	A	A	P	P	A*	P	A*	P
Brooke Bordy (2)	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Erin Gohl (3)	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Danielle Hoffman (4)	P	P	A	P	P	P	P	P	P	P	P	P	P	P
Pete Tingom (5)	P	P	P	A*	P	P	P	A*	P	P	P	P	P	P
Daureene Reyes (6)	P	A	P	A	A	P	P		P	A	P	P	A	A
Cynthia Dominique (7, Chair)	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Jessie Bastos (8)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	P	P	A*	P	P
Nancy Fry (9)	A	P	P	P	P	P	P	P	P	P		A*	A*	P

P = Present; A = Absent
*Excused

I. Call to Order

The meeting was called to order by the Chair at **6:06 p.m.**

II. Housekeeping and Rules of Order

The Chair reviewed meeting norms including respectful discourse, staying on topic, and being concise.

III. Approval of Minutes

- **Motion:** To approve the May 28th minutes. Moved by Jessie Bastos, seconded by Brooke Bordy. **Motion carried unanimously.**

IV. Timeline and Submission Update

Chair Cynthia Dominique reported that:

- The initial report is due by June 6th, 2025 (COB).
- The Superintendent reserves the right to present his own recommendations.
- The Task Force Chair will present to the **School Board on June 24th**.
- Future work may continue into Fall 2025, with the task force sunsetting in October or at the discretion of the Superintendent.
- **Motion:**Jesse Bastos moves to submit the task force's final proposals by June 6th, sunset the committee's work, and allow staff and a steering committee (at the Superintendent's discretion) to finalize remaining details. Pete Tingom seconds.
    - **Discussion:** Several members expressed concern that further work would be needed in the fall to finalize detailed structure and implementation.
    - **Motion failed** (2 in favor, majority opposed)

V. Review of Committee Structure Proposals

Chair Cynthia Dominique presented a draft PowerPoint that summarized several proposed committee structure models. These options were developed based on earlier Task Force discussions and reflected feedback from members' individual proposals.

- **Option 1**

  Motion: Mary Fertig makes a motion to adopt "Option 1" which maintains the existing committee structure, along with the articulated pros and cons of this option and recommendations that should be considered if this structure is adopted by the Board. Nancy Fry seconds. **Motion carries.**



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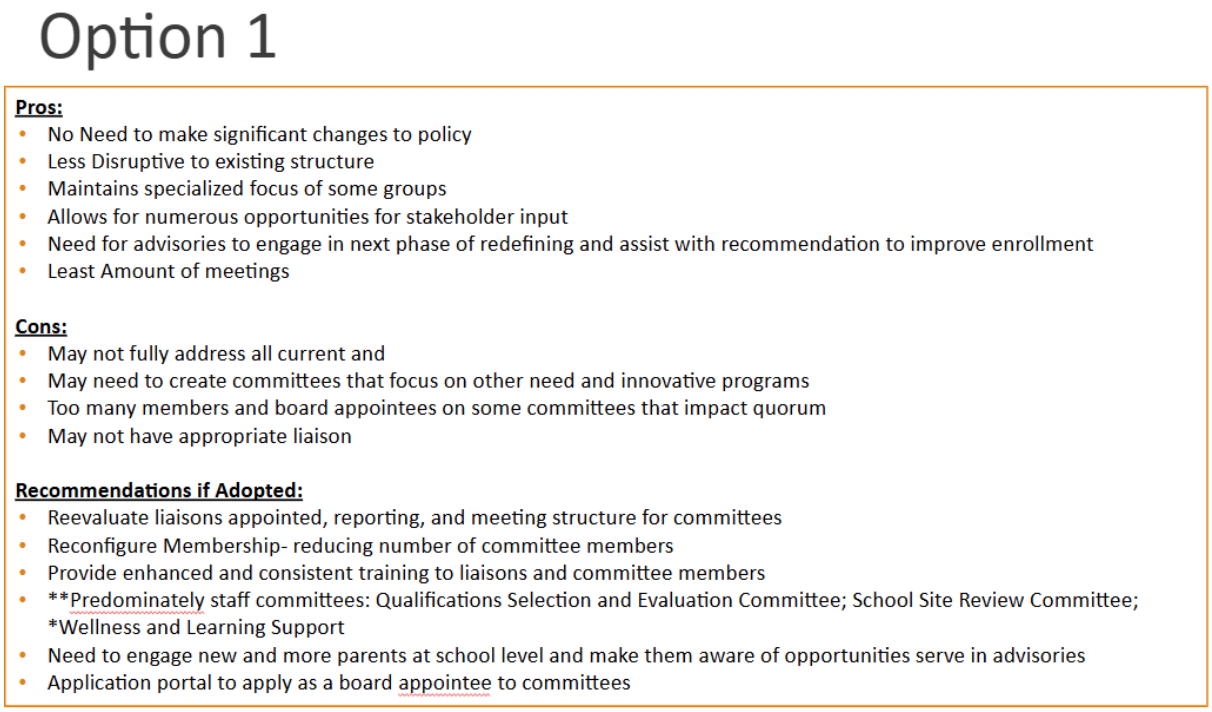


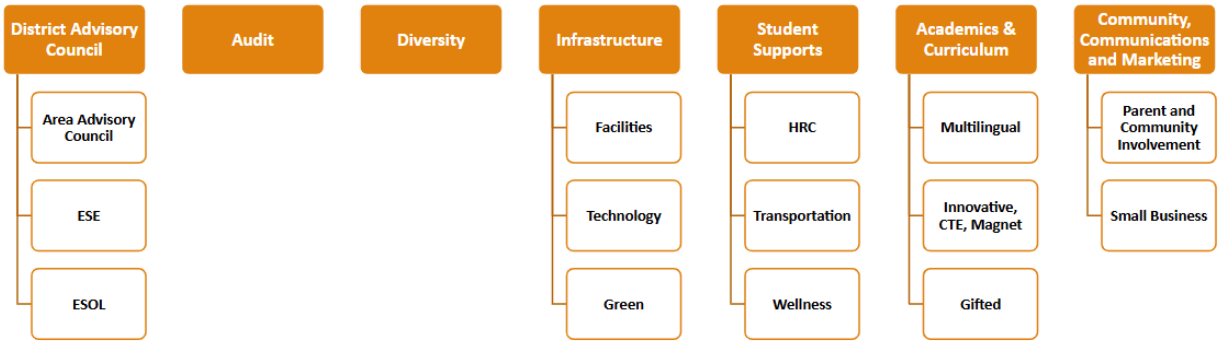
- **Option 2**

  As Task Force members coalesced around a consolidated committee structure (Option 2), there was ongoing disagreement about whether the ESE and ESOL advisories should be integrated under the District Advisory Council (DAC) or remain as standalone committees. In response, the group agreed to create two variations—Option 2A and Option 2B—to reflect these differing options with all other components remaining the same.

  Option 2A

  Motion: Mary Fertig made a motion to adopt option 2A, including the articulated pros and cons of this option and recommendations that should be considered if this structure is adopted by the Board. Pete Tingom seconds. **Motion carries (with 2 dissenting votes).**

Option 2A



Option 2A

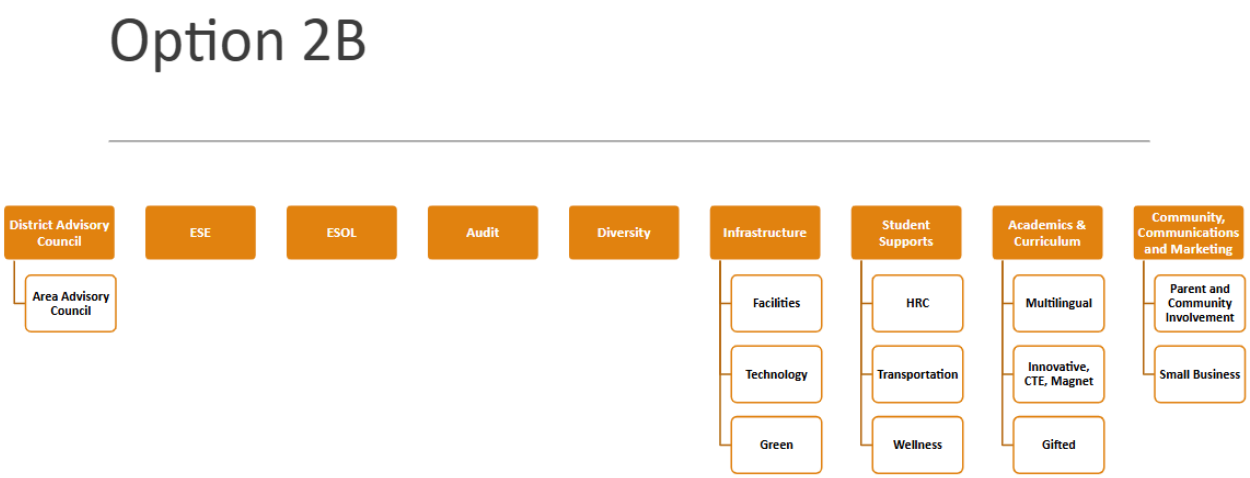
Pros:
- Provide unified hierarchy and coordination with c-suite
- May help in clarifying functional roles of committees
- May encourages cross-collaboration
- May helps identify priorities that impact multiple stakeholders

Cons:
- May create more meetings
- May require policy changes
- May reduce visibility of advocacy groups of vulnerable and disadvantaged populations
- May add additional layers for communication and reporting

Recommendations if Adopted:
- Monthly Meeting with superintendent and DAC steering committee
- All committees to include 2nd tier committees/Subcommittees get to provide a report at board meetings
- Committees may choose to meet less than monthly
- Align core committees with chiefs and or Executive director
- Provide district?

Option 2B

Motion: Jessie Bastos makes a motion to adopt Option 2B with ESOL and ESE as standalone committees along with the articulated pros and cons of this option and recommendations that should be considered if this structure is adopted by the Board. Nancy Fry seconds. **Motion carries with 2 dissenting votes.**



Option 2B

Pros:
- Provide unified hierarchy and coordination with c-suite
- May help in clarifying functional roles of committees
- May encourages cross-collaboration
- May helps identify priorities that impact multiple stakeholders
- May retain visibility of advocacy groups of vulnerable and disadvantaged populations

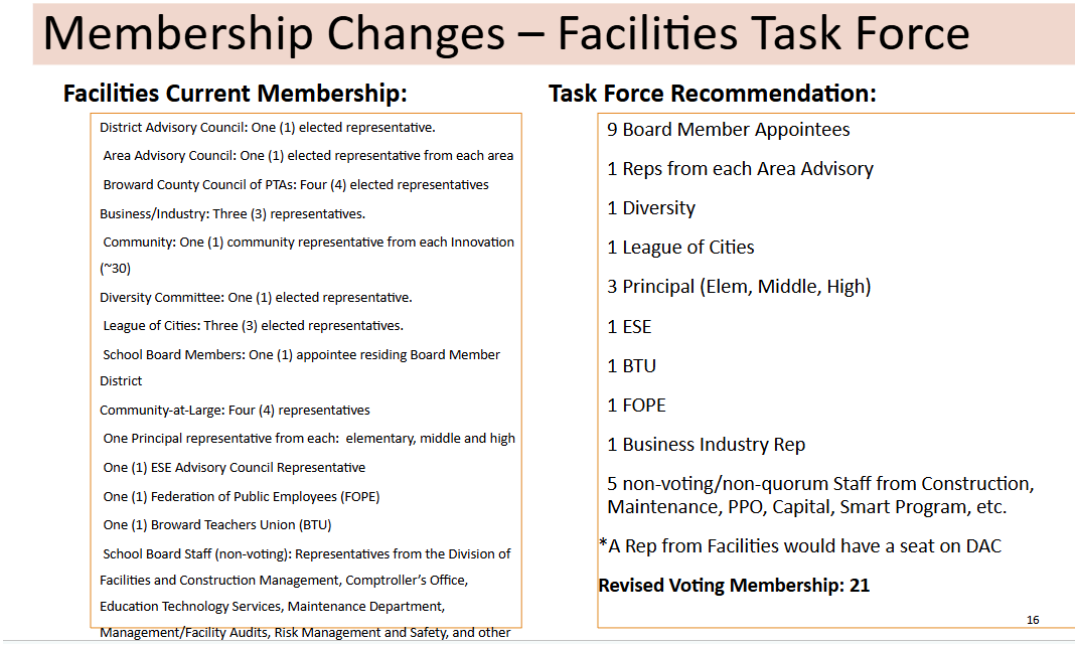
Cons:
- May create more meetings
- May require policy changes
- May add additional layers for communication and reporting

Recommendations if Adopted:
- Superintendent will meet monthly with DAC steering committee
- All committees to include 2nd tier committees/Subcommittees get to provide a report at board meetings
- Committees may choose to meet less than monthly
- Align core committees with chiefs and or Executive director
- Provide district?

VI. Committee Membership Recommendations

The Task Force reviewed the memberships of all committees and identified four key committees that may benefit from restructuring membership composition. These include: Facilities Task Force, Diversity Committee, District Advisory Council, and Technology Advisory Council.

- **Facilities Task Force**
  Motion: Nancy Fry makes a motion to adopt the following recommendations for changes to the Facilities Task Force membership . Jessie Bastos seconds**. Motion carries.**



- **District Advisory Council**

  Motion: Mary Fertig makes a motion to recommend that the Board direct the membership of the District Advisory Council to be reviewed to determine if changes in the membership would make a more effective organization. Jessie Bastos seconds. **Motion carries.**

- **Diversity Committee**

  Motion: Mary Fertig makes a motion to recommend reducing Board Appointees to Diversity Committee from three per Board Member to two appointees per Board Member. This recommendation is based on the significant number of historically vacant positions and challenges with attendance. Further reduction is not recommended given the significant scope of work of the committee. Erin Gohl seconds. **Motion carries.**

VII General Recommendations & Future Work

- Chair Cynthia Dominique shared that she will review prior meeting minutes to compile all previously discussed general recommendations for inclusion in the final report. Vice Chair Brooke Bordy encouraged any members unable to attend the upcoming steering committee meetings to submit their reflections and feedback on the cumulative general recommendations in writing to ensure their input is captured.

- **Motion**: Mary moves to take these three models to the board and convey the need to continue the Task Force work into the fall to finalize membership structures, liaison roles, training plans, and committee reporting processes, taking into account Board feedback–with the intent to have work completed by October 1st. Nancy Fry seconds. **Motion carries.**

XI. Adjournment

Meeting adjourned at 9:18pm.

Established 1915
BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Teams
Date	Thursday, June 5, 2025
Time	12:00 p.m.

Attendees: Brooke Bordy, Cynthia Dominique, Mary Fertig, Erin Gohl, Tom Lander, Nancy Fry, Pete Tingom

I. Call to Order

Chair Cynthia Dominique called the meeting to order at 12:00 PM.

II. Purpose of Meeting

Chair Cynthia Dominique stated the meeting was convened to finalize the framing and content of the PowerPoint presentation for the Task Force's final report. The committee focused on key narrative framing, consolidation of slides, and refining how recommendations are presented.

III. Review of Slide Layout and Framing

The group reviewed the slide structure to ensure it flows logically, with emphasis on:

- Starting with a clear description of the charge and scope.
- Including a slide summarizing methodology and stakeholder engagement (e.g., listening sessions, survey, policy review).
- Creating a "Key Findings" slide capturing common themes across advisory input and discussions (e.g., value of community voice, inconsistencies in process, need

for more training).

- Adding a "Recommendations Summary" slide early in the deck with categories such as: General, Policy 1070, Structure, and Process.

IV. Slide Content Revisions

Key changes and additions discussed:

- Removing overly technical language from opening slides and focusing on reader-friendly language.

- Clarifying distinctions between general recommendations, policy revisions, and structure options.

- Replacing labels like "Tiered Model" with more neutral descriptors (e.g., Option 1, Option 2A, Option 2B).

- Creating a combined table/visual for current vs. proposed membership counts across select committees (ESE, DAC, Facilities, Diversity).

V. Discussion on Policy 1070 Recommendations

Members agreed to:

- Include a policy revision overview slide that lists key themes such as appointments, term limits, and due process.

- Keep the detailed matrix in the appendix or handout rather than reviewing it line-by-line during the presentation.

- Note that the due process section built off the 1.7 Workgroup's efforts and was passed unanimously by the Task Force.

VI. Structure Options and Considerations

The committee discussed:

- Adjusting slide formatting to cleanly display the differences between Option 2A and Option 2B.

- Showing visual models without interpretation or labels and letting Chair Cynthia Dominique explain key differences verbally in the presentation (e.g., ESE and ESOL placement).

VII. Final Report Formatting and Editing

Chair Cynthia Dominique will:

- Continue synthesizing and formatting edits after this meeting.

- Work with Vice Chair Bordy and Recording Secretary Gohl to ensure slides reflect committee consensus and priority messages.

VIII. Adjournment

The meeting adjourned at 1:27pm.

Established 1915
BROWARD
County Public Schools

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Teams
Date	Thursday, June 5, 2025
Time	6:00 p.m.

Attendees: Brooke Bordy, Cynthia Dominique, Mary Fertig, Erin Gohl, Tom Lander

I. Call to Order

Vice Chair Brooke Bordy called the meeting to order at 6:09 PM.

II. Purpose of Meeting

Vice Chair Bordy welcomed members and clarified that the purpose of the meeting was to structure and finalize the presentation of the Task Force's final report on Policy 1070 and committee structure recommendations. The session was a working meeting focused on reviewing and editing a PowerPoint draft collaboratively.

III. Review of Presentation Framework

Vice Chair Bordy presented a draft PowerPoint presentation. Members agreed the report should prioritize substance and content rather than formatting. The Vice Chair provided a quick overview of the slides to identify key gaps and challenges for group discussion.

IV. Timeline and Scope Review

Members discussed adding to the timeline slide by:

- Including the total number of meetings held (approx. 17) and hours spent (over 39 hours as of May 30).

- Recognizing the challenge of completing a complex charge within a condensed timeframe.

- Highlighting the substantial outreach and commitment of members and community participants.

V. Key Findings Slide

The group agreed to add a "Key Findings" slide early in the presentation that reflects themes heard from committee chairs, members, and liaisons.

VI. Presentation of Policy 1070 Recommendations

Members discussed how to present policy recommendations. They agreed to:

- Use digestible summaries grouped by theme (e.g., term limits, due process, appointments).

- Include a chart for more detailed reference but not present every detail verbally.

- Note that the due process recommendation built on the work of the former 1.7 Workgroup and was unanimously approved by this Task Force.

VII. Committee Structure Recommendations

Members reviewed the layout and coloring of slides presenting Options 1, 2A, and 2B. Adjustments were discussed:

- Changing slide colors to differentiate sections.

- Removing labels (e.g., "tiered model") and letting Chair Cynthia Dominique speak to nuances during the presentation.

- Including a slide on goals and considerations that informed committee structure options.

VIII. Meeting and Reporting Changes

The committee began outlining meeting/reporting recommendations in the presentation as voted on my the Task Force, including:

- Restoring monthly DAC Steering meetings with the Superintendent.

- Establishing a practice where standing advisories are automatically placed on the agenda and others can submit reports with advance notice.

- Clarifying meeting frequency expectations.

IX. Next Steps and Adjournment

Members agreed to review and contribute to remaining content asynchronously before the next steering meeting.

X. Adjournment:
The meeting adjourned at 8:29 PM.

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Teams
Date	Friday, June 6, 2025
Time	8:00am

Attendees: Brooke Bordy, Cynthia Dominique, Mary Fertig, Erin Gohl, Nancy Fry

I. Call to Order

The meeting was called to order at 8:00 AM by Chair Cynthia Dominique.

II. Purpose & Review of Draft Presentation Materials

- Chair Cynthia Dominique clarified that the purpose of this Steering Committee meeting was to finalize and refine how the Task Force's recommendations would be presented to the School Board, including language for summary slides, key findings, and structural charts reflecting the work and consensus of the full Task Force.
- Members walked through draft slides summarizing structural, membership, and process recommendations. Formatting, phrasing, and sequence were reviewed and adjusted to ensure alignment with prior votes and narrative clarity for Board review.

VI. Adjournment

The meeting was adjourned at 7:16pm.

Superintendent Task Force on Committee Structure and Policy 1070

MEETING MINUTES

Location	Teams
Date	Monday, June 9, 2025
Time	9:30 am

Attendees: Cynthia Dominique, Brooke Bordy, Mary Fertig, Erin Gohl, Pete Tingom

I. Call to Order

The meeting was called to order at 9:54 AM by Chair Cynthia Dominique.

IV. Review and Refinement of Presentation Draft

Chair Dominique provided an overview of the draft PowerPoint presentation submitted to the Superintendent for review. The purpose of the meeting was to finalize layout and clarity edits in anticipation of the School Board presentation scheduled for June 24.

Key adjustments discussed:

- Edits for consistency in font, capitalization, and formatting throughout the slide deck.
- Removal of inconsistent footers and addition of page numbers for clarity.
- Inclusion of stakeholder engagement data: 72 survey responses, 8 liaison responses, and over 70 community members who attended meetings.
- Visual display improvements, including rebalancing box sizes and color coding (e.g., parent-facing committees in light orange, others in dark peach).

- Addition of information on survey response rates and stakeholder feedback, potentially in graphic form.

- Reaffirmation that the presentation reflects committee recommendations, even if they differ from anticipated Superintendent feedback.

V. Presentation Notes and Supplemental Materials

The group agreed on the inclusion of presenter notes to assist with verbal delivery and clarify contextual details not included on slides (e.g., DAC's internal effort to reduce membership).

A list of supplemental materials to be shared with the Board was discussed, including:

- Survey results (quantitative and selected qualitative data)

- Current policies and bylaws

- Graphic visualizations of committee structure and engagement

- Background research and supporting documents

VI. Next Steps

- Chair Dominique will meet with the Superintendent on Wednesday, June 11, to gather feedback.

- Final refinements will be made to the presentation based on Superintendent feedback prior to the June 24 School Board presentation.

VIII. Adjournment

The meeting was adjourned at 1:03 PM.

Superintendent's Task Force on Committee Structure and Policy 1070 Supplemental Materials

Table of Contents

- Policy 1070
- December 17, 2024 Agenda abbv. (See Item B2)
- Executive Summary for Item B2
- December 17, 2024 School Board Workshop
- Superintendent's Policy 1070 Redline
- Superintendent's Policy 1070 Workshop Presentation
- February 27, 2025 Rule Development Community Meeting
- Community Recommendations and Feedback
- March 4, 2025 School Board Workshop
- April 15, 2025 School Board Workshop
- May 6, 2025 Workshop
- Superintendent Timeline re June 2025 Recommendations
- Task Force Survey of Committee Members - Summary
- Task Force Survey of Committee Members - Individual Responses
- Task Force Survey of Committee Liaisons - Summary
- Task Force Survey of Committee Liaisons - Individual Responses
- BCPS Index of School Board Appointed Committees

- CCC Settlement Agreement (Diversity Committee)
- META Consent Decree (ESOL Leadership Council)
- BCPS Policy 1.2 - District Advisory Council
- BCPS Policy 1.3 - School Advisory Forum
- BCPS Policy 1.21 - Area Advisory Council
- BCPS Policy 1.22 - ESE Advisory Council
- BCPS Policy 1.23 - ESOL Leadership Council
- BCPS Policy 1.24 - Gifted Advisory Council
- BCPS Policy 1.51 - Human Relations Committee
- BCPS Policy 1101 - Districtwide Strategic Planning
- BCPS Policy 1140 - Parent Community Involvement Task Force
- BCPS Policy 1164 - Communications Committee
- BCPS Policy 1165 - EPAC + DPOSC
- BCPS Policy 1240 - Diversity Committee
- BCPS Policy 1270 - Superintendent's Review Committee
- BCPS Policy 1330 - Student Advisor to the School Board
- BCPS Policy 1402 - Innovation Zones
- BCPS Policy 1403 - DAC, Areas, SAC, and SAF
- BCPS Policy 1440 - Multilingual Advisory Committee

- BCPS Policy 1700 - Audit Committee
- BCPS Policy 3100 - Auditor Selection Committee
- BCPS 3120 - Financial Advisory Committee
- BCPS Policy 3330 - Small Business Advisory Committee
- BCPS Policy 4210 - Green Committee
- BCPS Policy 5302 - Community Initiative for Healthy Students and Families
- BCPS Policy 5306 - Technology Advisory Committee
- BCPS Policy 6000.6 - Head Start/Early Intervention Policy Council
- BCPS Policy 6830 - Wellness and Learning Supports Committee
- BCPS Policy 7003 - Qualification and Evaluation Supports Committee
- BCPS Policy 7003.1 - QSEC Pre-Qualification Committee
- BCPS Policy 7012 - Facilities Task Force
- BCPS Policy 8010 - Boundary Committee
- BCPS Resolution 15-106 - Bond Oversight Committee

- Bylaws - Area - Central
- Bylaws - Area - North
- Bylaws - Area - South
- Bylaws - Audit Committee
- Bylaws - Bond Oversight Committee Resolution
- Bylaws - District Advisory Council
- Bylaws - Diversity Committee
- Bylaws - ESOL Leadership Council
- Bylaws - Gifted Advisory Council
- Bylaws - Human Relations Committee
- Bylaws - Multilingual Advisory Committee
- Bylaws - Small Business Advisory Committee
- Bylaws - Technology Advisory Committee
- Bylaws - Wellness & Learning Supports Committee
- Acknowledgment of School Board Advisory Committee Member's Responsibilities

POLICY NO. 1070

District Committees and Their Membership

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

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

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

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

I. Scope

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

II. Definitions

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

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

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

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

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

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

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

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

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

A. Membership/Composition of Committee(s)

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

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

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

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

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

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

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

D. Attendance

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

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

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

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

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

F. Bylaws

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

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

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

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

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

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

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

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

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

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

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

V. APPLICATION OF LAW TO COMMITTEES.

A. THE SUNSHINE LAW

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

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

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

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

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

B. OPEN PUBLIC RECORDS LAWS

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

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

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

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

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

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

C. CODE OF ETHICS

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

3. Ethics Training Program Content.

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

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

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

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

4. Training Program

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

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

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

5. Training Program for Members of Other Committees.

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

6. Training Program for Committee Liaisons and Facilitators.

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

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

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

8. Record of Completion of Training Program.

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

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

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

VI. MEMBERSHIP

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

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

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

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

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

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

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

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

B. School District Conflict of Interest Form.

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

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

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

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

C. Composition of Advisory Committees.

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

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

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

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

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

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

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

5. Committee Membership Vacancies.

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

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

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

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

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

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

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

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

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

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

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

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

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

D. School Board Members shall notify the Chief of Staff of any appointments to School Board-Established Advisory Committees and of any reappointments filling any vacancies that occur during the school year.

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

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

3. The Chief of Staff will maintain a record of the appointees to each School Board-Established Advisory Committee and share it with the Chair of each committee

E. Removal of School Board Member Committee Appointees.

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

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

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

F. Removal of Committee Members Other than School Board Appointees

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

VIII. COMMITTEE BYLAWS.

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

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

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

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

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

IX. Committee Meetings

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

1. Except for any committee meetings that are permitted by applicable law, rule, emergency order, or School Board Policy to be conducted remotely, each

committee meeting at which official business is to be conducted shall be held at an appropriate physical location in Broward County, Florida that is open to the general public with a quorum of its members present at the physical location.

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

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

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

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

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

E. Publication of Meeting Notices – Competitive Solicitation Committees.

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

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

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

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

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

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

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

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

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

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

4. If the committee fails to establish a physical quorum at a properly noticed meeting, the meeting may be adjourned or may become an informational meeting only. Member attendance will be recorded, but no motions will be considered, or votes taken. (See Article IX, G)

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

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

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

X. APPROVED COMMITTEE MOTIONS.

A. Approved motions requiring a response by assigned staff/department(s) shall be sent in writing by the committee chair to the committee's district liaison or district facilitator and also to the Chief of Staff or her/his designee.

B. Approved motions shall be catalogued by district staff. Appropriate district staff shall respond in writing to such approved motions within twenty-one (21) business days after their receipt to the Chief of Staff/designee, copied to committee's liaison/facilitator and committee's chair.
C. The Chief of Staff or her/his designee will provide School Board Members with a quarterly summary of school district responses to approved committee motions.

XI. Election of Officers

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

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

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

3. Each advisory committee shall have the authority to annually elect their officers to serve up to four (4) one-year terms., Thereafter, an advisory committee appointee or member may not serve as a Chair of that advisory committee for a period of two (2) years following the conclusion of their term as chair.

4. A two-thirds (2/3) majority vote of the members in good standing in attendance is required to extend any chair's term beyond that described in Section XI, A (3).

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

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

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

XII. COMMITTEE CHAIR CONSULTATION WITH SUPERINTENDENT.

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

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

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

XIII. OPINIONS OF THE COMMITTEE ARE NOT BINDING

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

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

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

Policy Custodian: Office of the Chief of Staff

Former Policy Number: 1.7

Policy Status: Active

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

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

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

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

Addendum

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

The district's six campaigns:

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

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

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

TUESDAY, DECEMBER 17, 2024 8:45 AM
Kathleen C. Wright Building
600 Southeast Third Avenue, Board Room
Fort Lauderdale, Florida 33301

AGENDA FOR REGULAR SCHOOL BOARD MEETING

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

Update - 12/16/24 - Supplemental - 12/12/24

School Board meetings will be held with Board Members being physically present and via electronic communication. This advertised Regular School Board Meeting will be accessible virtually. **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 fifteen (15) minutes during any single meeting, not including committee reports. Additionally, in the event a large group of individuals (ten (10) or more) sign-up to speak on any one agenda item, the Board Chair has the authority to adjust the time limit for each speaker to speak less than the three (3) minutes usually permitted or limit the overall time speakers will be heard on that item.

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

CALL TO ORDER

PLEDGE OF ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA

MINUTES FOR APPROVAL

Minutes
September 17, 2024 - Public Hearing - Impasse
September 24, 2024 - Special School Board Meeting
October 8, 2024 - Special School Board Meeting (ADDED)
November 13, 2024 - Special - Expulsions

09-17-24 Impasse Hearing Min.pdf
09-24-24 Special Min.pdf

10-08-24 Special Min-ADDED.pdf

ADDED / CHANGED ITEMS

December 16, 2024

ITEMS

C-1. Administrative Complaint Mitzie Kelly (WITHDRAWN)
CC-1. Proposed 2025-2026 School/Personnel Calendar (SPECIAL ORDER 2:30 P.M.)
LL-1. Limited License Agreement, City of Pompano Bch & SBBC (SPECIAL ORDER 2:00 P.M.)
RR-3. Resolution No. 25-121- Tri-Party Agreement (SPECIAL ORDER 11:15 A.M.)

December 12, 2024

MINUTE(S)

October 8, 2024 - Special School Board Meeting (ADDED)

ITEMS

H-3. Non-Instructional Appointments and Leaves 2024-2025 (REVISED)
H-4. Non-Instructional Separation of Employment or Discipline 2024-2025 (REVISED)
HH-1. Agreement between The School Board of Broward County, Florida and the Police Benevolent Association (REVISED)
HH-2. Agreement between The School Board of Broward County, FL (SBBC) and the Police Benevolent Association (PBA) 2023-2024 (ADDED)
BB-1. Florida Attorney General's Office Opinion (ADDED)
CC-1. Proposed 2025-2026 School/Personnel Calendar (ADDED)
CC-2. Superintendent Appraisal System (ADDED)
GG-2. Settlement Agreement – Championship Academy (ADDITIONAL INFORMATION)
GG-3. Settlement Agreement – T&G Constructors – Morrow ES and Tamarac ES (ADDED)
GG-4. Authorization to Initiate Litigation (ADDED)
GG-5. Interlocal Agreement – Office of Inspector General (OIG) (ADDED)
JJ-25. Change Order #7 and Additional Funding Request - Royal Palm STEM (ADDED)
JJ-26. Professional Services Agreement - Coral Glades HS New Auditorium (ADDED)
JJ-27. Third Amendment to PSA - Palmview ES (ADDED)
JJ-28. Additional Funding Request - Bright Horizons Center (ADDED)
LL-2. 2025 State and Federal Legislative Platforms (ADDED)
OO-6. FY22-176 - HVAC Filter and Installation Services (ADDITIONAL INFORMATION)
OO-11. ITB25-044 - Athletic Tracks (REVISED)
OO-14. RFP25-013 - Federal and State Lobbying Services (ADDED)
OO-15. AGR25-082 - Medicaid 504 Plan Management System Agreement with Frontline (ADDED)
OO-16 . AGR24-181 - SAP SuccessFactors (ADDED)
PP-1. School Board Policy 1930 (ADDITIONAL INFORMATION)
PP-2 . School Board Policy 6300 (ADDITIONAL INFORMATION)

SPEAKER(S)

1. Ronald B. Barish (A.M.) (ADDED)
2. Nathalie Lynch-Walsh (A.M.) (ADDED)
3. Sean Cononie (A.M.) (ADDED)

4. Trudy Jermanovich (A.M.) (ADDED)
5. Latrisha Greaves (A.M.) (ADDED)

1. Dorene Miland (P.M.) (ADDED)

CLOSE AGENDA

COMMITTEE REPORTS

(Committee Reports listed on the Regular School Board Meeting agenda will be heard immediately following the Superintendent's Report.)

Audit Committee
Broward County Association of Student Councils and Student Advisor to the Board
Broward County Council PTAs/PTSAs
Broward Education Foundation
District Advisory Council
Diversity Committee
Employee Unions/Groups
ESE Advisory Council
ESOL Leadership Council
Facilities Task Force
Gifted Advisory Council
Human Relations Committee
Multilingual Advisory Committee
Parent Community Involvement Task Force
Small Business Advisory Committee
Technology Advisory Committee

IN MEMORIUM

Judith Montperous	Teacher - Kindergarten Sunset Lakes Elementary	Born: August 5, 1964 Deceased: November 3, 2024
Claude Beauvoir	Facilities Service Person Lauderdale Lakes Middle	Born: January 29, 1960 Deceased: November 4, 2024
Jeffrey Liu	Teacher Mathematic - High Boyd Anderson High School	Born: December 25, 1968 Deceased: November 14, 2024

SPEAKERS

1. Ronald B. Barish (A.M.) (ADDED)
2. Nathalie Lynch-Walsh (A.M.) (ADDED)
3. Sean Cononie (A.M.) (ADDED)
4. Trudy Jermanovich (A.M.) (ADDED)
5. Latrisha Greaves (A.M.) (ADDED)

AGENDA COMMENTS

***** CONSENT AGENDA *****

ITEMS

Consent agenda items will be noted by a single letter, and open agenda items will be noted by double letters in accordance with Policy 1020.

H. HUMAN RESOURCES & EQUITY (CONSENT)

H-1. Instructional Appointments and Leaves 2024-2025

Approve the instructional appointments, substitute teachers, and instructional leaves of absence. District-wide.

Executive Summary.pdf
Appointments and Leaves.pdf

H-2. Instructional Separation of Employment or Discipline 2024-2025

Approve instructional separations of employment or terminations/disciplines. District-wide.

Executive Summary.pdf
Separation or Discipline.pdf

H-3. Non-Instructional Appointments and Leaves 2024-2025 REVISED

Approve non-instructional appointments and non-instructional leaves of absence as listed on the attached list respectively. District-wide

Executive Summary.pdf
Appointments and Leaves.pdf
Memo to Revise.pdf

H-4. Non-Instructional Separation of Employment or Discipline 2024-2025 REVISED

Approve non-instructional separation of employment or terminations/disciplines as listed on the attached list respectively. (Postponed One (1) Name - L. Alford from 11/13/24, RSBM) District-wide

Executive Summary.pdf
Separation or Discipline.pdf
Memo to Revise.pdf

H-5. Supplemental Pay Position 5

Approve supplemental pay positions for the 2024-2025 school/fiscal year. District-wide.

Executive Summary.pdf
Supplemental.pdf

H-6. Proposed Revised Job Description for the Behavioral Technician Position

Approve the proposed revised job description for Behavioral Technician position. District-wide.

Executive Summary.pdf
Job Description.pdf

H-7. Proposed Revised Job Description for the Sergeant Position
Approve the Proposed Revised Job Description for the Sergeant Position. District-wide.

Executive Summary.pdf
Job Description.pdf

A. ACADEMICS (CONSENT)

A-1. Agreement with New York University (NYU)
Approve the agreement with New York University and The School Board of Broward County, Florida. District-wide.

Executive Summary.pdf
NYU Agreement.pdf

A-2. Philosophy Logic Honors -Florida Department of Education Course Code Directory
Recommendation to Approve Request to add Philosophy Logic Honors to Florida Department of Education Course Code Directory. District-wide.

Executive Summary

A-3. Philosophy Honors 1.0 Credit Course
Approve the request to add a new course submission to the Florida Department of Education for a full-year Philosophy Honors 1.0 credit course for grades 9-12. District-wide.

Executive Summary

B. BOARD MEMBERS (CONSENT)

B-1. Proclamations Sponsored by School Board Members
Receive the proclamations sponsored by School Board Members in the month of December. District-wide.

Executive Summary.pdf
Proclamation.pdf

B-2. Initiate Rulemaking for Policy 1070 District Committees and Their Membership
Direct the Superintendent of Schools to initiate rulemaking for revisions to Policy 1070, District Committees and Their Membership. (Holness)

Executive Summary.pdf

C. OFFICE OF THE SUPERINTENDENT (CONSENT)

C-1. Administrative Complaint Mitzie Kelly WITHDRAWN

Adopt the Superintendent's recommendation to suspend the teacher, Mitzie Kelly, for three (3) days without pay, and transmit the matter to the Division of Administrative Hearings ("DOAH"). District 6.

Executive Summary.pdf
Notice of Board Meeting.pdf
Administrative Complaint.pdf
Affidavit of Service.pdf
Memo to Withdraw.pdf

C-2. Administrative Complaint Rhonda Daniels

Adopt the Superintendent's recommendation to suspend the teacher, Rhonda Daniels, for five (5) days without pay, and transmit the matter to the Division of Administrative Hearings ("DOAH) if the employee timely requests a hearing. District 1.

Executive Summary.pdf
Notice of Board Meeting.pdf
Administrative Complaint.pdf
Affidavit of Service.pdf

E. SAFETY, SECURITY, & EMERGENCY PREPAREDNESS (CONSENT)

F. FINANCIAL MANAGEMENT (CONSENT)

F-1. Surplus of Tangible Personal Property for the Period Ended October 31, 2024

Approve the Surplus of Tangible Personal Property for the Period Ended October 31, 2024. District-wide.

Executive Summary.pdf
Surplus Report October 2024.pdf

G. GENERAL COUNSEL (CONSENT)

I. STUDENT SUPPORT INITIATIVES & RECOVERY (CONSENT)

J. CAPITAL PROGRAMS (CONSENT)

J-1. Utility Easement Agreement - Cooper City HS

Approve the Utility Easement Agreement between The School Board of Broward County, Florida and the City of Cooper City for Cooper City High School; District 6.

Executive Summary.pdf
Utility Easement Agreement.pdf

For more information, please contact:

Name: John J. Sullivan
Title: Chief Communications & Legislative Affairs Officer

EXECUTIVE SUMMARY

Initiate Rulemaking for Policy 1070 District Committees and Their Membership

Board Meeting Date: December 17, 2024, Regular School Board Meeting

Recommended Action
Direct the Superintendent of Schools to initiate rulemaking for revisions to Policy 1070, District Committees and Their Membership. (Holness)

District-zone Impact: District-wide

Impact if the Board Voted Yes or No

If the Board votes "Yes": The Superintendent of Schools will commence the rule development process at the next board-approved School Board Workshop and will present the recommended revisions to the School Board at a subsequent Regular School Board Meeting, with implementation scheduled for the start of the 2025-2026 school year.

If the Board votes "No": The current policy language will remain in effect until it goes through a future rulemaking process for revisions.

Background/History
Policy 1070 District Committees and Their Membership addresses committee appointees' terms and the procedures for School Board members appointing individuals to School Board-Established Advisory Committees. Committee membership terms typically run from July 1 to June 30, or until a successor is elected, appointed, or selected, as per School Board policy. In terms of School Board Member Appointments (Rule-VII), appointments and reappointments are designated for the upcoming school/fiscal year before June 30th. School Board members are limited to appointing a person to a maximum of two advisory committees, while permitting the same appointee to serve on multiple committees by other School Board members. The selection of individuals for advisory committees is expected to align with the best interests of the School District, with appointees possessing relevant experience, qualifications, or interests.

The election of officers is governed by the policies outlined in Section XI. The officers, including Chair, Vice Chair, and Recording Secretary, are elected by the committee membership. These officers, or designated individuals recording minutes, are required to be elected annually, and their positions are defined in each committee's policy. Each advisory committee is empowered to elect officers for up to four one-year terms, with a

provision that prevents an appointee or member from serving as a Chair for two years following their four one-year terms. Extending a chair's term beyond the specified limit requires a two-thirds majority vote of members in good standing. This subsection does not apply to ad hoc bid protest committees, where a chair is designated at the beginning of each meeting. Removal of officers can occur through a two-thirds vote by the committee membership, and the specific duties of officers are outlined in the committee's policy and bylaws.

To promote innovative perspectives and expand community participation, it is proposed to initiate rulemaking for this policy and adopt language that committee elected officers to School Board-Established Advisory Committees may not serve as chair/vice chair on more than one (1) committee at the same time. No individual may serve in the capacity of Chair, Vice Chair, Recording Secretary, or their equivalent for more than a combined period of two (2) consecutive years without a break of at least two (2) years. If an individual has served in one of these positions for two (2) consecutive years, their term will conclude on June 30, 2025. As such, in the upcoming committee election cycle, individuals who have served two (2) consecutive years as Chair, Vice Chair, or Recording Secretary will not be eligible for recommendation for the 2025-2026 term.

Alignment to 2027 Goals and Guardrails
Business Operations

Measurable Outcome(s)/Return on Investment
Implementing term limits for committee appointees are expected to diversify perspectives, foster innovation, and promote higher levels of engagement and participation among the citizens of Broward County. These outcomes encourage positive organizational growth and expands the advocacy for supplemental learning opportunities for our students and communities.

Financial Impact
There is no financial impact to the District for this item.

Binder 1

4. December 17, 2014 BCPS School Board Workshop re Item B2 (timestamp 1:27:40-1:28:20)
    - https://www.eduvision.tv/l?mRAgLOg&t=5289



POLICY NO. 1070

District Committees and Their Membership

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

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

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

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

I. Scope

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

II. Definitions

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

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

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

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

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

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

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

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

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

A. Membership/Composition of Committee(s)

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

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

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

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

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

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

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

D. Attendance

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

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

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

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

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

F. Bylaws

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

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

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

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

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

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

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

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

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

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

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

V. APPLICATION OF LAW TO COMMITTEES.

A. THE SUNSHINE LAW

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

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

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

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

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

B. OPEN PUBLIC RECORDS LAWS

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

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

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

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

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

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

C. CODE OF ETHICS

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

3. Ethics Training Program Content.

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

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

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

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

4. Training Program

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

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

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

5. Training Program for Members of Other Committees.

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

6. Training Program for Committee Liaisons and Facilitators.

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

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

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

8. Record of Completion of Training Program.

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

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

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

VI. MEMBERSHIP

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

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

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

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

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

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

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

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

B. School District Conflict of Interest Form.

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

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

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

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

C. Composition of Advisory Committees.

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

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

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

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

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

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

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

5. Committee Membership Vacancies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. Removal of School Board Member Committee Appointees.

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

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

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

F. Removal of Committee Members Other than School Board Appointees

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

VIII. COMMITTEE BYLAWS.

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

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

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

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

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

IX. Committee Meetings

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

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

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

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

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

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

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

E. Publication of Meeting Notices – Competitive Solicitation Committees.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

XI. Election of Officers

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

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

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

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

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

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

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

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

XII. COMMITTEE CHAIR CONSULTATION WITH SUPERINTENDENT.

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

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

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

XIII. OPINIONS OF THE COMMITTEE ARE NOT BINDING

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

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

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

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

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

Former Policy Number: 1.7

Policy Status: Active

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

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

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

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

Addendum

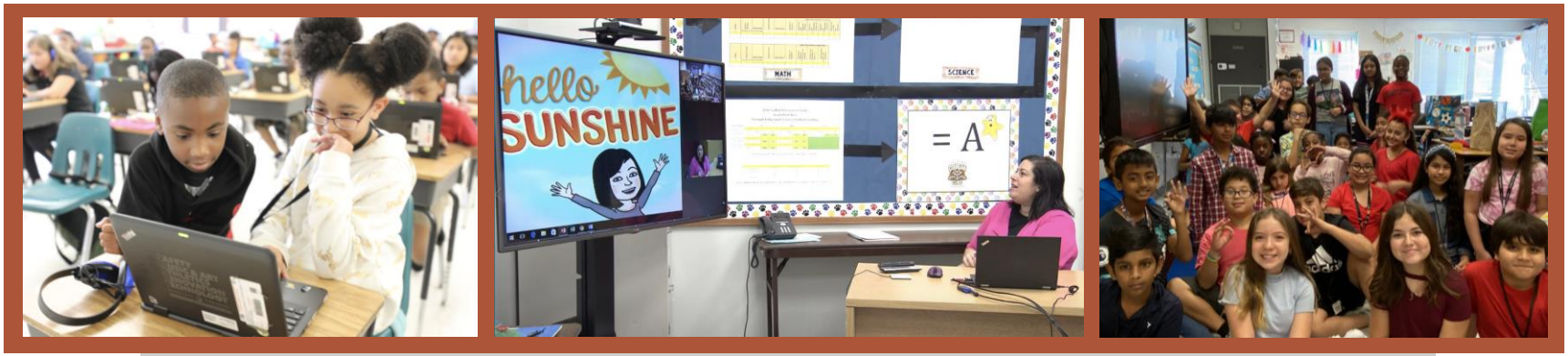
Align with District Strategic Goals: High-Quality Instruction, Safe & Supportive Environment, and Effective Communication.

The district's six campaigns:

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

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

REVISED



Communications and Legislative Affairs

School Board Advisory Committees and Their Memberships

Rule Development: School Board Workshop
March 4, 2025

Established 1915
BROWARD
County Public Schools

Introduction

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

Purpose

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

2022-2027 STRATEGIC PLAN

GUARDRAIL: ACCOUNTABILITY

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

Request of School Board

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

Financial Impact: None

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Full List of SBBC Advisories and Committees (16)

List of advisory committees created through policy and provide advice and recommendations to the School Board

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

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

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Broward County	Miami-Dade	Orange	Palm Beach	Duval	Polk	Lee	Pinellas
Enrollment 247,000+	Enrollment 333,000+	Enrollment 200,000+	Enrollment 190,000+	Enrollment 130,000+	Enrollment 117,000+	Enrollment 100,000+	Enrollment 90,000+
Committees **16**	Committees **10**	Committees **2**	Committees **7**	Committees **1**	Committees **4**	Committees **7**	Committees **1**
Members: renewed annually, one-year terms **Chair**: four one-year terms; may not serve as a Chair of that advisory committee for a period of two (2) years following the conclusion of their term as chair	**Members**: four years terms and/or shall run concurrent with the term of service of the respective Board member **Chair**: appointed every two years	**Members**: term of no less than two (2) calendar years, The initial term shall be no less than twelve (12) months **Chair**: one-year term, The Vice-Chair shall routinely become the Chair at the start of the following calendar year, past chair may be re-elected as Vice-Chair	**Members**: term is entitled to remain a committee member if that Board member serves on the Board **Chair:** four (4) consecutive years. Extension require Board approval; if approved, committee's chair will be considered as elected for the next year	**Members**: serve a minimum of 2 years terms per appointment **Chair**: serves earlier of two-year max or at conclusion of membership on committee	**Members**: members serve for three (3) years, up to a maximum of two (2) terms **Chair**: One-year terms **Audit Committee**: Chair of School Board serve as committee chair (*non-voting*)	**Members**: coincide with the term of the Board member that appointed them. The maximum term for any voting member is four (4) years, at which point they may reapply **Chair**: one-year terms	**Members**: four-year terms **Chair**: one-year terms

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

Hillsborough County Public Schools

Enrollment 224,000+

Committees
0

Hillsborough County does not have permanent School Board-established committees

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

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

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

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

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

Annual Reporting and Operating Challenges

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

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

No Records- *committee liaison was not provided with the records upon request, the attendance records could not be located, or data was incomplete to verify quorum*

	Verbal Reports Received by the School Board	Annual Reporting Rate	Established Quorum	Quorum Rate
	(Jan. 2024 – Jan. 2025)		*(Aug. 2023 – June 2024)*	
Diversity Committee	**13 Reports**	*100%*	**7**	*64%*
ESE Advisory Council	**13 Reports**	*100%*	**8**	*73%*
Facilities Task Force	**11 Reports**	*85%*	**2**	*18%*
Audit Committee	**10 Reports**	*77%*	**10**	*91%*
District Advisory Council	**9 Reports**	*70%*	**11**	*100%*
Multilingual Advisory Committee (*5 maximum*)	**3 Reports**	*60%*	*No Records*	*No Records*
Human Relations Committee	**6 Reports**	*46%*	**3**	*27%*
Technology Advisory Committee	**5 Reports**	*38%*	**10**	*91%*
Parent Community Involvement Task Force	**4 Reports**	*31%*	**6**	*55%*
ESOL Leadership Council	**3 Reports**	*23%*	**7**	*64%*
Small Business Advisory Committee	**3 Reports**	*23%*	**5**	*45%*
Gifted Advisory Council	**1 Reports**	*1%*	**9**	*82%*
Green Advisory Committee	**0 Reports**	*0%*	*No Records*	*No Records*

Success Rate: ***75% or higher***

Additional Operating Challenges

School Board Policy 1070: District Committees and Their Membership

Advisory Committee Bylaws
Article VIII.

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

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

Composition of Advisory Committees
Article VI.

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

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

Quorum for the Conduct of Committee Business.
Article IX.

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

Per page 7, only 5 committees established quorum 75% of the year or higher for 2023-2024. Numerous advisory groups have expressed an inability to establish quorum throughout the year, resulting in informational meetings. At these informational meetings, member attendance may be recorded, but no motions will be considered, or votes taken; hence impacting the effectiveness of the committee group's objectives and responsibilities as set by their establishing policy.

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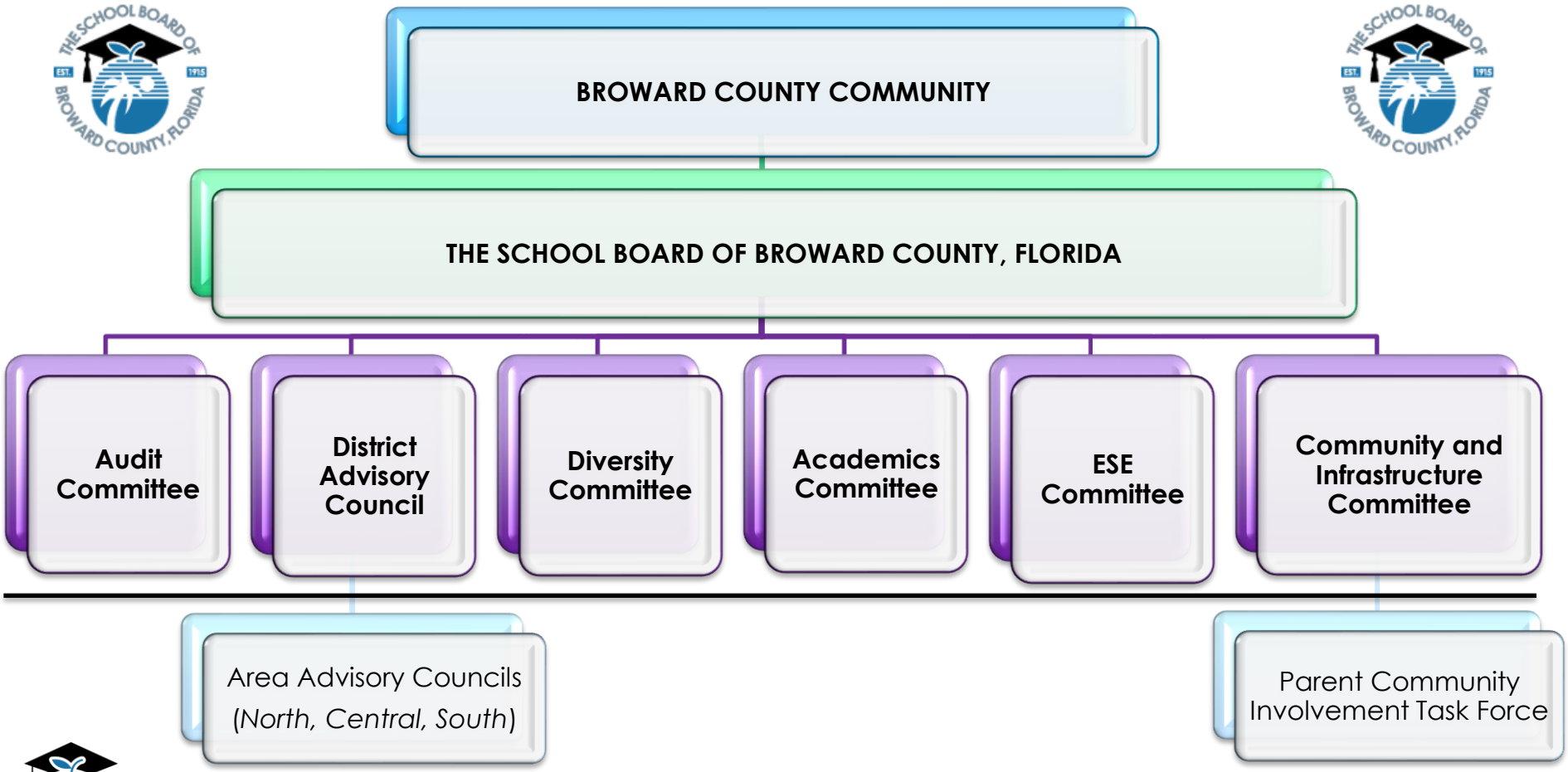
Recommendation- Advisory Committee Model

The district will realign its 2025-2026 Appointed Committees and Public Stakeholder Structure to streamline advisory objectives by forming 6 permanent committees that shall report, advise, and present recommendations directly to the School Board



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Advantages to Adopt the Recommended Advisory Committee Model

Implementing the recommended model will result in positive impacts to the school district by enhancing operational efficiency, improving student outcomes, fostering a more collaborative learning environment, and optimizing resource allocation. These benefits will contribute to a stronger, more supportive educational experience for students, educators, and the Broward County Community.

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

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Advantages to Adopt the Recommended Advisory Committee Model

Implementing the recommended model will result in positive impacts to the school district by enhancing operational efficiency, improving student outcomes, fostering a more collaborative learning environment, and optimizing resource allocation. These benefits will contribute to a stronger, more supportive educational experience for students, educators, and the Broward County Community.

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

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Scope of Review for Recommended Advisory Committee Model

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

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

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Scope of Review for Recommended Advisory Committee Model

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

District Advisory Council (DAC)	• Assemble members of the various advisory councils to propose recommendations and discuss issues that identify and assess the educational needs of the District • Foster, promote communication, and serve as the liaison between School Advisory Forums, School Advisory Councils, the Area Advisory Councils, and the School Board. • Review current Parent/Community Involvement models to identify gaps and deficiencies in efforts increasing citizen participation in input in public education
Diversity Committee	• Recommend policies that promote equity, diversity, and cultural outreach • Monitor the terms of the Citizens Concerned About Our Children (CCC) Settlement Agreement • Review policies related to diversity, educational/vocational equity, nondiscrimination, inclusion and character education for fostering a mutual respect and understanding among groups
Exceptional Student Education (ESE) Committee	• Assist in developing, identifying, and monitoring the educational needs, systemic issues, and priorities of students with exceptionalities and programs. All students with exceptionalities, including eligible students with 504 plans, are represented by this advisory through collaboration, consultation, and participation on school, District, and community-derived organizations • Assist in identifying and monitoring the needs, priorities, and issues of gifted students and gifted education issues and initiatives, legislative support, and funding. Provide a forum for communicating information regarding such gifted education issues, needs, and programs • Provide a forum for information about school and community programs, advocacy, support, procedural guidelines, Individual Education Plans (IEP)/Transition IEP (TIEP) procedures, transition at all levels, college, and career readiness skills, school board initiatives, educational enrichment, resources, and data
Ad Hoc Committees *(dedicated projects)*	• Based on the needs of the district, the School Board shall adopt specialized ad hoc committees through a resolution with a definite function to be performed. Upon completing its assignment, the committee either shall be given a new assignment or shall be dissolved promptly. (ex. Bond Oversight Committee and Redefining and Boundary Resolutions)



Board Discussion

&

Guidance

Debra Hixon, Chair
Sarah Leonardi, Vice Chair

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

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.

Binder 1

7. February 27, 2025 Rule Development Community Meeting (full video)

   - *Available at* https://www.eduvision.tv/l?mROOLLR

District Advisory Committees, Memberships, and Establishing Documents

Rule Development Community Meeting

February 25, 2025

Community Recommendations and Suggestions for Policy 1070

- General
  - Please provide data to show rationale for the proposal of rule development beyond a request of the School Board
  - Consult with the committees prior to adopting the revisions
  - Add a section for Due Process for volunteers to the policy
  - Add Community Involvement back to the District's Goals and Guardrails
  - Increase training efforts for district liaisons/facilitators
  - The policy was just revised in 2022, allow the policy to remain as it is presented to allow for more time on its effectiveness
  - The proposed policy language makes the public feel disenfranchised
  - Create procedures for the management and compliance of public records
  - Board to ensure that any policy revisions do not negatively impact the area and school advisory committees
  - If the School Board dissolves any of the committees, please ensure that the policy is following in terms of process and procedures
- Article X. (page 16)
  - Keep the voted actions of the committee to the School Board as motions and not recommendations
  - Provide more ways recommendations may be presented to the School Board beyond at a workshop, such as by way of the district liaison/facilitator
- Article XI. (page 17)
  - Keep the election of committee officers to four one-year terms
  - Keep the provision to allow for a two-thirds (2/3) majority vote to extend the term of committee officers
  - Remove the restrict on the number of committees an individual may simultaneously serve as a committee chair/vice chair
  - The recording secretary is a difficult position to fill, please remove all restricts to this position
  - Policy revisions do not account for succession planning for committee officers

Community Recommendations and Suggestions on the Workshop Presentation

- *Page 4*
  - The school district (county) comparisons should not be listed as we should not be reviewing or trying to be like other school districts
  - Other districts listed on this page does not account for the same level of dedication the volunteers of BCPS possess
- Page 7
  - District liaisons were already sent or should already have access to the records being reported on this page, the liaisons/facilitators have never asked for the records for DAC
- Page 8
  - Committees were advised to continue to operate under the provisions of their current by-laws of 10 years ago, advised not to review/revise their documents
  - The ESE Committee has been thorough in maintaining their attendance records and is able to properly track and report attendance
  - Although a committee may not establish quorum, informational meetings are permitted by policy and should be ok
- Page 9
  - Please clarify if the intent is to dissolve committee groups
  - Merging the duties and responsibilities into just 6 committees will not work, the various committees were created separately and should remain separate
- Pages 10-11
  - Add benefits and impacts that will result in the increase of community involvement
  - The two separate focus categories listed on the pages is unclear

Additional Public Written Comments are Exhibited on the Following Pages

Please provide your first and last name	Your feedback is important to us! Do you have any further comments or suggestions? Kindly mention the title of the section in Policy 1070 you are addressing. N/A if Not Applicable
Katiria Colon	My comment is regarding district committees and their memberships under policy 1070. I kindly request that you not remove any of the committees we currently have in place. I believe parents should have the opportunity to voice their opinions and participate in their child's education through multiple avenues. Committees are an important platform for parents to engage and contribute to their child's education at local levels, ensuring that diverse perspectives are heard and considered.
Michael Pezzicola	TERM LIMITS OF CHAIRS: I have already sent a full email to each board member about how the reduction goes against well thought out work from years ago and will result in a drastic reduction in parental involvement (or is that by design)? REMOVAL OF REGIONAL ADVISORY: Now all 200 school SAF chairs will show up to the DAC meeting versus having 3 regions that then send representatives. How productive can we be in this structure?
Lucia Candiotti	Yes. The recommendation to limit the term limits is beyond constricting. The learning curve is hefty, the “year” isn’t really a year, it’s a school year (9 months versus 12 months), and sometimes there are just some people that cannot or do not feel comfortable to rise to a position such as chair. For a lot of committees, recording secretaries are few and far between, and many committees do not event have the role. Trying to revise the policy arbitrarily when the board members or BCPS staff do not fully understand the scope or purpose of the committee or the community it serves is very shortsighted. We will never make any progress as a school district. It is not bad or wrong to have as many advisories as we do. It is virtually impossible to consolidate 19 committees to 6 without someone/thing getting left behind. ESE is essential and now we know is not on the chopping block but the other 18 committees being consolidated into 5 committees is unrealistic. The presentation for the March 4th workshop shows a recommendation that is unrealistic, includes incorrect information and assumptions of many committees and groups. This feels like an attack on bottom up volunteering and parenting inclusion. This isn’t the way to better a school district nor the students.
Cynthia Dominique	I am opposed to the change term limits. It should remain at four years. I’m post any other change that limit community and stakeholder involvement. In addition to process for advisory, member needs to be added.
Cynthia Dominique	Policy 1070 require specific action for the dissolution of advisories and committees. You cannot remove advisories without following policy. I would like a hearing and rule development workshop regarding 1070 in the North Area.
DEE ST LOUIS	Dear Members of the Broward County School Board, I am writing to express my strong opposition to the proposed changes to Policy 1070 regarding parental advisory positions. While I understand the intention to increase parental involvement, I firmly believe that reducing the term limits for chairpersons from four years to two years and prohibiting individuals from serving on more than one committee will have the opposite effect and ultimately harm the representation and effectiveness of these critical committees. Many schools in our district already struggle to fill SAF chair and vice chair positions. By imposing stricter limits on service, the proposed policy would exacerbate this issue, leaving even more schools without proper representation. The reality is that some schools have few, if any, volunteers willing to take on these roles. Reducing the available pool of experienced and dedicated individuals will not encourage new participation but will instead create a vacuum of leadership, further hindering the ability of these committees to function effectively. Additionally, Palm Beach has 4 year limits, not 2 the restriction on serving on more than one committee does not promote greater involvement as intended. Instead, it will simply reduce the number of active and knowledgeable parents contributing to the important work of these advisory committees. Many of us believe that this policy change is not about expanding parental participation, but rather a calculated effort to sideline certain engaged and capable individuals who have dedicated their time to supporting our schools, students, and families. This move would result in more schools falling into bad standing, unable to maintain active SAF committees, which would be a disservice to our children and our community. As parents, we see this as an attempt to quiet those who are well-versed in the policies and workings of these committees, and we want to make it clear that we will remember who supports such a detrimental policy when the next election cycle arrives. I urge you to reconsider these proposed changes and instead work towards solutions that truly foster greater parental involvement, not policies that inadvertently weaken it. Thank you for your attention to this important matter. Sincerely
Danielle Hoffman	I do not agree with the dissolution of the 14 advisories. Parent advocacy and involvement is important as they are one of your most important stakeholders. I do think there is a need to train Chairs on where to upload, how to conduct meetings, where to submit motions, etc. I am a first timer chair on a new committee and have had to try to navigate the process as the District has not provided any resources or requirements with deadlines. Although very new, our committee has been able to pass a motion, identify how DL helps enrollment numbers, and identify some areas of weakness that the district and school board might not have recognized. We hit quorom every meeting, house minutes and meeting documents on our website and are almost done compiling data that will help the district and school board get a better understanding of concerns and actionable take aways. None of this would be feasible without an advisory committee dedicated to the stakeholders of this program.

Dr Trudy Jermanovich	My name is Dr. Trudy Jermanovich. Policy 1070 is not ready to be approved as proposed. I was a teacher for 35 years in three states. We have something very special in this county that you don't find in many places. You have volunteers who will work for the good of his district for many years. The volunteers are the ones who encourage others to vote for important bond issues so teachers have an increase in salaries to keep them here. You have more money for more safety officers and mental health workers. You will need more money to keep schools maintain A level school facilities and technology. The School Board needs strong advocates which we've had since I came to Florida in 1977. Sections 3 and 4 on Page 17 of 18 regarding term limits and voting for committee chairpersons should be kept as it was before these red line changes were proposed. As many have said so eloquently tonight, it takes years to become proficient enough to run committees and have others trust someone to advocate for students. Those changes were made not long ago in order to be sure you have committees functioning with the limited number of people who are willing to chair these committees. The presentation on major changes in Volunteer Committees has so many flaws and should be pulled from the March 4 workshop. Don't spend time fixing something which has worked well for many years with minor adjustments. Now is not the time for diversions when all your focus should be on what's best for students. Both this proposed change in the policy and the presentation seem to be crafted in a way that will actually discourage people from bringing their children to this district. I'm speaking directly to the Superintendent: This workshop proposal is a mistake. Don't make a major error in your first year. You have said you want to bring students back to the district. Instead of welcoming the most important parents, the ones who are willing to give you their time and expertise, you are pushing them away. I hear parents say, I believe in public schools, but I can easily move my child to a charter school or a private school if I don't feel the staff of the district wants to be a partner with me. I also believe that the videos the District made of these rule making meetings should be posted on your website and not just shared with school board members. I hope to see them up very soon.
Marina Bares	Please do not eliminate the Multilingual Advisory Committee
Tricia meave	Keep MAC committee it's the most important for maintaining student population at the district
Jared Andris	Do not dissolve the Multilingual Advisory Committee
Stephanie Rodriguez	I do not want the district to eliminate committees. They give a voice to all subgroups.
Mauricio Larenas	Do not want district to dissolve the advisory committee especially multilingual advisory committee
Mariya Marych	Please do not remove Multilingual committee, it helps us to voice our concerns Thank you
Ninella Chiesa	I do not want the District to dissolve the advisory committees, especially the Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Yailen Chenlk	I am writing to express my strong opposition to the proposed dissolution of 14 advisory committees, particularly the Multilingual Advisory Committee. This committee plays a vital role in supporting parents and students in the dual language program, ensuring their voices are heard and their needs addressed. Eliminating it would be a disservice to our multilingual community and the success of these programs. I urge you to reconsider and preserve these valuable advisory committees. Thank you for your time and consideration. Best regards, Yailen Chenlo Dual Language Parent
Ana Zuluaga	Please do not dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Deissy Black	I do not want the District to dissolve the advisory committees, specially Multilingual Advisory Committee.
Katelyn Snyder	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Melissa Spencer	Please don't dissolve the multilingual advisory committee as this committee allows parents to voice concerns and give recommendations.
Lorena Cadagan	Please do not dissolve the Multilingual Advisory Committee as it helps to let our comments be heard. Thank you.
Sara Korol	Do not get rid of the Multilingual Advisory Committee, or subsume its responsibilities within the Diversity Committee. Parents want Dual language in our schools and parents works very hard to form the committee over the past two years. The MAC gives parents an important at voice and direct line to the school board and superintendent that we never had before regarding the needs of DL program. Do not take it away.
Larla Tomassini	Please maintain the multilingual advisory committee.
Starr Aleman	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Kim Ertag	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Maria Arenas	Please do not dissolve advisory committees, especially the Multilingual Advisory Committee, as ot gives parents a chance to voice their concerns and recommendations.
Amelia Castano	Do not disband the newly formed Multilingual Advisory Committee. This committee has been pivotal in getting students further access to classes, support, and resources to learn in another language. This is a newly formed committee and has already accomplished a lot, it would be a disservice to our students and community that has worked so hard to make this committee a reality.

Brittany Ortiz	I do not want the district to dissolve the advisory committees. Especially multilingual advisory committee as it gives parents a forum to voice recommendations or concerns.
Cesar Ortiz	I do not want the district to dissolve the advisory committees. Especially multilingual advisory committee as it gives parents a forum to voice recommendations or concerns.
Adela Nava	I do not want the district to dissolve the advisory committees. Especially multilingual advisory committee as it gives parents a forum to voice recommendations or concerns.
ariaFernanda Freire-Vandi	I would like to request that the District does not dissolve the advisory committees, especially Multilingual Advisory Committee as it gives us the parents a forum to voice concerns or recommendations.
Angelica Baena-Alonso	As a Florida resident, I like to keep Mac team, they helped Manatee Bay elementary maintain the fourth grade and fifth grade Dual Language classes. They were instrumental. It's a very important platform so we as parents can following the dual language program.
Jodi Murphy	Please do not dissolve the multilingual advisory committee. This is a very important committee as it gives parents a forum to speak out regarding concerns or recommendations.
Eileen Tirado	I do not want the district to dissolve the advisory committees, specially the multilingual advisory committee as it gives the parents a forum to voice concerns or recommendations.
Crystal Moore	I am very concerned at the districts attempt to eliminate the advisory committees. As a parent of a child in the dual language program, I feel we finally have a voice to address any concerns and share recommendations with the Multilingual Advisory Committee. Please consider keeping the advisory committees, especially the Multilingual Advisory Committee. Please let us know what we can do to help as parents. Thank you.
Parsiri Stelnik	Please do not dissolve our BCPS advisory committees, in particular the Multilingual Advisory Committee. These advisories provide a valuable forum for parents, educators, and other stakeholders to share valuable information, ideas, and best practices across the district and make our schools work better over a huge range of issues.
Alberto Suarez	Keep the dual program
Meghan Costa	Dissolving educational committees will be a huge disservice to our Broward schools and communities. In particular, the Multi-lingual Advisory Committee plays a vital role in helping create, maintain, and improve the multiple language educational programs in our schools. South Florida has a need for well-educated dual/multi language speakers in the work force. Educating our own children who can remain in their communities and fill these needs is beneficial for both the children in the programs and the local communities/work-force.
Shira Goldstein	These kids deserve better for the dual language program and have been provided support with the newly created Multilingual Advisory Committee. Why would we want to remove their support? The community has worked so hard to keep this program alive and well. The parents work tirelessly to keep the support of the board of education. Please do not remove this committee.
Sofia Castellanos	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Konstantin Akimov	I am writing to express my strong support for maintaining the Multilingual Advisory Committee. This committee plays a crucial role in ensuring that the district remains accountable in implementing the dual language program effectively. By providing a platform for parents, educators, and community members, the committee fosters transparency and collaboration, ensuring that the needs of multilingual students are met. Additionally, it allows parents to actively engage in discussions and decisions that impact their children's education, ensuring that language access and equity remain priorities in our district. I urge you to continue supporting the Multilingual Advisory Committee to uphold the integrity of the dual language program and to provide families with a structured means of advocacy and oversight. Thank you for your time and consideration.
Kelvis Su Ham	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Kimberly McGrail	Please do not dissolve the advisory committees, especially the Multilingual Advisory Committee. They are important.
Pietro Sbarra	I would like to request for the District NOT to dissolve the advisory committees, especially Multilingual Advisory Committee Thanks!
Amber Mixon Fung	N/A; I do not want the District to dissolve the advisory committees, especially the Multilingual Advisory Committee as it gives parents a forum to voice concerns and recommendations. Thank you.
Abraham Bravo	Good day, I do not support the District to dissolving the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
N/A	We do not want the District to dissolve the Advisory Committees, especially the Multilingual Advisory Committee, as it gives parents a forum to voice concerns or recommendations.
Maahyar Heidari	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Lily holt	I do Not want the district to disolve the committees specially the multilingual committes. They should stay !
Jineht garcia	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Santiago Melo	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Rocio Ruelas	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.
Monica de Sousa	N/A
Jaime Escalante	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations.

vanina molinares	Multilingual advisory committee Please keep the dual language programs. It adds value to our scholars when applying to colleges and workplaces.
Carolina Bruno	I disagree with the dissolution of the of advisory committees especially the Multilingual one that gives parents voice for concerns and recommendations.
Mirna Johnson	I do not want the District to dissolve the advisory committees, especially Multilingual Advisory Committee as it gives parents a forum to voice concerns or recommendations. Program needs to collaborate across the district to build up the program efficiently with the minimal resources available and effectively.

FROM: Jacqui Luscombe

Comments for 2/26 community meeting on Policy 1070

I want to speak to two things: one is the specifics of this policy, and the other is its broader context.

Trying to revise policy when you don't fully understand the nature and complexities of the animal that policy's going to apply to, and that you're trying to reform, is neither logical nor purposeful.

This process is back to front and as we see from the March 4 proposal to abolish/realign Advisories and committees, there is not a comprehensive grasp of certain facts nor - in places - a sound foundation in fact.

There are nine Board members who need to base their decision-making on accuracy of fact and completeness of context. I believe proposed amendments to policy 1070 shown in the redline, coupled with the PowerPoint proposal that was quietly slid onto the workshop agenda last Thursday evening, and then in revised form on Saturday, does not demonstrate holistic understanding of the topic at hand.

So to policy....

Page 17 proposes reversing reforms that were made just two or so years ago to give Advisories and committees an extra layer of stability in recognition of the difficulties of finding consistent, dedicated, volunteerism. Those reforms in 2022 also were an acknowledgment of the fact that leading a district-level Advisory or committee is not like just jumping on a carnival ride and taking a few spins and then jumping off to make way for the next person in the queue.

Those reforms were created to reflect the fact that experience and service and knowledge and consistency - and the ability to voice for others who need a voice - can be assets, not hindrances.

They also reflected the fact that there is no queue. As we said back then and we say again now: we are not having our doors knocked down by people willing and able to serve. Board members know that from their own challenges in finding appointees. And then having those appointees serve consistently.

It also provided a backstop, ***particularly for the grassroots parent-led committees,*** in the event that there is just no line of succession - not because of negligence or 'failure to prepare', but because there just is no one stepping up for the role.

Please put some logical sequence back into this and start over with a process that doesn't just grant us five mins here and two minutes there to explain all this context and how it applies to our individual Advisories and committees, but one that opens meaningful dialogue and informs and educates. Most of all, we need to all be able to translate why these policy revisions on page 17 are not going to serve the best interests of students - which is what we exist to do.

You don't make improvements by steaming in and elbowing people aside. You do it by gaining an understanding of what they do, how they do it and why, and building dialogue and comprehension. The Powerpoint presentation that accompanies this policy item at the 3/4 workshop does not do that. And it is absolutely 100 per cent pertinent to today's discussion.

It also contains falsehoods specifically about the structure of ESE Advisory's membership and attendance being "obscured" when we have been absolutely meticulous in our membership and attendance records. And there is reference to us having a "lack of comprehension of issues".

This process also ignores the considerable work that has gone in by Advisories and committees - certainly ours, over a number of years - to drawing up draft revisions of our own policies and bylaws, which governs our individual Advisories, and which we were asked to do, and which staff know we have worked on. For Board members to be considering 20 different policies as presented, without even knowing or having those draft revisions - which we created to help make our Advisories more effective - is a major omission.

These proposed changes to Policy 1070 are not, as it was stated here today, "just four changes". They are a betrayal of the scant level of volunteerism that you still have left at BCPS district level and they expose the need for better education and more intensive dialogue before decisions can be made.

Shutting down or throttling constructive public advocacy and community dialogue and accountability is not how you best serve students.

Also I mentioned in later comments at the 2/25 meeting:
- Training of staff liaisons to Advisories/committees is lacking/absent: if they don't know what their liaison role entails, they're not doing the job, which is compromising committees' ability to function efficiently
- I echoed others' concerns about the policy providing due process for Board appointees to committees but no due process for elected volunteers.
- I *think* I also stated that if there are beefs with individuals on Advisories/committees, to address them with the individuals

- I suggested that the time allocated for further discussion of all this at the March 4 workshop is inadequate (90 mins to discuss/consider the fate and future structure of 20 committees plus significant policy amendments, minus comprehensive understanding of the historical context and associated issues unique to each Advisory/committee. Also minus the draft policy/bylaws revisions we have worked so hard on ourselves.
- I appealed fot that time-slot at the March 4 workshop to instead be used for discussing any of the critical matters affecting *students* that we have brought forward. Personally I could fill that slot with ESE issues alone!

Thank you

Jacqui Luscombe
954 415 4107
ESE Advisory Council Chair
www.browardeseadvisorycouncil.com

FROM Latrisha Greaves and Noelle Corris

Greetings,

Changes to policy 1070 directly impacts me, as a concerned stakeholder of Broward County Public Schools. Therefore, I am requesting a public rule development workshop for policy 1070 in the North, Central and South Region according to Florida Statute 120.54 2c

(c) An agency may hold public workshops for purposes of rule development. An agency must hold public workshops, including workshops in various regions of the state or the agency's service area, for purposes of rule development if requested in writing by any affected person....When a workshop or public hearing is held, the agency must ensure that the persons responsible for preparing the proposed rule are available to explain the agency's proposal and to respond to questions or comments regarding the rule being developed.

Paste these Emails in Your "to" email line:
"Debra A. Hixon" <debra.hixon@browardschools.com>,
"Sarah M. Leonardi" <sarah.leonardi@browardschools.com>,
"Brenda H. Fam" <brenda.fam@browardschools.com>,
"Lori K. Alhadeff" <lorialhadeff@browardschools.com>,
allen.zeman@browardschools.com,
Jeff Holness <jeffholness@browardschools.com>,
"Nora A. Rupert" <nora.rupert@browardschools.com>,
"maura.bulman@browardschools.com" <maura.bulman@browardschools.com>,
"rebecca.thompson@browardschools.com"
<rebecca.thompson@browardschools.com>,

"schoolboard@browardschools.com" <schoolboard@browardschools.com>,
"John J. Sullivan" <johnj.sullivan@browardschools.com>,
"Howard D. Hepburn" <howard.hepburn@browardschools.com>,
"Andrae D. Hill" <andrae.hill@browardschools.com>,
Demetrius Cooper <demetrius.cooper@browardschools.com>,
BCPS_BoardMembersSecretaries@browardschools.com,
advisory.committeecorrespondent@browardschools.com

Binder 1

9. March 4, 2025 BCPS School Board Workshop (timestamp 00:58-4:52)
    - https://www.eduvision.tv/l?mROLyLRI&t=3545

10. April 15, 2025 School Board Meeting, Discussion of Continuing Task Force (timestamp 8:38:50-8:48)
    - https://www.eduvision.tv/l?mRLDgeyc&t=31033



11. May 6, 2025 School Board Workshop, Task Force Report and Discussion re Extension of Time to October (timestamp 1:41:43- 2:32)
    - https://www.eduvision.tv/l?mRLtODAI&t=6104



Gmail

FW: Inquiries: Superintendent Task Force on Committee Structure and Policy 1070 Members

Armando J. Arana <armando.arana@browardschools.com> Thu, May 29, 2025 at 11:07 AM
To: "Armando J. Arana" <armando.arana@browardschools.com>

Attention: Superintendent Task Force on Committee Structure and Policy 1070 Members

Sharing…

From: John J. Sullivan <johnj.sullivan@browardschools.com>
Sent: Thursday, May 29, 2025 11:00 AM
To: Armando J. Arana <armando.arana@browardschools.com>
Cc: Andrae D. Hill <andrae.hill@browardschools.com>
Subject: Re: Inquiries: Superintendent Task Force on Committee Structure and Policy 1070 Members

See my replies below:

Confirm the timeline below, based on the Superintendent's planning calendar- **Confirmed**

On June 6, 2025, is the Task Force expected to submit recommendations for of Policy 1070 and Committee Structure?- **Their initial report should include both**

During the June 24 School Board Workshop:

> Will the Task Force members present their recommendations? - **The task force chair will be given an opportunity to present the task force findings**
>
> Will the Superintendent be presenting his recommendations?-**Based on the task force's findings, the Superintendent reserves the right to present his recommendation**

Will the Task Force end after the June 24 School Board Workshop, or is there another date that is defined?-**To account for the summer break, the task force will sunset in October or at the discretion of the Superintendent**

Thank you,

John J. Sullivan

Chief Communications & Legislative Affairs Officer

600 SE 3rd Avenue

Fort Lauderdale, FL 33301

Office: 754-321-2616 - Cell: 954-261-8992

Johnj.sullivan@browardschools.com

www.browardschools.com



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From: Armando J. Arana <armando.arana@browardschools.com>
Sent: Wednesday, May 28, 2025 6:55 PM
To: John J. Sullivan <johnj.sullivan@browardschools.com>
Cc: Andrae D. Hill <andrae.hill@browardschools.com>
Subject: Inquiries: Superintendent Task Force on Committee Structure and Policy 1070 Members

Good evening Chief Sullivan,

The members of the Superintendent Task Force on Committee Structure and Policy 1070 Members inquire the following:

1. Confirm the timeline below, based on the Superintendent's planning calendar:

   June 6, 2025: Task Force submits recommendations

   June 9, 2025: Superintendent uploads agenda item June 24 workshop

   June 10, 2025: Board delivery

   June 24, 2025: School Board Workshop

2. On June 6, 2025, is the Task Force expected to submit recommendations for of Policy 1070 and Committee Structure?

3. During the June 24 School Board Workshop:

   Will the Task Force members present their recommendations?

   Will the Superintendent be presenting his recommendations?

4. Will the Task Force end after the June 24 School Board Workshop, or is there another date that is defined?

Thank you,

Armando Arana

Coordinator, Governmental Affairs

Office of Legislative Affairs

Broward County Public Schools

600 S.E. Third Avenue

Fort Lauderdale, FL 33301

P: 754-321-2195

M: 954-830-8708

E: armando.arana@browardschools.com

www.browardschools.com

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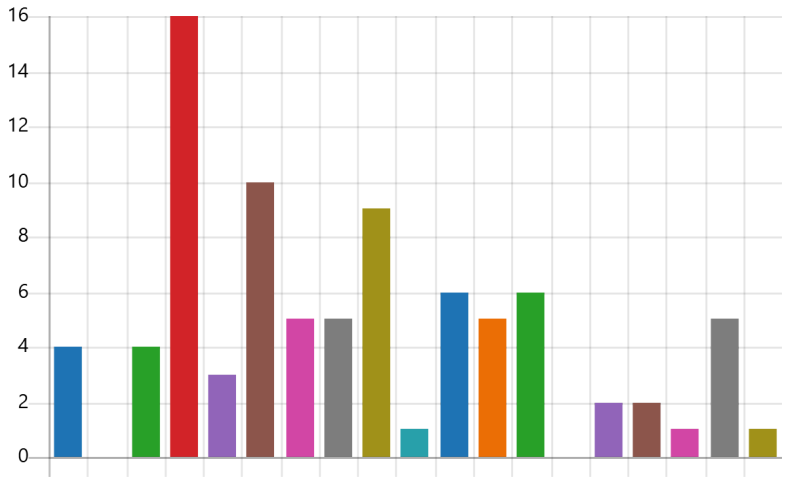
The School Board of Broward County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5.9: Anti-Bullying for additional information.

BCPS Advisory and Committee Chair & Member Survey

73 Responses 38:13 Average time to complete Active Status

1. Which advisory or committee(s) are you currently a member of?

Audit Committee	4
Bond Oversight Committee	0
Council of PTA's/PTSA's	4
District Advisory Council	16
Diversity Committee	3
ESE Advisory Council	10
ESOL Leadership Council	5
Facilities Task Force	5
Gifted Advisory Council	9
Green Advisory Committee	1
Human Relations Committee	6
Multilingual Advisory Commit...	5
Parent & Community Involve...	6
Quality Selection & Evaluation...	0
Small Business Advisory Com...	2
Superintendent's Insurance an...	2
Teacher Advisory Committee	1
Technology Advisory Committ...	5
Wellness & Learning Supports...	1



2. Have you served on the executive board of any advisory in the past year (e..g., Chair, Vice Chair, Recording Secretary)?

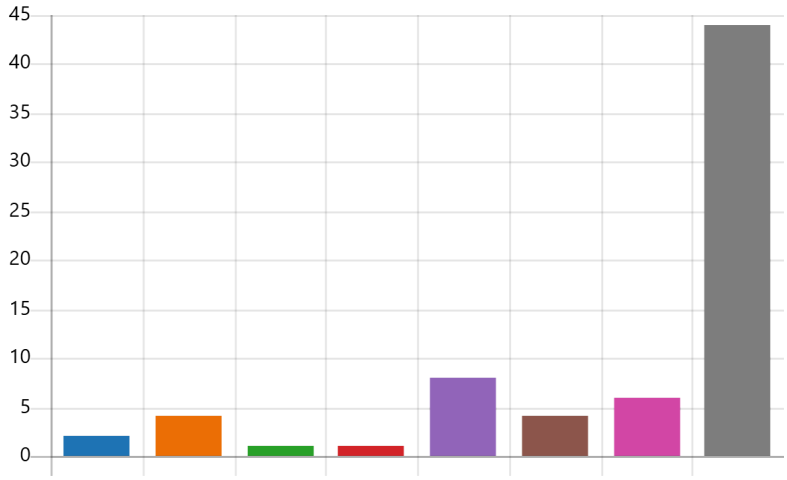


3. Are you currently serving on any other district-level committees beyond the 19 listed above?



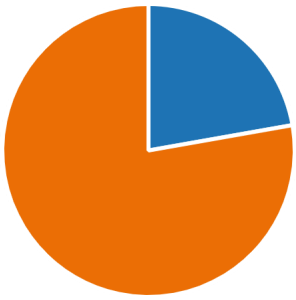
4. In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended?

0	2
1	4
2	1
3	1
4	8
5	4
6	6
6+	44



5. Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve?

Yes	16
No	56



6. If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

28
Responses

Latest Responses
"personal schedule conflicts"

7. How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective)

70
Responses

3.84
Average Number

8. How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective)

71
Responses

3.41
Average Number

9. Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative)

70
Responses

4.19
Average Number

10. Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input)

71
Responses

4.25
Average Number

11. Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered)

71
Responses

3.15
Average Number

12. What aspects of the advisory or committee process do you feel are especially effective or successful?

56
Responses

Latest Responses

"*Having a voice for parents*"

"*Our group does outreach, research and gathers feedba...*

"*Strong agendas, action-oriented*"

13. What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

58
Responses

Latest Responses

"*Our area chair should be able to present a report to th...*

"*District support of these volunteer groups. Board/Staff ...*

"*More involvement of the board with committees rather ...*

14. What do you think could help increase representation, engagement, and participation in advisory and committees?

55
Responses

Latest Responses

"*getting out to community events and speaking to pare...*

"*Board/District showing support for the groups would in...*

"*More involvement from the board...regularly meeting w...*

15. What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures?

51
Responses

Latest Responses

"*provide better support as they do for other committees*"

"*Providing reasonable times, avenues and opportunities...*

"*Be more honest and transparent with committees. Buil...*

16. How would you describe the communication between your advisory or committee group and the district and/or Board?

54
Responses

Latest Responses

"*We are not allowed to give reports. Our motions are no...*

"*I am not an officer but am involved in policy, bylaws re...*

"*Way too formal and not engaging enough. Seems mor...*

17. What improvements would make this communication more effective?

44
Responses

Latest Responses

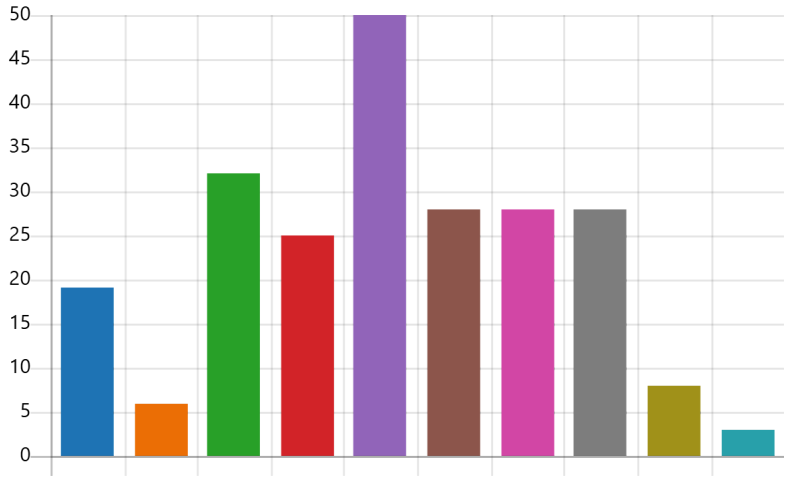
"*send out information to parents of when our meetings ...*

"*Have staff/liaison read prepared reports with brief follo...*

"*Feedback from board members; feedback from staff. St...*

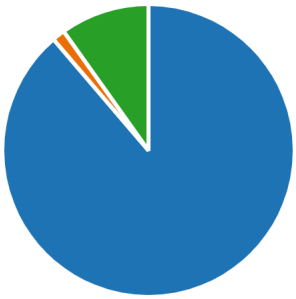
18. Which of the following supports have you or your advisory or committee received? (Check all that apply)

District-issued email address	19
Computer or device	6
Access to Microsoft Teams	32
Microphones or other tech for...	25
Access to meeting room space	50
Help with room setup	28
Help with public advertising o...	28
Printing of materials needed f...	28
None of the above	8
Other	3



19. Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070?

Yes	63
No	1
Unsure	7



20. As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?
Policy 1070: https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:f24743a0-4390-43c9-a9fa-c3b1a11a5b17
Policy 1070 021125 SB Workshop Version: https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:1a5f8464-dab3-4601-952a-681ace8816ca

40
Responses

Latest Responses

"*Allow chairs to serve more 4 years and sit on multiple c...*"

"*We worked over 2 years to develop the current policy t...*"

"*Yes -- this should not be a policy about "notification" b...*"

21. Please provide any additional comments, ideas, or suggestions you would like to share.

39
Responses

Latest Responses

"*District Staff need to respect advisory members who pu...*"

"*District/Superintendent should have a practice of meeti...*"

"*None at this time.*"

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BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

1. District Advisory Council;Gifted Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? Area Advisory, SAC, SAF

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? LOCATION, School sports, School related activities and functions, committee meeting at same time as another committee meeting

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 3

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 2

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 3

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful? I think it's very successful at the moment because when we put forth motions, nothing becomes of it. We rarely hear back and it's off in the cloud and lands nowhere.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? training,

What do you think could help increase representation, engagement, and participation in advisory and committees? more parents would engage if they felt their feedback was actually taken. we complete so many surveys, yet I feel this may be another waste of time because I have yet to see the fruits of the work put into this. What kind of value do you truly have if it's not even taken into consideration or any action put into play can be seen.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? stop being so defensive and work with us as a partnership

How would you describe the communication between your advisory or committee group and the district and/or Board? sad, district has lack of understanding of how committees work. Certain board members do not care about input or feedback, and they clearly do not show it. They will not show up unless asked.

What improvements would make this communication more effective? training the chairs, and training the liaisons, give us the tools to be effective

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address;Access to Microsoft Teams;Access to meeting room space;Microphones or other tech for meetings;Help with room setup;Help with public advertising of meetings;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? keep it the same. It should not be changed

Please provide any additional comments, ideas, or suggestions you would like to share. I am on several committees. Perhaps we should complete a separate survey for each committee I sit in because some are great and have great support while the others are stuck in the wind solo

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

2. ESE Advisory Council;Gifted Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 4

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply)

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

3. Gifted Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 4

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? I find it hard to attend the meetings on time because I have to rush from work to the meeting and then I get home too late at night to make any dinner for the family.

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 3

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 4

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? I believe the gifted advisory is very good at providing important information to parents about the district and how to help our children during the meetings.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? I believe the meetings could be held at different schools which would facilitate some people being able to make some meetings because they might be closer to their home, and maybe provide meetings virtually more often so that people will be able to attend. Also it would help if every PTA and SAC would also promote the gifted meetings in their meetings.

What do you think could help increase representation, engagement, and participation in advisory and committees? It would help if every school,PTA and SAC would promote the

council meetings in their messages and meetings in order to spread the word about the council meetings being held.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? The school board should actually listen closely to what the committees have to say because when they bring forth their report they are summarizing what was literally said by actual parents of the community during their meetings. Not every parent can make it to the school board to let you know how they feel about different subjects so being able to go to an advisory committee providing the information there and then having that representative take it to the school board is very important.

How would you describe the communication between your advisory or committee group and the district and/or Board? From what I have seen there's not enough time for the group to provide information to the board.

What improvements would make this communication more effective? The board can improve by actually listening and providing more time to the committees to show up or to send in a written report about what the parents have to say during their meetings. That way actual parents voices can be heard and listened to.

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? I don't believe any of the committees should be cut back at all because without the opportunity to attend these meetings and provide input regular parents cannot make their voices heard directly to the school board unless they take time off of work to make it to the meetings.

Please provide any additional comments, ideas, or suggestions you would like to share.

4. Gifted Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 1

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 1

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 1

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 1

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 1

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Every year the meetings are about the same thing over and over again. We need more diverse topics. We need more representation to reach the non English speaking parents whose kids are gifted.

We are always trying to involve everyone however we are not including or making the valuable information available to the non English speaking parent. I have learned a lot and therefore my child has being able.to take advantage of the services because I got involve and speak English. I have envounter parents who have rejected services because they don't understand, or who don't go to meetings because they don't understand.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What do you think could help increase representation, engagement, and participation in advisory and committees? Find a way to have translators in the meetings

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Have translators find a way to reach out to all the parents not just the English speaking parents

How would you describe the communication between your advisory or committee group and the district and/or Board? Good

What improvements would make this communication more effective? Multiple languages

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to Microsoft Teams;Access to meeting room space;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share. Make a campaign to involve all parents for all committees. Don't focus on the English only, or the ESOL on the other parents. There are parents of gifted kids that don't speak English, they are not going to get the gifted information on the esol meeting. They will get it in the Gifted meeting therefore we need to make it available in the language. We can even campaign and promote adult English education.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

5. Gifted Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 5

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 2

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 4

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 4

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to Microsoft Teams;Access to meeting room space;Help with room setup;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? Please allow persons to sit on more then one advisory board and up to 4 years

Please provide any additional comments, ideas, or suggestions you would like to share.

6. Gifted Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 5

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 4

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 4

What aspects of the advisory or committee process do you feel are especially effective or successful? Everything

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? More online formats like zoom

What do you think could help increase representation, engagement, and participation in advisory and committees? More precise information spreading

What could the district do to strengthen your group’s impact on advising the School Board on policy or district staff on decisions and procedures? Provide necessary resources

How would you describe the communication between your advisory or committee group and the district and/or Board? Effective

What improvements would make this communication more effective? Standardized emails

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) None of the above;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Unsure

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.
Pending

7. Gifted Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 0

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? Meeting time and location.

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 1

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 3

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 3

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 3

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? Clearly Defined Purpose and Goals: Committees that operate with a well-articulated mission, specific objectives, and a clear understanding of their charge tend to be far more productive. When everyone understands why the committee exists and what it is trying to achieve, efforts are more focused, and progress is easier to measure. This clarity helps to avoid scope creep and keeps discussions on track.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? By embracing virtual meetings, I believe we can make our advisory groups even more effective, inclusive, and impactful in their contributions to the education of our gifted students.

What do you think could help increase representation, engagement, and participation in advisory and committees? Implementing a shared online platform for communication, document sharing, and even asynchronous discussions could keep members engaged between

meetings and streamline our workflow. This could include tools for brainstorming, voting on proposals, and tracking action items.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? By embracing virtual meetings, I believe we can make our advisory groups even more effective, inclusive, and impactful in their contributions to the education of our gifted students.

How would you describe the communication between your advisory or committee group and the district and/or Board? I'd like to also address a practical challenge I've personally experienced that impacts my ability to fully participate: I consistently receive the meeting agendas and dates with very little advance notice, often on the day of the meeting or at the earliest the day before. This makes it incredibly difficult to plan my schedule and ensure I can attend. Providing the agenda and meeting date with more lead time would significantly improve my ability to prepare and actively contribute to our discussions.

What improvements would make this communication more effective? Regarding the communication between our advisory or committee group and the district and/or Board, I would describe it as currently having room for improvement in terms of proactivity and consistent two-way dialogue.

While information regarding district initiatives or Board decisions relevant to our advisory focus is sometimes shared, it often feels more like a dissemination of information rather than an ongoing conversation. There isn't always a clear or consistent mechanism for our advisory group's recommendations and feedback to be formally solicited, discussed, and responded to by the district or Board in a timely manner.

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address:

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? No

Please provide any additional comments, ideas, or suggestions you would like to share. No

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

8. Teacher Advisory Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 3

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 3

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 3

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 2

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful? Participation from across the district departments

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? To stop the adversarial nature of some of the committee members who are not there to seek solutions and mutual understanding and agreement, but rather to criticize and reject District decisions.

What do you think could help increase representation, engagement, and participation in advisory and committees? Clear annual goal setting for each advisory so the work conducted aligns with achieving those goals.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? The District can utilize the achievement of identified goals.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

How would you describe the communication between your advisory or committee group and the district and/or Board? Committee chair frequently delivers a report to the Board at scheduled Board meetings.

What improvements would make this communication more effective? Goal setting and dashboards on goal achievements.

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address;Access to Microsoft Teams;Access to meeting room space;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

9. Gifted Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 1

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? I am attending SAC meeting at my son's s school. In addition I regularly attend the Gifted Advisory Council regularly. This is how I found out about the general meetings agenda and attended my first one this month.

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 1

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 4

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? More parent's awareness and participation at these meetings

What do you think could help increase representation, engagement, and participation in advisory and committees? School advertising to parents

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Keep it separate from the other councils.

Gifted kids alone

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

How would you describe the communication between your advisory or committee group and the district and/or Board? Greatly appreciated

What improvements would make this communication more effective?

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to Microsoft Teams;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.
More transparency from the District

10. Multilingual Advisory Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 4

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? It would be easier if I could bring my child with me.

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 3

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 3

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful? Meeting with school principals and doing site visits has been very eye opening and it feels like we are able to gather good info that way.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? It would been more official if the district gave us email addresses. We had to make our own on Outlook.

What do you think could help increase representation, engagement, and participation in advisory and committees? If Dual Language had an actual budget that MAC could advise how to use.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Give us clear instructions on how to submit a motion to the school

Board.

How would you describe the communication between your advisory or committee group and the district and/or Board? Good with district. N/A with school board- all communication is done thru the chair I believe

What improvements would make this communication more effective? Idk

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to meeting room space;Help with room setup;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? Please do not dissolve the MAC, we are just getting started.

Please provide any additional comments, ideas, or suggestions you would like to share. MAC always opens up meetings to public comment. All committee meetings should allow public comment

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

11. Multilingual Advisory Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 5

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? Work schedule or securing care for my children.

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 4

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 4

What aspects of the advisory or committee process do you feel are especially effective or successful? Making the meetings both in person and virtual. Allowing 15 minutes for public comment and allowing virtual participants to speak. Having a presentation of what we are covering to stay on task. Collaboration with hosting school. Robert's Rules of Order.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? I think it would be beneficial to partner some advisory chairs together so you have someone to ask ideas. Create best practices for conducting an effective meeting. Get a calendar of all meetings chairs must attend and what information they have prepared. Clear roles and responsibilities of liaison verse chair. Training on Robert's rules of order. Training on how to submit and advocate for a motion.

What do you think could help increase representation, engagement, and participation in advisory and committees? If all where offered virtual and all public online and in person cal speak.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Provide calendar with dates and what chair and liaison's needs to bring to these meetings. Samples of most effective reporting. Place where all reports are sent and stored for access. Logins to district reporting a so data can be pulled or scheduled.

How would you describe the communication between your advisory or committee group and the district and/or Board? We have a good relationship with our liaison but there is a lot she doesn't know in regards to reporting, where to be, etc. training would be beneficial

What improvements would make this communication more effective? Chair emailed ownee by district. Monthly meeting to update liaison and district staff on needs. Process on how to submit/store/share information.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Help with room setup;Help with public advertising of meetings;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? I think policy should stay the same. Need a procedures, roles and responsibilities and training for committees and liaisons

Please provide any additional comments, ideas, or suggestions you would like to share. I think each school board member and superintendent should have to attend 1 meeting for each committee a year.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

12. Multilingual Advisory Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 4

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 4

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? The committee provides a connection between the stakeholders; parents, teachers/schools and the district/board.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? N/A

What do you think could help increase representation, engagement, and participation in advisory and committees? Parents need to know more about the committees that exists, the purpose and rationale of each along with the benefits of the committee and how they (parents and other stakeholders) can participate and the benefits of doing so. There needs to be more education on the committees and more to encourage engagement and increase representation.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Make sure the district

contacts/liaisons stay involved in our committee, attend our meetings, and keep us abreast of changes, new info etc., support the committee to ensure we are getting the support and needed resources, continue to have us attend any pertinent meetings.

How would you describe the communication between your advisory or committee group and the district and/or Board? The communication has been good.

What improvements would make this communication more effective?

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address;Access to meeting room space;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? No

Please provide any additional comments, ideas, or suggestions you would like to share. Continue committees that will help schools, support teachers and students. The MAC committee is fairly new and I'd love to see it remain as we have made progress this year and continuing would only be beneficial to programs that fall under this committee, I.e. dual language programs

13. ESOL Leadership Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 1

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 4

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 4

What aspects of the advisory or committee process do you feel are especially effective or successful? Support our ESOL community

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Our group has a very dynamic team

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) None of the above;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070?

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

14. ESOL Leadership Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 4

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 4

What aspects of the advisory or committee process do you feel are especially effective or successful? The communications. The impact and useful information that is provided to the parents

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? To work always looking for solutions, best way to do things because the goal are the best for the students

What do you think could help increase representation, engagement, and participation in advisory and committees? I think many parents don't know about the advisory and committees and the purpose of these. It is important to divulge constantly them, and specially at the Yearly School Open house's.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? To set up at least one time meeting with all the members of the committee

How would you describe the communication between your advisory or committee group and the district and/or Board? Working to be better

What improvements would make this communication more effective?

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to Microsoft Teams;Access to meeting room space;Help with public advertising of meetings;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);Help with room setup;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share. Doing this Survey is great idea to get feed back, and doing at least yearly. Then, is a way to improve in different ways.

15. Green Advisory Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 2

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? I just recently joined the Green committee, so I've only been to 2 meetings so far. I attended the first meeting, and I was an official member of the committee at the second meeting I attended. We meet every other month.

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective)

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective)

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative)

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input)

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered)

What aspects of the advisory or committee process do you feel are especially effective or successful? I am new to this committee, so I don't feel I have enough experience to be able to answer whether or not the committee is running well or being supported.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? I am new to this committee, so I don't feel I have enough experience to be able to provide recommendations.

What do you think could help increase representation, engagement, and participation in advisory and committees? My advisory committee meets every other month (instead of monthly), so it is not demanding in terms of time commitment.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Possibly allow one or two advisory committees to present their top priorities/suggestions at each school board meeting. Presentations could be limited to 5 minutes each.

How would you describe the communication between your advisory or committee group and the district and/or Board? Lisa Milenkovic does a good job keeping us informed of meetings and upcoming events. We had a change of chairs at the last meeting.

What improvements would make this communication more effective? Communicate regularly with the liaison.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to meeting room space;Help with room setup;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share. I may have more suggestions, comments, and ideas after I attend some more meetings.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

16. Human Relations Committee ;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? City of Oakland Park School Advisory Board

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? at times professional endeavors

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 3

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 2

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 3

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful? Interchange with students in the HR Councils

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? more commitment from District School Board members to delegate their representatives to the HRC

What do you think could help increase representation, engagement, and participation in advisory and committees? Committed Board members

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Direct Committee to Board meetings schedule twice a school year

How would you describe the communication between your advisory or committee group and the district and/or Board? Getting better but....

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What improvements would make this communication more effective? Direct Committee and Board meetings twice a year

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to Microsoft Teams;Access to meeting room space;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? see aforementioned

Please provide any additional comments, ideas, or suggestions you would like to share.

17. Human Relations Committee ;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 4

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 3

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 2

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 3

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 3

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group’s impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to meeting room space;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Unsure

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

18. Wellness & Learning Supports Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? Staff will represent me if a meeting is double booked.

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 3

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 3

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? Stakeholder Representataion at Meetings

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? None

What do you think could help increase representation, engagement, and participation in advisory and committees? Committee will begin reporting at Board Workshops in May 2025.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Communicate Meeting Notes to the Public

How would you describe the communication between your advisory or committee group and the district and/or Board? Extremely Beneficial

What improvements would make this communication more effective? Communicate Meetings Notes to the Public

Which of the following supports have you or your advisory or committee received? (Check all that apply) Computer or device;District-issued email address;Access to Microsoft Teams;Access to meeting room space;Help with room setup;Help with public advertising of meetings;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);Microphones or other tech for meetings;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? None

Please provide any additional comments, ideas, or suggestions you would like to share. None

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

19. Human Relations Committee ;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative)

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 4

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 4

What aspects of the advisory or committee process do you feel are especially effective or successful? Our chair is able to present the recommendations to the board and has received positive and actionable response.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Their needs to be a define or substantive expectations of the roll and mission of the advisory groups.

What do you think could help increase representation, engagement, and participation in advisory and committees? There are a few options IMO.

1-Offer small stipend or meals.

2-Reduce the amount of meetings

3-Alternate meeting between in-person and virtual

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? The BCSB can be genuine on their interest on having these advisory board. When recommendations are submitted a justifiable response should be provide on the action taken whether for or against implementation..

How would you describe the communication between your advisory or committee group and the district and/or Board? To my knowledge the communication is very good.

What improvements would make this communication more effective? I don't have a recommendation at this time.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Printing of materials needed for meetings (e.g., agendas, minutes, handouts);Help with room setup;Access to meeting room space;Access to Microsoft Teams;Computer or device;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? I have no objections to the recommendations/changes that have been proposed.

Please provide any additional comments, ideas, or suggestions you would like to share. José "Joe" Morera

20. Diversity Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 3

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board? Very effective

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address;Access to Microsoft Teams;Access to meeting room space;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

21. Diversity Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 1

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? Meeting times

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 5

What aspects of the advisory or committee process do you feel are especially effective or successful? I really like the people involved. Everyone cares about the staff and the students in the district.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? I wish some of the meetings were out West. It's hard to get all the way east at 6:30pm.

What do you think could help increase representation, engagement, and participation in advisory and committees? More advertising. I only found out about this from meeting a district representative at an event.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? I don't feel like I've attended enough to know how to answer this.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

How would you describe the communication between your advisory or committee group and the district and/or Board? I don't feel like I've attended enough to know how to answer this.

What improvements would make this communication more effective? I don't feel like I've attended enough to know how to answer this.

Which of the following supports have you or your advisory or committee received? (Check all that apply) I don't feel like I've attended enough to know how to answer this. ;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Unsure

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? I don't feel like I've attended enough to know how to answer this.

Please provide any additional comments, ideas, or suggestions you would like to share. I don't feel like I've attended enough to know how to answer this. Hope I can attend more.

22. Human Relations Committee ;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 2

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 2

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 4

What aspects of the advisory or committee process do you feel are especially effective or successful? Our advisory has been able to effect necessary changes to training for school administrators and uplift the voices of our students to highlight their needs.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? There needs to be more cohesion between the District/School Board and the advisories. School Board members need to take more responsibility for following up with their appointees (not necessarily in a structured format, but just sending a quick email or making a phone call to get updates), and advisory members need to remember that their job is to provide recommendations to the Board (unless otherwise dictated in policy).

What do you think could help increase representation, engagement, and participation in advisory and committees? Less bureaucracy, a more welcoming culture, openness to new ideas, a less intense meeting schedule

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? A final, clear, easy to understand process on how to submit recommendations/motions. Also, a clear response from the decision-makers to any motions provided (our staff liaisons do a great job reporting back, but having more in writing would be good and take some work off their plate to create a report back to us).

How would you describe the communication between your advisory or committee group and the district and/or Board? We haven't had any issues in the past year other than some difficulties being on time for Board meetings due to the location/time of day.

What improvements would make this communication more effective? An easier time or location to provide reports to the Board (downtown during rush hour is a very difficult time to ask a group of volunteers to attend a meeting, especially for those of us juggling school drop offs as well).

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to Microsoft Teams;Microphones or other tech for meetings;Access to meeting room space;Help with room setup;Help with public advertising of meetings;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);Coordination of staff presentations, any data requested;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? Provide for a longer duration/number of terms before term limits apply, provide some kind of remedy for committees with school board members who consistently appoint people with attendance issues (so that quorum isn't constantly impacted). Also, there should be consistency among how committees are structured and how members are selected/appointed. The variation on rules between committees (grassroots vs board-appointed, etc.) makes it even more difficult to learn the rules for a particular committee and keeps the committees siloed from each other because the chairs can't help mentor or guide chairs from other committees, which would help new chairs get their footing quicker.

Please provide any additional comments, ideas, or suggestions you would like to share. I would like to see School Board members be more thoughtful in who they are appointing and to take the time to understand what the various advisories are there for and utilize them to their highest potential. I believe HRC has a good structure and a good relationship with district staff and our liaisons. I think we should identify what is going right for us and see what can be applied to other committees.

23. Council of PTA's/PTSA's;ESE Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? Sometimes the location is a little far, especially during traffic.

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 5

What aspects of the advisory or committee process do you feel are especially effective or successful? I also serve as Rebecca Thompson's ESE parent rep. so I give and receive feedback. When district staff collaborate effectively with ESE Advisory, and ACE-AUTISM Committee, it's truly a well-run, and effective meeting.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? I would say look at the amount of people that attend the different meetings. You've got 60+ people at ESE Advisory Council Meetings. In addition, ACE-AUTISM Committee meetings are in the morning and in person. We usually have between 20-45 people in attendance.

What do you think could help increase representation, engagement, and participation in advisory and committees? I think it depends on the interest or concern. Unfortunately, you're always going to have different situations with ESE Advisory, and possibly Diversity committee. But I will say that the audit and facilities task force are extremely important. I served on the Cap

& Gowns/Ring meeting last week. I did my homework and knew about the issues concerning Herff Jones.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Collaborate more with the chairs or the committees. Give them a heads up on a workshop, resource fair, event, scandal, etc. So that it feels like a collaborative effort. When you don't do that, then it becomes defensive because then the chair has to work for the information outside of the district personnel assigned to them.

How would you describe the communication between your advisory or committee group and the district and/or Board? It can be contentious at times. When you ask district for certain things before a meeting, and they're not able yo give answers, it can get frustrating.

What improvements would make this communication more effective? Have district staff and committee chair break bread before the start of the new year. Also, 2 years to be a chair isn't enough. People are not fighting to become chairs of these committees, trust me.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Printing of materials needed for meetings (e.g., agendas, minutes, handouts);Help with public advertising of meetings;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? I like this question. I have a new liaison for my ACE committee. He keeps me up to date on things, and I like to do the same. We're on the same team, so I may give him a heads up on something. We want to work as a team, and it shows when you go to our meetings, because parents leave happy and Staff stays to answer questions. So I would say a bonding time would work. Chairs have to be flexible too.

Please provide any additional comments, ideas, or suggestions you would like to share.

24. ESE Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 3

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 3

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 2

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 2

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? I feel the advisory is great in the aspect that it brings a lot of people together and brings up topics we would have not known about otherwise. You can meet the people who you can go to when you do have issues or figure out where to go when you have an issue that isn't being solved at school level.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Honestly, I have been going to the meetings for a while and it's the same topics every month. It's more of just yelling about the same exact thing and nothing seems to get done or answers aren't given to certain people. It feels as if the room is against the ESE Department and they are spoken to very rudely. Now I understand things are not perfect and there are issues that need to be fixed, but it's hard to watch it happen every month. Not only that but if you slightly have a different view and speak up about it, or a suggestion that's not exactly what a certain group of people in the meetings believe in, then you are called out and turned

down right away in front of everyone. I have seen it happen time and time again. As a parent, it makes me feel like I can't even give a suggestion, even slightly out of the box that isn't the viewpoints of this group because I will be called out in the meeting. Which is not ok.

What do you think could help increase representation, engagement, and participation in advisory and committees? Maybe letters sent home in the folders of the kids with IEP's or 504's or reminders. A lot of emails are sent out and things get lost.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board? Horrible. It seems like there is no communication.

What improvements would make this communication more effective? I think both sides need to actually work together. If they could sit down and talk to one another so many more things would be resolved.

Which of the following supports have you or your advisory or committee received? (Check all that apply)

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

25. Multilingual Advisory Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 4

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 5

What aspects of the advisory or committee process do you feel are especially effective or successful? Understanding the different DL programs between the schools what has been successful for them and what has not. This information is valuable to any schools thinking about implementing the program or schools who need ideas about how to improve what they already have. Also we identify what support the schools needs and are asking for, woth regards to the DL proram, from the district.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Knowing what is required of us by the district and communication from.committee to board so valuable information for obtained can be shared and acted upon if needed.

What do you think could help increase representation, engagement, and participation in advisory and committees? Having better recognition with board, advocating from teachers, marketing etc

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Better communication between committee members and board. Policies in place to ensure information obtained from committees are making it to the board for review

How would you describe the communication between your advisory or committee group and the district and/or Board? Limited

What improvements would make this communication more effective? See answer to #15

Which of the following supports have you or your advisory or committee received? (Check all that apply) Microphones or other tech for meetings;Access to meeting room space;Help with room setup;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? A fair non biased approach to effectiveness and necessity of each committee. But to be honest, I believe the problem is in the communication and not the committees itself. It seems the information obtained from most committees is not making it to the board at all. Therefore the board is not seeing the value of the committees. Committees with many professionals and experts in the fields that they are serving committee members of. This to me should be an easy win for the district, and I imagine something they'd want to utilize as these things can be costly as all of our time is valuable and expertise is not usually cheap.

Please provide any additional comments, ideas, or suggestions you would like to share. Thank you!

26. ESE Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 4

What aspects of the advisory or committee process do you feel are especially effective or successful? Motions and recommendations directed to school board

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Our council works well as is. Funding would help with snacks and refreshments availability

What do you think could help increase representation, engagement, and participation in advisory and committees? Our council has excellent participation and attendance

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Act on our motions and recommendations

How would you describe the communication between your advisory or committee group and the district and/or Board? Good, but can always be improved

What improvements would make this communication more effective? Direct contact between our chair and superintendent and board members

Which of the following supports have you or your advisory or committee received? (Check all that apply) Microphones or other tech for meetings;Access to Microsoft Teams;Access to meeting room space;Help with room setup;Help with public advertising of meetings;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? Please provide ALL support available our council chair. She is an amazingly effective advocate.

Please provide any additional comments, ideas, or suggestions you would like to share. Our council has tremendous participation from members. We advocate for our special needs children and our families.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

27. District Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? Yes (please list in "Other" below)

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? Meeting location is tough to get to. I hate driving to KCW. Also my child involved in sports

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 3

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 1

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 4

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? I think we do important work but the board has issue with the current chair, so to me, we don't seem to be heard.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? I don't know, I think the board will do what they do anyway so this may be a waste of time and energy.

What do you think could help increase representation, engagement, and participation in advisory and committees? If parents saw a unity and the board working with us, we may get better participation.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Actually dialog and conversation.

The board should be required to attend at least 1 Advisory Meeting of interest so they see what is being done.

How would you describe the communication between your advisory or committee group and the district and/or Board? Thumbs down

What improvements would make this communication more effective? I don't know. It seems fractured.

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address;Microphones or other tech for meetings;Access to meeting room space;Help with room setup;Help with public advertising of meetings;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Unsure

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? Keep the same

Please provide any additional comments, ideas, or suggestions you would like to share. I hope the Superintendent and board take your recommendations with serious thought and consideration

28. ESE Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 2

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful? We have productive discussions on current issues within ESE, often gaining insight from staff, family, and community perspectives. As a BCPS staff member, I often learn of changes/new initiatives at ESE advisory meetings that had not been shared at school or district-level with staff.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? ESE advisory struggles to obtain quorum due to the current bylaws. We have been working to change them but have hit multiple roadblocks along the way.

What do you think could help increase representation, engagement, and participation in advisory and committees? There is currently great tension at the ESE advisory meetings, mostly from District staff. It creates a very awkward environment. I have attended ESE Advisory meetings for years, and will continue to do so, but I feel the tension at the meetings is driving

new attendees away. The tone often received from District staff is passive and uninterested. I am often appalled by the behaviors displayed by the Director throughout the meetings.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Listen to learn from the parents and ESE Advisory board, rather than listen to react. The culture and current relationship between the ESE Advisory Board members and the District staff is unfortunate and unproductive.

How would you describe the communication between your advisory or committee group and the district and/or Board? Communication is poor. Information is often requested at multiple meetings (monthly) before a response is provided.

What improvements would make this communication more effective? Simple follow-up and ongoing communication from District to ESE Advisory Board that items/issues/concerns are being addressed and information is coming would greatly help.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to Microsoft Teams;Microphones or other tech for meetings;Access to meeting room space;Help with public advertising of meetings;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

29. Small Business Advisory Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 1

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 5

What aspects of the advisory or committee process do you feel are especially effective or successful? Love the idea bringing small businesses to help the schools to work and giving jobs back to the local people and kids also

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? I think the App of Broward schools and all the links and information on the App will be a cool idea

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What improvements would make this communication more effective?

Which of the following supports have you or your advisory or committee received? (Check all that apply) None of the above;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.
Get a App for Broward schools for small business

30. Human Relations Committee ;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? meeting times, meeting locations,

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 3

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 4

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? involving students

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Do not know

What do you think could help increase representation, engagement, and participation in advisory and committees? A hybrid (in person and visual) meeting

What could the district do to strengthen your group’s impact on advising the School Board on policy or district staff on decisions and procedures? Providing feedback on past successes/performance of the committee

How would you describe the communication between your advisory or committee group and the district and/or Board? do not know

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What improvements would make this communication more effective? do not know

Which of the following supports have you or your advisory or committee received? (Check all that apply) None of the above;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? do not know

Please provide any additional comments, ideas, or suggestions you would like to share. None

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

31. District Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? N/A

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 3

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? Review of proposed legislation and provision of feedback.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Option to have virtual meetings or allowance.

What do you think could help increase representation, engagement, and participation in advisory and committees? Virtual options

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Actually listen to feedback provided .

How would you describe the communication between your advisory or committee group and the district and/or Board? Frequent.

What improvements would make this communication more effective? Ensure it is reciprocal

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address;Access to meeting room space;Microphones or other tech for meetings;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

32. District Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 5

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? Illness of me or my children

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 4

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group’s impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address;Access to Microsoft Teams;Access to meeting room space;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

33. District Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? Meeting times and personal work schedule has made it difficult to attend all district advisory meetings. I'm also the SAF chair at my child's high school

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 1

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful? We are dedicated in speaking on behalf of our students' and community's best interests when we share with the district or school board.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? We need to ensure the a loop back process is place for a dialogue between the district and advisory groups. Open communication is critical to ensure that the needs of our students and community's are heard.

What do you think could help increase representation, engagement, and participation in advisory and committees? More grassroots marketing from all schools to encourage parent involvement. It would also be beneficial for the district to promote communication.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Provide more time to discuss the list of topics that were brought to the school board or district staff and the outcome, next steps for action.

How would you describe the communication between your advisory or committee group and the district and/or Board? Our advisory is very active. The current board apparently is not interested in hearing feedback from advisory committees since they have attempted to curb our speaking time as well as representation by eliminating committees.

What improvements would make this communication more effective? Be open and honest if communication and feedback is requested by parents and guardians as true stakeholders.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to meeting room space;Access to Microsoft Teams;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);Help with public advertising of meetings;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? With the SB proposed changes to 1070 to limit executive advisory positions to 2 years, this is sending a message to all the volunteers that our opinions and our service to our communities is not valued by the district. Quite honestly, why should we even bother to show up and serve? It's because we care about our children and our communities.

Please provide any additional comments, ideas, or suggestions you would like to share.

34. ESOL Leadership Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 5

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) None of the above;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? No

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? No

Please provide any additional comments, ideas, or suggestions you would like to share. NA

35. Parent & Community Involvement Task Force;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? Work & personal schedule

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 5

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply)

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Unsure

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

36. Small Business Advisory Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 5

What aspects of the advisory or committee process do you feel are especially effective or successful? Info sharing between the parties. Helps committee inform community of the activities and programs. Helps with outreach ad well, thereby allowing others to better understand vendor opportunities.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees? Virtual attendance

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Provide potential policy changes or new policies (actual redlining) earlier.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

How would you describe the communication between your advisory or committee group and the district and/or Board? Very good.

What improvements would make this communication more effective?

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to meeting room space;Help with public advertising of meetings;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

37. Superintendent's Insurance and Wellness Advisory;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? Book Review Committee

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 5

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group’s impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to meeting room space;Help with room setup;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

38. Council of PTA's/PTSA's;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 0

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? The times offered conflict with my schedule.

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 4

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 4

What aspects of the advisory or committee process do you feel are especially effective or successful? Parent input

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Change the time of the North Area meetings

What do you think could help increase representation, engagement, and participation in advisory and committees? Change the time of the North Area meetings

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? N/A

How would you describe the communication between your advisory or committee group and the district and/or Board? Good

What improvements would make this communication more effective? N/A

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? No

Please provide any additional comments, ideas, or suggestions you would like to share. Overall, I am happy with the passion the SAF board exhibits with regards to advocating for our children. They are knowledgeable of legislation and the happenings of our district.

39. Facilities Task Force;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? Calendar, Attendance

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? Individuals should be aware of any potential barriers prior to making the commitment to serve on a committee. If they have ongoing challenges, perhaps they should not join, and/or have an alternate available to attend dates/times with conflict.

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 2

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful? The Facilities Task Force (FTF) meets all of the objectives set forth in Policy 7012. We provide a forum for discussion and community input regarding planning, construction, maintenance, and monitoring processes of the Broward County school facilities, review individual school needs assessments and recommend priorities, and make recommendations and advise the School Board on specific

observations, potential problems, and successes relative to maintenance of facilities, new construction, and renovation and remodeling projects. We have very knowledgeable and dedicated members on the committee.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? It would be helpful if we could feel like the Board actually heard and followed

the recommendations of Committees. We all dedicate our own personal time to show up and do the work to meet the objectives, but it feels like there is minimal movement from the Board with regards to information provided. While our Staff Liaison, Divine Amoah, attends every meeting, it would be helpful if the School Board Staff named in Policy 7012, "Representatives from the Division of Facilities and Construction Management, Comptroller's Office, Education Technology Services, Maintenance Department, Management/Facility Audits, Risk Management and Safety, and other

staff, as appropriate" actually came to the meetings, or at minimum, provided all information requested from the FTF.

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Actually Listen and implement suggestions as appropriate. Ensure District Staff's attendance at committee meetings. Ensure information requested by a committee, that is needed to help guide discussion and decisions, is actually provided in a timely manner. Finish projects that are promised. For example - Deaf & Hard of Hearing Project (2/1/24 meeting item), 11/02/23 Agenda: Safety & Security

i) TAC motion – Exterior door access for teachers and other staff

ii) Outdoor speakers – functioning vs non-functioning (Audit Committee has open motion related to issue).

How would you describe the communication between your advisory or committee group and the district and/or Board? Communication from the District needs to improve, as mentioned above, We need responses to requested items and information.

What improvements would make this communication more effective? If the District provided requested information that would make the communication more effective.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to Microsoft Teams;Microphones or other tech for meetings;Access to meeting room space;Help with room setup;Computer or device;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? I do not understand the reason for the term limits. These individuals are volunteering their time. It's not like there are people lined up down the street signing up to serve in these capacities. Chairing Committees requires a lot of personal time as well as having necessary knowledge, understanding and experience. This seems like a waste of a lot of time

and energy rather than showing respect and gratitude to those that are actually demonstrating their desire to make BCPS the "Best".

Please provide any additional comments, ideas, or suggestions you would like to share.
Just wondering how people would have shared their feelings about participation on multiple committees.

40. Audit Committee;Parent & Community Involvement Task Force;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 3

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful? For Parent and Community Involvement the research/data gathered that supports our recommendations to the School Board that they can choose to consider for implementation. Success is if they are implemented.

For the Audit Committee, a state-required advisory, this is more of oversight function.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? From 30+ years of involvement as a parent/community volunteer on Facilities, Area/District Advisory, Gifted Advisory, Audit, Parent and Community Involvement I believe that the District/Board needs to show support for these group's efforts which would increase the interest in participating thus increasing the diversity and quantity of stakeholders who will commit to participating in the process of providing legitimate feedback to the District/Board.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What do you think could help increase representation, engagement, and participation in advisory and committees? District/Board needs to show support for these group's efforts which would increase the interest in participating thus increasing the diversity and quantity of stakeholders who will commit to participating in the process of providing legitimate feedback to the District/Board.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Provide support for the groups. as we are volunteers. Recognize and consider the feedback provided. Effectively move forward with recommendations that are supported by the community.

How would you describe the communication between your advisory or committee group and the district and/or Board? Limited by recent suggestions to reporting practices at meetings. Public reading of reports if group representative is not able to make it to meetings that they have no control on when they are scheduled. Reimplement the monthly meetings between the groups' chairs/officers with Superintendent and his cabinet.

What improvements would make this communication more effective? Public reading of reports if group representative is not able to make it to meetings that they have no control on when they are scheduled. Reimplement the monthly meetings between the groups' chairs/officers with Superintendent and his cabinet.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to meeting room space;Help with room setup;Help with public advertising of meetings;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? As a member of the group, representing Parent and Community Involvement, that recently spent 2+ years revising this policy it is discouraging to see the changes approved less than a year ago being dismantled due to a few personality clashes that the district cannot manage.

As a member of DAC I attended Broward Days twice, 2007,2008 and met with legislators from other counties. After hearing about Broward's Advisory processes they wanted us to come to their counties to determine how to implement in their counties. At this point due to change in Board/District Staff personnel I believe that Broward County Public Schools would benefit from that process now.

Please provide any additional comments, ideas, or suggestions you would like to share. We appreciate the chance to express our views/knowledge and hope that this becomes a meaningful dialogue.

41. Parent & Community Involvement Task Force;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 3

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? Those related to direct communication with the members

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Better training for the District Liaisons on what the expectations of their roles are

What do you think could help increase representation, engagement, and participation in advisory and committees? Scheduling considering that most people are volunteers with other responsibilities. When scheduling during work hours it is hard to attend these meetings.

Location: Sometimes, locations are very far for some members, considering that centralized locations may facilitate attendance

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Creating channels of communication that are effective and easy to navigate

How would you describe the communication between your advisory or committee group and the district and/or Board? Our chair and vice chair are good at being present and providing input on important matters

What improvements would make this communication more effective?

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to meeting room space;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

42. District Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 5

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group’s impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) Printing of materials needed for meetings (e.g., agendas, minutes, handouts);Access to meeting room space;Access to Microsoft Teams;District-issued email address;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

43. District Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? Events at school or other meetings.

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 3

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 3

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 3

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? N/A

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? The tone of the meetings can be negative. Focus on solutions not problems.

What do you think could help increase representation, engagement, and participation in advisory and committees? Stay on topic, focus on the issues presented and come up with viable solutions.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? N/A

How would you describe the communication between your advisory or committee group and the district and/or Board? Oftentimes the communication seems strained.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What improvements would make this communication more effective? Presume positive intent. Ultimately we all want was is best for children. Remove egos from the conversation and instead actively listen with the intent to understand.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Help with public advertising of meetings;Access to meeting room space;Microphones or other tech for meetings;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? Not at this time

Please provide any additional comments, ideas, or suggestions you would like to share. N/A

44. District Advisory Council;Council of PTA's/PTSA's;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? IMPAC committee

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 3

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful? I find the Advisory committees are extremely important. The committee members are knowledgeable, they have great ideas to improve schools, and they give parents support and help when necessary.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? I think the structure is good right now. If some advisories could do more Teams meeting may get more involvement.

What do you think could help increase representation, engagement, and participation in advisory and committees? Unfortunately, parents and staff have alot going on. People are working 2-3 jobs to make ends meet. So they can't participate in things they used to. Not much can be done except to offer more online or Teams options.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? I would like more support from school board and district staff. There are good ideas coming out of the advisories, but sometimes seem it's not considered.

How would you describe the communication between your advisory or committee group and the district and/or Board? The communication is ok, but could be much better.

What improvements would make this communication more effective?

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address;Access to Microsoft Teams;Microphones or other tech for meetings;Access to meeting room space;Help with public advertising of meetings;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? I gave suggestions to District Advisory.

Please provide any additional comments, ideas, or suggestions you would like to share.

45. ESE Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 1

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful? The ESE Advisory takes it upon themselves to direct Parents with issues on effective resolution. District Staff seem unable to help Parents resolve clear violations of IDEA and IEP's. The "Culture of NO" pervades District and many School Staff. The Best interest of Students is not a priority, and the ESE Advisory helps many Parents navigate a difficult by design system.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Policy that would ensure that the voices of the Advisories are heard by the Board and acknowledged. Agreement with recommendations, or disagreement with reason should be made.

WE ARE VOLUNTEERS, our agenda is Students. Please do not arrest us

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What do you think could help increase representation, engagement, and participation in advisory and committees? If Advisories are allowed to be effective, they will come.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Provide effective representation to our Advisory. The current Staff that attend our Advisory meetings do not appear to want to collaborate, but seem more interested in protecting the status quo.

How would you describe the communication between your advisory or committee group and the district and/or Board? Moderately effective, through no failure of our Advisory.

What improvements would make this communication more effective? I have been active in School issues for 25 years. I have been a member of the ESE Advisory for over a decade. The lack of transparency has never been worse, and the collaborative environment has never been more antagonistic.

A collaborative environment with the goal of improving Broward Public Education need to be created. The current environment of defense of "the way we've always done it" is not a path to improvement. This will not happen with the current Staff assigned to support the ESE Advisory

Which of the following supports have you or your advisory or committee received? (Check all that apply) None of the above;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? I have little faith VOLUNTEER Parents can sway any decision Staff chooses.

Please provide any additional comments, ideas, or suggestions you would like to share. We NEED Leadership to demand that Staff be collaborative. We NEED Leadership to demand goals and follow ups to improvement initiatives. We NEED Leadership to demand compliance with Law, Rule and Policy, which is the basic request of all Parents. We NEED Leadership to demand that District and School Staff STOP interpreting Law Rule and Policy to meet their needs and to follow the Spirit as well as the letter of Law.

The lack of Leadership to provide a more uniform Education from School to School is a failure for our Children. The current issues with Diabetes monitoring and Nurses are a good example on endangering Students for some unknown reason. The ongoing lack of uniformity regarding RBT's and Tracking Devices has Parents choosing "other" for all the wrong reasons. PLEASE Stop wondering why there are so many empty desks.

46. District Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? executive parent advisory council

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 2

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 1

What aspects of the advisory or committee process do you feel are especially effective or successful? When it is done, the looping process works. It is a great way to ensure that all parties are up to date on what is happening.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Time caps on replies to feedback on motions. To many people in these meetings want to voice their opinions that tend to be off topic.

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

Which of the following supports have you or your advisory or committee received? (Check all that apply) None of the above;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

47. District Advisory Council;ESE Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? Supt's Calendar, Policy 5900

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 2

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 2

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 2

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? I believe the committee reports section at SBW's are very effective, as compared to an RSBM.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Better make-up of advisory committees. For example, set targets for who makes up the committee.

What do you think could help increase representation, engagement, and participation in advisory and committees? Virtual meeting options and increased engagement to parents/students

What could the district do to strengthen your group’s impact on advising the School Board on policy or district staff on decisions and procedures?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to Microsoft Teams;Microphones or other tech for meetings;Access to meeting room space;Help with public advertising of meetings;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

48. District Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)?

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful? When a motion is push forward and recommendations made

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Allowing the Chair to serve more than two years.

What do you think could help increase representation, engagement, and participation in advisory and committees? More collaboration from the School Board

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Allowing us to have our voices heard

How would you describe the communication between your advisory or committee group and the district and/or Board? Not good as sometimes it takes multiple correspondence before a matter is reviewed

What improvements would make this communication more effective? The district/Board make more efforts in acknowledging the Committe's point of view on matters that impact our students and school district.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Microphones or other tech for meetings;Access to meeting room space;Access to Microsoft Teams:

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? Why fix something that is not broken

Please provide any additional comments, ideas, or suggestions you would like to share. While we work to make things better for the children in Broward County, we have to realize that breaking down the Committees that are ensuring that the voices of the parents and community are heard is not an option.

49. District Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)?

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? General meetings are held at KCW - yearly schedule is provided in advance - it is easy to schdule attendance to meetings unless a personal emergency arises

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 5

What aspects of the advisory or committee process do you feel are especially effective or successful? Updating policies

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? The District Advisory Council is properly structured and functions effectively - Ethics training is required of all members

What do you think could help increase representation, engagement, and participation in advisory and committees? The District Advisory Council members represent the diverse population of the school district -

all family members are welcome to attend and participate - no increase is needed in this particular Council

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Continue careful consideration of issues -

How would you describe the communication between your advisory or committee group and the district and/or Board? Properly focused

What improvements would make this communication more effective? No improvements necessary - Continue to address issues through members' participation

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address;Microphones or other tech for meetings;Access to meeting room space;Help with room setup;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);Help with public advertising of meetings;Access to Microsoft Teams;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? Yes, I am aware and question what is the reason to invest time in this particular issue?

How will the changes in Advisories' governance you are considering impact students ability to learn and teachers' ability to meet students' needs

Please provide any additional comments, ideas, or suggestions you would like to share. Many questions in this survey are presented in a format that implies something is wrong, not functioning properly, with the structure and function of advisories - In the case of the District Advisory where I represent District 3 may I suggest rather than invest time in deciding changes that govern committees, address issues that directly impact students i.e. Lesson plans in Canvas, District is losing thousands of students, etc.

50. ESOL Leadership Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended?

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 3

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 4

What aspects of the advisory or committee process do you feel are especially effective or successful? Excellent help for parents

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Time and proactivity

What do you think could help increase representation, engagement, and participation in advisory and committees? It is possible to have prior written information on the topic to be presented by the committee.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Continuous support

How would you describe the communication between your advisory or committee group and the district and/or Board? Efectiva y proactivity

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What improvements would make this communication more effective?

Which of the following supports have you or your advisory or committee received? (Check all that apply) Help with room setup;Microphones or other tech for meetings;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

51. Gifted Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 4

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? The locations of the meetings change. Also some of the locations, like Plantation Middle School, do not lend itself to a good meeting with comfortability of seating, acoustics or being able to collaborate as a group.

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 3

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 3

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 1

What aspects of the advisory or committee process do you feel are especially effective or successful? The officers of the Gifted Advisory are very committed individuals, and they represent their families with passion and conviction. They dedicate much of their time to this process and the School Board does not effectively listen to or implement their recommendations. It can be very disheartening to these volunteers and the members of the advisory.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? More attention should be given to the reports, statements, recommendations, etc. of the Gifted Advisory. They should be provided with a central, comfortable meeting location with functional technology and any other items needed to run the meetings professionally. Now that Gifted education is under the ESE Department, I am not sure how much assistance they will

have at the District level. That department has so many issues and they do not seem very component.

What do you think could help increase representation, engagement, and participation in advisory and committees? I know some parents prefer online meetings, but I feel that in person meetings are very important for input and collaboration.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Again, listen to the Chair's reports and the recommendations of the committee and actually implement them, not just put them aside.

How would you describe the communication between your advisory or committee group and the district and/or Board? I know the the Gifted Chair and others on the board are committed to the group, but many of them have jobs, families and can only dedicate so much time. I am not sure if each School Board Member has a designee on the Advisory, but I do not think they are listened to at that level.

What improvements would make this communication more effective? Better meeting locations-- central within the county and comfortable room-

Which of the following supports have you or your advisory or committee received? (Check all that apply) I cannot answer.;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? Let the Advisory Chairs speak!! Shortening their time to inform the School Board about what happens at all Advisory Boards is silencing parents who are advocating for their children. If the School Board wants to shorten their meetings, they should limit how often THEY speak and pontificate about nothing. They are using the dais as a means to retain their elected positions -- but they are silencing the people who put them on the Board.

Please provide any additional comments, ideas, or suggestions you would like to share. When run the right way with dedicated, supportive professions at the district and school level, a Gifted school (grades 6-12) can enhance Broward County Schools in so many ways. The educational environment would offer a challenging and stimulating environment with tailored instruction and opportuniies for intellectual and creative learning. Students would thrive in a strong interpersonal and social emotional environment that would foster their abilites to communicate, resolve conflict and advocate for themselves. The Gifted Academies at Parkway Middle and Plantation High have proven that the concept does work. But will the program at Plantation High just about dismantled, one of the positives the BCPS offers students is about to become non-existant. That is a shame for these students, their families and out public school system.

52. Facilities Task Force;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? Insurance

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? Significant number of subcommittee meetings makes it difficult to attend all.

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 2

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 1

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 1

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 1

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Meetings are often a monologue by a few people with little input form the general membership.

What do you think could help increase representation, engagement, and participation in advisory and committees? Leadership

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Focus on a limited number of topics rather that a repeat of numerous topics often some of which are old and repetitive.

How would you describe the communication between your advisory or committee group and the district and/or Board? Fair to poor

What improvements would make this communication more effective? Set goals with a limited number of topics each year and concentrate efforts on working to improve them.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to Microsoft Teams;Microphones or other tech for meetings;Access to meeting room space;Help with public advertising of meetings;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? Reports might be submitted quarterly at SBBC meetings. The massive number of meetings makes it difficult for a member of multiple committees to attend and be functional at all of them.

Please provide any additional comments, ideas, or suggestions you would like to share. Concern that a relatively few committee members dominate the discussion across a board spectrum of issues. The time required by liaison staff if significant as it is usually in additional to their regular job assignments. Is there an issue with the Request for Public Records process. What is reasonable?

53. Audit Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 2

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group’s impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to meeting room space;Help with public advertising of meetings;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

54. Human Relations Committee ;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 5

What aspects of the advisory or committee process do you feel are especially effective or successful? Opportunity to review and give feedback on policy and policy implementation, and make recommendations for board consideration.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? There needs to be an automatic process for reappointment to committees by board members

What do you think could help increase representation, engagement, and participation in advisory and committees? Participation available electronically

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board? Effective

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What improvements would make this communication more effective?

Which of the following supports have you or your advisory or committee received? (Check all that apply) Printing of materials needed for meetings (e.g., agendas, minutes, handouts);Help with public advertising of meetings;Access to meeting room space;Microphones or other tech for meetings;Help with room setup;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

55. Technology Advisory Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? N/A

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 2

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group’s impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to Microsoft Teams;Access to meeting room space;Microphones or other tech for meetings;District-issued email address;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share. As appointed and volunteer member our voices matter and should be respected by staff. Staff. This is an overall statement not specific. The advisories and committees help to ensure the Board knows what is going on factually.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

56. ESOL Leadership Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 3

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 5

What aspects of the advisory or committee process do you feel are especially effective or successful? - Attendees to the general meeting, we have between 200-500.

- The topics of our general meetings.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? The online meeting is too long, more than 2.5 hours. For example DAC meetings.

What do you think could help increase representation, engagement, and participation in advisory and committees? Increase communication and advertisements.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Make easy steps and procedures to fallow.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

How would you describe the communication between your advisory or committee group and the district and/or Board? We have excellent communication with our liaison.

What improvements would make this communication more effective?

Which of the following supports have you or your advisory or committee received? (Check all that apply) Microphones or other tech for meetings;Access to meeting room space;Help with room setup;Help with public advertising of meetings;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);Access to Microsoft Teams;Computer or device;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? ESOL advisory committee is under Meta Consent Decree law.

Please provide any additional comments, ideas, or suggestions you would like to share. Always make as simple procedures and steps for every committee to fallow.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

57. District Advisory Council;ESE Advisory Council;Facilities Task Force;Technology Advisory Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? Calendar. Also served on the following, whose work is either now comple for this year or which folded: Student Code of Conduct/Discipline cttee, IMPAC cttee, Long Range Facilities Planning Steering Cttee, Supt's Review Cttee

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? 1. I clicked "yes" because the questions is whether I've had challenges, but I did not allow those challenges to affect my consistent attendance.

2. I feel that the Supt/Board having a better appreciation of the lengths to which volunteers go to serve BC

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective)

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 3

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful? 1. Channelling community voices, representing for students' interests, informed advocacy.

2. Some Advisories are 'go-to' bodies for parents seeking support. There are countless parents/students - and even staff - who have had issues resolved only because they brought those issues to a chair or Advisory/subcommittee. Parents do not always find empathy and support at BCPS; they do in fellow parents at Advisories.

3. At ESE Advisory we provide a forum for BCPS outreach and education, help spread word of BCPS news and initiatives, fill communication gaps between the community and district, direct parents to the right place for help, connect them with staff and resources, help promote services and agencies that provide support in the community and run a social media platform with 9,000 members in which to share advice, support and BCPS/other resources and info.

4. We constantly work on fulfilling the purpose ascribed over the years in policy & bylaws, including: provide input on ESE services, supports and programs; advocate for the rights of students w/exceptionalities to receive supports and services from qualified professionals and paras; recommend changes to policy procedure and guidelines to ensure the needs of students w/disabilities are accommodated; advocate for inclusivity; provide a forum for parents of students w/disabilities to discuss critical issues and concerns.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Each Advisory/committee is structured according to an establishing policy and none of us have experience with all 19 listed here to be able to recommend structural change across the board - nor anyone at BCPS. There are reasons Advisories/committees do not all correspond to a cookie-cutter structure and trying to make them so will destroy some. From my direct experience on four Advisories/committees and regular collaboration/communication/interaction with some of the others through their chairs/members, I do not see a need for structural reform; I see a need for attention to functional, procedural and institutional matters that would translate into considerable gains in efficacy. These include: defining expectations for meaningful engagement, creating a staff liaison training manual and an Advisory chair/member training manual, agreeing processes and methods for the scheduling, promotion and marketing of Advisories, establishing more effective and transparent mechanisms/methods for Board/BCPS action on Advisory recommendations and feedback, dropping the proposals for changes to Policy 1070 that would create an existential crisis for some. (I will have individual bulletpoints under each of these categories to submit separately)

What do you think could help increase representation, engagement, and participation in advisory and committees? 1. Promote Advisories/committees through BCPS mechanisms including flyers, emails, social media, website, BECON, Title 1 evenings, open nights, district events, Board meetings, and at school level through SAC and SAFs, PTO/PTA, school events, school websites, principal newsletters, parent meetings. Work with chairs on crafting the message and content that will resonate with, and catch the attention of, parents and community.

2. Invite Advisory representation at key district events that could be recruitment grounds; for example, including us at the BCPS Showcase or providing every person who walked into the event with a flyer about how BCPS fosters community engagement and listing the Advisories, what we do, our contact details, weblinks, calendar flyers etc could have been mutually beneficial. It was an incredibly good event and we were totally left out.

3. If all Board members were to acquire a comprehensive understanding of Advisories and the work they do, it would help them to articulate about us more positively in public and set a more

constructive level of engagement, resulting in more apparent progress. When the community see only frustration/pushback/disrespect/lack of results, why would they want to participate? We want to be mechanisms through which stakeholders and community can feel their voices are amplified and listened to, and their/students' needs represented. I and others work to oblige that, but then we meet roadblocks in trying to get the "results' part, which has led to a self-perpetuating cycle of frustration. We need a reset in which this divide is bridged.

4. Board members need to find engaged, committed appointees who will go the extra mile to attend, participate meaningfully and objectively, and establish with them at the start of the year how they would like to receive their monthly report-back (phone chat/virtual meeting/in-person meeting/email.) Board members should not be having to ask chairs whether their appointees have been attending; they should know, because they are meant to be engaging with them to get their feedback, per policy 1070. Prospective appointees should be provided with the dates of meetings for the year before they accept an appt, so they can be sure of their ability to commit. Where Board members have difficulty in finding appointees, seek assistance from the Advisories themselves, who may already have keen, committed members who attend and would be willing to serve in this capacity. We want to help.

5. Build up SACs and SAFs, through DAC, so there is a recruitment pipeline into Advisories.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? 1. On policy: preserve, respect and value the looping process in policy 1164/1920, rather than abolish it. Looping has historically been a valuable, collaborative and fruitful process that has helped BCPS to build richly-informed policy and consider its impacts from a multitude of stakeholder-specific perspectives. Advisories provide ready-made pools of engaged stakeholders who can speak both from an individual vantage point AND from a communal viewpoint on how policies affect/address specific issues, demographs, sub-populations etc. This is partially the very purpose of some Advisories; the effect of removing the looping process would be to sideline all of that and weaken the process of policymaking rather than enrich it.

2. Committee reports were moved to a Board workshop to allow Board mebers to engage with chairs, and I'd like to see that promise of engagement The Supt/Board's quarterly round tables with Advisory chairs still only gave us five mins each to garble some input and then have brief ad-hoc discussion; these could be more effective if the Board/chairs were to agree beforehand a topic for each round table, to crystallise dialogue and lead to firm action plans.

3. At School Board meetings, committee report time needs the attention of Board members; we are not the recreational interlude; we are there to be listened to. Board members should not be holding conversations with staff while we are speaking to them.

4. Understand that Advisories are not tasked simply with making recommendations; read our policies; understand our diverse purposes, which are built around the needs of the student/parent community.

5. Re advising district staff; dept heads could set aside time once a week or once every two weeks to chat with chairs to hear topics of concern, address pressing matters, collaborate re meetings, etc. It has felt like the value of this kind of one-on-one, informal check-ins - which have in the past been productive - has not been well understood more recently.

6. I appreciate the near-100 per cent consistency of attendance by the ESE dept leadership at ESE Advisory meetings and our subcommittees; their example should be followed by the leadership of other depts at other Advisories too. Staff should be at meetings to provide answers to questions and share info where requested. They are not to take over meetings, but to contribute and listen and foster collaboration. Dept management should be present in person; lack of attendance, or repeatedly attending via Teams, communicates a contempt for members who made effort to attend in person and does not work well. Advisories cannot progress business without info; staff need to engage.

6. Where the district is preparing to launch initiatives or bring agenda items, contracts etc to Board meetings that have direct relevance to specific Advisories, staff should be enriching the process of stakeholder collaboration, and respect for the purpose of Advisories, by mentioning those items to the Advisory chairs and at best, where timeline and process allow, presenting them at Advisory meetings. Bypassing Advisories on programs/initiatives/agenda items and leaving us to find out about them by default has contributed to tensions; we are frequently only hearing third-hand or after the fact, or finding items on Board agendas.

7. Have a training manual/module for staff (not just liaisons but dept leadership); and an onboarding for chairs/members of Advisories. To be drawn up collaboratively; work with us on this.

How would you describe the communication between your advisory or committee group and the district and/or Board? This fluctuates on a scale that ranges from dismal to joyous. There are staff who assist, support and listen; there are some who resent it; there are some who are unsure what to do with us; there are some who are suspicious of us; there are some who reach out to us because they want to learn from us, and who we reach out to because we want to learn from them. Communication between Advisories and the Board is frustrating in terms of getting specific issues addressed; communication with some individual Board members on a one-on-one basis is otherwise warm and supportive.

What improvements would make this communication more effective?

Which of the following supports have you or your advisory or committee received? (Check all that apply) Microphones or other tech for meetings;Access to meeting room space;Help with room setup;Help with public advertising of meetings;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? The School Board already reviewed Policy 1070 in 2022/3 in a thorough 18-month process that also involved chairs, staff, members, stakeholders and general counsel; it feels that the proposal to do so again now lacksawareness of the previous review and understanding of what it achieved, and a lack of understanding of how and why Advisories differ in structure and function.

I suggest leave Policy 1070 as it is and instead spend the time learning WHY it is as it is. Advisories are dependent on volunteerism; they are not paid govt servants; be thankful for them rather than speak of them as dictators who have imposed themselves and are keeping others from taking part. The proposal by the Board to rewrite Section XI part A item 3 (page 16) to squeeze term limits betrays an ignorance of the evolution of an Advisory board; in two years, an officer is only just getting their feet under the table. If they are prepared to stay on and provide stability and consistency, why limit that option. Likewise if a chair - or in fact any officer - is doing a good job and their members want to keep them (and especially if losing them would create a vacuum), the mechanism at Section XI part A item 4 (page 16) allows them to extend their term by a two-thirds vote; this is a democratic method that the Board embraced in 2022/3 to ensure against instability and in recognition of the shortage of volunteers willing to take on heavy roles.

Please provide any additional comments, ideas, or suggestions you would like to share. 1. I am chair of one Advisory and in that capacity I am also a member of three others; I have differing experiences and observations arising from each so I cannot answer the questions above fairly unless I complete this survey four times. On some questions, my rating would differ depending which Advisory I'm answering for; therefore, I have skipped giving ratings where a rating would give a false or inadequate perspective on the situation districtwide.

2. For example on Q7, I feel the structure of some Advisories/committees on which I sit is OK and the structure of some could use some changes. The latter includes ESE Advisory, where people have worked hard on reviewing policy and bylaws over the years only to get repeatedly jammed in a cycle of School Board stasis and switcheroos; this task force on committee structure being the latest.

3. On some questions, there is also qualifying comment needed; for example, on Q18 I have stated that BCPS provided various supports for meetings, but in fact it only provided certain supports at certain meetings, and some only after making it a battle; a staff training manual and checklist, drawn up in collaboration with Advisory chairs familiar with the problems, would resolve this.

4. I'd like for the Board and Supt to understand that some of its Advisories/committees comprise professionals, industry experts and BCPS staff; others comprise parents/community members with lived experiences that shine light on areas of BCPS's work that BCPS/Board members may not have identified for themselves as being in need of attention. I fear that some of the reason for

the Supt's original proposal to abolish some Advisories in their current form and merge them under more broad - and therefore less effective - umbrella groups, was born from a lack of understanding of those differences in membership and purpose. The priority should be for this gulf in understanding to be repaired; instead, Advisories are now under structural review and any process for mutual education and dialogue has been lost. When I - and others, including some Board members - suggested the creation of a body such as a task force to further the need for dialogue, I never envisioned that Advisory chairs would, on the whole, be omitted from its membership, so we are reduced to still doing exactly what I had hoped to avoid - being minimised, sidelined, having a stopwatch set on our ability to speak. Thank you for the survey; it is incredibly difficult to put everything in writing in here because this task deserves two-way dialogue with chairs as equal partners at the table, not one-way written submissions and with our voices rendered mute, but I welcome the spirit and intent of the survey, and the effort that went into it. Thank you.

58. Audit Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 3

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 2

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 4

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful? the interactions of the committee members during the meetings are informative and quite productive. The fact that the board and many of the higher level executives take us lightly or ignor us is most disconcerting.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? The public should be made aware of the committees' meetings and recommendations. Perhaps encourage the press to cover them to a greater extent.

What do you think could help increase representation, engagement, and participation in advisory and committees? The board and staff should take the committees more seriously. If this was more apparent, perhaps more and better qualified members of the community would be willing to give of their time and participate.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Review all the comments we make when reviewing the various internal and externally prepared Audits.

How would you describe the communication between your advisory or committee group and the district and/or Board? Excellent communication with the office of the Chief Auditor. With the exception of occasional conversations with the board member who appointed me to the committee I have had no interaction or communication with any board members or district staff.

What improvements would make this communication more effective? The board should cut through the endless "balony" and get to the point of things.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to Microsoft Teams;Microphones or other tech for meetings;Access to meeting room space;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);Help with room setup;Help with public advertising of meetings;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? No

Please provide any additional comments, ideas, or suggestions you would like to share. The Board should be required to read reports of the Audit committee as well as those of other key groups. Staff should not act as a buffer between the Board , the committees and ultimately the general community.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

59. Audit Committee;Parent & Community Involvement Task Force;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 3

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? The ability to provide input and recommendations to the School Board on important issues is critical. Committees have brought forward many meaningful suggestions. The new reporting structure at Board Workshops provides an opportunity to better share recommendations and receive feedback.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Reduce the size of advisories that are too large. Boards of 15 are generally more successful that committees of 30.

Change quorum from 50% plus 1 to a set number.

What do you think could help increase representation, engagement, and participation in advisory and committees? Create a stronger school to district pipeline.

Keep meetings relevant with materials presented concisely.

Use Timed agendas to ensure efficient meetings.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Provide training for Board members and staff on the importance and benefits of community input and committees. Provide training for committee members on effective communication.

How would you describe the communication between your advisory or committee group and the district and/or Board? Very Good.

What improvements would make this communication more effective? Mutual respect and professional demeanor helps to ensure that conversations are open and productive.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to Microsoft Teams;Microphones or other tech for meetings;Access to meeting room space;Help with room setup;Help with public advertising of meetings;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? Revisit the issue of quorum

Remove any restrictions such as only allowing an officer to serve for two years. This will have a negative impact on training leaders and providing stable and productive leadership.

Please provide any additional comments, ideas, or suggestions you would like to share.

60.

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)?

Are you currently serving on any other district-level committees beyond the 19 listed above?

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended?

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve?

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective)

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective)

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative)

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input)

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered)

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group’s impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply)

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070?

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

61. Technology Advisory Committee;District Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 5

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? Discussion and stakeholder input

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? N/A

What do you think could help increase representation, engagement, and participation in advisory and committees? N/A

What could the district do to strengthen your group’s impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address;Computer or device;Access to Microsoft Teams;Access to meeting room space;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

62. ESE Advisory Council;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? Sometimes conflict with son and meeting times

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 3

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 3

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 3

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? Bringing some attention about specific cases with ESE and compliance from Schools to the District that might be in distress, feedback from school board meetings, updates with previous school board requests

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Meeting location - consider microsoft teams at times (maybe every 2 month's). I believe this would help with ESE parent participation. Meet in person every other month, combing with Microsoft?

Length of meeting - consider 1 hour and a half to present topics and 30 minutes for Q&A. I believe this would support time people put in into personal situations or topics that seem on-going for almost entire meeting.

Meeting topics - consider presenting to chair topics for the year beforehand, she can choose to accomodate topics for month and prepare accordingly. Share any real challenge from Parent input with purpose for District to acknowledge and follow through, not for it to become a topic of discussion and opinions about one particular case.

What do you think could help increase representation, engagement, and participation in advisory and committees? I believe promoting and informing at a school level can be a good start. Many ESE parents not neccesarily read/follow emails only. Maybe a flyer at the beginning of school year inside backbk, inviting Parents of ESE to be participant, detailing importance of being involved. Something simple, but we are visual, and providing a handout might help increase participation.

Provide flyer once again on the Open House.

Provide flyer again on any IEP meeting.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Consider specific topics that are to do with measurable and doable goals within that school year with the school board.

Consider reviewing current biggest challenges with ESE. Highest percentage of challenges by schools (elementary/middle/ high school).

There should be different topics for ESE clusters and children in gen ed that are ESE. They are two very different types when we have conversations about Inclusion.

Be specific on what topics are of most importance to have meanningful conversations for redefining schools with ESE. Curriculums, Electives

How would you describe the communication between your advisory or committee group and the district and/or Board? Challenging, judgemental, at times an air of disrespect. Many times it doesnt feel it promotes alignment, collaboration, at times hopeless?

What improvements would make this communication more effective? Promoting conversations that may seem in a neutral voicing, leaving emotions aside, focusing on brainstorming possible solutions rather than staying focused on problem itself.

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address;Access to meeting room space;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);Help with room setup;Microphones or other tech for meetings;Computer or device;Access to Microsoft Teams;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Unsure

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? Need to take time to read and really understand for any feedback

Please provide any additional comments, ideas, or suggestions you would like to share.
Thank you

63. Multilingual Advisory Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 4

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 5

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group’s impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) Help with room setup;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

64. Diversity Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 1

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 3

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful? Reviewing district policy, site visits and annual report to maintain CCC settlement

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? There seems to be a few advisories that are repetitive in structure that would be best serve as sub-committees.

What do you think could help increase representation, engagement, and participation in advisory and committees? School Board members to a better job of vetting appointee's. Create a department that handles all advisory management. Master calendar administrator should be a part of the department that would manage all advisories to ensure maximum participation.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? By genuinely collaborating with the

group throughout the school year. Send district staff to meetings to added support. The Superintendent or his/her designee to an advisory meeting once or twice a year.

How would you describe the communication between your advisory or committee group and the district and/or Board? For the most part communication can be one way. Responses tend to be indifferent or give the impression that the board members feel the communication is bothersome.

What improvements would make this communication more effective? Allowing the advisory chairs to run the quarterly meeting as a sign of true collaboration. Have meaningful two way conversation during the meeting. Conversation needs to be respectful.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Printing of materials needed for meetings (e.g., agendas, minutes, handouts);Help with public advertising of meetings;Help with room setup;Access to meeting room space;Microphones or other tech for meetings;Access to Microsoft Teams;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? Suggestion is to keep language that allows for chairs to have 4 terms, and 2/3 votes for chair retention. Add language for volunteer due process

Please provide any additional comments, ideas, or suggestions you would like to share. It's unfortunate that the district decided to take this route to review committees. As a chair I agree for efficiency some of our advisories are redundant and we as a district would benefit in consolidation. However, if the students were place first the approach would have been less adversarial and more about what is in the best interest of students. Nonetheless, we are here and I am doing my part to be collaborative and effective.

65. Parent & Community Involvement Task Force;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 3

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 3

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 5

What aspects of the advisory or committee process do you feel are especially effective or successful? I feel the Parent and Community Task force has brought in meaningful discussions, motions and concerns of tge commynity and parents. The advisory is continuing to try to build bridges between the community and district by podcasts, facilitiating workshops for community leaders and Q&A forums for parents.

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? I do feel there are alot of distirct employees on advisories regardless if they are parents they are still paid by the district. I feel the parent and community task force is a welcoming forum to all views and Mary Fertig does a great job. Other advisories not so much. Some advisories have leaders that allow personal view conflicts to get in the way of having meaningful conversations. The structure is very lopsided more district staff then outside community and parents and those that serve are serving multiple advisories. Parents feel unwelcomed and quite frankly under attack for their views. There is an imbalance of power and

parents don't want ro waste their time nor flare their frustrations with no real answers. I do feel that the parent and community task force can be utlized more effectively for the distirct. Instead of board member forums have parent and community task force forums ran by the committee for district feedback with the board in attendance to listen. It's less rehearsed gets true feedback and it's more community invloved. There is a concensus of parents that just feel board member town halls are scripted and are not really for feedback but to promote what you already believe.

What do you think could help increase representation, engagement, and participation in advisory and committees? More diverse and welcoming committees.

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Consider before putting issues that effect parents and the community bring them to the parent and community advisory for feedback first. It really is a model of free discussion and ran in a way that all views are respected. Trust that the parent and community task force is the voice for the parents and community. By involving the task force your involving the community. Don't come to advisories to tell us what your going to do or what we should feel as Allen Zeman did after all parents and students expressed their opposition to phones being removed during lunch and truly listen and report accurate feedback. If you already made a decision this defeats the purpose of feedback and understanding the community you serve. The parent and community task force can reach the community with more trust then the board where people don't feel intimated or cut off. It's a resource and a help for the board to get as much feedback and involvment that brings positive change and understanding. Support is what is needed from the district whether it be IT resources, community partner resources being utilized and board members wanting to paericpate by just being present and listening to the feedback and not implementing theirs.

How would you describe the communication between your advisory or committee group and the district and/or Board? I think Our president is great but I do feel that the board leaves committees in the dark when certain feedback could divert community uprisings.

What improvements would make this communication more effective? Specify which committees we are answering for or giving feedback for. Though my committee is ran well others have deep rooted issues of single view pressuring which causes the forum to be ineffective and daughting to sit through which turns off many people.

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to meeting room space;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? No one member can only sit on an advisory 2 years, maybe 2 years as a member 2 years as board of advisory total so that sitting advisory board members can pass the torch. There should never be career advisor members to the same advisories. This blocks

any new prespectives in the district and doesn't allow anything to change. Create advisor board chairs to be selected before change this way the previous president can prepare the new president more seamless.

Please provide any additional comments, ideas, or suggestions you would like to share. I would like to see more diverse selections to committees. More ethnic racial, parents (not employed by the district), community(not district employed). In diversity committee I would like to actually see a diverse committee. It would also be mindful that presidents of all committees state their personal bias on their own time and not during non-partisan committee times or school board meetings while they represent all the students. Personal thoughts and comments belong in personal thoughts and comment times and should be seperate from their duties.

66. Superintendent's Insurance and Wellness Advisory;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? Yes

Are you currently serving on any other district-level committees beyond the 19 listed above? Facilities Conference Committee

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended?

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 4

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 5

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? That our voices are heard

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Would not change

What do you think could help increase representation, engagement, and participation in advisory and committees? I believe everyone is represented fairly T

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? Certain items should be handled through collective bargaining.

How would you describe the communication between your advisory or committee group and the district and/or Board? Great communication, we are informed of the proposed changes.

What improvements would make this communication more effective? None

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to meeting room space;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback? Not at the moment

Please provide any additional comments, ideas, or suggestions you would like to share.

67. Technology Advisory Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 4

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? Yes

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)? Meetings during the middle of the day, while working a 9-5 outside of the school board. How can we all attend meetings that are in the middle of the day?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 2

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 2

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 3

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 2

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 3

What aspects of the advisory or committee process do you feel are especially effective or successful? For the times we did make decisions, taking votes was pretty simple

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Better meeting structure with slides or agenda. Include more people in the actual discussion, a lot of us are industry experts and sometimes it not clear why we are there.

What do you think could help increase representation, engagement, and participation in advisory and committees? Proper introductions, I came into the board and was never formally introduced.

What could the district do to strengthen your group’s impact on advising the School Board on policy or district staff on decisions and procedures?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective? Using the team channel to communicate would be very helpful. I look into some of the channels and the last message is from years ago.

Which of the following supports have you or your advisory or committee received? (Check all that apply) None of the above;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Unsure

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

68. Facilities Task Force;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 1

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 1

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 1

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 1

What aspects of the advisory or committee process do you feel are especially effective or successful? None

What changes would you recommend to improve the structure, function, or dynamics of advisory groups? Leadership has been there over 10 years. That recently changed but the previous leader still rules the roost and is negative and bullying at times. Knows nothing about construction, yet that's why I was asked to join due to my construction experience (over 50 yrs, 40 yrs Fl licensed GC)

What do you think could help increase representation, engagement, and participation in advisory and committees? No construction money. FTF does not currently have the same import as it did previously. As a taxpayer, if the district continues on it's pace of closing only 1 underenrolled school per year, you'll soon be out of business and the state will take over. Continued hiring while enrollment dropped. Try signing the front of a paycheck like many taxpayers have done, instead of the back.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

What could the district do to strengthen your group's impact on advising the School Board on policy or district staff on decisions and procedures? The current FTF has very few individuals knowledgeable in construction. Many of the participants bring in their on colloquial interests

How would you describe the communication between your advisory or committee group and the district and/or Board? I feel that the leadership is ignored, possibly justifiably.

What improvements would make this communication more effective? If FTF is kept, they should be merged with other like the Supt has recommended.

Which of the following supports have you or your advisory or committee received? (Check all that apply) District-issued email address;Access to Microsoft Teams;Access to meeting room space;Help with room setup;Printing of materials needed for meetings (e.g., agendas, minutes, handouts);

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

69. Technology Advisory Committee;

Have you served on the executive board of any advisory in the past year (e.g., Chair, Vice Chair, Recording Secretary)? No

Are you currently serving on any other district-level committees beyond the 19 listed above? No

In the past 12 months, how many general advisory committee meetings (not subcommittee meetings) have you attended? 6+

Have you had challenges consistently attending the general meetings of any of the advisory committees on which you serve? No

If yes, what barriers have made consistent attendance challenging (e.g., personal schedule, meeting times, meeting locations, conflicts with other advisory committee meetings)?

How would you rate the overall effectiveness of the current district advisory and committee structure? (1 = Very Ineffective | 5 = Very Effective) 4

How would you rate the effectiveness of the support from the district for the ongoing work of your advisory or committee? (1 = Very Ineffective | 5 = Very Effective) 5

Do you feel the advisory or committee membership includes a diverse and representative set of voices? (1 = Not diverse or representative | 5 = Very diverse and representative) 5

Do you feel that your advisory or committee group provides quality input to the School Board? (1 = Does not provide quality input | 5 = Provides very high quality input) 4

Do you believe your advisory or committee group's input is meaningfully considered in district decision-making? (1 = Not considered at all | 5 = Always considered) 2

What aspects of the advisory or committee process do you feel are especially effective or successful?

What changes would you recommend to improve the structure, function, or dynamics of advisory groups?

What do you think could help increase representation, engagement, and participation in advisory and committees?

What could the district do to strengthen your group’s impact on advising the School Board on policy or district staff on decisions and procedures?

How would you describe the communication between your advisory or committee group and the district and/or Board?

What improvements would make this communication more effective?

BCPS Advisory & Committee Chair & Member Survey Individual Responses (1-69)

Which of the following supports have you or your advisory or committee received? (Check all that apply) Access to Microsoft Teams;District-issued email address;

Are you aware that there are standardized advisory and committee bylaws outlined in Policy 1070? Yes

As we consider changes to Policy 1070 that governs committees, do you have any suggestions or feedback?

Please provide any additional comments, ideas, or suggestions you would like to share.

Responses Overview

Active

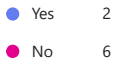
Responses	Average Score	Average Time
8	0	13:27

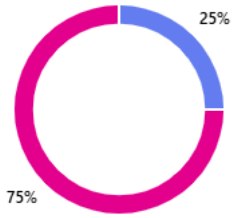
1. How long have you served as a staff liaison to the current committee you are working with as liaison? (0 point)

7
Responses

Latest Responses
"1 Year"
"2 years"
"15 plus years with the Diversity Committee"
...

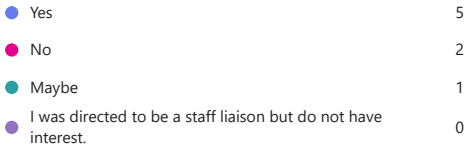
2. Have you served as a staff liaison before? (0 point)

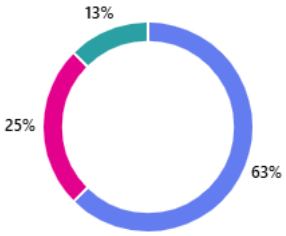




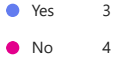
Log in for Help

3. Did you have a desire to be a staff liaison? Select all that apply. (0 point)





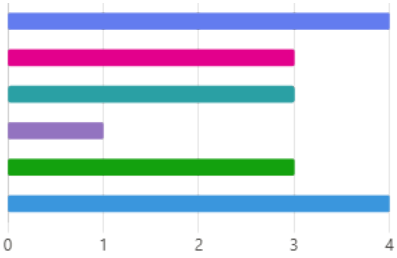
4. Do you feel that you have received adequate training prior to your first session as a staff liaison? (0 point)





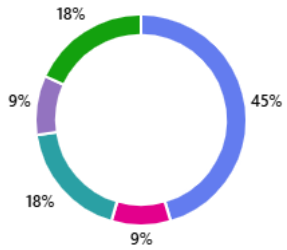
5. Select all that apply: The training I received covered the following topics: (0 point)

Properly noticing an agenda	4
Using a standard template	3
Requirement to keep and disseminate minutes	3
Technology support	1
Process for motions made	3
None of the above	4



6. Select all that apply: I was provided training by: (0 point)

Another liaison	5
District cabinet team memeber	1
My supervisor	2
Official district training	1
No training at all	2



7. Please share the areas of strength as it relates to the function or structure of your current committee. (0 point)

6
Responses

Latest Responses
"Committee follows and adheres to policy 1070 for logistics."
"Works in the best interest of Kids, works wells with staff and focus on positive cha..."
• • •

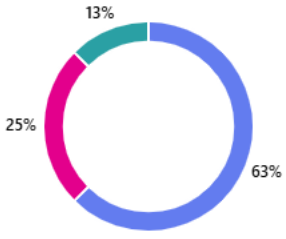
8. Please share comments related to challenges or barriers in your role as a staff liaison. (0 point)

7
Responses

Latest Responses
"Bylaw and policy approval from the district legal council."
"Providing supports and my daily job tasks"
• • •

9. Do you feel the advisory or committee in which you support includes a diverse and representative set of voices? (0 point)

Yes	5
No	2
Maybe	1



10. What suggestions would you give to improve/strengthen communication between the district/staff liaisons/committee chairs? (0 point)

7
Responses

Latest Responses
"Timely turn around for policy and bylaw submissions ongoing training from the d..."
"Set up time to address concerns or upcoming issues. Provide additional time in s... "

11. How has your committee/advisory worked to support and sustain the mission and vision of SBBC? (0 point)

6
Responses

Latest Responses
"Committee forwards student perspectives to the board in line with improved cust..."
"They follow the tasked as outline in their policy, including meeting, gathering info..."

12. What does an effective relationship between a committee chair and staff liaison look like? (0 point)

6
Responses

Latest Responses
"Communication, updated contact information, training and procedural guidelines."
"An effective relationship must include highly level of communication and support..."

13. Have you reviewed and understand Policy 1070? (0 point)



14. Do you have any suggestions about revisions to Policy 1070? (0 point)

6
Responses

Latest Responses
"Approving virtual meetings as regular meetings and changing the number of me... "
"All committees are different because of how they are form and policy and Bylaws...."

15. How much time do you spend in committee/advisory meetings on average each month? (0 point)

7
Responses

Latest Responses
"2 hours"
"6"
"It can vary, approx. 20 hours which includes site visits."

16. How much time do you spend supporting your committee on average each month? (0 point)

6
Responses

Latest Responses
"4 hours"
"10-15"
"10 hours in preparation for meeting"
• • •

Please share the areas of strength as it relates to the function or structure of your current committee.
The committee maintains its focus on the purpose/goals that have been set forth.
One of the key strengths of the ESOL Leadership Council Steering Committee is the strong commitment and engagement of our volunteer parents, who bring diverse linguistic and cultural perspectives to the table. This diversity enriches our discussions and ensures that the voices of multilingual families are truly represented. Our monthly meetings provide a consistent structure that supports collaboration, relationship-building, and continuity in our work. Additionally, the open and inclusive nature of the ESOL Leadership Council fosters trust and empowers families to actively participate in identifying the needs and priorities of English Language Learners. This structure has helped us build a strong sense of community and purpose.
Consistency of being on the committee for a number of years
The current committee has a great structure; however, I support my supervisor on another committee that does not have a steering committee. The agenda seems to be run by the chair.
Works in the best interest of Kids, works wells with staff and focus on positive changes within the boundary of their policy
Committee follows and adheres to policy 1070 for logistics.

Please share comments related to challenges or barriers in your role as a staff liaison.
None.
I have not faced major challenges in my role as the staff liaison, as the group is receptive, engaged, and open to attending meetings and participating actively. The primary barrier I encounter is the language barrier, given the high level of linguistic diversity within our community and the limited English proficiency of many families. However, being bilingual has been a significant asset in helping me bridge communication gaps, support families effectively, and ensure that all members feel heard and included in the process.
Managing appointees who are absent or constantly changing
As a liaison, I would love to have a manual or a frequently asked questions and answers (Q&A) that has been vetted by the board and applied to all committees. I would love for the board to share what their expectations are of each committee and a process by which liaisons can report inappropriate actions taken by chairs (such as changing recommendations to the board or providing personal emails to parents), acting as a private advocate.
The chair does not adhere to times on the agenda, as a result presenters time is not honored and information is not shared.
Providing supports and my daily job tasks
Bylaw and policy approval from the district legal council.

What suggestions would you give to improve/strengthen communication between the district/staff liaisons/committee chairs?
None at this time.
To strengthen communication between the district, staff liaisons, and committee chairs, I would suggest establishing a regular check-in schedule—either monthly or quarterly—to share updates, align goals, and address any concerns proactively. Creating a shared digital space, such as a folder or communication platform, could also help centralize meeting notes, resources, and important dates. Additionally, providing multilingual communication tools or templates could ensure more consistent messaging and support for our diverse communities.
A required training.
Each advisory is different. The advisory I liaise with has fantastic communication. However, the one I support does not. Clear expectations from the board would alleviate that, as well as expectations from staff when attending advisory meetings.
The committee chair does not include the liaison on communications and that results in a ineffective communication.
Set up time to address concerns or upcoming issues. Provide additional time in subcommittee if needed. Response and communicate with chair to ensure they have what they need.
Timely turn around for policy and bylaw submissions ongoing training from the district.

How has your committee/advisory worked to support and sustain the mission and vision of SBBC?
Yes
The ESOL Leadership Council Steering Committee supports and sustains the mission and vision of the School Board of Broward County by promoting equity, access, and family engagement for multilingual learners. Through regular meetings, we provide a welcoming space for parents to voice their concerns, learn about educational resources, and advocate for the needs of English Language Learners. By empowering families and encouraging active participation, we help ensure that all students—regardless of language background—have the opportunity to succeed and reach their highest potential, in alignment with the district's commitment to educational excellence and community involvement.
The advisory that I liaise with, yes. The advisory I support does not.
To meet the needs of the community the community should be surveyed and the topics should be selected with input.
They follow the tasked as outline in their policy, including meeting, gathering information, and school site visits.
Committee forwards student perspectives to the board in line with improved customer service and students having trusted adults.

What does an effective relationship between a committee chair and staff liaison look like?
An effective relationship honors the time commitments of both parties and upholds the responsibilities of their respective roles. It is grounded in clear expectations, well-defined boundaries, and a structured communication plan.
An effective relationship between a committee chair and staff liaison is built on open communication, mutual respect, and a shared commitment to the committee's goals. It involves regular collaboration, clear role definitions, and proactive planning to ensure meetings are purposeful and inclusive. Trust and transparency are key, as well as the ability to support one another—whether it's through coordinating logistics, addressing member concerns, or ensuring all voices are heard. When the chair and liaison work as a team, it creates a positive and productive environment that benefits the entire committee.
Steering committees, a plan for the year, and an opportunity to engage families and communities. In a district of our size, there will always be room for growth and improvement; however, focusing too much on isolated incidents does not support the larger vision.
Being treated with respect.
An effective relationship must include highly level of communication and supporting the committee through the chair.
Communication, updated contact information, training and procedural guidelines.

Do you have any suggestions about revisions to Policy 1070?
No.
no yet
Provide a manual to liaisons and chairs regarding the processes for implementing the policy.
Create term limits so other voices can be heard. Create guidelines for how meetings are conducted in order to improve productivity.
All committees are different because of how they are form and policy and Bylaws. Each group is different in it composition, so to have one policy to govern all them can be confusion. For instance, some committees have a defined number of membership so quorum is clear. Others committee of membership is not as defined.
Approving virtual meetings as regular meetings and changing the number of members to make quorum. Also, make it easier for committees to dismiss in active members.

How much time do you spend in committee/advisory meetings on average each month?
2 hours
4 - 6 hours
6-8 hours, including attending the meeting.
4 hours
It can vary, approx. 20 hours which includes site visits.
6
2 hours

How much time do you spend supporting your committee on average each month?
2 hours
3 to 4 hours
1-2 hours
10 hours in preparation for meeting
10-15
4 hours

Established 1915
BROWARD
County Public Schools

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

Advisory Committee	Establishing Document	Scope of Review/Subject Matter according to their Establishing Document
Area Advisory Council	**School Board Policy 1.21**	• Identify the educational needs and priorities of the schools with the Area. • Foster, promote communication, and serve as the liaison between School Advisory Forums, School Advisory Councils, and the District Advisory Council. The Area Advisory Council shall bring forth recommendations, concerns, and interest from the area and to and from the District Advisory Council.
Audit Committee	**School Board Policy 1700**	• Provide guidance and recommendations to the Office of the Chief Auditor on reports and plans completed by the district and external firms.
Bond Oversight Committee	**School Board Resolution 15-106**	• Provide independent, external oversight to the Broward County Public School's improvements identified by the Safety, Music & Art, Athletics, Renovations and Technology (SMART) program • Review quarterly reports for effective use of the Bond proceeds, ascertain that Bond revenues are expended for eligible SMART projects, facilitate public input regarding the SMART program via hearings, and provide reports to the School Board, Superintendent and general public. • Committee shall sunset upon the completion of all projects funded by the general obligation bond approved by the voting public on November 4, 2014.
District Advisory Council	**School Board Policy 1.2**	• Assemble members of the various advisory councils to propose recommendations and discuss issues that identify and assess the educational needs of the District • Promote parental/community involvement in schools
Diversity Committee	**School Board Policy 1.5**	• Recommend policies that promote equity, diversity, and cultural outreach • Monitor the terms of the Citizens Concerned About Our Children (CCC) Settlement Agreement
ESE Advisory Council	**School Board Policy 1.22**	• Assist in identifying, developing, and assessing the needs, priorities, and issues of students with exceptionalities and programs, legislative support, and funding • Provide a form for communicating information regarding such services, needs, and programs

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

Parent Community Involvement Task Force	**March 1, 2011, RSBM, Agenda Item B-1**	• Review current Parent/Community Involvement models to identify gaps and deficiencies in efforts increasing citizen participation in input in public education.
Qualifications Selection and Evaluation Committee (QSEC)	**School Board Policy 7003**	• Superintendent committee for evaluating, selecting, and recommending award of contracts for Construction Management, Design-Build, CMAR, Program Management, or Professional Services subject to Section 287.055, Florida Statutes
Small Business Advisory Committee	**School Board Policy 3330**	• Promote S/M/WBE participation by reviewing programs for contractors (all levels). • Make recommendations on programs and procedures for such participation and coordinate such action of the district.
Student Advisor	**School Board Policy 1330**	• Serve as the official liaison between the School Board and the students enrolled in the School District and act as a public representative of the students at the School District at various conferences, meetings, and ceremonies
Superintendent's School Site Review Committee	**School Board Policy 7000**	• When the need for a new school is identified in the Five-Year ADEFP, the Superintendent's School Site Review Committee will consider a list of potential sites in the area of need. • Make a recommendation to the Superintendent of one or more sites in order of preference. • Review data pertaining to such property and make recommendation to either dispose or retain school sites that are no longer needed for educational purposes to construct a new/replacement school and should be disposed as surplus property
Superintendent's Insurance Advisory Committee	**Superintendent**	• Reviews all proposals for insurance offerings for the School Board of Broward County and makes recommendations to accept or deny any proposals to the School Board.
Technology Advisory Committee	**School Board Policy 5306.1**	• Review and advise on the procurement of technology. • Align the use of technology in the schools and departments with district goals. • Plan and evaluate technological initiatives. • Provide recommendations to the School Board.
Wellness & Learning Support Committee	**School Board Policy 6830**	• Determines and monitors all wellness initiatives of the School Board of Broward County, including obesity prevention and objectives of the Wellness policy. • Annually determine wellness promotion objectives based on annual review Wellness Policy and make recommendations for changes or revisions in the policy to the Board when appropriate.

SETTLEMENT AGREEMENT AND RELEASE

THIS AGREEMENT entered into this 1st day of August, 2000 by and between

CITIZENS CONCERNED ABOUT OUR CHILDREN, an unincorporated association composed of the following individuals: Evelyn Brown, Ernestine Price, and James Sparks; Joan Hinton a/k/a/ JANE DOE, as Legal Guardian of Tiffany Hinton a/k/a/ MARY DOE; and James Sparks a/k/a/ J. SHAQ, as Parent and Legal Guardian of Leslie Sparks a/k/a/ L. SHAQ [hereinafter collectively referred to as "PLAINTIFFS"],

and

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA, a body corporate of the State of Florida [hereinafter referred to as "THE SCHOOL BOARD"].

WHEREAS, PLAINTIFFS have instituted that certain lawsuit known as ***Citizens Concerned About Our Children; Jane Doe as Legal Guardian of Mary Doe; and J. Shaq as Parent and Legal Guardian of L. Shaq vs. The School Board of Broward County, Florida and Frank Petruzielo***, Case No. 95-6517-CIV-RYSKAMP, before the United States District Court for the Southern District of Florida.

WHEREAS, the Parties desire to amicably resolve the issues in this case.

For and in consideration of the good and valuable consideration described herein, the Parties agree as follows:

1. THE SCHOOL BOARD agrees to pay the amount of Four Hundred and Eighty Five Thousand and No/100 Dollars ($485,000.00) designated as follows:

   a. The settlement sum of Eighty Five Thousand Dollars ($85,000.00) is designated as compensatory damages to be paid to TIFFANY HINTON a/k/a Mary Doe, a minor, through her next friend and guardian, JOAN HINTON a/k/a Jane Doe, receipt of which is hereby acknowledged.

b. The settlement sum of Fifty Thousand Dollars ($50,000.00) is designated as compensatory damages to be paid to LESLIE SPARKS a/k/a L. Shaq, receipt of which is hereby acknowledged.

c. The settlement sum of Two Hundred and Fifty Six Thousand Dollars ($256,000.00) is designated as attorneys' fees to be paid to the law firm of Fertig & Gramling.

d. The settlement sum of Ninety Four Thousand Dollars ($94,000.00) is designated as costs to be paid to the law firm of Fertig & Gramling.

2. THE SCHOOL BOARD reaffirms its longstanding commitment and policy that each child who is provided an education by The School Board of Broward County, Florida shall receive equal educational opportunities including equal access to current curriculum, i.e, educational materials, take home books, library materials, technology, and advance placement courses. THE SCHOOL BOARD shall continue to implement Paragraphs 2 through 11 of THE SCHOOL BOARD'S PROPOSAL TO PLAINTIFFS dated March 9, 1999 (see Exhibit A attached – letter of March 9, 1999 and applicable excerpts of proposal).

3. As part of the consideration for this Agreement, PLAINTIFFS hereby remise, release, acquit, satisfy, and forever discharge THE SCHOOL BOARD, its agents and employees, of and from all manner of action and actions, cause and causes of action, suits, debts, accounts, contracts, controversies, agreements, promises, damages, judgments, executions, claims and demands whatsoever, in law and in equity, which PLAINTIFFS ever had, now have, or which any personal representative, successor, heir, assign or member of the association of PLAINTIFFS hereafter can, or may have against THE SCHOOL BOARD, its agents and employees, upon or by reason of any matter, from the beginning of time to these days present, arising out of each and every relationship between the PLAINTIFFS and THE SCHOOL BOARD, including but not limited to any cause or thing whatsoever relating to the subject matter of this case, and this Agreement, to any action for the violation of the privacy rights of the students pursuant to Florida Statutes, Florida Constitution or federal laws.

4. It is PLAINTIFFS' responsibility to comply with Federal or state income tax requirements and guardianship administration requirements. As part of the consideration of this Agreement, PLAINTIFFS agree to indemnify and hold harmless THE SCHOOL BOARD for any demands, claims or actions brought by the Internal Revenue Service concerning said payment.

5. PLAINTIFFS will submit a Stipulated Motion for Dismissal with Prejudice of the law suit styled Citizens Concerned About Our Children; Jane Doe as Legal Guardian of Mary Doe; and J. Shaq as Parent and Legal Guardian of L. Shaq vs. The School Board of Broward County, Florida and Frank Petruzielo, Case No. 95-6517-CIV-RYSKAMP, in the United States District Court for the Southern District of Florida.

6. This Release includes, but is not limited to, any and all claims for damages, equitable relief or declaratory or any other action against THE SCHOOL BOARD set forth in that certain lawsuit styled Citizens Concerned About Our Children; Jane Doe as Legal Guardian of Mary Doe; and J. Shaq as Parent and Legal Guardian of L. Shaq vs. The School Board of Broward County, Florida and Frank Petruzielo, Case No. 95-6517-CIV-RYSKAMP, and specifically releases any and all persons, natural or corporate, allegedly responsible for the act or acts set forth in the Amended Complaint.

7. PLAINTIFFS further understand and agree that this settlement is a compromise of a disputed claim, and that the payment is not to be construed as an admission of guilt or liability by THE SCHOOL BOARD hereby released, and by whom liability is expressly denied.

8. PLAINTIFFS agree to defend, indemnify and hold THE SCHOOL BOARD harmless from and against all claims, demands, obligations or actions made by or owed to any parties represented by or claiming through PLAINTIFFS for issues litigated or that could have been litigated and settled herein and all related damages, costs and expenses.

9. The parties acknowledge that the settlement is a business decision and that the settlement was in the best interests of all the parties and eliminated protracted litigation and extensive costs and expenses related thereto.

10. If any action is brought pursuant to this agreement, each party shall bear its own costs and attorney fees. This Agreement shall not be construed to create a cause of action for damages.

11. This Agreement is not intended to create a cause of action for any third party or non-signatory to this Agreement. Third parties shall have no legally enforceable rights arising from this agreement.

12. The PLAINTIFFS and THE SCHOOL BOARD agree to mediate this Agreement prior to bringing an action for the enforcement of any of its provisions, each party shall bear its own mediation costs and attorney fees.

13. This Settlement Agreement shall be construed and interpreted in accordance with the laws of the State of Florida and the laws of the United States.

14. This Settlement Agreement contains the entire agreement between PLAINTIFFS, and THE SCHOOL BOARD, with regard to the matters set forth herein and shall be binding upon the insurers, executors, administrators, personal representatives, heirs, successors and assigns of each.

15. Authority Provision: Each person signing this Agreement on behalf of either party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

Executed at , Florida, this _____day of July, 2000.

Witnesses:

TIFFANY HINTON, a minor, through
her next friend and parent JOAN HINTON

JOAN HINTON

STATE OF FLORIDA

COUNTY OF BROWARD

BEFORE ME, the undersigned authority, personally appeared JOAN HINTON, next friend and parent of TIFFANY HINTON, a minor, after being duly sworn, deposed and says that she has read the foregoing and that the same is true and correct in all respects.

BE IT KNOWN, that on the _____day of July, 2000 before me a Notary Public in and for the State of Florida, duly commissioned and sworn, personally came and appeared JOAN HINTON, to me personally known, or who produced as identification

, and known to me to be the same person described in and who executed the within Settlement Agreement and Release.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my seal of office the day and year last above-written.

Notary Public

Print:

My Commission expires:

Witnesses:

LESLIE SPARKS

STATE OF FLORIDA

COUNTY OF BROWARD

BEFORE ME, the undersigned authority, personally appeared LESLIE SPARKS, after being duly sworn, deposed and says that she has read the foregoing and that the same is true and correct in all respects.

Joan Hinton
JOAN HINTON

STATE OF FLORIDA

COUNTY OF BROWARD

BEFORE ME, the undersigned authority, personally appeared JOAN HINTON, next friend and parent of TIFFANY HINTON, a minor, after being duly sworn, deposed and says that she has read the foregoing and that the same is true and correct in all respects.

BE IT KNOWN, that on the 1st day of ~~July~~ August, 2000 before me a Notary Public in and for the State of Florida, duly commissioned and sworn, personally came and appeared JOAN HINTON, to me personally known, or who produced as identification

Drivers License/FL , and known to me to be the same person described in and who executed the within Settlement Agreement and Release.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my seal of office the day and year last above-written.

Julia M Clay-Johnson
Notary Public

Print: JULIA M CLAY-JOHNSON

My Commission expires:

Julia M. Clay-Johnson
Commission # CC 910527
Expires Feb. 15, 2004
Bonded Thru
Atlantic Bonding Co., Inc.

Witnesses: Angelica Graham

LESLIE SPARKS

STATE OF FLORIDA

COUNTY OF BROWARD

BEFORE ME, the undersigned authority, personally appeared LESLIE SPARKS, after being duly sworn, deposed and says that she has read the foregoing and that the same is true and correct in all respects.

BE IT KNOWN, that on the 1 day of ~~July, 2000~~ August before me a Notary Public in and for the State of Florida, duly commissioned and sworn, personally came and appeared LESLIE SPARKS, to me personally known, or who produced as identification

, and known to me to be the same person described in and who executed the within Settlement Agreement and Release.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my seal of office the day and year last above-written.

ANN S MONAST
MY COMMISSION # CC 888263
EXPIRES: Nov 26, 2003
1-800-3-NOTARY Fla. Notary Service & Bonding Co.

Notary Public
Print: Ann S. Monast

My Commission expires: 11/26/03

STATE OF FLORIDA

COUNTY OF BROWARD

BEFORE ME, the undersigned authority, personally appeared EVELYN BROWN, after being duly sworn, deposed and says that she has read the foregoing and that the same is true and correct in all respects.

BE IT KNOWN, that on the 31 day of July, 2000 before me a Notary Public in and for the State of Florida, ~~duly commissioned~~ and sworn, personally came and appeared EVELYN BROWN, to me personally known, or who produced as identification

, and known to me to be the same person described in and who executed the within Settlement Agreement and Release.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my seal of office the day and year last above-written.

Notary Public
Print: Ann S. Monast

My Commission expires:
11/26/03

ANN S MONAST
MY COMMISSION # CC 888263
EXPIRES: Nov 26, 2003
1-800-3-NOTARY Fla. Notary Service & Bonding Co.

Witnesses:

ERNESTINE PRICE

STATE OF FLORIDA

COUNTY OF BROWARD

BEFORE ME, the undersigned authority, personally appeared ERNESTINE PRICE, after being duly sworn, deposed and says that she has read the foregoing and that the same is true and correct in all respects.

BE IT KNOWN, that on the 31 day of July, 2000 before me a Notary Public in and for the State of Florida, duly commissioned and sworn, personally came and appeared ERNESTINE PRICE, to me personally known, or who produced as identification , and known to me to be the same person described in and who executed the within Settlement Agreement and Release.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my seal of office the day and year last above-written.

Notary Public

Print: Ann S. Monast

ANN S MONAST
MY COMMISSION # CC 888263
EXPIRES: Nov 26, 2003
1-800-3-NOTARY, Fla. Notary Service & Bonding Co.

My Commission expires:
11/26/03

Witnesses:

JAMES SPARKS

STATE OF FLORIDA

COUNTY OF BROWARD

BEFORE ME, the undersigned authority, personally appeared JAMES SPARKS, after being duly sworn, deposed and says that she has read the foregoing and that the same is true and correct in all respects.

BE IT KNOWN, that on the 1 day of ~~July~~ August, 2000 before me a Notary Public in and for the State of Florida, duly commissioned and sworn, personally came and appeared JAMES SPARKS, to me personally known, or who produced as identification

, and known to me to be the same person described in and who executed the within Settlement Agreement and Release.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my seal of office the day and year last above-written.

ANN S MONAST
MY COMMISSION # CC 888263
EXPIRES: Nov 26, 2003
1-800-3-NOTARY Fla. Notary Service & Bonding Co.

Notary Public
Print: Ann S. Monast

My Commission expires: 11/26/03

Executed at Fort Lauderdale, Florida, on this 1st day of August, 2000.

(Corporate Seal)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

By
Darla L. Carter, Chairperson

ATTEST:

By
Dr. Franklin L. Till,
Superintendent of Schools

Approved as to Form:

By
Edward J. Marko,
School Board Attorney

s:/b/allwork/CCC/pleading/settagt13

2. The SCHOOL BOARD agrees to develop a plan to survey the schools to ascertain the number, quality, age, and availability of textbooks in relation to student enrollment and identify any gaps present. As a result of said survey and subsequent analysis of the results, the SCHOOL BOARD shall implement plans to provide equal allocation of current textbooks, district wide.

3. The SCHOOL BOARD agrees to develop a plan to survey the present technology within the schools, analyze this data to identify any gaps present. As a result of said survey and subsequent analysis of the results, the SCHOOL BOARD will implement plans to bring schools to parity in regard to the allocation and capacity of computers, and assure training of teachers in the use and application of technology and software.

4. The SCHOOL BOARD agrees to implement the developed Standards of Service for all schools. This will establish a county-wide grade level benchmark and a diagnostic/prescriptive procedure to identify all students needs. The SCHOOL BOARD will analyze this data and implement plans to address the conclusions of said analysis.

5. The SCHOOL BOARD agrees to develop a plan that shall establish a core of advanced placement and honors courses for delivery at every high school. Core courses will be taught at each high school. The School Board also agrees to develop a plan for the utilization of distance learning for discrete courses and the implementation of procedures to rotate the live presentation of discrete courses to high schools throughout the county to assure equal access and availability for all students in all schools.

6. The SCHOOL BOARD will conduct an inventory of athletic equipment and facilities at all high schools, identify any gaps present and implement plans to bring athletic

facilities and equipment into parity based on district standards. The SCHOOL BOARD shall offer a core of athletic and other extra-curricular activities, including academic clubs, in each middle and high school and put in place a marketing plan to assure equal opportunity based on campus activities. The SCHOOL BOARD shall develop and implement a plan to assure equity in athletic field usage and revenue sharing at Lockhart Stadium and all other stadiums.

7. The SCHOOL BOARD agrees to develop a plan to survey all schools' media centers, to ascertain the number, quality, age, and availability of media/library books in relation to student enrollment and identify any gaps present. As a result of said survey and subsequent analysis of results, the SCHOOL BOARD shall implement a plan to provide for equal allocation and access to media center materials including a district-wide take-home policy. Where gaps exist due to size of the school enrollment, the SCHOOL BOARD will consider establishing a sparsity supplement within district procedures to assist in providing an equitable distribution of media/library books.

8. The SCHOOL BOARD agrees to develop a plan to collect data on current disciplinary practices including suspension rates and additional support provided by the Standards of Student Services (SOSS). The SCHOOL BOARD shall analyze this data, and implement a plan to address the conclusions of said analysis and to assure equity in the administration of student discipline county-wide.

9. The SCHOOL BOARD agrees to develop a plan to have a structured public analysis of the 5-year Capital Plan and subsequent 5-year Capital Plans, to allocate funds to bring school facilities into parity with district standards. The SCHOOL BOARD shall identify criteria, refine the data analysis technique and prioritize the needs within constraints of available funding and publish that information within the 5-year Capital Plan.

10. The SCHOOL BOARD shall utilize for student assignment purposes, the Diversity Committee's recommended and Board-approved definition of diversity that includes multiple criteria and a narrowly tailored policy that uses a combination of said criteria and never uses any one factor alone. The School Board shall not utilize race, national origin, ethnicity, religion or gender as the sole criteria for student assignments, magnet programs or reassignment.

11. The SCHOOL BOARD shall establish additional committee functions for the existing Diversity Committee as follows:

A. Furnishing input into the surveys proposed in this settlement (i.e., opportunity to propose survey questions and criteria for inclusion in surveys).

B. Reviewing and analyzing the data collected by the surveys proposed in this settlement, prior to consideration of plans for addressing the data.

C. Furnishing input to the Superintendent into plans developed for addressing any gaps identified through the data collected by the surveys proposed in this settlement.

D. Reviewing an annual report on diversity prepared by the Superintendent which includes a status report on the plans developed for addressing the data collected by the surveys proposed in this settlement; and provide written observations in this regard to the Superintendent and School Board.

E. Monitor the terms of this agreement and report to the Superintendent on the compliance of the terms of the agreement on a yearly basis. The annual report shall contain recommendations for policies or procedures for the implementation of the agreement.

s:/b/allwork/ccc/pleading/Exhibit A

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

OFFICE OF THE SCHOOL BOARD ATTORNEY

K.C. WRIGHT ADMINISTRATIVE BUILDING
600 SOUTHEAST THIRD AVENUE
11TH FLOOR
FORT LAUDERDALE, FLORIDA 33301
Telephone: (954)765-8866
Facsimile: (954)768-8616

EDWARD J. MARKO
SCHOOL BOARD ATTORNEY

March 9, 1999

Christopher R. Fertig, Esquire
Fertig and Gramling
200 Southeast 13th Street
Fort Lauderdale, Florida 33316

RE: Citizens Concerned for our Children, et al. v. The School Board of Broward County

Dear Mr. Fertig:

Thank you for your letter of March 8, 1999. I am forwarding to you a counterproposal on behalf of the School Board.

Because of it's commitment to equity, the Board will undertake actions designed to improve the educational opportunities of all children as specified in the attached proposal. The Board will commence these actions whether or not we are able to settle this lawsuit.

In addition, as reflected in the attached proposal, in return for voluntary dismissal of your appeal, the Board will donate $200,000 in lieu of attorneys' fees to an escrow account to support efforts to promote equity in public education and pay CCC's out-of-pocket expenses in this litigation.

Regardless of the merits of the lawsuit, the Board, both respects and shares CCC's commitment to educational equity and hopes that the attached proposal can resolve this matter.

Thank you in advance for your consideration.

Sincerely,

Marylin Batista

Marylin Batista,
Assistant School Board Attorney

MB:gf
Enclosure
s:\gfallon\allwork\corres\ccc5.doc

STATES DISTRICT COURT
FOR THE SOUTHERN DISTRICT OF FLORIDA

MIAMI DIVISION

CASE NO. 90-1913

LEAGUE OF UNITED LATIN AMERICAN CITIZENS (LULAC); ASPIRA OF FLORIDA; THE FARMWORKERS' ASSOCIATION OF CENTRAL FLORIDA; FLORIDA STATE CONFERENCE OF NAACP BRANCHES; HAITIAN REFUGEE CENTER; SPANISH AMERICAN LEAGUE AGAINST DISCRIMINATION (SALAD); AMERICAN HISPANIC EDUCATOR'S ASSOCIATION OF DADE (AHEAD); and HAITIAN EDUCATORS' ASSOCIATION; CAROLINA M.; CLAUDIA M.; DELIA M.; LYDIE L.; SAMMY L.; SETH L.; and JUAN CARLOS G.

Plaintiffs,
-vs-

FLORIDA BOARD OF EDUCATION AND FLORIDA DEPARTMENT OF EDUCATION; HONORABLE BOB MARTINEZ, GOVERNOR, CHAIRMAN OF THE STATE BOARD OF EDUCATION; JIM SMITH, SECRETARY OF STATE; BOB BUTTERWORTH, ATTORNEY GENERAL; TOM GALLAGHER, TREASURER & INSURANCE COMMISSIONER; GERALD A. LEWIS, CONTROLLER; DOYLE E. CONNER, COMMISSIONER OF AGRICULTURE; AND BETTY CASTOR, COMMISSIONER OF EDUCATION, EXECUTIVE OFFICER AND SECRETARY OF THE STATE BOARD OF EDUCATION,

Defendants.
ORDER
WHEREAS, the parties of the above-entitled action have agreed upon a SETTLEMENT AGREEMENT embodying actions and policies to be undertaken regarding Plaintiff childrens' rights to equal education opportunities; and

WHEREAS, in view of the shared understanding of principles the parties and the court have concluded that there is no further need to litigate the issue of liability and the parties

have mutually agreed to the entry of the attached Settlement Agreement as a Consent Order in this case; and

WHEREAS, neither party waives their claims nor defenses by entering this agreement as a settlement order, and Defendants' assent is not an admission that they have committed any violations of law,

IT IS HEREBY ORDERED, ADJUDGED, AND DECREED, and parties do hereby consent as follows:

1. That the attached SETTLEMENT AGREEMENT be entered as a Consent Order in this case binding upon the organizational entities on both sides of this matter, their successors in office, agents, employees, and all persons in active consent or participation with them.
2. That the Court will retain jurisdiction for purpose of overseeing implementation of the Agreement.

(Signed) JAMES LAWRENCE KING
Honorable
Judge
United States District Court
August 14, 1990

SETTLEMENT AGREEMENT
UNITED STATES DISTRICT COURT
FOR THE SOUTHERN DISTRICT OF FLORIDA

MIAMI DIVISION

LEAGUE OF UNITED LATIN AMERICAN
CITIZENS (LULAC); ASPIRA OF FLORIDA;
THE FARMWORKERS' ASSOCIATION OF CENTRAL
FLORIDA; FLORIDA STATE CONFERENCE OF
NAACP BRANCHES; HAITIAN REFUGEE CENTER;
SPANISH AMERICAN LEAGUE AGAINST
DISCRIMINATION (SALAD); AMERICAN HISPANIC
EDUCATORS' ASSOCIATION OF DADE (AHEAD);
and HAITIAN EDUCATOR'S ASSOCIATION;
CAROLINA M.; CLAUDIA M.; DELIA M.;
LYDIE L.; SAMMY L.; SETH L.; and
JUAN CARLOS G.

Plaintiffs,

-vs-

FLORIDA BOARD OF EDUCATION AND FLORIDA DEPARTMENT OF EDUCATION; HONORABLE BOB MARTINEZ, GOVERNOR, CHAIRMAN OF THE STATE BOARD OF EDUCATION; JIM SMITH, SECRETARY OF STATE; BOB BUTTERWORTH, ATTORNEY GENERAL; TOM GALLAGHER, TREASURER & INSURANCE COMMISSIONER; GERALD A. LEWIS, CONTROLLER; DOYLE E. CONNER, COMMISSIONER OF AGRICULTURE; AND BETTY CASTOR, COMMISSIONER OF EDUCATION, EXECUTIVE OFFICER AND SECRETARY OF THE STATE BOARD OF EDUCATION,

Defendants.

SETTLEMENT AGREEMENT

Introduction

The Parties to this Settlement Agreement are the above-described Plaintiffs and Defendants in this action - specifically LULAC et al. on the one hand, and the Florida State Board of Education, the Florida Department of Education and the Commissioner of Education on the other hand.

Terms of the Agreement

1. This Settlement Agreement is adopted by the parties to resolve a dispute as to the issue of compliance by the defendants with their legal obligations under federal and state law and regulations including the federal Equal Educational Opportunity Act [20 U.S.C. 170 3(f)], Title VI of the federal Civil Rights Act of 1964, the Florida Educational Equity Act, and related federal and state provisions regarding compensatory, migrant, and special education. All parties are satisfied that the best interests of the plaintiffs are properly and adequately addressed by this agreement.

2. This Settlement Agreement applies to plaintiffs and defendants, as well as to their agents, employees, successors, and assigns.

3. It is agreed that the state acting through the defendants have the obligation to set standards for school districts and to enforce such standards. The defendants have issued emergency regulations and will issue final regulations on or before November 14, 1990 to meet the terms of this Agreement and satisfy the state's obligation to set standards for school districts. All regulations including any future regulatory changes shall be compatible with the terms of this Agreement.

4. The defendants shall, for a period of five years, subject to extension on motion of the parties, annually submit to counsel for the plaintiffs a status report on the implementation of each section of this Agreement. Such report will be submitted on or about July 1 of each year unless the parties agree on a difference date. In addition, the plaintiffs on notice and subject to reasonable restraints of time and place, and, subject to any confidentiality limitations of state of federal law, may examine all documents which this Agreement requires to be issued, maintained or retained.

5. The defendants agree that the plaintiffs are entitled to attorney fees and costs. The parties agree to bargain in good faith concerning the amount of fees and costs. Should the parties be unable to reach agreement within ninety (90) days of the Court's approval of this Agreement, the plaintiffs may move the court for an award of fees and costs.

6. Enforcement remedies for violations of all provisions shall be in the manner set forth in the following paragraph:

a. The attorneys for the plaintiffs shall first provide written notice and demand to cure the specific alleged breaches to the defendants and said officials shall attempt to cure said violation within twenty-one (21) days of receipt of notice.

b. Thereafter, in the event the Plaintiffs or their attorneys do not believe these violations are cured, then the Plaintiffs or their counsel shall provide written notice to Defendants' counsel of these violations who shall attempt to cure said violations within twenty-one (21) days of receipt of notice. During this twenty-one (21) day period, either Defendants' attorneys or Plaintiffs' attorneys shall have the right to require the other by written request to meet personally or mediate in good faith to resolve the dispute.

c. In the event the dispute is not resolved at the end of the period described in paragraph (b) above, counsel for the Plaintiffs may apply to the Court and seek all remedies permitted by law.

d. However, defendants shall have the right to assert as a defense that they have substantially complied with the term or terms of the Settlement Agreement and the Consent Order which Plaintiffs allege have been breached, or raise any defense available to the defendants by the Settlement Agreement or permitted by law.

e. In the event enforcement proceedings are initiated, the Plaintiffs shall only recover reasonable attorneys' fees and costs in the event that they prevail.

Conclusion

In U.S. v. Armour 402 U.S. 673, 29 L.Ed.2 263 (1971) the court observed,

"Consent decrees are entered into by the parties to a case after careful negotiation produced agreement on their precise terms. The parties waive the right to litigate the issue involved in the case and thus save themselves the time, expense and inevitable risk of litigation." 402 U.S. at 681

The decree presented to the Court, like the decree referred to in Armour, is one that is the product of "careful negotiation" on each and every term. While the defendants do not concede liability and the plaintiffs contend that they might have achieved more after a lengthy litigation process, all agree that the document represents a thoughtful, measured approach to a difficult issue which will serve the children of Florida well. We ask the Court to order it into being.
Respectfully submitted,

(Signed) Peter Roos
STEFAN ROSENZWEIG
CAMILO PEREZ- BUTILLO
PETER D. ROOS
for Plaintiffs

August 14, 1990
Date
(Signed) Sydney H. McKenzie III
SYDNEY H. MCKENZIE III
for Defendants

AGREEMENT
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

I.

IDENTIFICATION AND ASSESSMENT

A. Definition.

1. All students with limited English proficiency (L.E.P.) must be appropriately identified in order to ensure the provision of appropriate services. The terms limited English proficiency and limited English proficient, when used with reference to individual, mean:

a. individuals who were not born in the United States and whose native language is a language other than English; or

b. individuals who come from home environments where a language other than English is spoken in the home; or

c. individuals who are American Indian or Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and

d. individuals who, by reason thereof, have sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English.

2. The terms home or native language, when used with reference to an individual of limited English proficiency, mean the language normally used by such individuals, or in the case of a student, the language normally used by the parents of the student.
3. The term LEP committee means a committee composed of ESOL teacher(s) and home language teacher (if any) and administrator or designee plus guidance counselors, social worker, school psychologist or other educators as appropriate for the situation. The parent(s) would also be invited to attend any committee meetings.

4. LEP student plan means a written document(s) which identifies student name, instruction by program, including programs other than ESOL provided, amount of instructional time or schedule, date of LEP identification, and assessment data used to classify or reclassify as LEP, date of exit and assessment data used to exit student as English proficient. The plan may be included in or attached to an existing student's plan, IEP, etc. or may be a separate document for a given student or students, provided, however if "students", each student will have an individual copy of the plan maintained in the student's file.

5. Basic subject areas means instruction in computer literacy, mathematics, science and social studies.

6. Basic ESOL means instruction in English.

7. Other subject areas means any instruction other than Basic ESOL or Basic subject areas.

B. Initial Identification

1. Beginning in 1990-91 each student, upon initial enrollment in a school district, shall be surveyed at the time of enrollment by being asked the questions identified in I.B.2. Students whose initial enrollment in the district was prior to the 1990-91 school year shall also be surveyed unless they have been previously classified as LEP or unless they have been surveyed with the survey questions provided in I.B.2. The survey questions may be included on a registration form or on a separate survey. In either event, the survey shall be maintained in accordance with Rule 6A-1.0955, FAC.

2. The following questions shall appear on the survey:

a. Is a language other than English used in the home?
b. Did the student have a first language other than English?

c. Does the student most frequently speak a language other than English?

3. The home language and the national origin of each student shall also be collected and retained in the district's data system.
4. The data collected in accordance with the above described home language and national origin inquiries shall be reported (on at least an annual basis) and maintained in accordance with the Florida Department of Education's data collection procedures.

C. Assessment to Determine Eligibility for Appropriate Services and Funding

1. Each student for whom there is a "yes" response to questions (a), (b) or (c) posed in the survey shall be assessed to determine if he or she is limited in his or her English proficiency (LEP).

2. Any student identified in C.1. who also meets any one of the following standards shall be determined to be LEP and shall receive appropriate instruction and funding as specified herein.

a. English language speaking and listening comprehension skills shall be determined by the use of a state approved appropriate English language aural/oral proficiency test. Each test shall be administered in accordance with its publisher's instructions, and any student who scores within the LEP range determined by the publisher's standards shall be determined to be LEP.
b. For any student in grade 4 or above, English language reading and writing proficiency shall be determined by the following criterion:

(1). Any student who scores at or below the 32nd percentile on the reading and writing sub-parts of a norm-referenced test shall be determined to be LEP and shall be provided appropriate services.
c. Upon request of a parent or teacher, a student not determined to be LEP or a student determined to be LEP based solely on standard C. 2. b. may be referred to a LEP committee. The parent(s) preference will be considered in the final decision. The LEP committee may determine a student to be LEP or not to be LEP according to consideration of at least two of the following criteria in addition to the test results from a. or b.;

(1). Extent and nature of prior educational and social experiences; and student interview;

(2). written recommendation and observation by current and previous instructional and supportive services staff;

(3). level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;

(4). grades from the current or previous years.

(5). test results other than those from C. 2.a or C. 2.b

d. Any determinations by the LEP committee shall be contained in a written evaluation which shall be placed in the LEP student's plan. Such evaluation shall further set forth a plan, which will be implemented, to address the student's language needs.
e. In lieu of standards C.2.a and C.2.b a school district may use a district-developed or adapted test procedure to assess a student's limited English proficiency. The procedure must be approved by the Florida Department of Education prior to implementation. The Florida Department of Education must determine affirmatively that the instruments and standards utilized are valid and reliable measures of whether or not a student is limited English proficient before the test can be implemented. A test substituted for C.2.a. must measure speaking and listening and a test substituted for C.2.b. must measure reading and writing.

3. Assessment of each student's aural/oral proficiency pursuant to C.2.a and C.2.d should be completed as soon as possible after the student's initial enrollment and shall be completed within four (4) weeks unless the following is documented:
a. For each child so delayed, the reason for the delay, evidence that the child is accorded the programming required for LEP's pending the delay, and a specific timetable for completing the assessment. This documentation shall be mailed to the parents in their primary language no later than eight weeks after initial enrollment. A copy shall be retained in the child's files for a minimum of one year.
4. Assessment of each student's reading and writing proficiency pursuant to C.2.b or C.2.d shall be completed within one year after the date of enrollment for those students who are not identified as aural/oral deficient C.2.a, c, or d. as LEP. For students transferring into the school district, assessments completed one year prior to the student's transfer may be used.
5. Assessment of a student's English proficiency shall be completed as rapidly as possible. In the interim, from enrollment to eight weeks, the student shall be eligible for ESOL funding based on a school district interim assessment procedure which shall be described in a district plan approved by the Florida Department of Education. However, the student shall receive services until initial assessment is completed.

6. A LEP committee, with notification of and the opportunity to participate by the student's parents, shall conduct those assessments referred to in C.2.c and D.3. and shall recommend an LEP student plan for such student, within the terms of this agreement.

7. An eligible students may be reported for funding in the ESOL program for a base period of 3 years. However, a student whose English competency does not meet the criteria for proficiency after 3 years in the ESOL program may be reported for a fourth, fifth, and sixth year of funding, provided his limited English proficiency is assessed and properly documented prior to his enrollment in each additional year beyond the 3 year base period.

D. Programmatic Assessment

1. Each student determined to be LEP shall be further assessed in basic subject areas so as to aid the student's teacher in developing an appropriate instructional program.

2. Each district shall seek to (1) document the prior schooling experiences of new students by means of school records, transcripts and other evidence of educational experiences, and (2) take such experiences into account in planning and providing appropriate instruction to such students. The Florida Department of Education shall generally assist in such efforts with the collaboration of appropriate technical resources, where feasible.

3. Any LEP student's teacher, administrator, parent or parent's designee may request the convening of a LEP committee, to review the student's progress in attaining necessary subject area competencies or persistent deficiencies in overall student performance. Such a committee may be reconvened at any time after a student has been served for a semester. The committee shall make recommendations for appropriate modifications in the student's programming to address problems identified, and shall document such modifications in the student's file.

E. Classification and Reclassification

1.(a). Every student identified as LEP shall continue to receive appropriate instruction and funding as specified herein until such time as the student is reclassified as English proficient. English proficiency shall be determined by reassessing the student utilizing the same or comparable assessment instruments, procedures and standards required for initial assessment as adjusted for age and grade.

(b). Provided, however, a student who does not meet the standards required for initial assessment as identified in C.2.a, b, c, or d and has been classified as LEP and enrolled in an ESOL program may be assessed utilizing additional information upon the request of a ESOL teacher, counselor, administrator or parent. The LEP committee may use other assessment information to determine that the student should be exited from the ESOL program if the committee determines that another instructional program or combination of instructional programs better meets the needs of the student. The documentation of the assessment used and the justification for such action shall be retained in the student's records. The procedure for follow-up on performance as specified in F.1. shall be followed.

(c). An LEP student shall be enrolled in one or more of the categorical programs listed in section III based on eligibility and need. The amount of time the student is assigned to such a program(s) shall be comparable to that assigned non LEP students under similar conditions. Provided, however, if full time, the student shall be provided English and basic subject area instruction identified in section II for LEP students as soon as possible.

(d). A student may only be reclassified if he or she is determined not to be LEP utilizing the procedures in (a) and (b) and standards.

2. Student needs shall be determined by applying the multiple criteria for entry set forth in C.2 a, b, or c and the same LEP committee procedure set forth in C.2.c. This extension of instruction shall be provided to (a) all students not satisfying the above described standards for reclassification, and (b) all others on an individualized basis whose aural/oral proficiency testing and achievement results in English are not consistent. LEP committee considering the extension of programming for such students shall refer the student as necessary for appropriate compensatory, special and supportive services evaluations and programs.
3. LEP students provided ESOL or home language instruction may be reported for funding in the FEFP for a base period of three years, provided, however, the initial three years of funding may be extended annually for three years, based on an annual evaluation of the student's status compared to the assigned criteria. (Also see C. 7. and F. 4.)

F. Post Reclassification Monitoring

1. The performance of former LEP students shall be reviewed periodically to ensure parity of participation once they have been reclassified. These reviews shall take place automatically at the student's first report card and semi-annually during the first year after exiting, and at the end of the second year after exiting. Any consistent pattern of continuing under-performance on appropriate tests and/or grades shall result in the convening of a LEP committee with parental participation to assess the student's need for additional appropriate programming as ESOL or other needed programs. Special weight shall be given to any decline in grades and/or test performance after reclassification, and to parent preference.

2. Such LEP committees shall recommend an appropriate LEP student plan for such students. The basis and nature of such recommendations shall be in writing and maintained in the student's file. Any such plan shall be reevaluated for continued appropriateness after one year, and each year thereafter as necessary.

3. Any student who is determined to be LEP pursuant to this section based on F.1 or with recommendation based on F.2 shall be provided appropriate instruction on the basis of an annual extension pursuant to a documented determination of the student's needs.

4. If a student exits the program and is later reclassified as limited English proficient, the student may be reported in the ESOL program for funding for an additional year, or

extend annually for a period not to exceed a total of 6 years pursuant to C. 7., based on an annual evaluation of the student's status.

5. Lack of ESOL funding eligibility does not relieve districts of any obligation they may have under state or federal law to continue to provide appropriate services to LEP children beyond the six years of state ESOL program funding.

AGREEMENT
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

II.

EQUAL ACCESS TO APPROPRIATE PROGRAMMING

A. Principle

Each limited English proficient (LEP) child enrolled in any program offered by the Florida Public Schools is entitled to equal access to programming which is appropriate to his or her level of English proficiency, academic achievement and special needs.

The primary goal of all such programming is, to develop as effectively and efficiently as possible, each child's English language proficiency and academic potential. Such programs should also provide positive reinforcement of the self-image and esteem of participating pupils, promote cross-cultural understanding, and provide equal educational opportunities.

1. Equal access to appropriate programming shall include both access to intensive English language instruction and instruction in basic subject matter areas of math, science, social studies, computer literacy which is (1) understandable to the LEP student given his or her level of English language proficiency, and (2) equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Recommendations for such programming shall be documented in the form of a LEP student plan, which shall be in conformity with this agreement.
2. Limited English proficient students with special needs (such as for compensatory, remedial, or exceptional education) and who are at greater risk for under-achievement and/or dropping out, and in need of additional services, shall be provided equal and comparable services to those provided to English proficient students. LEP students shall receive needed services on a timely basis, and the services provided shall be appropriate for their level of English proficiency as set forth in A above.

B. State Approval of Appropriate District Instructional Programming for LEP Students

1. Each district shall submit a district LEP plan for the usage of state funds describing its proposed procedures and methodologies for serving LEP students, subject to Florida Department of Education approval prior to program implementation in 1990-91 school year, pursuant to the following criteria:

a. A district's LEP plans shall be submitted to the Florida Department of Education for review. A district's LEP plan will be reviewed and approved, disapproved or returned for clarification or further elaboration within 60 days of their submission. All such plans shall be reviewed by the Florida Department of Education for compliance with this agreement and with federal and state law and regulations. The Department must determine that each aspect of the plan satisfies these authorities and shall require appropriate changes prior to approval when this is not so.
b. A district's LEP plans shall be updated and resubmitted every three years. Interim changes in the plans shall be submitted as amendments to the Florida Department of Education, and must be approved prior to their implementation.

c. A district's LEP plans shall set forth in writing the district and school-level procedures and methodologies intended to provide equal educational opportunities to LEP students including (1) standards for entry, exit and post-reclassification monitoring; (2) instructional, categorical and student services (e.g., counseling); and (3) provisions for and plans to employ qualified staff; pursuant to all relevant provisions of this agreement; (4) evidence of consultation with the district's Parent (of LEP students) Leadership Council or other parent advisory body representative of parents of LEP students; and, (5) interim measures as outlined in G. The Florida Department of Education shall consider the councils' objections to plan approval in its review.

d. A district's LEP plan shall rely upon and incorporate home language instruction in basic subject areas (such as transitional or developmental bilingual education) and/or ESOL instruction in basic subject areas (such as "structured" or "sheltered " instructional strategies) in addition to basic ESOL instruction. All such programming shall provide each LEP student with the opportunity to learn the academic English subject matter vocabulary necessary for academic success.

e. Students shall be given credit toward fulfilling graduation requirements in English for each Basic ESOL course completed satisfactorily. Credit shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL or home language.

C. Basic ESOL Instruction
1. Basic ESOL programs shall include instruction to develop skills in speaking, listening, reading and writing of English sufficient to enable the student to be English proficient.
2. LEP students shall be classified according to their levels of English language proficiency, academic achievement, and special needs and placed in programming appropriate for these levels. Basic ESOL instruction may be provided in heterogeneous classroom settings (e.g., with multiple language groups).

3. A LEP student shall be provided Basic ESOL programming for the minimum number of hours specified in the individual LEP student plan per day/week of Basic ESOL. Such plans shall specify that each student receive at minimum the amount of Basic ESOL instruction which may include special or alternative language arts necessary to attain parity of participation with non LEP students in language arts and in no event less than the amount of instruction received by a non LEP student at the same grade level.

4. Basic ESOL services shall seek to prepare students for reclassification as soon as the student has attained a sufficient level of English language proficiency and academic achievement according to the entry/exit standards set forth in Section I.

5. A student's ESOL teacher, parent or parent's designee, or other school personnel may request the convening of a LEP committee to identify any special problems which may be hindering a student's progress in ESOL at any time after the end of the student's first semester in the program. A LEP committee shall make appropriate recommendations as necessary for the modification of the LEP student plan. The nature and basis of such modification, if any, shall be documented in each student's LEP student Plan.

6. The Florida Department of Education shall develop or identify standards and criteria for evaluating the appropriateness of Basic ESOL instruction in each district. These standards shall be consistent with state-required curriculum frameworks and student performance standards.

7. Basic ESOL instruction shall be provided by appropriately qualified personnel, as set forth in Section IV of this agreement regarding personnel issues.

D. ESOL Instruction and Home Language Instructional Strategies in Basic Subject Areas

1. Districts shall provide appropriate home language instruction or ESOL content instruction or a combination of the two in basic subject areas in addition to basic ESOL instruction. Examples of appropriate ESOL instruction in basic subject areas include "ESOL content," "sheltered", "structured" and similar ESOL strategies.
2. Grouping, clustering, and/or transporting of students where practical and feasible within and between districts to achieve compliance with these standards shall be encouraged.

E. ESOL Instruction in Basic Subject Areas (as required in D)

1. A district that provides understandable instruction in whole or in part through ESOL strategies shall assure and be able to document that:

a. each such course has been structured in conformity with ESOL strategy for teaching limited English proficient students basic subject matter;
b. each course is taught by qualified personnel and appropriate materials are available to such personnel;

c. students are learning and progressing towards completion of the district's pupil progression plan.

2. The focus of instruction shall be substantive subject matter knowledge, parallel and comparable to that provided to non LEP students in basic subject areas, consistent with state-required curriculum frameworks and student performance standards.

3. LEP students in ESOL basic subject area classrooms shall have access to an individual proficient in their languages in addition to a trained ESOL subject area teacher pursuant to Section IV of this agreement. Schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction. The district in its district LEP plan shall specify how the district will meet the needs of students in their native language by the use of teachers, aides, parents, volunteers, and students proficient in the language.

4. The Florida Department of Education shall develop or identify standards and criteria for evaluating the appropriateness of the ESOL instruction in basic subject areas.

F. Home Language Instruction in Basic Subject Areas (as required in D)

1. A district that provides understandable instruction in whole or in part through home language instruction shall assure and be able to document that:
a. each such course has been structured in conformity with bilingual strategy for teaching limited English proficient students basic subject matter; b. each course is taught by qualified personnel and appropriate materials are available to such personnel; c. Students are learning and progressing towards competence of the district's pupil progression plan.
2. The focus of instruction shall be substantive subject matter knowledge, parallel and comparable to that provided to non LEP students in basic subjects, consistent with state-required curriculum frameworks and student performance standards. Such instruction shall incorporate appropriate, comparable home language texts when available and instructional materials.
3. The Florida Department of Education shall develop or identify standards and criteria for evaluating the appropriateness of the home language instruction in basic subject areas.

G. Interim Measures

1. All LEP students shall receive an instructional program which includes the components set forth herein - Basic ESOL instruction and understandable instruction in basic subject areas.
2. In recognition that appropriately trained personnel might not be available to each child to provide each component, a plan shall be developed at each school and for each district setting forth the following:

a. the number of students by language group who are denied any of the programming required by this agreement;
b. documentation of its efforts and lack of success in recruiting, hiring, and/or training appropriately qualified staff for such programs;

c. specific tasks and timelines for recruiting, hiring and training needed staff;

d. a plan for interim measures which must include inservice training programs, utilization of native speaking aides, native language materials and other elements designed to assure that each student's English language barrier is addressed in an instructionally sound manner.

H. Parental Involvement

1. Parental involvement and participation in LEP students' educational programming and academic achievement shall be promoted, among other ways by establishing Parent Leadership Councils at each school or at the district level composed in the majority of parents of LEP students. Parents of LEP students shall be provided leadership training and orientation to the district's LEP program monitoring procedures and involvement procedures available to parents of LEP students. Parents of LEP students shall be informed of the opportunity to be represented on existing school and district advisory committees.

2. Councils representing parents of LEP students shall be consulted prior to submission of LEP district plans to the state.

AGREEMENT
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

III.

EQUAL ACCESS TO APPROPRIATE CATEGORICAL AND OTHER PROGRAMS FOR LEP STUDENTS

A. Limited English proficient students are entitled to equal access to other appropriate programs such as compensatory, exceptional, early childhood, vocational, and adult education as well as to drop-out prevention and other supportive services, whether provided or funded under federal or state law or through local initiatives.

1. LEP students should not be restricted in such access by the imposition of any criteria or methods of program administration (such as pre-set time limits regarding program

eligibility for reasons related to limited English proficiency, or minimum prerequisite levels of English proficiency prior to being served) which inappropriately delay or deny their being served.
2. Programs described in this section shall be provided to LEP students in a manner appropriate to their level of English language proficiency and must provide them equal access to the program's subject matter content and benefits including understandable instruction and service in a manner consistent with sections I and II of this agreement.

3. Extended day - (before school and after school) programs, whether funded through categorical or general programs shall provide equal access to eligible LEP students.

B. Compensatory Education

1. No district federal Chapter 1 basic and/or migrant education plan or state compensatory education plan shall be approved by the Florida Department of Education unless it shows evidence of providing equal access for eligible LEP students and incorporates programming and services for eligible students which is appropriate given their level of English language proficiency.
2. The Florida Department of Education shall monitor districts for compliance in accordance with the provision of their approved federal Chapter 1 and state compensatory education plans, and applicable federal and state requirements.

3. Each district shall report annually to the Florida Department of Education the number of students served by federal Chapter 1 and state compensatory programming and services by race, national origin, and limited English proficiency.

4. Federally funded compensatory services shall be provided to eligible LEP students on the basis of overall uniform written criteria and standards identifying special needs resulting from educational deprivation without specific regard to needs arising solely from limited English proficiency. These standards or criteria shall be met by the use of standardized test score data, as well as by additional information from informal assessments, observation by school staff, records of academic performance, and other relevant individualized indicators of educational deprivation. If language dominance tests are used, they must be combined with other measures or other indicators such as composite score, or a weighted score to select children on a basis other than English language proficiency.

5. Federal Chapter 1 funds shall be used as appropriate to provide supplementary educational services in specific subject matter components to remediate educational deficiencies once districts have allocated resources from local and state funds to provide legally required services to LEP students. Services provided under Chapter 1 shall be carefully coordinated with other categorical programs serving LEP students and with home language and/or ESOL services for such students as part of a student's LEP student plan. Unnecessary duplication or inconsistency of services shall be avoided. Examples of such cooperative services include:

a. employment and training of home language or ESOL instructional and supportive services Chapter 1 staff in addition to those provided with state and local funds;
b. development and/or purchase of instructional materials especially designed for LEP students in the home language and/or English which supplement materials purchased with state or local funds;

c. expenditures for the use of appropriate instructional facilities and/or equipment for the benefit of LEP student compensatory programming needs;

d. funding of parent involvement activities including training, development of materials to be used for training parents of LEP students in need of compensatory education services.

6. Federally funded services may be provided as necessary beginning during the pre-school through the secondary level, and may be implemented on a schoolwide basis where there are high concentrations of eligible children. Such services may be year-round, include intensive summer school programs, extend the school day, and serve to reduce class size. The Florida Department of Education shall monitor regularly the implementation of such services and may join with the local district and parents to develop a joint plan for program improvement where inadequate progress is being obtained until improved performance is sustained over more than a one-year period.
7. The Florida Department of Education shall, in addition to the overall Chapter I program monitoring tasks described herein, specifically monitor local districts on a regular basis to assure equal access and appropriate programming and services to limited English proficient students eligible under the federal Chapter I - migrant education program.

Such monitoring shall include:

a. use of statewide and localized Migrant Student Record Transfer System (MSRTS) specifically addresses the need for an appropriate use of data as to limited English proficient migrant students,
b. utilization of bilingual personnel who can communicate with the students and identify LEP students eligible for Chapter I - migrant programs and services.

8. LEP students shall be provided access to appropriate compensatory programs intended to prepare them for passing the state's competency testing requirements for graduation. This shall include access to courses, programs and services intended to remediate students failing to attain minimum required levels for passing such tests.

a. The Florida Department of Education shall retain the following data on LEP students by school district: (1) the number taking, passing and not passing the state's competency

testing instrument, and (2) the number of students enrolled in funded compensatory programs.
9. Students in grades 3, 5, and 8 who have been in a membership in an ESOL program for LEP student for two or fewer years may be exempted from participation in the SSAT-I examination program or alternative program. Each school district will offer alternatives for the use of the SSAT-I for the measurement of the minimum standards for grades 3, 5, and 8. These alternatives shall measure the same standards as those measured by the SSAT-I through methods appropriate for the LEP student. The Florida Department of Education shall assist school districts in identifying or developing these alternative methods. Remedial programming that is responsive to the unique linguistic and cultural needs of the LEP students shall be provided to those students who do not meet the performance standards as measured by the SSAT-I or the alternative methods described herein.

10. LEP students who by the end of grade 12 fail to meet the 10th grade standards as measured by the SSAT-I and II, the student shall be provided compensatory education for the "thirteenth year" as provided in s. 232.246(10), F.S. If after the thirteenth year the student is still unsuccessful in meeting the 10th grade standards as measured by the SSAT-I and II, the student may be eligible to be reported for FTE funding in the appropriate courses in the Adult Education Program of the FEFP. In the case of the SSAT-I, alternative methods of measuring compliance with the standards shall be used where feasible, for LEP students if the students are unable to demonstrate achievement of the standards through the use of the SSAT-I due to deficiencies in language proficiency.

C. Exceptional Student Education

1. This section applies to handicapped and gifted students.
2. The Florida Department of Education shall monitor districts to ensure equal access for LEP students who are also exceptional students and to ensure appropriate exceptional student programming and services pursuant to federal and state law and regulations for these students.

a. Each school district's procedures for identification, assessment and evaluation shall provide for the use of valid tests and evaluation materials, administered and interpreted by trained personnel, in conformance with instructions provided by the producer of the tests or evaluation materials. For children and students not proficient in the English language, the district's evaluation procedures shall provide for the use of the language or other mode of communication commonly used by the child or student.
b. Data, including but not limited to diagnostic, evaluation, educational, or social data, shall be reviewed when recommending student eligibility for a special exceptional student program.

c. For new exceptional students assigned to a special program, an individual educational plan (IEP) must be developed prior to assignment to special education programs and

within 30 calendar days following determination of eligibility. IEPs must be reviewed at least annually and the parent must be notified of the meeting.

d. Communication with parents who are not proficient in the English language shall be in the language or other mode of communication commonly used by the parent unless such communication is clearly not feasible.

e. Individual educational plans for eligible LEP students must incorporate specific modifications to accommodate their levels of English proficiency consistent with sections I and II of this agreement.

3. A district's exceptional program plan shall not be approved where a district is failing to provide eligible LEP exceptional students and/or parents appropriate procedures, programming and/or services pursuant to the above described standards.
4. Each district shall report annually to the Florida Department of Education the number of exceptional students served by race, national origin, limited English proficiency and type of exceptional program.

5. Provision of exceptional student education programming and services shall be coordinated with the provision of other instruction, ESOL and/or home language programming as part of an student's LEP student plan.

D. Dropout Prevention

1. The Florida Department of Education shall monitor to ensure that LEP, racial and national origin minority students are provided equal access to state funded drop-out prevention programming and services, which shall be adapted as necessary to appropriately address LEP student needs, in a manner consistent with Section II of this agreement. The Florida Department of Education shall develop standards for district compliance in the provision of such services.

a. Each district shall report annually to the Florida Department of Education the number of students served by dropout prevention programs by race, national origin, limited English proficiency, and type of service;
b. Advisory councils representing parents of LEP students shall participate appropriately in the development of a comprehensive program plan for dropout prevention.

2. A district's dropout prevention plan shall not be approved which fails to appropriately address LEP students' needs in a manner consistent with the standards in D.1. above.
E. Student Services

1. The Florida Department of Education shall monitor regularly and set standards to ensure that LEP students are provided equal access to student services (e.g., counseling) provided pursuant to F.S. Section 230.2313.
F. Equal Access of LEP Children to Pre-Kindergarten Programs

1. The Florida Department of Education shall monitor regularly local school district implementation of federally and state funded pre-kindergarten programs (such as Head Start, Migrant Pre-Kindergarten, Pre-Kindergarten Early Intervention, and related programs) to ensure equal access and appropriate services for eligible LEP, racial and national origin minority children who are eligible for such programs, in conformity with Section II of the Agreement.
2. Each district shall report annually to the Florida Department of Education the number of LEP, racial and national origin minority children eligible for and served by pre-kindergarten programs, indicating which programs they are served by.

3. A district's Pre-Kindergarten plan shall not be approved unless it fully complies with the standards set forth in F.1 and the data-gathering responsibilities in F.2.

G. Equal Access for Immigrant Students

1. The Florida Department of Education shall issue and monitor guidelines and standards to ensure that refugee and other immigrant LEP, racial and national origin minority students are provided free, equal and unhindered access to appropriate schooling throughout the state of Florida in compliance with the U.S. Supreme Court's mandate in Plyler vs. Doe, the federal Emergency Immigrant Education Act, Transition Program for Refugee Children, Family Educational Rights and Privacy Act (FERPA) and other applicable federal and state law. The standards shall provide that:

a. no district shall classify undocumented or other immigrant students on the basis of their federal immigration status as non-residents under state school attendance law;
b. no district shall inquire into an individual student's or his or parents' immigration status as such, for any educational purpose, except in the following circumstances:

1.) inquiry into whether or not a student satisfies the eligibility requirements of the federal Emergency Immigration Act (e.g., whether a student if foreign born, arrives in the U.S. within the last three years, and is in his or her first district of U.S. school attendance); or Transition Program for Refugee Children (e.g., whether a student has status as a refugee under federal immigration law);
2. No district shall in any case elicit, compile, nor maintain lists of students with alien registration numbers and those without.
3. No personally identifiable data of any kind shall be elicited, compiled or maintained as to any individual student's immigration status except as described above.

4. No prospective students nor student shall be referred or reported to the U.S. Immigration and Naturalization Services (INS) for any reason prior or subsequent to admission. A parent or guardian of a child on an I-20 visa or applying for such a visa may sign a release of data authorizing such referral on reporting.

5. No student shall be required to have or obtain a federal social security number as a precondition or condition subsequent to admission, or as a prerequisite for service under

any federally funded program unless that program's statute and regulations specifically require such an exclusion.

6. No student shall be denied any federally funded educational services unless that program's statutes and regulations specifically require such exclusion. No eligible student shall be denied services under any state or locally funded program.

H. Chapter 2

1. No district Chapter 2 application shall be approved by the Florida Department of Education unless it assures equal access to limited English proficient students who are within the targeted program, school, and/or area where funds are expended.
2. The Florida Department of Education shall monitor districts for compliance in accordance with provisions of their approved Chapter 2 plan and applicable federal and state requirements.

3. Each district shall report annually to the Florida Department of Education the number of students served by federal Chapter 2 programs and services by race, national origin, and limited English proficient as provided for in the state student data base plan.

I. Pre-First Grade Classes

1. The Florida Department of Education shall monitor to ensure that district procedures for the enrollment of children in pre-first grade classes comply with the applicable requirements of federal and state law, including:

a. individualized assessment and appropriate provision for specific educational needs in the least restrictive environment
b. the use of multiple valid and reliable criteria

c. appropriate parental participation and informed notice in the parent's primary language.

J. Home-School Communication

1. The Florida Department of Education shall monitor regularly to ensure that all communications (written and oral) between school district boards and personnel and parents of current or former limited English proficient students are undertaken in the parents' primary language or other mode of communication commonly used by the parents unless clearly not feasible.

K. Discipline

1. The Florida Department of Education shall issue and monitor standards to assure that no national origin minority or limited English proficient student is subjected to any disciplinary action because of their use of a language other than English.

AGREEMENT
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

IV.

PERSONNEL

A. Certification and Inservice.

1. The following certificate coverage shall apply to instruction for limited English proficient students and shall be issued by the Florida Department of Education:

a. Basic ESOL endorsement as currently provided in rule 6A-4.0244
6A-4.0244 Specialization Requirements for the Endorsement in English to Speakers of Other Language - Academic Class

(1) A bachelor's or higher degree with certification in another subject, and
(2) A minimum score of two hundred twenty (220) on the Test of Spoken English (TSE), and
(3) Fifteen (15) semester hours in English to speakers of other languages (ESOL) to include credit in each of the areas specified below:

(a) Methods of teaching English to speakers of other languages (ESOL),
(b) ESOL curriculum and materials development,
(c) Cross-cultural communication and understanding,
(d) Applied linguistics, and
(e) Testing and evaluation of ESOL
b. Basic ESOL coverage will be developed and adopted as a rule based on appropriate degree from appropriately accredited institution. Such coverage will enable a person who has a degree in ESL or ESOL from such an accredited institution, whether in-state or out-of-state, to receive that coverage needed to be qualified as set forth in this Agreement.
c. Each district shall submit in its district's LEP plan, the procedures they will use to monitor the oral language proficiency of teachers of LEP students in math, science, social studies or computer literacy courses in the LEP student's home language using the following criteria:

(1). Has a passing grade on a language examination designed to determine whether a person has a language proficiency necessary to teach elementary or secondary students in that language. The Florida Department of Education shall by October 1, 1990 develop a list of approved tests. A district which wishes to use an alternative examination shall submit it to the Florida Department of Education for approval prior to its utilization, or

(2). Holds a Florida foreign language certification coverage in the language which the teacher will utilize to instruct LEP pupils.

d. A teacher who has appropriate certification as specified in the 1989-90 Course Code Directory and has completed, prior to July 1, 1990, at least two years of successful teaching of Basic ESOL to LEP students, as verified in writing by the Superintendent, may be issued the appropriate Basic ESOL endorsement. Such teachers shall complete 3 semester hours or 60 inservice points from A.1.a.(3)(a)(b)(c) or (e). The three hours of college credit or 60 inservice points shall be completed for the first certificate renewal after July 1, 1990 and may be used toward meeting the 6 semester hour renewal requirements for that validity period. The school district shall maintain records on how teachers were evaluated as being successful. The experience in a Basic ESOL class acceptable as provided herein shall have been taught using ESOL strategies.

2. Qualified personnel shall be defined as provided in Rule 6A-1-0503.

6A-1.0503 Definition of Qualified Instructional Personnel
A qualified instructional staff member who meets one (1) of the following conditions:

(1) Holds a valid Florida teacher's certificate with appropriate coverage as provided for in the Course Code Directory.

(2) Is a selected noncertificated person employed under the provisions of Rule 6A-1.0502, FAC, or

(3) Holds a valid Florida teacher's certificate with coverage other than that deemed appropriate by subsection (1), has met all occupational experience requirements prescribed as a prerequisite to appropriate certification, and has been approved by the school board to teach out-of-field, after determination that a teacher with appropriate certification coverage is not available. All evidence of such qualifications and approval must be reflected in the individual's official personnel record; provided, however, that such approval may be granted by the school board only under one (1) of the following conditions:

(a) The individual is in the first year of employment in the specific area and has not been granted, during any preceding year in the district, approval by either the school board or the Department to be employed out-of-field in an area for which specific certification is otherwise required, or
(b) The individual has earned, during a period of twelve (12) months immediately preceding September 1 of the school year, at least six (6) semester hours of credit or equivalent toward the appropriate certification required by subsection (1), or in lieu thereof has provided a doctor's statement certifying to medical inability to earn such credit during the prescribed time.

3. Inservice standards for teachers of basic subject areas through ESOL or home language instructional strategies.

a. Any teacher of basic subject areas, through ESOL strategies (math, science, social studies, computer literacy), assigned to instruct LEP students on September 15, 1990 or for the first time in of any given school year thereafter shall complete at least 60 points of inservice training or equivalent college credit in subjects specified in A1.a.(3)(a), (b), (c), and (e) by September 15 of the following year.
b. Any teacher of basic subject areas, through home language strategies (math, science, social studies and computer literacy), assigned to instruct LEP students on September 15, 1990 or for the first time in of any given school year thereafter shall complete at least 60 points of inservice training or equivalent college credit in a) methods of teaching home language, b) home language curriculum and materials development and c) testing and evaluation in the home language by September 15 of the following year.

c. A teacher who has appropriate certification as specified in the 1989-90 Course Code Directory for the subject(s) and grades taught and has completed prior to 1990-91 at least two years of successful teaching of basic subject areas using ESOL strategies (math, science, social studies or computer literacy), to LEP students as verified in writing by the superintendent may be exempt from the requirements of A. 3. a. Such teacher shall complete 3 semester hours or 60 inservice points from A. 1. a. (3)(a), (b), (c), or (e). The three semester hours of college credit or 60 inservice points shall be completed for the first certificate renewal after July 1, 1990, and may be used toward meeting the 6 semester hour renewal requirements for that validity period. The school district shall maintain records on how the teacher was evaluated as successful. The experience in a basic subject area ESOL class acceptable as provided herein shall have been taught using ESOL strategies.

d. A teacher who has appropriate certification as specified in the 1989-90- Course Code Directory for the subject and grades taught and has completed prior to 1990-91 at least two years of successful teaching of basic subject matter through the home language strategies as verified in writing by the superintendent may be exempt from the requirements of A. 3. a. Such teacher shall submit 3 semester hours or 60 inservice points from A. 1. a(3)(a), (b), (c), or (e) of the 6 semester hours required for the first certificate renewal after July 1, 1990. The school district shall maintain records on how the teacher was evaluated as being successful. The experience in a basic subject area class acceptable as provided herein shall have been taught using home language strategies.

4. Inservice standards for teachers of LEP students in subjects other than basic ESOL and Basic Subject areas.

a. Any teacher assigned to instruct LEP students in other subject areas on September 15, 1990 for the first time in any given school year thereafter shall complete inservice training in subjects specified in A.1.a. (3), (a), (b), (c), and (e) for three full planning days

or by other means approved in the district's LEP plan (equivalent of 18 inservice points or 3 semester hours) by September 15 of the following year.
b. A teacher who has appropriate certification as specified in the 1989-90 Course Code Directory for the subject(s) and grades taught and has completed prior to 1990-91 at least one year of successful teaching of other subject areas, to LEP students as verified in writing by the superintendent may be exempt from the requirements of A. 4. a. Such teacher shall complete 3 semester hours or 60 inservice points from A. 1. a. (3)(a), (b), (c), or (e). The three semester hours of college credit or 60 inservice points shall be completed for the first certificate renewal after July 1, 1990 and may be used toward meeting the 6 semester hours renewal requirement for that validity period. The school district shall maintain records on how the teacher was evaluated as being successful.

5. Inservice training programs - standards: Programs set forth herein which enable teachers to meet requirements through inservice points shall meet the following standards:

a. The time frames shall be divided between the contact time and supervised practicum.
b. The inservice training time allotted to the instructional components set forth in 3. a., b. and 4. a. above shall be appropriately divided.

c. A set of performance competencies with post-tests shall be developed by each district in their Master Inservice Plan for each of the components in 3. a., b. and 4. a. above and shall be utilized in the inservice training.

d. Trainers of home language teachers shall, where possible be persons who speak the targeted home language.

e. Each inservice program developed to meet these requirements shall be pre-approved by the Florida Department of Education and shall be monitored at least once every three (3) years to assure that the standards set forth herein are met.

f. Up to 60 inservice points or 3 semester hours earned in meeting the requirements of 3. a may be used by a teacher for certificate renewal.

g. Each district shall retain records for each teacher and aide that successfully completed the requirements.

6. Each school district shall develop and implement an inservice program for teacher aides who work with LEP students.
7. Each school district shall develop and implement the inservice requirements contained in 3. a., b. and 4. a. in the district's Master Inservice Plan.

8. Each district shall develop and implement training components, in addition to the requirements in 3. a., and b., and 4. a. needed to increase the effectiveness and efficiency of the program(s) provided limited English proficient students.

9 The Department shall provide technical assistance, including technological assistance where feasible, to school districts in implementation of the inservice training.

B. Certification Required As Appropriate Coverage

1. The Florida Course Code Directory by 1991-92 shall reflect the following certification requirements as appropriate coverage for instruction provided limited English proficient students.

a. Basic ESOL instruction shall require basic ESOL endorsement plus appropriate coverage or endorsement to teach English at the appropriate grade level, or
b. Basic ESOL instruction shall require basic ESOL coverage.

2. The Florida Course Code Directory by 1991-92 shall reflect that those courses taught using ESOL or home language to convey basic subject matter shall be taught by personnel:

a. meeting the terms of the Agreement and
b. who have the appropriate coverage or endorsement to teach the basic subject area courses at the appropriate grade level as accepted for instruction of non LEP students.

3. Upon verification by a superintendent that the district has been unsuccessful in recruiting ESOL basic, ESOL subject matter, or home language instructors, and that certain positions at given schools cannot be filled during any school year with a person who meets the requirements of this agreement, a teacher without the requirements may be assigned to such a classroom on condition that he or she meets the terms of IV.A. 2.

C. Exemptions

1. Basic ESOL: If the number of LEP students in a district is fewer than ten (10) within a radius of 20 miles of a given school or within the school attendance zone, whichever is larger, a district may apply to the Florida Department of Education for an exemption from the delivery of basic ESOL through an ESOL teacher for the respective group of students. Exemptions shall only be granted on a one year basis, are renewable, and may only be granted if the district documents specific efforts to address the English language needs of its students.
D. Supply of Personnel

1. The Florida Department of Education shall review annually the personnel utilized in teaching LEP students by program for the purpose of identifying the areas of need as "critical teacher shortages" areas. The State Board of Education shall take all necessary steps to assure that the benefits (set forth in 240.4062 and 240.4064, F.S.) shall be made available to teachers in critical teacher shortage areas.
E. Inservice Evaluation

During 1992-93, the Department of Education shall conduct an evaluation of this system of inservice in A. 3. and 4., and shall make recommendations for revising the system based on analysis of student outcome measures.

F. Implementation Schedule For Section IV

1. Principles of Implementation

a. Except as set forth below, any teacher required to have an endorsement or training pursuant to this Agreement shall complete such training within one year of his or her initial assignment.
b. Exceptions to F. 1. a.:

(1). A beginning teacher shall complete the inservice requirements within two (2) years of initial assignment.
(2). A teacher required to have an ESOL endorsement on a certificate pursuant to this Agreement shall complete course work required for such endorsement within three (3) calendar years of his or her initial assignment

2. Interim measures - In recognition that this Agreement will require large numbers of teachers to be trained for the first time and that this poses a burden for school districts, the following interim measures will be in effect until 1993-94 except as specified herein:

a. During the 1990-91 school year, the following steps shall be taken to provide a phase in of the requirements of Section IV:
(1). Each school district shall conduct a survey of its LEP students and shall determine based thereon the number of teachers by school who need to be trained under this Agreement. Such survey will be completed by February, 1991.
(2). Each school district shall establish a program to assure that all ESOL Basic teachers needing training shall initiate training by the beginning of the 1991-92 school year and shall complete such training by the beginning of the 1994-95 school year.

(3). Each school district shall project the number of ESOL subject matter teachers and home language Basic subject matter teachers needed by the district and shall initiate a program which will assure that the grouping of teachers with the largest number shall begin training by the beginning of the 1991-92 school year and complete such training by the beginning of the 1993-94 school year and that the grouping of teachers with the lesser number shall begin training by the beginning of the 1991-92 school year and complete same by the beginning of the of the 1994-95 school year.

(4). Each school district shall also develop and implement a training and informational program for administrators, including principals, concerning this Agreement and the educational needs of LEP students.

b. Beginning in the 1991-92 school year those teachers requiring inservice training pursuant to IV. A. 4. shall complete such training within a school year. Each year thereafter those teachers who have not already completed the training shall complete the requisite training.

c. Those teachers who must complete specified credit or inservice points for certificate renewal pursuant to IV. A. 1. (d), 3. (c), or 4. (b) shall complete such training by the following time periods: Those whose validity period ends prior to July 1, 1993 shall complete requirements by June 1992; those whose validity period ends July 1, 1994 shall complete requirements by June 1993; those whose validity period ends July 1, 1995 shall complete requirements by June 1994.

AGREEMENT
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

V.

MONITORING ISSUES

A. The Florida Department of Education shall regularly monitor local school districts to ensure compliance with the provisions of this agreement pursuant to federal and state law and regulations including Section 229.565, Florida Statutes (Educational Evaluation Procedures) and Section 228.2001, Florida Statutes (Florida Educational Equity Act).

B. For purposes of such monitoring, limited English proficient students are to be defined as those eligible in accordance with identification and assessment as specified in this agreement.

C. Monitoring shall include periodic review of (1) program compliance, (2) equal access under the Florida Educational Equity Act, and (3) review of program effectiveness.

D. Sufficient specific staff of the Florida Department of Education shall be assigned responsibility for monitoring in accordance with this agreement. The Department may also arrange for persons who are not regular employees of the Department to assist in monitoring activities.

E. All state documents making findings with respect to compliance with the requirements of this section shall be retained in Tallahassee and the applicable school district in accordance with state law.

F. Program Compliance Monitoring

The Florida Department of Education shall specifically incorporate monitoring school districts for compliance with the programmatic requirements for LEP students as set forth in this agreement. Such monitoring shall be in conjunction with the comprehensive monitoring system of the Division of Public Schools.
1. This monitoring shall specifically determine compliance with the following issues:

a. identification and assessment as specified in this document, including:

(1) conduct of home language survey,
(2) national origin self identification,
(3) assessment of aural/oral language proficiency;
(4) assessment of English language reading and writing proficiency,
(5) use of approved district developed or adapted test procedures,
(6) functioning of LEP committees
(7) application of reclassification procedures, and
(8) post-reclassification monitoring procedures;
b. provision of basic ESOL instruction, ESOL and home language instructional strategies in basic subject areas, ESOL instruction in basic subject areas, and home language instruction in basic subject areas, and implementation in accordance with the approved plan for services to LEP students;
c. employment of qualified personnel as designated in Section IV; and

d. establishment and functioning of Parent of LEP students involvement as designated in this agreement.

2. Periodic compliance monitoring shall be on the same time schedule as that for the comprehensive monitoring system of the Division of Public Schools.
3. Each district shall retain on file documentation to verify compliance with items in this agreement.

4. The report of each program compliance monitoring shall include recommendations and corrective actions in accordance with the findings and shall be delivered to school districts in a timely manner and filed as a public record.

5. The Florida Department of Education shall issue an annual report summarizing the results of these compliance reviews, identifying patterns of noncompliance, and recommending remedial actions as appropriate. District failure to undertake necessary compliance action in a timely manner shall invoke the procedures and sanctions set forth in section 229. 565(4), Florida Statutes.

6. Monitoring of applicable criteria shall be planned and undertaken with appropriate consultation and participation of councils representing parents of LEP students. The district shall be responsible for making a copy of the monitoring report available to the respective council(s) representing parents of LEP students.

G. Equal Access
1. Periodic review of local district compliance with Florida Educational Equity Act shall incorporate a review of district compliance with this agreement in regard to equal access to categorical programming for eligible national origin minority students and LEP students.
2. Such reviews shall be conducted in accordance with Rule 6A-19.010, FAC, and shall ascertain and document compliance, or shall require corrective actions.

3. In addition to the requirements of Rule 6A-19.010, FAC, the Florida Department of Education shall conduct a data review of all school districts within a three year period in order to ascertain any major deviance from expected data patterns. Where deviations are noted, the district shall be informed and shall be required to address the issue and report action taken.

H. Complaints

Any interested person or organization may file a complaint with the Florida Department of Education alleging violations by a school district of the terms of this agreement. The written complaint shall be specific as to the alleged violation. The Florida Department of Education shall have 60 days after the receipt of the complaint in which to investigate the allegations and report findings to the district and complainant. Any violations shall have corrective action specified. This complaint process is independent of the individual's rights under state and federal law.

AGREEMENT
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

VI.

OUTCOME MEASURES

A. The Florida Department of Education will strive in the future to develop an evaluation system containing outcome measures for assessing the fulfillment of Federal and State law in regard to limited English proficient students. The goal is to not only more effectively and efficiently measure compliance but to substitute outcome measures for, where appropriate, the minimum input measures as contained in this agreement that have or may be becoming maximum standards shortly after implementation of this agreement.

B. The Florida Department of Education shall design an evaluation system containing output measures by October 1, 1991. The state data system shall be amended to include needed data items between October 1, 1991 and June 30, 1992. The evaluation shall be implemented in the 1992-93 school year.

C. The evaluation system shall address equal access and program effectiveness.

D. Equal Access

The Florida Department of Education shall conduct a data review of all school districts within a three year period in order to ascertain any major deviance from expected data patterns. Where deviations are noted, the school district shall be informed and shall be required to address the issue and report action taken. The district profiles include a comparison of (1) national origin minority students, (2) students who are not national origin minorities and (3) LEP students on the following indicators such as:

1. participation in categorical programs, participation in special programs in the Florida Education Finance Program, and participation in targeted academic courses
E. Program Effectiveness
1. The Florida Department of Education shall establish a system for minimum review of program effectiveness which shall include review data such as:

a. students are acquiring English language skills sufficient for parity of participation with non LEP students within a reasonable period of time
b. students are learning and progressing toward completion of requirements specified in district's pupil progression plan as evidence by a comparison of LEP and non LEP students.

c. A comparison of LEP and non LEP students (by race/ethnic, national origin and district) on:

1. retention rates
2. graduation rates
3. dropout rates
4. grade point average
5. state assessment test scores

Districts shall annually collect these types of data.
d. Comparison of student identification and student exit data from ESOL programs by home language by district and state.

2. The Florida Department of Education shall designate employees to provide technical assistance to those school districts whose data suggest that inadequate or inappropriate services are being provided to LEP students. Such technical assistance shall include:

a. joint determination of practices to be investigated by the local school district,
b. involvement of the LEP parent group and school district personnel in determining actions to improve the situation, and

c. a summary report to the Division of Public Schools.

3. The data for school districts receiving technical assistance as described above shall be reviewed the following year to identify the impact of any changes made.
4. The Florida Department of Education shall annually summarize in a written report the results of the program effectiveness monitoring.

DISTRICT ADVISORY COUNCIL

A BROWARD COUNTY DISTRICT ADVISORY COUNCIL SHALL BE ESTABLISHED.

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

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

B **MEMBERSHIP**

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

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

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

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

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

C. **DUTIES**

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

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

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

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

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

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

SCHOOL ADVISORY FORUM

A SCHOOL ADVISORY FORUM 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 school shall have a School Advisory Forum (SAF) that shall foster and promote communication between its stakeholders, the school, and the Area Advisory Council. The SAF shall bring forth recommendations, concerns and interests to and from their Area Advisory Council.

B. MEMBERSHIP

1. The membership of the School Advisory Forum (SAF) shall be representative of the school community to include parents or guardians of students enrolled In the school, students of the school, business partners of the school, community members and business people. Participation from all ethnic, religious, cultural and socioeconomic backgrounds is welcomed and encouraged.

2. A Broward County School Board employee shall not be the chair at the school where employed. The Chair and Vice-chair shall be a parent or custodial guardian of a student who will be enrolled and attending the school during their term of service. Officers should be elected per their school bylaws.

C. DUTIES

1. All duties 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 principal.

2. Actively participate with the School Advisory Council in identifying the educational needs and priorities of the school.

3. Actively participate with the principal in the preparation of the budget, and reviewing the budget-related concerns after each FTE count.

4. Indicate awareness of the program and plans for the school by the signature of the chairperson on the budget when it is submitted for district budget preparation.

5. Assist in the identification and coordination of the use of community resources to improve student achievement and school effectiveness.

6. Address parent/community concerns; work with the administration to solve problems and to initiate desirable change.

7. Assist in increasing/sustaining high levels of community support for the school.

8. Assist in planning, developing and implementing parent/community programs and training activities.

9. Participate in joint training opportunities with the School Advisory Council.

10. In addition to individual School Advisory Forum meetings, hold semi-annual meetings jointly with the School Advisory Council.

11. The School Advisory Forum shall use guidelines developed by the district, develop and adopt procedural bylaws, conduct meetings in accordance with the Florida Sunshine Laws, and conduct meetings according to Robert's Rules of Order, Newly Revised.

12. Record, maintain, and post minutes of all meetings at the school in accordance with the Florida Sunshine Laws.

13. School Advisory Forum (SAF) chairperson or designee shall represent SAF as a voting member at School Advisory Council meetings.

14. SAF Chair or designee shall represent SAF as voting member of the Area Advisory Council meetings.

15. School Advisory Forums and its 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 are open to all, but voting rights are granted only to members who are parents or guardians of students who are enrolled in the school or matriculating to the school the following year, students of the school, employees of the school and business partners of the school. To vote at any meeting, members must sign in, present proof that they meet the voting membership requirements, if requested.

AREA ADVISORY COUNCIL

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

AUTHORITY: The School Board of Broward County, Florida

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

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

B. MEMBERSHIP

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

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

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

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

C DUTIES

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

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

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

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

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

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

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

D. VOTING RIGHTS

Voting will be as per Area Advisory Council Bylaws.

1.22

EXCEPTIONAL STUDENT EDUCATION (ESE) ADVISORY COUNCIL

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

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

PURPOSE

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

RULES

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

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

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

C. MEETINGS

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

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) LEADERSHIP COUNCIL

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

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

RULES

A. MEMBERSHIP

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

B. OFFICERS AND THEIR ELECTION

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

C. DUTIES

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

D. MEETINGS

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

GIFTED ADVISORY COUNCIL

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

RULES

A. MEMBERSHIP

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

B. DUTIES AND RESPONSIBILITIES

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

C. MEETINGS

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

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

POLICY 1.51
HUMAN RELATIONS COMMITTEE

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

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

I. RULES

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

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

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

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

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

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

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

II. SCHOOL BOARD TENETS

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

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

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

III. COMMITTEE FUNCTIONS

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

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

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

DISTRICTWIDE STRATEGIC PLANNING

THE SCHOOL BOARD OF BROWARD COUNTY BELIEVES THAT STRATEGIC PLANNING IS THE PROCESS BY WHICH THE GUIDING MEMBERS OF AN ORGANIZATION ENVISION ITS FUTURE AND DEVELOP THE NECESSARY PROCEDURES AND OPERATIONS TO ACHIEVE THAT FUTURE. IT IS THE PROCESS OF SELF-EXAMINATION, THE CONFRONTATION OF DIFFICULT CHOICES AND THE ESTABLISHMENT OF PRIORITIES. IT REQUIRES AN AGREEMENT ON THE BELIEFS AND MISSION OF THE DISTRICT AND THE ESTABLISHMENT AND ATTAINMENT OF CLEAR GOALS AND OBJECTIVES TO ACHIEVE THE DESIRED RESULTS WITHIN SPECIFIED TIME FRAMES.

THE SUPERINTENDENT SHALL THEREFORE ESTABLISH A STRATEGIC PLANNING PROCESS THAT RESULTS IN FOCUSING THE DISTRICT'S SHARED VISION AND VALUES.

AUTHORITY:: F. S. 230.22 (1) (2)
F. S. 229.55 (1) (B)
Policy Adopted: 4/17/90

RULES

The process established shall meet the following guidelines.

1. The process shall determine what and where the district is now. Included in the process shall be an internal and external analysis, and a review of the district's organizational culture, believes and mission.

2. The process shall enable the district to decide what and where it wants to be in the future. Goals established shall be measurable in a quantitative or qualitative manner.

3. The process shall enable the district to establish strategies to attain the goals. Strategies that have a favorable cost - benefit analysis, and are research-based and proactive will be encouraged.

4. The process shall include procedures to monitor change and to revise and update the plan as necessary.

5. The process shall be results-oriented with a monitoring and evaluation component that includes the Board.

6. Included in the process shall be a synchronized cycle of budgeting to find the plan and organizational changes to staff the plan.

7. Where possible in the development of the strategic components of the plan, broad representation of internal and external stakeholders shall be included. The Board and Superintendent shall also be included in the development of the strategic aspects of the plan.

8. Operational plans shall be developed to implement the strategies identified to attain the goals and shall be a component of the evaluation process of employees.

9. The process shall be designed to include schools and departments as planning units engaged in the development of plans to support the district plan.

10. The process shall ensure that inservice supports both the process and the eventual plan(s) throughout the district.

11. It is the Board's intent to establish a strategic planning process that results in a plan that will anticipate and manage change and provide a context for making organizational decisions at all levels.

AUTHORITY: F. S. 230.22 (1) (2)
F. S. 229.55 1 (B)
Rules Adopted: 4/17/90

POLICY NO. 1140

PARENT AND COMMUNITY INVOLVEMENT TASK FORCE

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

RULES

I. MEMBERSHIP

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

II. COMMITTEE MEETINGS

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

III. OBJECTIVES

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

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

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

IV. DUTIES

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

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

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

D. Utilize technology to solicit public input from stakeholders.

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

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

Policy Custodian: Office of Communications and Legislative Affairs

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

Policy Status [Active/Inactive]: Active

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

History: Adopted: 7/23/2024

COMMUNICATION AND PUBLIC ENGAGEMENT

The School Board shall engage in meaningful, two-way communication about the issues impacting the education community through effective internal and external communications with key school board stakeholder groups, i.e., parent, students, partners and employees, etc.

Together, the school district leadership and staff will work with members of the community to anticipate and prioritize issues likely to impact the mission of an organization by building and maintaining a dialogue with others affected by issues important to the organization.

This process will be demonstrated through the ongoing integration of communication efforts among schools and departments, in the development and introduction of new initiatives and programs, and the handling of communication during a crisis.

Authority: FS 1001.41
Policy Adopted: 8/19/97; 4/26/05; 3/06/07

RULES

1. COMMUNICATION & PUBLIC ENGAGEMENT STANDARDS

a. Effective communication and public engagement within and from the school system requires:

(1) An organized, systematic integrated process, which is timely and accurate, for ongoing communicating, delivery of information about new initiatives, and for the handling of crisis information at the school and/or district level, and ongoing programs within each unit of the District. The process shall define the audience, identify methods of dissemination, include a process for feedback, and have a defined follow through procedure,

(2) Use of all available communications channels to enhance communication and public engagement,

(3) strategies for communicating with special populations; i.e., individuals with disabilities in accordance with the Americans With Disabilities Act, speakers of other languages, etc.;

(4) an organized, systematic way for identifying participants in communication and public engagement activities (i.e., focus groups, discussion groups, town meetings, etc.) to ensure a wide and diverse sample of the population;

(5) a systematic evaluation method for assessing the impact of specific communication efforts.

2. PUBLIC ENGAGEMENT LOOP

The Public Engagement Loop has been designed for use only when a major initiative or new district wide program is under consideration. The Superintendent, on his or her own, or when directed by the Board, shall determine which initiatives or programs are sufficient in scope and impact to require implementation of the Public Engagement Loop. This process shall take approximately 60 days to complete, starting with the District Advisory Council (DAC) meeting where staff begins the looping process.

a. Staff shall:

- email information to School Board Members,
- summarize information to be looped with appropriate back up material, contact information and a specific set of questions for input by customer groups. This will be in a standardized format for all customer groups;
- email materials to principals (include a script as needed) to be placed on the next SAC and SAF agenda and published in school newsletter (if time allows); and place on school website, DAC website, and /or District website, as appropriate; follow up discussions and principal input will occur at the next principals' meeting;
- prepare a BECON video to share key information when appropriate;
- share materials with Sr. Management and School Board at a retreat or workshop, where appropriate, for further action;
- mail information to DAC Chair and Secretary, PTA/PTO Chair and Secretary, and ESE/ESOL and Gifted Chairs and Secretaries;
- attend DAC meeting to share information and answer questions;
- post key information and input survey (with translations) on the District website;
- attend Area Advisory Meetings, as requested;
- attend DAC Meeting to receive feedback, answer questions or provide further clarification as needed;
- include feedback gathered through looping in the decision-making process as issues are brought forward; and include all feedback collected in materials provided the School Board.

b. DAC will:

- sequence DAC, Area and school site meetings to allow for appropriate looping;
- forward information to each Area Chair;
- Area Chairs will forward to School Advisory Chairs and Principals.
- Each School Advisory Chair will have access to a computer and a mailbox at the school to retrieve information.
- School Advisory Chair collaborates with principal to put item on the next agenda.
- post notice on DAC website with link to SBBC website;
- collect feedback from SAC and SAF meetings via the Area Advisory Chairs;
- synthesize and prepare feedback for final discussion at the next scheduled DAC Meeting; and
- share feedback and/or position with the Board through Board Reports process.

3. **COMMUNICATION PROCESS** (excluding Crisis Communication)

(1) When the School Board/Superintendent determine there is a major initiative or new district wide program or emerging issue that requires communication with various communities, the issue will be referred to the Communications Committee to determine:

- What should be communicated (message),
- To whom (audience), and
- What communication vehicles should be used (strategies and tactics).

(2) After a specific course of action is recommended, school board members will be apprised. Key stakeholder group(s) affected/impacted by the issue will be included in outreach efforts. At the conclusion of the process, the effectiveness of the outreach/communication will be measured based on the achievement of program objectives.

(3) The Communications Committee will include representation from departments with ongoing communication responsibilities (BECON, Communications and Media Relations, and Community Involvement: Parents, Partners, Volunteers and Mentors), as well as school based representation. District staff with the identified (emerging) issue shall also be part of the committee when its strategic issue is addressed. Responsibility for following through on the committee's recommendations will remain with key department/staff tasked with addressing the issue.

(4) Should the committee recommend that additional communication steps are needed, staff will summarize information with appropriate back up material, rationale, contact information and a specific set of questions for input by customer groups. This will be in a standardized format for all groups. Information and community feedback will be collected using a variety of methods, including scientifically valid surveys, representative of the community as a whole.

(5) During times of crisis, the superintendent will follow procedures established by the Safety Department, in consultation with the School Board Chair.

In keeping with the belief that learning should take place at home, in school and in the community and with research showing that parent involvement is the single most important indicator of school success, the School Board of Broward County has identified ***"Empowering Parents and Community Through Participation"*** as a major system priority. The purpose of this policy is to promote meaningful parent and family participation and to identify standards for effective parent/family involvement.

Other School Board policies that directly support parent/family involvement are: School Accountability and Improvement; Communication and Public Engagement; and Standards of Student Services.

The parent/family involvement policy is adapted from "National Standards for Parent and Family Involvement Programs," developed by National PTA, and is consistent with the State of Florida Goal 8 for Parental/Family and Community Involvement. Further, the *No Child Left Behind Act of* 2001 reflects the importance of parental involvement in educating Title I children and involving their parents in the process. To ensure meaningful parental involvement in Title I programs, Congress has mandated that at least one percent of the overall Title I budget allocation to districts be spent on Title I activities to comply with these and other provisions in the new law.

Authority: F.S. 1001.41 (1)(2), F. S. 230.22(1)(2)

Policy Adopted: 9/15/98
Policy Amended: 7/24/07

I. Parents' Responsibilities

A. Assumptions:

1. In order for students to achieve, parents must provide a climate in the home that supports education; set high but reasonable expectations for student learning; and be involved in their children's education at school and in the community.

2. Students whose parents are involved in the above manner have better grades, higher test scores, better attendance records and more homework assignments completed.

3. Regardless of socio-economic status, ethnic/racial background or education level, when parents are involved in their children's education process, students achieve more.

4. When parents and teachers collaborate there are higher expectations for the students' success.

5. There are significant benefits for learners when parents of students at all ages and all grade levels are directly involved with their education.

6. There are many different ways for parents to be involved in their child's education. To have long-lasting results, parent and family involvement activities must be planned, continuous, inclusive and comprehensive.

II. Schools' Responsibilities

A. Assumptions:

1. Schools that work well with families improve teacher morale and engender more teacher support by parents.

2. When parents receive frequent and effective communication from a school, their attitude about the school is more positive and their involvement increases. A school's practices to inform and involve parents are strong determinants in the frequency and quality of parent involvement.

3. Parents contribute most effectively to improved student achievement and school effectiveness when they are treated as equal partners and given needed information in a timely manner.

4. Parent and family involvement is a critical component of school reform. It is not a substitute for high quality educational programs, effective instruction or systemic research-based school improvement.

III. Standards for Family Involvement*

A. Communicating - Communication between home and school is common, consistent, two-way and meaningful.

B. Parenting - Parenting skills are promoted and supported.

C. Volunteering - Parents are welcome in schools, and their support and assistance are actively sought and appreciated.

D. School Decision-Making and Advocacy - Parents are full partners in decisions that affect children and families.

E. Collaborating with the Community - Community resources are used and/or redirected to strengthen schools, families and student learning.

*Adopted from "National Standards for Parent/Family Involvement Programs," used by permission of National PTA.

IV. District Procedures for Involving Title I Parents (required by P.L. 107-110 NO CHILD LEFT BEHIND ACT OF 2001)

A. Assumptions

1. Public Law 107-110 Section 1118 Code of Federal Regulations requires the district to establish procedures to ensure that parents of the Title I students are provided opportunities to participate in the planning, design, and implementation of the program. These procedures are as follows:

a. Parent representation elected to the Executive Parent Advisory Council will participate in the development of the Broward County Title I LEA Plan. Each school's Title I school-wide plan is integrated into its school improvement plan. The school Advisory Council made up of school staff and parents are responsible for the development and the monitoring of the implementation of this plan.

b. Establish a School-Parent Compact with parents in Title I eligible schools.

c. Each child's parents shall be informed in a timely manner that the child is enrolled in a Title I school.

d. Parent consultation and the provision for timely information on all aspects of Title I programs (including law, rules and regulations, project planning, implementation, and evaluation) will be assured through school based activities. Title I newsletters, and Title I district/zone committees.

e. The Title I Executive Board will review the monthly Parent Training Academies which will be held to inform and provide training for parents of students in Title I schools. Feedback and evaluations gathered from meetings and other parent involvement activities such as the Annual Parent Seminar, will be reviewed by the Title I Executive Advisory Board in order to update and revise the parent policy. Interpretation for speakers of other languages will be provided at all activities to the extent needed. Activities will be held at central locations and at a time when parents are able to attend.

f. Parental Involvement activities will be held at individual schools. Evaluation and feedback of these activities are reviewed by the school SAF and SAC committees. In addition, results and recommendations from these committees are submitted to the District Parent Outreach and Support Committee for comprehensive district evaluation and review. The evaluation and recommendations from this committee are then returned to the schools to complete the circle of communication.

g. The Title I Executive Parent Advisory Council that consists of parent representatives from each geographic area will convene quarterly.

h. The district must notify the parents of each student attending a Title I school that they may request information on the Professional qualifications of the student's classroom teacher(s).

i. Each Title I school will document at least two parent meetings designed to assist parents with helping their children gain proficiency in mastering State content and performance standards.

j. An annual meeting, to which all parents of participating children must be invited, will be conducted at each Title I school for the purpose of explaining the programs and activities provided with Title I funds.

k. Recommendations made by parents shall be given consideration and responded to within thirty days.

l. Parents will receive quarterly reports of their children's academic progress from classroom teachers.

m. Schools must provide, to each parent, information on the level of the child's achievement in each of the state assessments.

n. School Staff will conduct conferences with parents of participating children, give a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to achieve.

o. Each child's parents must be informed in a timely manner that the student has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

p. All Title I personnel, including pupil services personnel, will be encouraged to be readily accessible to parents for consultation.

q. Through the district Title I Parent Involvement Center, Parent Training Academies and school based workshops, parents will be provided training in the selection and use of activities and materials that assist them in promoting the education of their children through home-study activities.

r. Title I schools will be encouraged to invite parents to observe program activities, as well as invite them to become volunteers who work with students.

s. The district Title 1 Office will provide certified staff, support personnel (including pupil services personnel) and community liaisons to work with other parents, coordinate parent activities, and make home visits.

t. School-to-home curriculum materials for parents to check out and use at home with their children will be on loan and the Parent Center and on the Mobile Units that go into the community to serve Title I Parents.

u. The district has established the District Parent Outreach and Support Committee to provide district-wide collaboration for parent outreach and related activities. The committee is composed of representatives from the Parent Involvement Communication Council and several Broward County Public schools departments. Departments involved include: Title I, Preschool Program, Homeless Education, Social Work and Attendance, Community Involvements, Multicultural, Head Start and Core Curriculum. This committee plans parent training activities to be held throughout the school year

v. To the extent practicable, Title I program information for parents will be provided in languages that the parents understand.

w. Coordinate District parental involvement activities with federal and state programs to better serve children and their families through the District Parent Outreach and Support Committee.

x. Provide training to school/district level staff on ways to work effectively with parents of participating Title I children.

Authority: F.S. 1001.41 (1)(2), F. S. 230.22(1)(2)

Policy Adopted: 9/15/98
Policy Amended: 7/24/07

POLICY 1240

DIVERSITY COMMITTEE

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

RULES

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

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

III. School Board's Belief Statements:

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

B. Definitions.

For purposes of this policy:

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

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

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

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

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

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

IV. Committee Functions:

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

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

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

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

addresses equitable access for all district students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

school.

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

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

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

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

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

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

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

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

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

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

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

Former Policy: 1.5

Policy Status: Active

Authority: F.S. 1001.41

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

POLICY 1270

SUPERINTENDENT'S SCHOOL SITE REVIEW COMMITTEE FOR THE ACQUISITION OF NEW SCHOOL SITES

The location of district schools and future school sites shall be in accordance with applicable law, rules, and School Board Policies. Concurrent with the decision-making process in this policy, the proposed location and construction of additional new district school facilities shall be based upon the criteria in this policy, the Superintendent of Schools shall analyze and consider the option of upgrading, renovating, or expanding existing district schools. The purpose of this analysis is to assure an equitable opportunity for quality education and full capacity utilization of existing facilities prior to the Superintendent of Schools making a recommendation for The School Board of Broward County, Florida's (SBBC's) consideration and action regarding the acquisition of a new school site. This policy is not intended to preclude the construction of new district schools when such upgrading, renovating, and expanding existing district schools would be inadequate to meet the pressures of overcrowding and achieve educational objectives that are best met by constructing or replacing schools.

Definitions:

1. **New School:** A district school (or center) that has never existed before.
2. **Replacement School:** A new physical plant for a district school (or center) that presently exists.
3. **School Facility:** The improvements (building(s) and feature(s)) on a Site.
4. **Site:** A space of ground occupied or to be occupied by an educational facility.

RULES:

New district schools and district special centers shall be located to serve the intended district student population in accordance with the following:

1. The need for a site to construct a New School or Replacement School will be prioritized based upon student need (current and projected student growth) and remedies needed to equalize facilities.

2. The data source for current and projected student growth shall be the Benchmark Enrollment data issued on the first Monday following Labor Day or a subsequent data source that replaces the Benchmark Enrollment data, and the Five-Year Student Enrollment Projections, and if applicable, a Castaldi report.

3. Whenever possible, SBBC will strive to locate a New School or Replacement School and purchase the Site(s) needed for such a School Facility in areas which offer, because of their location, the opportunity to achieve diversity. Subsequently, an inventory of vacant sites which meet the size and configuration requirements in accordance with applicable law, rules, School Board policies, or ordinances, will be compiled with consideration of areas which will not diminish diversity due to their location.

4. SBBC will strive to identify and ultimately purchase Site(s) for New Schools or Replacement Schools that are subject to the following:

    a. The existing approved land use of the Site permits the location of a school and/or is zoned for a school; or

    b. If land use change or rezoning is required, the Site is purchased contingent upon the approval of a land use and zoning change permitting the Site to be the location of a school. In this scenario, the governmental entity in whose jurisdiction the Site is located will be requested to approve and provide a resolution of support of the land use and/or zoning change within ninety (90) calendar days of SBBC's execution of an agreement of sale and purchase to purchase the Site. The real property must be rezoned for SBBC's intended use within one hundred and eighty (180) calendar days of the execution of the agreement of sale and purchase and prior to closing on the Site.

    Staff will keep SBBC updated on evidence of this support by the governmental entity. This provision may be waived for any specific purchase by a vote of SBBC.

5. School district staff will review the potential Site(s) under consideration and evaluate and utilize a qualitative/quantitative rating system to determine the viability of the Site(s) for the construction of a New School or Replacement School.

6 The Facility Planning and Real Estate Department or its succeeding department (FP&RE) and, as necessary, pertinent school district staff shall hold discussions with representatives from the innovation zone(s) where the subject Site may be located and/or existing district school(s) that would be relieved by the New School or Replacement School.

7. For Site(s) designated for acquisition, FP&RE shall consult with and provide written notice to the affected local government entity in whose jurisdiction the Site(s) under consideration are located; and who has regulatory authority over the permitted use of the Site(s), consistent with the Third Amended and Restated Interlocal Agreement for Public School Facility Planning (TRILA) to verify that the Site(s) could be used for a New School or Replacement School. As applicable, the Site(s) shall be assessed for factors including, but not limited to, environmental suitability, transportation and pedestrian access, availability of infrastructure and services, safety concerns, land use compatibility, and other relevant issues. This assessment and consultation shall occur at least sixty (60) calendar days before the initial meeting of the Superintendent's Site Review Committee (hereafter referenced as "Committee"). The local governmental entity, upon receipt of the written notice, shall notify SBBC within forty-five (45) calendar days if the Site is consistent with the land use categories and policies of the local governmental entity's comprehensive plan. This preliminary notice does not constitute the local governmental entity's determination of consistency.

8. Based on the feedback received from consultations with representatives from the innovation zone(s) and the local governmental entity, SBBC staff shall submit the list of potential Sites and related data to the Committee, which shall be convened to review and deliberate on the list of potential Sites. Based on its review and deliberations, the Committee will recommend to the Superintendent of Schools, one or more Sites in order of preference to consider and potentially acquire for location of the New School or Replacement School. This recommendation will allow school district staff to complete due diligence on one or more of the Sites and enable school district staff to revise its Site recommendation(s) if further information makes the initial site undesirable or unfeasible.

9. Except as stated herein, the members of the Committee shall be appointed by Superintendent of School. The Committee shall consist of the following: six (6) district school staff members; the Building Official or designee Building Department; Director or designee, Demographic and Enrollment Planning Department; Director or designee, Environmental Health & Safety; Director or designee, Pre-construction, Office of Facilities & Construction, Director or designee Transportation Services Department; Director or designee, Facility Planning & Real Estate Department; five (5) community representatives consisting of one (1) representative from the Diversity Committee, one (1) representative from the Facilities Task Force, one (1) representative from the Parent Teachers Association (PTA) selected by the Organization from impacted schools; one representative from the Parent Teachers Organization (PTO) selected by the Organization from impacted schools; one (1) at large community representative selected by the Superintendent of Schools, one (1) representative from the Broward County Traffic Engineering Department; and one (1) representative designated by either (a) manager or administrator of the local governmental entity in which the subject School Facility is located. Additional Committee Members may be appointed at the Superintendent's discretion.

10. The Committee shall elect one of its members to serve as chairperson of the Committee, and one of its members to serve as vice chairperson. The chairperson shall preside over all Committee meetings, and in the chairperson's absence, the vice chairperson shall preside over the Committee's meetings. The chairperson and the vice chairperson shall serve one-year terms. Also, the chairperson and the vice chairperson may be reelected for an additional one-year term for a maximum total of two (2) terms of service from the initial date of their election.

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11. The Superintendent, upon review and assessment of the list of submitted potential Site(s) and related data, and as he or she deems fit, shall request school district staff and the Committee to consider additional Site(s).

12. If the Superintendent is satisfied with recommended Site(s), FP&RE shall, consistent with the provisions of School Board Policy 8030 – Valuation of Real Property Acquisition and Disposal, solicit and obtain appraisals for the Site(s).

13. A list of all owners of the subject real property or real properties that are proposed for any real estate acquisition shall be provided to all School Board Members so they can identify any voting or prohibited conflicts. If a corporation or partnership is the owner, the seller shall furnish the names of the partners or the names of its officers, directors, and any stockholders holding ten percent (10%) or more of the owner's corporate shares. When real property is owned by a trustee, the names of the beneficiaries of the trust shall be listed.

14. Upon the conclusions of the processes required in School Board Policy 8030 – Valuation of Real Property Acquisition and Disposal, and the directive of the Superintendent, FP&RE shall schedule an agenda item before SBBC, with a recommendation for SBBC to consider authorizing school district staff to pursue and acquire the approved Site(s).

15. After SBBC approves purchase the Site, it will be listed in the Five-Year Adopted District Educational Facilities Plan (ADEFP) for funding.

16. Additionally, upon the SBBC's approval of a Site acquisition, school district staff shall conduct additional due diligence in accordance with applicable law, rules, School Board policies, and local ordinances to acquire/purchase the Site. As courtesy, school district staff shall notify the Committee in writing about SBBC's approval for purchase of the selected Site(s).

17. As early as feasible in the design phase and consistent with the (TRILA), but not later than ninety (90) calendar days before the commencement of construction of the New School or Replacement School, school district staff shall request in writing, a formal determination of consistency with the local governmental entity's comprehensive plan.

18. The local governmental entity that regulates the use of the Site shall determine, in writing within forty-five (45) calendar days after receiving any necessary information and the school district's request for a determination, whether a proposed New School or Replacement School is consistent with the local comprehensive plan and consistent with the local land development regulations. If the determination is affirmative, school construction may commence and further local government approvals are not required, except as provided under applicable law, rules, or School Board Policies. Failure of the local governmental entity to decide in writing within forty-five (45) calendar days after the school district's request for a determination of consistency shall be considered an approval of SBBC's application.

19. Pursuant to applicable law, a local governmental entity may not deny the site applicant based on adequacy of the site plan as it relates solely to the needs of the school. If the Site is consistent with the comprehensive plan's land use policies and categories in which public schools are identified as allowable uses, the local governmental entity may not deny the application - but it may impose reasonable development standards and conditions in accordance with Section 1013.51(1) Florida Statutes, and consider the site plan and its adequacy as it relates to environmental concerns, health, safety and welfare, and effects on adjacent property. Standards and conditions may not be imposed which conflict with those established at law or the Florida building code, unless mutually agreed and consistent with the interlocal agreement required by Subsections (2) - (8). (See Section 1013.33 (11) - (13), Florida Statutes).

20. Members of the Committee shall not be qualified to represent SBBC in any real estate transaction(s) until two (2) years after the conclusion of their service as an active member of the Committee.

21. School Board Members, school district staff involved with any active purchase or disposal of real property, and members of the Committee must disclose any direct or indirect business associations they have, or their spouses or children have, with any party involved with any real estate purchase and disposal. (See Section 112.313(3), Florida Statutes).

Policy Custodian: Facility Planning and Real Estate Department

Former Policy Number: 7000

Policy Status: Active

Authority: Sections 120.536, 1001.30, 1001.32, 1001.40, 1001.41(1), (2), (4) and (11); 1001.42, and 1001.43, Florida Statutes.
Amended: 11/13/01; 03/04/03
Rules Adopted: 6/6/95, 2/17/98, 9/16/2003, 6/03/2008
Amended Rules Adopted: 5/6/14, 1/22/2025

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POLICY 1330

STUDENT ADVISOR TO THE SCHOOL BOARD

The School Board of Broward County, Florida encourages and respects student advocacy. As the end-user to the services offered by the School Board, the voice of the student remains essential in contributing crucial and firsthand knowledge from the scholar's perspective. In addition, the holistic support student leaders provide to the student body has proven to encourage and influence positive outcomes as their peers navigate through their academic career. The School Board acknowledges these benefits and remain committed in pursuing the voice of the student during its meetings and workshops.

I. General Rule

A. The Broward County Association of Student Councils (BCASC) shall elect a Student Advisor to the School Board and an Alternate Student Advisor.

B. The term length for the Student Advisor to the School Board and the Alternate Student Advisor shall be set to one (1) year, with a maximum of two (2) terms.

C. The Office of Athletics and Student Activities, in consultation with the school principal(s), will monitor the Student Advisor's day-to-day activities, the course requirements, attendance, punctuality, and academic grades.

D. The student advisor(s) shall participate in School Board meetings and workshops to represent the interests of the BCASC and the student body to the School Board.

E. For this service and participation, both Student Advisors to the School Board may receive the following elective credits for his/her term of office:
   1. Executive Internship I & II (1/2 credit each) for orientation and service from July 1 to August 30.
   2. Leadership Skills Development and Social Studies Research (2 credits) for service from August 30 to July 1.

F. The Office of Communications and Legislative Affairs, in conjunction with the Office of Athletics and Student Activities, will assign a District-level liaison to the Student Advisors to provide materials on the functions of the School Board and its role in the School District, provide ongoing mentorship, and support needed to successful serve in this capacity.

G. The District-level liaison shall ensure that the Student Advisor is provided a workspace within the Office of the School Board members and verify that each advisor is reimbursed for their mileage at the regular rate paid to School Board members.

H. The Alternate Student Advisor shall receive the same materials as the advisor and will collaborate with the Student Advisor to address student-related concerns.

I. In the event of an ethical, code of conduct, or policy violation, the position negatively impacts the student's grades or creates a hardship for the Student Advisor, the Student Advisor may be removed from the position by the student's principal following a consultation with the Office of Athletics and Student Activities, the student, and the parent. In such cases, the Alternate Student Advisor will assume the position.

II. Eligibility

A. Elections shall be open to all students nominated from a District-operated public high school in Broward County, FL.

B. All candidate's application packet must include a minimum of two (2) recommendations from their teachers and be approved by the principal.

C. All candidates must attend a pre-election meeting and complete and submit all the necessary applications and documents to the Office of Athletics and Student Activities by the respective deadlines.

D. To be elected, the Student Advisor candidates must have attended a minimum of two (2) regularly scheduled monthly meetings of BCASC during the prior school year.

E. Candidates under consideration must have maintained and continue to maintain an unweighted minimum grade point average of 2.5, have no "Fs" as final grades and maintain satisfactory conduct with no external/internal suspensions in school.

III. Orientation

A. Following the election, the Student Advisors will participate in an orientation with the Office of Communications and Legislative Affairs and the Office of Athletics and Student Activities on how School Board meetings and workshops are conducted and how the Student Advisors tasks should be accomplished.

B. The Student Advisors will attend the South Florida Leadership Training Camp and complete an annual ethics training that addresses Article II, Section 8 of the Florida Constitution, the Code of Ethics for Public Officers and Employees, and the Government-in-the-Sunshine provisions in Chapters 119 and 286 relating to public records laws and public meeting laws.

C. The Student Advisor will meet with individual School Board members and their administrative assistants to discuss their expectations in this capacity.

D. The Student Advisor will meet with the Superintendent and senior staff to obtain an understanding of the organization of the school system.

E. The Student Advisor will meet with other staff members based upon the recommendation of the School Board members, the Superintendent and senior District staff to obtain an in-depth understanding of the various divisions and departments.

IV. Duties

A. Serve as the official liaison between the School Board and the students enrolled in the School District.

B. Act as a public representative of the students at the School District at various conferences, meetings, and ceremonies.

C. Attend as many monthly School Board meetings and workshops as possible. An official seat will be designated for participation in these official School Board proceedings.

D. Read, research, and obtain answers to questions related to School Board agenda items.

E. Review publications and disseminate information regarding items of interest to the student population.

F. Attend BCASC Executive Board meetings to share School Board agenda items of student interest.

G. Meet monthly with the BCASC membership to ensure that School Board items of interest are discussed with the full BCASC and receive input as to how the student advisor(s) will support the student voice on School Board-related items.

H. Serve as the chair, prepare the agenda, and facilitate the monthly Superintendent's Student Advisory Committee meetings.

I. Assume all other duties and responsibilities as defined by the Office of Athletics and Student Activities and the BCASC.

J. The Alternate Student Advisor shall assume the duties as the Student Advisor in the event the event of their absence or vacancy in position.

Policy Custodian: Office of Communications and Legislative Affairs, in collaboration with the Office of Athletics and Student Activities

Former Policy Number: N/A

Policy Status [Active/Inactive]: Active

Authority: F.S. §1001.43

History: Adopted: 5/29/2024

INNOVATION ZONES

IN ORDER TO ACCOMPLISH A MORE DECENTRALIZED, PERSONALIZED EDUCATIONAL SYSTEM, SCHOOLS SHALL BE ORGANIZED AND REALIGNED INTO INNOVATION ZONES TO FOCUS AND ENHANCE STUDENT/STAFF IMPROVEMENT INITIATIVES. INNOVATION ZONES ARE LEARNING COMMUNITIES WITH A FOCUS ON INDIVIDUAL STUDENT ACHIEVEMENT AND SCHOOL EFFECTIVENESS. GROUPS OF SCHOOLS ARE EMPOWERED TO PLAN AND WORK IN A MORE COLLABORATIVE MANNER, AND TO BETTER ANALYZE, ALIGN, AND IMPLEMENT EDUCATIONAL PROGRAMS DESIGNED TO MEET THE NEEDS OF ALL STUDENTS, PRE-K TO ADULT.

Authority: F.S. 230.22 (1) (2)
Policy Adopted: 3/21/95 Policy Amended: 02/17/98

RULES:

1. The configuration of the zones will be recommended by the Superintendent and approved by the School Board on an annual basis. As diversity and boundary decisions are made, the configurations may change in subsequent years. Area superintendents will meet with schools and innovation zones in their areas to determine the most appropriate configurations for their areas. For initial implementation, schools have been divided into linear zones, pre-K to adult. However, any configuration that fits the needs of the schools will be considered.

2. Vocational, adult, alternative and ESE centers will serve as Area Service Centers for Innovation Zones. Representatives of pre-K to adult Innovation Zones will meet periodically throughout the year with Area Service Center representatives to maintain pre-K to adult communication. In addition, each Center will be part of a single Innovation Zone.

3. Annually, the Superintendent shall, after receiving input from zone principals, designate a principal within each zone to serve as a lead zone facilitator(s).

4. Innovation Zones Teams will be formed by the lead zone facilitator in cooperation with the Area Superintendents. Each zone team will be composed of area directors, principals, community school assistant principals, high school students, teachers, parents, business and community partners, district liaisons and Nova links etc. Diverse representation, shall be considered when forming the team. Each school in the zone will have representation from each group referenced above. Each group represented on the zone team, where applicable, shall elect their own representation.

INNOVATION ZONES

a. One parent shall be elected from each school's improvement team to serve as Zone Representative from that school. The zone representative is responsible for attending Innovation Zone meetings. At the school level, the Zone Representative is responsible for attending PTA/Advisory Meetings and communicating with these organizations. This representative will be elected by parents at an annual parent meeting facilitated by the principal.

b. Each zone will have a Regular Education parent, an Exceptional Student Education parent, an English Speakers of Other Languages parent, and a Vocational, Adult and Community Education parent or student representation. If this representation does not naturally occur as a result of the elected parent or student representatives from each school, the Innovation Zone Teams will be responsible for selecting representatives from each of these areas and will assure equitable representation.

c. Each high school will elect one student representative to serve on the Innovation Zone Team.

5. Each zone, prior to making any decisions that affect the schools in the zone, will develop shared decision-making guidelines that reflect the Board's Innovation Zone policy and shared decision-making procedures. These guidelines will be reviewed and approved by the Area Superintendents.

6. The Innovation Zone will follow all current Board policies, union contracts, state statutes, and school guidelines. Where there is a recommendation, on the part of a zone, to deviate from any current policy, a procedure will be developed by the Superintendent to address waiver requests.

7. Innovation Zone Support Teams of trained professionals will be available to work with Innovation Zones based on a comprehensive needs assessment. Team members will include personnel from District and Area offices and from the schools within. Zone principals will recommend Team Composition to the affected area superintendent(s) for final approval. Examples of zone support include, but are not limited to:

INNOVATION ZONES

- training
- needs assessment
- developing action steps
- strategic planning
- mathematics
- technology
- parent training
- budget
- data analysis
- writing measurable objectives
- evaluation
- reading/writing
- behavior management
- school-to-work
- personnel
- grant application
- diversity assessment

8. The Innovation Zone concept will be reviewed annually based on defined outcomes as listed in #9 below.

9. Priority outcomes are to be addressed through comprehensive Innovation Zone strategic planning. The Board intends that the zones will produce the following initial outcomes:

   a. STUDENT ACHIEVEMENT: Develop a system to define a common commitment to rigorous performance outcomes, analyze and disaggregate data, diagnose gaps, and formulate plans to address standards of service and increase achievement for all students.

      1. Align and correlate standards and curriculum to assessment.

      2. Align and correlate curriculum to avoid duplication of student efforts.

      3. Involve students in participatory learning and peer support across levels.

   b. PROFESSIONAL DEVELOPMENT: create a learning community with a commitment to clearly defined standards and high expectations.

      1. Provide time for collaboration, mentoring, and peer coaching using teachers and partners within the Innovation Zone.

      2. Develop diagnostic, evaluation, and application skills and knowledge to increase capacity for staff and parent/community members through quality professional development practices.

      3. Develop Zone support teams focused on improvement of teaching and learning for all students.

INNOVATION ZONES

c. STUDENT LEARNING ENVIRONMENT: Maintain a safe and orderly learning environment in which teachers can teach and students can learn.

1. Develop and implement a behavior management continuum with consistent expectations and appropriate consequences within the Innovation Zone.

2. Coordinate safety efforts with local, municipal and the county police departments.

3. Develop a climate of mutual respect and a tone of decency among staff and students.

d. SCHOOL, PARENT AND COMMUNITY PARTNERSHIPS: Develop school, parent, and community partnerships which support readiness to learn and provide enhanced learning opportunities.

1. Involve parent/community/businesses directly in the development and implementation of Innovation Zones.

2. Develop joint neighborhood municipality programs.

3. Include community business leaders as mentors for principals, teachers, and students in the Innovation Zone.

4. Develop collaboration with outside agencies by including community and business leaders in establishment of performance standards and learning opportunities necessary for a productive workforce.

5. Develop youth apprenticeship programs to include school-to-work transition.

e. FAMILY AND STUDENT SUPPORT SERVICES: Establish the Community Initiatives for Families' concept of Level I, II, and III support for students and families throughout the Innovation Zones.

1. Address students' support services needs by developing the Community Initiative for Families/Family Resource Center delivery model in each zone.

2. Develop community recreational and child care support within the Innovation Zone.

INNOVATION ZONES

f. EFFECTIVE LEADERSHIP: Establish effective leadership that develops ownership in Zone initiatives for all stakeholders and improves student achievement and school effectiveness.

1. Facilitate implementation of professional development/training.

2. Facilitate enhanced communication between and among principals, students, teachers, parents, and the community throughout the Innovation Zone.

3. Develop strategies and provide leadership for implementing and maximizing efforts in curriculum, technology, school partnerships, school resources, diversity/equity, accountability, and other services across grade levels.

4. Facilitate the development of the zone as a supportive learning community.

g. STRATEGIC PLANNING: Initiate and refine Innovation Zone strategic planning in order to establish a constancy of purpose and provide a quality education for all students, pre k-adult.

1. Provide for greater grant and other funding opportunities.

2. Maximize the use of technology/facilities and other resources through shared use of services.

3. Research instructional innovation and develop innovative teaching strategies common throughout the Zone.

4. Identify program and facility equity issues and develop solutions.

5. Address growth/boundary/diversity issues.

6. Develop an assessment/accountability process to evaluate initiatives.

Authority: F.S. 230.22 (1) (2)
Rules Adopted: 3/21/95 Rules Amended: 02/17/98

1403

SCHOOL ACCOUNTABILITY AND IMPROVEMENT

THE SCHOOL BOARD OF BROWARD COUNTY IS COMMITTED TO MEETING THE HIGHEST STANDARDS OF FLORIDA'S SYSTEM OF ACCOUNTABILITY AND SCHOOL IMPROVEMENT AND ACHIEVING THE MISSION AND GOALS OF THE SCHOOL BOARD OF BROWARD COUNTY BASED ON THE PERFORMANCE OF STUDENTS AND SCHOOLS. THE DISTRICT'S ACCOUNTABILITY SYSTEM WILL ALSO SUPPORT NATIONAL EDUCATIONAL GOALS AND STANDARDS AS DEVELOPED. THE STRATEGIC PLAN IS THE DISTRICT'S FRAMEWORK AND VEHICLE FOR SCHOOL IMPROVEMENT AND ACCOUNTABILITY. IN ORDER TO ADDRESS THE CHALLENGES AND FULLY IMPLEMENT THE VISION ARTICULATED IN THE SCHOOL BOARD'S *MISSION AND BELIEFS*, THERE IS A NEED FOR ACCOUNTABILITY AT ALL LEVELS OF THE ORGANIZATION TO IMPROVE STUDENT ACHIEVEMENT AND SCHOOL EFFECTIVENESS. ACCORDINGLY, THIS POLICY DESCRIBES A COMPREHENSIVE ACCOUNTABILITY SYSTEM FOR THE BROWARD COUNTY PUBLIC SCHOOL DISTRICT.

DEFINITIONS

Adequate yearly progress: Florida's Accountability Legislation and No Child Left Behind Act of 2001 require that each district evaluate school's "adequate progress" using student performance data from the Florida Comprehensive Assessment Test (FCAT). Schools judged not making adequate progress must be given District special assistance.

Annual learning gains: Florida defines positive annual learning gains based on FCAT results for students who maintain the same FCAT Level from one year to the next; for students who increase their FCAT Level from one year to the next; or for those students scoring in Level I or II who show substantial improvement from one year to the next but stay in the same level.

District waiver: A waiver recommended by the Superintendent and approved by the School Board that can be used by more than one school in the District without additional approval. Allows proven school waivers to be used by additional schools prior to making a policy change.

Differentiated Accountability (DA): In July 2008, Florida was selected as one of six states to pilot a differentiated accountability model. Florida's model merges the State's A++ school grading system with the No Child Left Behind requirements for Adequate Yearly Progress (AYP). Schools are identified under the DA model based on the number of years they have not met AYP, their school grade, and the percent of AYP criteria met. The District is required to allocate resources to schools identified under DA based on the level of need.

Florida Comprehensive Assessment Test (FCAT): A standardized test uniformly administered throughout Florida to students in grades 3-11 for the purpose of accountability in the area of student achievement. The results are used to establish School Grades and as one of the criteria for identification under Differentiated Accountability.

School Advisory Council (SAC): The School Advisory Council shall be the sole body responsible for final decision-making at the school relating to implementation of ss.1001.42(18) and1008.345. The SAC is composed of parents, teachers, community members, school administrators, non-instructional support staff, and other stakeholders who meet regularly to establish priorities, set annual objectives, and monitor action steps for school improvement.

School Advisory Forum (SAF): School Board policy requires that each school have a School Advisory Forum (SAF) composed of parents, teachers, community members, school administrators, non-instructional support staff, and other stakeholders. The SAF provides an opportunity for stakeholders to discuss and recommend actions on a variety of school issues.

Educational Choice: The program offers students who attended or who were assigned to attend failing public schools the option to choose a higher performing public school. A failing public school is a school that has received two "F" grades within a four-year period.

School Improvement Plan (SIP): A School Improvement Plan containing specific objectives and action steps for achieving Florida's educational goals is required by Florida. The SAC has the primary responsibility for monitoring the implementation of the annual SIP. The SIP must be approved by the School Board.

School Grade: Based on FCAT results and other criteria identified by the State of Florida and using a formula to assign points for specific levels of student performance, Florida assigns a School Grade to individual schools. Grades range from A to F.

Secondary School Redesign: Schools that primarily serve students in grades 6 through 12 are required to address the guiding principles for secondary school redesign in the annual preparation of the each school's improvement plan.

No Child Left Behind/School Public Accountability Report (NCLB/SPAR): Schools are required by Florida law to create a report based on data from the previous school year and make that information available to the community at large. The report helps parents, and stakeholders, including business and community members, to evaluate the status of individual schools in a number of critical areas.

Waiver: Florida law requires each district school board to establish a process by which a school can ask for the setting aside of school-district policy, School Board-approved guidelines, or labor contract article for the purpose of school improvement. Waivers may result in permanent policy or contract changes if proven to be effective solutions to identified barriers.

RULES

1. School Board Mission Statement

a. The School Board of Broward County, Florida, is dedicated to meeting the educational needs of all students in a safe learning environment.

2. School Board Belief Statements

a. Learning must take place at home, in school, and in the community.
b. Learning is an important aspect of each person's daily life.
c. Learning is a lifelong process.
d. We must provide educational opportunities from school readiness through adult education.
e. Everyone is accountable for improving student achievement.
f. All students will learn when their individual needs are met.
g. Teaching all students how to learn is essential.
h. We must prepare all students for a knowledge-based, technologically rich, and culturally diverse future.
i. We must provide a safe and secure environment, which is essential for teaching and learning.
j. We must treat all individuals with respect and dignity.

k. Stakeholder involvement, which includes
l. Partnerships with parents, community, businesses, and governmental agencies, enhances student achievement.
m. Stakeholder involvement and input are valuable tools for decision-making.
n. Professional development ensures a quality school district.
o. We must promote cultural diversity and the reinforcement of positive character education.
p. Responsible citizens are the foundation of a democratic society.

3. School Board Goals

a. Raise achievement of all students to ensure graduation from high school and readiness for post-secondary education.
b. Improve the health and wellness of students and personnel.
c. Provide a safe and secure physical and technological environment for students and employees.
d. Promote innovation which focuses on best practices and quality efforts that improve our best-in-class position.
e. Recruit, develop, retain, and recognize high performing and diverse faculty and personnel.
f. Build strong partnerships with family, business, community and government at the classroom, school, area, and district level.
g. Ensure district's leadership as an environmental steward through innovative ecology and energy conservation programs.

4. Accountability System Assumptions

The following assumptions undergird the accountability system:

a. School performance is a product of the combined efforts of the School Board and its governance policies, the administration, principals, teachers, support staff, students, parents, business, and the community.
b. Continuous improvement is achieved by the District's adoption of an integrated management system based on quality principles such as focusing on customer needs, making decisions based on data analysis, and being results oriented.
c. Performance is measured against the same high academic standards for all students. All schools are expected to perform at a level that reflects high expectations for students and staff. Schools, area offices, and District departments are expected to set priorities and to align resources in response to special challenges that impede student progress (e.g., extraordinary mobility; critical overcrowding, increasing numbers of students living at or below the poverty level; increased enrollment of non-English speaking students).
d. Student achievement data from the Florida Comprehensive Assessment Test (FCAT) in grades 3-11 shall be used to establish both proficiency levels and annual progress for individual students, schools, and the District (***F.S.C. 1008.33***).
e. Schools are evaluated on current year performance as well as annual learning gains in student achievement (***F.S.C. 1008.345***).
f. Schools with a history of low performance are expected to make adequate progress in improving student achievement. Ensuring adequate progress may require unequal resources to meet unequal needs of students/schools.
g. There should be incentives for schools demonstrating high levels of performance and/or high levels of progress.
h. Schools demonstrating low levels of performance and/or low levels of progress will receive District assistance and/or intervention (***F.S.C. 1001.42***).

5. School Board Responsibilities

a. Declare an emergency when one or more schools are failing or in danger of failing to make adequate progress and negotiate special provisions in contracts with the appropriate bargaining units to free

failing schools from contract restrictions that limit the school's ability to implement programs and strategies needed to improve student performance (***F.S.C. 1001.42***).

b. Establish the criteria and process for selecting the SAC and approve membership lists prior to January of each school year (***F.S.C. 1001.452***).
c. Approve School Improvement Plans (SIPs) annually (***F.S.C. 1001.42***).
d. Monitor schools' efforts toward adequate progress as identified by standards of service and approved school improvement goals.
e. Ensure, through the Superintendent, that administrative procedures are developed which provide early intervention and assistance in those schools where adequate progress criteria are not met (***F.S.C. 1001.42***).
f. Report status of schools not making adequate progress to the Florida State Board of Education pursuant to state law (***F.S.C. 1001.42***).
g. Develop partnerships and protocol with government and private agencies that enable schools to establish agreements with such community agencies.
h. Set standards of service.

6. School Grades

Broward County Public Schools school performance will be rated in accordance with all current State statutes and State Board of Education Accountability Rules as required in Florida's System of School Improvement and Accountability (***F.S.C. 1008.34***).

Schools will be identified according to the following School Grades per Florida's School Code (***F.S.C. 1008.34***):

- "A" schools making excellent progress
- "B" schools making above average progress
- "C" schools making satisfactory progress
- "D" schools making less than satisfactory progress
- "F" schools failing to make adequate progress

7. Incentives for Schools Demonstrating High Levels of Performance and/or High Levels of Progress

a. Schools designated with a grade of "A", schools that improve at least one performance grade, and schools previously designated with a grade of "F" that make substantial progress may be eligible for school recognition and financial awards under the provisions of the Florida School Recognition Program (***F.S.C. 1008.36***). School-based decisions concerning the distribution of financial awards shall be the responsibility of the School Advisory Council (SAC), shall be voted on by the faculty and staff (***F.S.C. 1008.36***), and shall be in accordance with procedures established by the Superintendent.
b. Schools designated with a grade of "A" and schools having improved at least two performance grades may be given deregulated status (***F.S.C. 1008.345 and 1103.63***) if requested by the school. Implementation guidelines will be developed by the Superintendent.

8. District Intervention and Assistance for Schools Not Making Adequate Progress

a. The District shall be responsible for the monitoring and oversight to all designated Differentiated Accountability schools in accordance with Florida statutes, rules, and State Board of Education directives.
b. The District shall allocate resources to all designated Differentiated Accountability schools in accordance with Florida statutes, rules, and State Board of Education directives.

9. Annual Reports of School and District Progress

a. Each school year, an individual No Child Left Behind (NCLB) School Public Accountability Report (SPAR) will be distributed as directed by state rules no later than the beginning of the school year.

A core part of each report will consist of key data elements approved by the Florida Board of Education and a report on the status of the School Improvement Plan objectives. These annual public disclosure reports shall include the school's student and school performance grade designation, school improvement rating, and performance data as specified in state board rules (***F.S.C. 1000.03 and 1001.42***).

b. An aggregation of all schools' results will be published in an Annual Report of District Progress. The Annual Report of District Progress will highlight student achievement and school effectiveness, as well as district-wide progress on School Board Goals (***F.S.C. 1000.03***).

c. Customer surveys will be conducted annually to provide feedback to schools, the administration and the School Board on the perception of students, parents, teachers, and members of the community concerning school effectiveness.

10. School Advisory Council (SAC)

a. The role of the SAC is to facilitate the development and monitor progress of the School Improvement Plan. Each SAC shall actively participate in the preparation of the school's annual budget and plan (***F.S.C. 1001.452***). The SAC chairperson shall sign the school budget when it is submitted for district budget preparation as an indication of SAC participation. A portion of funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the school improvement plan. SACs will operate using established administrative guidelines, as determined by the Superintendent.

b. Each School Advisory Council (SAC) shall elect a SAC chairperson. The SAC shall formulate and adopt procedural bylaws (***F.S.C. 1001.452***). The Superintendent will provide each SAC with specific language that must be included in the bylaws to insure compliance with state statute and District policy. The District will maintain a file of current bylaws for each SAC (***F.S.C. 1001.452***). The operating procedures of the SAC will be based on consensus by school and community stakeholders including students, teachers, parents, administrators, and other school staff. The size of the SAC and length of term of membership is determined by consensus of the school and community.

c. All meetings of the SAC must be open, advertised (at least three days advanced notice), and subject to the Sunshine Law (***F.S.C. 1001.452***). Minutes must be recorded, maintained, and posted for public review. Copies of the minutes, and attendance shall be sent to the Area Superintendent. A quorum must be present before a vote may be taken by the school advisory council. A majority of the membership of the council constitutes a quorum. ***(F.S.C. 1001.452).*** SAC meetings shall be scheduled at a time and location that will encourage participation from parent and community/business representatives. In addition to regularly scheduled SAC meetings, joint meetings shall be held semi-annually with the School Advisory Forum (SAF).

d. All membership requirements must be in accordance with ***FSC 1001.452***. The membership of each SAC will be approved annually by the School Board (***F.S.C. 1001.42***). Changes in SAC membership during the year must be reflected in the SAC recorded minutes and must be approved by the Area Superintendent and shall be reflected on SAC Composition Form.

1. Team members shall include the school principal, teachers, the Broward Teacher Union (BTU) building steward (or designee), non-instructional support staff, SAF chairperson (or designee), students (required only at high schools and centers/technical schools), parents (not required at adult/technical centers), business and community representatives, a community school representative (when appropriate), an ESE parent, a parent of a Gifted student, and an ESOL parent. The teachers will represent a balanced number of representatives from each instructional team (including Pre-K).
2. A majority (more than half) of SAC members shall not be employed by the Broward School District (***F.S.C. 1001.452***).
3. SAC members will be elected by their peer groups (teachers by teachers, parents by parents, etc). The business and community representatives will be selected through a nomination and selection process facilitated by the principal and approved by the SAC (***F.S.C. 1001.452***).

4. The SAC must be representative of the school's student population and must include similar proportionate percentages from different ethnic groups. If the elected SAC is not representative of the school community, as determined by the principal and/or area superintendent, the SAC must devise and implement a process that insures proper representation (***F.S.C. 1001.452***).
5. One parent shall be elected annually from each SAC to serve as an Innovation Zone Representative. The Zone Representative is responsible for attending Innovation Zone meetings.
6. The SAC chairperson or designee shall represent SAC at Area Advisory meetings.
7. The SAC chairperson or designee shall represent SAC as a voting member at School Advisory Forum (SAF) meetings.
8. If a SAC member has two consecutive unexcused absences, he or she shall be replaced (***F.S.C. 1001.452***).

e. **Training:** SAC members will engage in ongoing training activities to build the team, orient new members, develop skills, assist in the annual budget process, influence positive outcomes of its plan, especially student achievement results, and increase the capacity of the school to carry out the objectives of the SIP. School-based accountability funds allocated to the schools may be used to support these training efforts. The SAC may participate in joint training with the SAF.

11. School Improvement Plan (SIP)

a. Each SAC will facilitate the development and monitor progress of the School Improvement Plan (SIP) that includes such specific components as baseline data, educational goals and objectives of the school, indicators of school and student progress, and strategies and evaluation procedures to measure adequate progress for each objective. School Improvement Plans will consist of objectives and action steps that are updated annually. Each plan will be based on a comprehensive needs assessment (including an analysis of student achievement and other school performance data) conducted by the SAC with the assistance of the school, area and district staff. The development of the SIP is the primary responsibility of the SAC (***F.S.C. 1001.42***). The majority of school improvement plan objectives will address student achievement data and the established Florida Comprehensive Achievement Test (FCAT) criteria for school grades set forth by the State Board Rules for the Florida System of School Improvement and Accountability. At least one SIP objective will target student achievement in the area of reading.

b. Each SIP will include: (***F.S.C. 1001.42***)
   1. School mission;
   2. Necessary baseline data to identify needs;
   3. Expected student learning outcomes, including subgroups reported for Adequate Yearly Progress.
   4. Strategies and timeframes for improvement;
   5. Action steps relative to instructional strategies, budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation (including waivers needed to existing School Board policy, Board approved program guidelines, labor, contract, or state statute);
   6. Necessary training, technical assistance, and support to plan, develop, and implement school improvement strategies;
   7. Applications for local, state and federal grants will be tied to SIP objectives;
   8. Each secondary school SIP must include a redesign component ***(F.S.C. 1003.413***).

c. New or additional SIP requirements will not be added by any District department or division except by changes to School Board Policy 1403. The SIP will be the school's strategic plan and will include all objectives considered most critical for continuous improvement.

d. Completed SIPs will be reviewed by the Area Offices with assistance by appropriate district staff as directed by the Superintendent.

e. SIP requirements, format designs, and administrative procedures will be evaluated ~~annually~~ by a School Improvement Task Force composed of representatives from schools, stakeholder groups,

District departments, and collective bargaining organizations for the purpose of recommending changes to the Superintendent.

f. For schools identified under the Differentiated Accountability (DA) State Plan, SIPs must meet the DA requirements set by Federal and State Statute and the State Board of Education.

12. Waiver Requests

a. The School Board will consider waiver requests submitted by SACs, through the Superintendent, for waivers of School Board policy, School Board-approved guidelines, and provisions of collective bargaining agreements required to implement school improvements (***F.S.C. 1001.42***).

1. SAC waiver requests should be related to improved performance and should address Board policies, Board-approved guidelines and labor contracts that create barriers to successful implementation of the SIP objectives. The request must include a citation of the specific Board policy, School Board-approved guideline, or labor contract section; how granting the waiver will assist schools in improving performance outcomes; the identified outcomes will be evaluated. SAC waivers are not available for uniform issues. Duly authorized dress code waivers previously granted under Policy 1403 shall be grandfathered in for the next three years (beginning 2008-09), for a maximum of three years.
2. To be recommended by the Superintendent of Schools to the School Board, each waiver request must be shared with the community at an advertised open meeting; approved by two-thirds (66 2/3%) of faculty members (if the waiver does not affect the entire school, by a two-thirds majority of the affected department or grade level teachers); and budget neutral, (i.e., able to be funded through normal school budgeting and expenditures). For the purpose of waiver review, an advertised open meeting will be a meeting scheduled for the sole purpose of reviewing specific waivers previously announced to the school's stakeholders. The Principal and the SAC Chair or designee must attend the open meeting. The scheduling and advertising of the meeting must be done so as to encourage maximum public participation and may take place before or after a regular SAC meeting, before or after a SAF or other parent group meeting, or before an extracurricular event at the school. The community meeting will be scheduled before the faculty vote. Input from the community meeting will be provided to the SAC. The SAC will either vote to approve the waiver request, revise it per community input and present the waiver to the faculty for a vote, or vote not to pursue the waiver. If the SAC votes to go forward with the waiver despite negative community input, this feedback will be presented to the School Board when the waiver is submitted for approval.
3. A SAC must submit its waiver request to the appropriate Area Office for review.
4. A Waiver Review Panel (comprised of District, area and other appropriate staff, representatives of employee bargaining agents, and stakeholder groups) will review each waiver request. Recommendations from the panel, including requests for labor contract impact negotiations, will be forwarded to the Superintendent.
5. Each Waiver Request shall be reviewed and recommended by the appropriate Principal Executive Committee.
6. Each Waiver Request shall be reviewed and recommended by the appropriate Area Superintendent.
7. The Superintendent of Schools shall review each waiver request and submit those recommended to the School Board for approval. The Superintendent will not support waivers which do not reflect approval of two-thirds of all faculty members (or the affected teachers), review shared with the community at an advertised open meeting, those which are not budget neutral and those which do not support the District's mission and goals.
8. The School Board will consider all waiver requests submitted by the Superintendent.
9. Waiver requests may be approved for a five-year period contingent upon rigorous evaluation of the results. Schools granted a waiver shall conduct a faculty vote annually on whether to continue the waiver in accordance with the procedures set forth in Article Fifteen of the SBBC/BTU Contract. A continuation of a previously approved waiver must include an

evaluation, (including relevant data, when appropriate), that substantiates that the waiver is resulting in improvement of the projected outcomes.

10. If two or more schools have implemented similar waivers that have positive outcomes based on the evaluation of multiple-year data, a recommendation may be made by Board members, appropriate Principals Executive Committees, or Area Superintendents to develop a district waiver. The process for developing a district waiver is illustrated in a flowchart that can be accessed on the School Improvement Department Website. The Superintendent may initiate and recommend that a "district waiver" be approved by the School Board. A district waiver allows interested schools to apply a standard waiver to a specific barrier identified by more than one or two schools. The provisions of policy requiring approval by two-thirds vote of the faculty and sharing of the waiver at a public meeting are required before a school can elect to participate in a district waiver. Schools will report annually to the Area Superintendent on their intentions to participate in a previously approved district waiver.
11. Changes in School Board policy or contract provisions may be recommended by the Superintendent based on successful implementation of school waivers that result in successful outcomes or improved district efficiency.

Authority F. S. C. 1000-1008
POLICY ADOPTED: 3/21/95;
POLICY AMENDED: 6/4/96; 1/21/97; 5/6/97; 12/02/97; 07/21/98, 1/18/00; 12/12/00; 11/02; 05/06/03; 9/27/05; 3/4/08; 3/16/10

GUIDELINES FOR POLICY 1403: SCHOOL ACCOUNTABILITY AND IMPROVEMENT

INTRODUCTION

This guide is designed to assist in the implementation of School Board Policy 1403: School Accountability and Improvement. It includes a description of School Advisory Councils' roles and responsibilities and a timeline for implementation. Sample agendas, meeting minutes, bylaws, and meeting resources are provided to assist School Advisory Councils in fulfilling their obligations. All resources are posted on the District's Accountability & School Improvement website at: http://www.broward.k12.fl.us/schoolimprove

SCHOOL ADVISORY COUNCIL MEMBERSHIP

Each school is required to establish a School Advisory Council (SAC) that is representative of the population served by the school. Per State statute (S 1001.452) a majority of the SAC members cannot be employees of the Broward County Public Schools.

SAC members must include:

- Principal
- Teachers
- BTU steward (or designee)
- Parents
- Innovation Zone representative (must be a parent)
- SAF Chairperson (or designee – must be a parent)
- ESOL representative (must be a parent of a student an ELL student at the school)
- ESE representative (must be a parent of an ESE student at the school)
- Gifted representative (must be a parent of a Gifted student at the school)
- Pre-K (if applicable - parent or certified teacher)
- Non-Instructional Support Employees
- Community / Business Representatives
- Students (required on high school & adult/technical centers -- optional at the middle school)
- Community School representative (if applicable)

SAC members must be elected by their peer groups (teachers by teachers, parents by parents, etc.). The business and community representatives are selected by the principal and approved by the SAC.

Once the SAC is established, its members elect their officers. Each SAC must have a SAC Chair and a parent member designated as I-Zone representative. Other officers are elected according to each SAC's bylaws.

The membership of each School Advisory shall be submitted online to the District Accountability Department by no later than October 31st of each year. The submitted

composition must be approved annually by the School Board of Broward County Public Schools. The District shall submit the documentation to the FDOE annually, indicating that all District schools have a Board-approved School Advisory Council, with membership that meets all requirements in State statutes. Changes in SAC membership during the year must be reflected in the SAC meeting minutes and must be entered into the Online SAC Membership/Attendance System.

SAC membership is entered into the online SAC Membership/Attendance system that is accessed through the Accountability & School Improvement website. The system generates the SAC Composition Report, which is then submitted by the school online in October.

SCHOOL ADVISORY COUNCIL MEETINGS

Once members are entered into the system, the online SAC Composition System generates sign-in sheets for use at SAC meetings. These are the sign-in sheets that must be used. The system will also generate a guest sign-in sheet that must be used to document attendance by guests at all SAC meetings.

Membership on SAC is a serious commitment. Per State Statute, SAC members who have two unexcused absences shall be replaced on the SAC. This practice is intended to discourage poor attendance which may result in not achieving a quorum at SAC meetings.

School Advisory Council meetings should be scheduled at a time when parents, students, teachers, businesspersons, and members of the community can attend. A timeline and communication process has been developed to assist principals in attracting and retaining SAC membership.

In order to conduct business at a SAC meeting, a quorum must be present. To establish a quorum, a majority of SAC members must be present. A quorum must be present to conduct a vote. Schools are expected to make every effort to encourage parent participation on the SAC and should survey all parents/stakeholders annually to determine the best meeting time for SAC meetings for the following school year.

All schools are required to enter SAC attendance into the online SAC Attendance System after each SAC meeting so that accurate attendance data can be gathered.

All School Advisory Council meetings must be open, advertised (at least three days in advance), and are subject to the Sunshine Law.

Each month, School Advisory Council meeting agendas, sign-in sheets, and meeting minutes must be sent to the school's Area Office.

VOTING PROCEDURES FOR SCHOOL ADVISORY COUNCIL MEMBERS

Per Florida State Statute 286.012, School Advisory Council members must vote on issues brought before the council unless they have a conflict of interest, and in that case must comply with the conflict of interest requirements set forth in section 112.3143, Florida Statutes.

If a conflict of interest exists, the council member is required to follow the procedures set forth in the conflict of Interest form (Form 8B) attached to this memorandum as to the time for disclosure of the conflict of interest and the time for filing Form 8 B. Form 8B (Conflict of Interest Form) must be kept on file with the SAC agenda, be incorporated into the SAC meeting minutes and be read at the next SAC meeting. In addition, a copy of the completed form must be provided immediately to the other members of the council.

Form 8B provides two (2) procedures for appointed officers as stated below.

(1) If the member makes "any attempt to influence the decision prior to the meeting" - the member has to fill out and file Form 8B and give it to the clerk before making any attempt to influence the decision -- this means before the meeting.

(2) If the member makes "no attempt to influence the decision except by discussion at the meeting" then the member has to disclose the nature of the conflict before participating in the discussion (before trying to influence anyone) and must complete and file Form 8B within 15 days after the vote.

(3) Note that even though members are prohibited from having discussions before the meeting (as it would be a violation of the Sunshine Law), they are allowed to disseminate information (handouts, articles, memos) as long as no response (no dialog) takes place outside of the Sunshine.

When voting on School Recognition Program proposals, if SAC members are BCPS employees, no voting conflict exists when staff members vote on the distribution of the school recognition funds if such distribution is based on a uniform criteria or formula, creating no “special private gain” to a particular person. (See attached memorandum at the end of the Guidelines from the Office of the School Board Attorney, dated 1/10/11.)

Form 8B (Memorandum of Voting Conflict for County, Municipal, and other Local Public Officers) is provided at the end of the Guidelines for use by SAC members.

SCHOOL ADVISORY COUNCIL RESPONSIBILITIES

School Recognition Funds

Schools designated with a grade of “A” and schools that improve at least one performance grade may be eligible for school recognition and financial awards under the provisions of the Florida

School Recognition Program. The School Advisory Council (SAC) is responsible for developing proposal(s) for the allocation of the School Recognition Funds. Once the SAC approves a proposal (s) for distribution of the School Recognition Funds, the school's faculty and staff vote to approve one proposal to be implemented. The Employee Relations Department disseminates a memo each year listing the schools that will receive School Recognition Funds. The Accountability and School Improvement Department is responsible for and is the contact department for information pertaining to the School Advisory Council's role in developing and approving the proposals that will be presented for approval by faculty and staff. The Employee Relations Department is responsible for and is the contact department for information pertaining to the content of the SAC proposal(s), how the School Recognition Funds can be spent, and the voting process for approval by the faculty and staff.

No Child Left Behind (NCLB) School Public Accountability Report (SPAR)

Each school year, schools are required to publish the NCLB School Public Accountability Report (SPAR) at the beginning of the school year. This report includes school performance data, which provides a report on the status of the School Improvement Plan objectives. This report is disseminated to the schools by ETS and is also available online from the FDOE. The SPAR reports can be accessed online by selecting "DOE Reports" on the District's Accountability & School Improvement website at: http://www.broward.k12.fl.us/schoolimprove. A school may post the SPAR on their school website, distribute as a flyer/report, and review publicly at a SAC and SAF meetings in order to meet the state requirement of sharing school performance data with all school stakeholders.

School Advisory Council Bylaws

Each School Advisory Council is required to adopt procedural bylaws. A Bylaws template will be provided each year for use by all schools. This template, along with directions, will be posted on the Accountability & School Improvement website. Once the School Advisory Council has revised and approved the amended bylaws, the document must be submitted to the Area Office. Amended SAC Bylaws are due each year to the Area Office in November; the exact date that bylaws are due to the Area Office will be provided with the directions. Schools must maintain a copy of their SAC Bylaws as the procedural guide for conducting business.

School Improvement Plan

The School Advisory Council shall be the sole body responsible for final decision-making at the school relating to implementation of ss. 1001.42(18) and 1008.345 as follows:

- Each School Advisory Council shall assist in the preparation and evaluation of the school improvement plan.
- The district school board shall annually approve and require implementation of a new, amended, or continuation school improvement plan for each school in the district.
- Each School Advisory Council is responsible for monitoring the implementation of the school improvement plan.

3/16/10
Rev. 2/25/11

- The school's leadership is responsible for providing quarterly student performance data reports to facilitate formative evaluation of the school improvement plan and revision of the action plan.
- Schools that are designated Differentiated Accountability (DA) schools must develop school improvement plans that meet the DA requirements as set forth by Federal and State Statute and the Florida State Board of Education.
- Each School Advisory Council is responsible for allocating Accountability Funds to support the school improvement plan goals and objectives. These allocations shall be documented in the school improvement plan and revisions to these allocations must be approved by the School Advisory Council and documented in the Council meeting minutes.
- With technical assistance from the Department of Education, each School Advisory Council shall assist in the preparation of the school's annual budget.
- The School Advisory Council Chair shall sign the school budget when it is submitted for district budget preparation as an indication of SAC participation.

Waivers

The School Board shall consider requests for waivers of School Board policy, School Board-approved guidelines, and provisions of collective bargaining agreements required to implement and/or support the implementation of school improvements.

An online Waiver database is accessible on the Accountability & School Improvement website at: http://www.broward.k12.fl.us/schoolimprove. Schools are responsible for entering their new waivers into this database by the second week of February of each year and for updating waiver information annually by May of each year. Flowcharts for the new waiver and continuation waiver process, an updated waiver timeline and pertinent waiver information are posted on the online Waiver database at: http://www.broward.k12.fl.us/schoolimprove/OnlineWaivers/OWHome.asp

New Waiver requests must be initiated by the School Advisory Council. Once a proposal is approved by the School Advisory Council, the following steps must be implemented and documentation must be maintained for submission with the waiver:

- Share the waiver request with the community at an advertised open meeting. This meeting must be a meeting that was scheduled for the sole purpose of presenting the waiver. The principal and SAC Chair must attend this meeting. (December-January)
- Input from the community meeting is presented to the School Advisory Council; the School Advisory Council has the option to approve the waiver request as originally written, revise it per community input, or vote not to pursue the waiver. (January)
- If the School Advisory Council votes to bring the waiver forward, the waiver is presented to the faculty for their vote. The process for conducting the faculty vote is detailed in Article 15 of the BTU Contract. (January-February)
- Waivers must be approved by two-thirds of faculty members. If a waiver does not affect the entire school, it must be approved by two-thirds of the affected department or grade level teachers.

- New Waivers must be submitted with all backup documentation for review by the District Review Panel, Area Office staff, Principals' Executive Committees, and submission to the School Board for approval. (2nd week of February)
- Waivers may be approved for up to five years, but must be voted on annually by the faculty to continue the waiver each year.
- If the SAC votes to pursue the waiver despite negative input from the community, this feedback will be presented to the School Board when the waiver is submitted for approval.
- All waivers must be cost neutral and cannot waive State Statute.
- Waivers are not available for uniform (dress code) issues.
- Schools may not waive State statutes, including State Board of Education requirements under Differentiated Accountability.

Once a waiver is approved by the School Board, it may be continued if the school's faculty approves the continuation of the waiver by a two-thirds approval vote. The School Board may stipulate the number of years for waiver approval at the time the waiver is approved for implementation. The number of years a waiver is approved for will be input directly on the waiver form by the Accountability Department following the Board meeting.

The school must collect appropriate data to evaluate the effectiveness of the waiver and present this data to the School Advisory Council and the school's faculty for use in determining whether or not to vote to continue the waiver. The waiver form and documentation shall be submitted in May each year with annual results (faculty vote and evaluation data) recorded on the waiver.

Flowcharts delineating each step of the New and Continuation Waiver process are posted on the Accountability & School Improvement website at: http://www.broward.k12.fl.us/schoolimprove/OnlineWaivers/WaiverDocs.htm

FORM 8B MEMORANDUM OF VOTING CONFLICT FOR COUNTY, MUNICIPAL, AND OTHER LOCAL PUBLIC OFFICERS

LAST NAME—FIRST NAME—MIDDLE NAME	NAME OF BOARD, COUNCIL, COMMISSION, AUTHORITY, OR COMMITTEE
MAILING ADDRESS	THE BOARD, COUNCIL, COMMISSION, AUTHORITY OR COMMITTEE ON WHICH I SERVE IS A UNIT OF: ☐ CITY ☐ COUNTY ☐ OTHER LOCAL AGENCY
CITY COUNTY	NAME OF POLITICAL SUBDIVISION:
DATE ON WHICH VOTE OCCURRED	MY POSITION IS: ☐ ELECTIVE ☐ APPOINTIVE

WHO MUST FILE FORM 8B

This form is for use by any person serving at the county, city, or other local level of government on an appointed or elected board, council, commission, authority, or committee. It applies equally to members of advisory and non-advisory bodies who are presented with a voting conflict of interest under Section 112.3143, Florida Statutes.

Your responsibilities under the law when faced with voting on a measure in which you have a conflict of interest will vary greatly depending on whether you hold an elective or appointive position. For this reason, please pay close attention to the instructions on this form before completing the reverse side and filing the form.

INSTRUCTIONS FOR COMPLIANCE WITH SECTION 112.3143, FLORIDA STATUTES

A person holding elective or appointive county, municipal, or other local public office MUST ABSTAIN from voting on a measure which inures to his or her special private gain or loss. Each elected or appointed local officer also is prohibited from knowingly voting on a measure which inures to the special gain or loss of a principal (other than a government agency) by whom he or she is retained (including the parent organization or subsidiary of a corporate principal by which he or she is retained); to the special private gain or loss of a relative; or to the special private gain or loss of a business associate. Commissioners of community redevelopment agencies under Sec. 163.356 or 163.357, F.S., and officers of independent special tax districts elected on a one-acre, one-vote basis are not prohibited from voting in that capacity.

For purposes of this law, a "relative" includes only the officer's father, mother, son, daughter, husband, wife, brother, sister, father-in-law, mother-in-law, son-in-law, and daughter-in-law. A "business associate" means any person or entity engaged in or carrying on a business enterprise with the officer as a partner, joint venturer, coowner of property, or corporate shareholder (where the shares of the corporation are not listed on any national or regional stock exchange).

* * * * * * * * * * * * * * * *

ELECTED OFFICERS:

In addition to abstaining from voting in the situations described above, you must disclose the conflict:

PRIOR TO THE VOTE BEING TAKEN by publicly stating to the assembly the nature of your interest in the measure on which you are abstaining from voting; *and*

WITHIN 15 DAYS AFTER THE VOTE OCCURS by completing and filing this form with the person responsible for recording the minutes of the meeting, who should incorporate the form in the minutes.

* * * * * * * * * * * * * * * *

APPOINTED OFFICERS:

Although you must abstain from voting in the situations described above, you otherwise may participate in these matters. However, you must disclose the nature of the conflict before making any attempt to influence the decision, whether orally or in writing and whether made by you or at your direction.

IF YOU INTEND TO MAKE ANY ATTEMPT TO INFLUENCE THE DECISION PRIOR TO THE MEETING AT WHICH THE VOTE WILL BE TAKEN:

- You must complete and file this form (before making any attempt to influence the decision) with the person responsible for recording the minutes of the meeting, who will incorporate the form in the minutes. (Continued on other side)

APPOINTED OFFICERS (continued)

- A copy of the form must be provided immediately to the other members of the agency.
- The form must be read publicly at the next meeting after the form is filed.

IF YOU MAKE NO ATTEMPT TO INFLUENCE THE DECISION EXCEPT BY DISCUSSION AT THE MEETING:

- You must disclose orally the nature of your conflict in the measure before participating.
- You must complete the form and file it within 15 days after the vote occurs with the person responsible for recording the minutes of the meeting, who must incorporate the form in the minutes. A copy of the form must be provided immediately to the other members of the agency, and the form must be read publicly at the next meeting after the form is filed.

DISCLOSURE OF LOCAL OFFICER'S INTEREST

I, _____, hereby disclose that on _____, 20 _____:

(a) A measure came or will come before my agency which (check one)

☐ inured to my special private gain or loss;

☐ inured to the special gain or loss of my business associate, _____;

☐ inured to the special gain or loss of my relative, _____;

☐ inured to the special gain or loss of _____, by whom I am retained; or

☐ inured to the special gain or loss of _____, which is the parent organization or subsidiary of a principal which has retained me.

(b) The measure before my agency and the nature of my conflicting interest in the measure is as follows:

_____ _____

Date Filed Signature

NOTICE: UNDER PROVISIONS OF FLORIDA STATUTES §112.317, A FAILURE TO MAKE ANY REQUIRED DISCLOSURE CONSTITUTES GROUNDS FOR AND MAY BE PUNISHED BY ONE OR MORE OF THE FOLLOWING: IMPEACHMENT, REMOVAL OR SUSPENSION FROM OFFICE OR EMPLOYMENT, DEMOTION, REDUCTION IN SALARY, REPRIMAND, OR A CIVIL PENALTY NOT TO EXCEED $10,000.

POLICY 1440
Multilingual Advisory Committee

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

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

I. General Rule

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

II. Membership

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

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

III. Officers and Election Process

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

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

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

IV. Duties

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

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

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

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

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

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

V. School Site Visits

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

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

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

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

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

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

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

VI. Reporting

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

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

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

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

Policy Custodian: Bilingual/ESOL Department

Policy Status [Active/Inactive]: Active

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

History: Adopted 3/12/2024

1700

Office of the Chief Auditor

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

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

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

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

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

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

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

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

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

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

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

I. OCA Objectives

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

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

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

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

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

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

II. OCA Functions, Authority, and Powers

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

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

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

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

III. Audit Plan

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

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

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

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

IV. School Board Approval of the Audit Plan

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

V. Audit Plan Considerations

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

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

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

VI. Report Transmission

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

VII. Advisory

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

VIII. Workpapers and Confidentiality

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

IX. Follow Up

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

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

X. Structure and Budget

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

XI. Audit Standards & Procedures

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

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

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

XII. OCA Staff Responsibility

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

XIII. OCA Self Independence

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

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

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

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

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

XV. Establishment of District Policies, Procedures, Requirements

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

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

XVI. Anti-Fraud

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

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

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

XVII. Responsibilities for Review of Agreements

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

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

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

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

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

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

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

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

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

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

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

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

XIX. Due Process

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

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

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

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

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

XX. Hotline

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

XXI. Employee Responsibilities

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

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

XXII. Audit Fieldwork Process

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

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

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

XXIII. Quality Review

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

XXIV. Related Policies

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

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

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

Policy Custodian: Office of the Chief Auditor

Former Policy Number: 1002.1

Policy Status [Active/Inactive]:

Authority: F.S. §1001.41 & §1001.42

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

ANNUAL FINANCIAL AUDIT

THERE SHALL BE A FINANCIAL AUDIT OF THE BOARD'S FINANCIAL RECORDS AT THE COMPLETION OF EACH FISCAL YEAR. THE AUDIT SHALL BE CONDUCTED BY AN INDEPENDENT CERTIFIED PUBLIC ACCOUNTANT.

AUTHORITY: F.S. 218.391 Policy Adopted: 9/14/21

Rules

1. The selection of the independent Certified Public Accountant shall be in accordance with F.S. 218.391 and existing School Board policies, including policy 3330 concerning Supplier Diversity Outreach Program. It is noted that F.S. 218.391 preempts Rule 6.0 of School Board Policy 1007, Ethics Code for School Board Members, and affirmatively requires School Board member participation on the Auditor Selection Committee.

2. The Auditor Selection Committee shall be established for the purpose of engaging the independent Certified Public Accountant and shall consist of the following persons in accordance with F.S. 218.391:

    - (Chair of the Auditor Selection Committee) - Chair of the School Board or, if the Chair of the School Board is not available, the Vice Chair of the School Board or, in the absence of both, a School Board designated appointee from its membership;
    - Chair of the Audit Committee or their designee from the Audit Committee; and
    - Three other Audit Committee Members.

    The appointment of a School Board member in the absence of the School Board Chair or the Vice Chair shall be made through an agenda item at a School Board meeting.

    The appointment of the other Audit Committee members shall be made by a motion of the Audit Committee members at an Audit Committee meeting.

3. District employees including the Superintendent, the Chief Auditor, and the Chief Financial Officer may not serve on the Auditor Selection Committee. However, they may support the Auditor Selection Committee in an advisory capacity.

4. The independent audit firm selected by the School Board shall serve at the discretion of the School Board for no more than five (5) consecutive years unless approved by the Auditor Selection Committee and the School Board. A new public solicitation and Audit Selection Committee evaluation and approval would occur at the conclusion of each contract and applicable extensions.

5. An audit shall be made in accordance with F.S. 218.39 and generally accepted auditing standards and accordingly include such tests of the accounting records and other such auditing procedures as considered necessary in the circumstances.

6. The following reports shall be submitted to the Audit Committee and the School Board:

    - General Purpose Financial Statement
    - Independent Auditor's Report
    - Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters
    - Independent Auditor's Management Letter
    - Single Audit

AUTHORITY: F.S. 218.39, 218.391
Rules Adopted: 11/4/76
Amended Rules Approved: 12/3/91
Amended Rules Re-Approved: 9/14/21

DEBT MANAGEMENT

THE SCHOOL BOARD HEREBY ESTABLISHES PARAMETERS AND GUIDING PRINCIPLES FOR GOVERNING THE ISSUANCE, MANAGEMENT, CONTINUING EVALUATION OF, AND REPORTING ON ALL DEBT OBLIGATIONS ISSUED BY THE SCHOOL BOARD OF BROWARD COUNTY, FL (SBBC).

I. PURPOSE

The main purpose of this debt management policy is to assist The School Board in the implementation and management of its overall strategy by contributing to the continued financial health and stability of the District while assuring the future access to the debt markets to meet both scheduled and unscheduled needs. Hence, the SBBC hereby establishes the following rules concerning the issuance and management of debt.

1. The SBBC will not issue long-term debt obligations or use long-term debt proceeds to finance current operations.

2. The SBBC will utilize debt obligations only for acquisition, construction or renovation of projects or the acquisition of equipment that cannot be funded from current revenue sources or in such cases wherein it is more equitable to finance the project or equipment over its useful life.

3. The SBBC will not issue short-term debt obligations for an aggregate term of more than five (5) years.

4. Cash surpluses, to the extent available and appropriable, should be used to finance scheduled capital improvements.

5. The SBBC will issue debt only for the purposes of construction or acquiring educational facilities, for making renovations to existing educational facilities, for acquiring equipment and for refunding outstanding debt when sufficient cost savings can be realized or it is otherwise advantageous to do so. The SBBC may also enter into long-term leases for the acquisition of major equipment when it is cost justifiable to do so.

6. All capital improvements financed through the issuance of debt will be financed for a period not to exceed the useful life of the facilities or equipment, but in no event to exceed 30 years.

7. The SBBC shall not construct or acquire an educational facility if it is unable to adequately provide for the subsequent annual operation and maintenance costs of the facility.

8. The SBBC will, at all times, manage its debt and sustain its financial position in order to seek and maintain the highest reasonable credit rating possible.

9. The SBBC will ensure that an adequate system of internal control exists so as to provide reasonable assurance as to compliance with applicable laws, rules, regulations, and covenants associated with outstanding debt.

10. Revenue sources will be pledged for debt only when legally available. In those situations where revenues have previously been used for operations, maintenance and general operating expenditures they will be pledged for debt only when other sufficient revenue sources are available to replace same.

11. The SBBC will monitor outstanding debt in relation to existing conditions in the debt market and may refund any outstanding debt when sufficient cost savings can be realized. Outstanding debt may be refunded as long as the net present value savings between the refunded bonds and the refunding bonds is equal to or greater than 3% without extending the maturity of the debt being refunded. The SBBC may also refund existing debt for the purpose of revising existing bond covenants to meet particular organizational and/or strategic needs of the SBBC when it is advantageous to do so.

12. Credit enhancements (insurance, letters of credit, etc.) will be used only in those instances where the anticipated present value savings in terms of reduced interest expense exceeds the cost of the credit enhancement.

13. In order to maintain a stable debt service burden, the SBBC will attempt to issue debt that carries a fixed interest rate. However, it is recognized that certain circumstances may warrant the issuance of variable rate debt.

14. The amount (percentage) of variable rate debt outstanding shall not exceed 15% of the total outstanding debt.

15. While the SBBC is generally adverse to the use of derivatives (SWAPS, CAPS, COLLARS, etc.), it will consider their use as a hedge against future interest rate risk when appropriate, but in no event will derivatives be used for speculative purposes. Further, the SBBC will use derivatives only when it has a complete understanding of the derivative product and the potential risks associated with same.

II. GENERAL POLICY

Under the governance and guidance of Federal and State laws and the SBBC's rules and resolutions, the SBBC may periodically enter into debt obligations to finance the construction, acquisition of or the renovation of educational facilities and equipment or other assets or to refinance existing debt for the purpose of lowering the SBBC's overall debt service cost. It is the SBBC's desire and direction to assure that such debt obligations are issued and administered in such fashion as to obtain the best long-term financial advantage to the SBBC and residents of Broward County, while making every effort to maintain and improve the SBBC's bond ratings and reputation in the investment community.

The SBBC may also desire to issue debt obligations on behalf of external entities for the purpose of constructing educational facilities or other assets which further the goals and objectives of the District. In such case, the SBBC shall take reasonable steps to confirm the financial feasibility of the project and the financial solvency of the borrower; and, take all reasonable precautions to ensure the public purpose and financial viability of such transactions.

III. FINANCIAL ADVISORY COMMITTEE

The Financial Advisory Committee shall be appointed by the Superintendent as set forth in its bylaws and shall be responsible for reviewing Requests For Proposals for the selection of financing team for SBBC debt issuances. The Committee shall also review proposals received and recommend the selection process to the School Board. No School Board Members shall serve on the committee.

Meetings will be open to the public and official minutes will be taken and copies made available upon request.

When warranted, the Committee will also consider issues related to outstanding and proposed debt obligations, and will make recommendations to the Board on issues affecting or relating to the credit worthiness, security and repayment of such obligations, including but not limited to the procurement of services, structure, repayment terms and covenants of the proposed debt obligation, and issues which may affect the security of the obligations and ongoing disclosure to Certificate and/or Bondholders and interested parties.

IV. CAPITAL PLANNING AND DEBT FINANCING ACTIVITIES

Upon adoption of the Capital Budget, the Financial Advisory Committee shall review the approved budget and shall establish a proposed schedule for the sale of debt obligations during the ensuing fiscal year and for the remaining years of the SBBC's Capital Improvement Program. In so doing, the Committee shall consider any existing capital outlay proceeds that may be reprogrammed to finance new projects, the timing of cash flow needs of the projects, expectations of market interest rate movements, and such other factors as the committee may deem relevant. It is understood that due to market considerations, changes in size and/or timing of capital projects, and other factors outside the control of the SBBC, the schedule for the sale of debt obligations is a planning tool only~~,~~ and not a commitment by the SBBC or the Financial Advisory Committee to sell such debt obligations at such time.

V. DEBT MANAGEMENT POLICIES

A. The legal, economic, financial and market conditions associated with the issuance of debt obligations are dynamic, unpredictable and usually constantly changing. Consequently, the decision to issue debt obligations is best made on a case-by-case basis and only after careful timely analysis and evaluation of all relevant factors. Some of the factors that should be considered include, but are not limited to, the following:

1. Legal constraints on debt capacity and various financing alternatives.

2. Constraints contained in currently outstanding debt documents.

3. The urgency of the capital requirements to be met and economic costs of delays.

4. Proper balance between internal and external financing.

5. Current interest rates and other market considerations.

6. The financial condition of SBBC.

7. The types, availability and stability of revenues to be pledged for repayment of the debt.

8. Type of debt obligations to be issued.

9. The nature of the projects and/or equipment to be financed.

VI. COMPLIANCE WITH FEDERAL TAX LAW PROVISIONS, INCLUDING ARBITRAGE REQUIREMENTS

The SBBC will comply with all relevant federal tax law provisions including arbitrage requirements. The SBBC will take all appropriate actions to assure that the interest paid, on its debt obligations, to investors remain exempt from federal income tax. Additionally, the SBBC will establish and maintain a sound arbitrage compliance program that incorporates strategies to limit negative arbitrage. Neither the SBBC nor any other person under its control or direction will make any investment or other use of bond proceeds in any manner which would cause the bonds to be deemed private activity bonds or arbitrage bonds by the Internal Revenue Service.

VII. CONTINUING DISCLOSURE POLICY

It is the policy of the SBBC to endeavor to provide full and fair disclosure in connection with the initial sale and distribution of its publicly marketed debt instruments and to provide appropriate ongoing secondary market information, in compliance with the requirements of applicable federal and state securities laws, rules and regulations, including Securities and Exchange Commission Rule 15c 2-12.

VIII. CREDIT RATING

The SBBC will strive to maintain excellent ratings with the nationally recognized rating agencies.
The SBBC will also strive to maintain an uncommitted general fund balance adequate to address the District's emergency needs (See Policy 3111).

IX. SPECIFIC DEBT POLICIES, PERCENTAGES AND MEASUREMENT

This section of the Debt Management Policy establishes the target debt policies, percentages and measurements for the SBBC in the following categories:

- Measurement of Future Flexibility
- Constraints and Measurements

A. Measurements of Future Flexibility

As the SBBC periodically addresses its ongoing needs, the Superintendent and the District's Board shall ensure that the future elected officials will have the flexibility to meet the capital needs of the SBBC. Since State law imposes limits on the amount of debt which may be incurred, this policy sets forth those limits and establishes the following targets which help provide future flexibility.

1. General Obligation Debt (must be approved in advance by referendum)

Debt Limit	Not Applicable
Goal/Target	As approved by the voters and within legal limits

2. Revenue Anticipation Notes (Pledge of Capital Outlay Millage)

Debt Limit	One-fourth of Operating Revenue received in prior fiscal year.
Goal/Target	Not to exceed $100 million (new and/or renewal notes) in any fiscal year.

3. Certificates of Participation (Source of Repayment)

Debt Limit	Up to 75% of Capital Outlay
Goal/Target	60% of Capital Outlay Millage

4. Local Government Infrastructure (Pledge of Sales Tax)

Debt Limit	Debt service equal to one-half or full penny sales tax. Must be approved by referendum.
Goal/Target	one-half penny sales tax

5. School Capital Outlay (Pledge of Sales Tax)

Debt Limit	Debt service equal to up to one-half penny sales tax. Must be approved by referendum.
Goal/Target	one-half penny sales tax

B. Constraints and Measurements

The following constraints and measurements shall govern the issuance and administration of debt obligations:

1. Purpose of Issuance - The SBBC will issue debt obligations for acquiring, constructing or renovating educational facilities or equipment or for refinancing existing debt obligations. Projects must be designed as public purpose projects prior to funding.

2. Maximum Maturity – All debt obligations shall have a maximum maturity of the earlier of: (i) the estimated useful life of the Capital Improvements or equipment being financed; or, (ii) thirty years; or, (iii), in the event they are being issued to refinance outstanding debt obligations recommended by the Financial Advisory Committee. The final maturity of refunding bonds cannot exceed the final maturity of the debt being refunded.

3. Capitalized Interest – Subject to Federal and State law, interest may be capitalized from the date of issuance of debt obligations through the completion of construction projects.

4. Bond Covenants and Laws – The SBBC shall comply with all covenants and requirements of the bond resolutions, and State and Federal laws authorizing and governing the issuance and administration of debt obligations.

5. Debt Service Limits – The SBBC will not issue any debt obligations that would cause any of the goals or targets of the aforementioned to be exceeded.

X. INVESTMENT OF BOND PROCEEDS

Safety of capital is regarded as the highest priority in handling of the investment of bond proceeds. All other investment objectives are secondary to the safety of capital. Each investment transaction shall seek to first ensure that capital losses are avoided.

Bond proceeds are only to be invested in permitted investments, as defined in either bond agreements, resolutions, law or the SBBC's written investment policy #3110. Neither the SBBC nor any other person under its control or direction will make any investment of bond proceeds in any manner which would cause the bonds to be deemed private activity bonds or arbitrage bonds by the Internal Revenue Service. The SBBC will comply with all federal tax arbitrage regulations.

XI. REPORTING ON OUTSTANDING DEBT

No later than December 31 of each year, an annual report will be provided to the School Board covering the previous fiscal year that will include information on the SBBC's outstanding and proposed debt. Additionally, the report shall include information on the amount of debt outstanding by type as well as comparison of such data to the goal/target set-forth in this Debt Management Policy. Further, the report shall include an evaluation of savings related to any refinancing activity as well as any changes in the District's credit rating.

XII. BUDGETING DEBT SERVICE

Annually, the District's Superintendent will include in the proposed budget presented to the District's Board for its consideration and approval the appropriations necessary to make the required debt service payments during the next fiscal year.

XIII. REVIEW OF POLICY

This policy should be reviewed by the Financial Advisory Committee, with the involvement of appropriate District staff and SBBC's financial advisors, at least once every three years. However, reviews may be made as often as deemed necessary.

Authority:
F.S. 1001.41 (1), (2)
F.S. 1011.14 (2)
F.S. 1011.71 (e)
F.S. 1011.73 (1), (2)
F.S. 212.054
F.S. 212.055(2)
F.S. 212.055(6)

Rules Adopted: 9/19/00
Rules Amended: 6/21/11

Policy 3330

Supplier Diversity Outreach Program

I. General Provisions

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

1. Factual Predicate and Purpose

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

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

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

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

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

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

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

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

2. 2023 Disparity Study Update

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

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

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

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

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

II. Policy Objectives

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

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

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

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

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

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

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

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

Standard Operating Procedures established pursuant to this Policy.

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

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

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

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

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

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

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

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

IV. Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

participation in the School District's SBE program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

V. Administrative Reforms and Non-Industry-Specific Remedies

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

1. Commercial Nondiscrimination Policy

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

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

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

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

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

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

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

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

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

2. Centralized Bidder Registration Policy

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

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

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

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

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

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

   i. Their CBR vendor identifiers;

   ii. The CBR vendor identifiers for all subcontractors and

suppliers;

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

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

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

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

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

3. Respondent De-briefings

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

VI. Industry-Specific Remedial Affirmative Procurement Initiatives

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

1. Race-Neutral Construction Program Elements

a. Direct Owner Purchasing Program

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

b. SBE Prime Contract Program

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

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

c. EBE Prime Contract Program

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

d. SBE Subcontracting Program

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

e. EBE Subcontracting Program

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

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

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

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

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

A prospective respondent on a School District competitive

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

f. EBE, SBE and VBE Mentor-Protégé Program

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

2. Race-Conscious Construction Program Elements

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

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

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

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

a. MBE/WBE Annual Aspirational Goals

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

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

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

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

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

b. MBE/WBE Subcontracting Program

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In the absence of a waiver granted by the SDOP, or the self-performance of a portion or all of the MBE/WBE subcontracting goal by a certified MBE/WBE prime contractor, the failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract or otherwise comply with the provisions of this API shall be considered a

material breach of contract, grounds for termination of that contract with SBBC and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with the SBBC, or by law.

With the exception of certified MBE/WBE prime contractors that are self- performing a portion or all of a subcontracting goal, in the absence of a waiver granted by the SDOP, failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract shall be considered a material breach of contract, shall be grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, the terms of its contract with SBBC, or by law.
A prime contractor is required to notify and obtain prior written approval from the SDOP in advance of any reduction in subcontract scope, unless such reduction in scope is the direct and immediate result of a School District-mandated change order or contract amendment, or the SBBC has mandated the de-certification, suspension, graduation, or termination of a designated MBE/WBE subcontractor. However, under such circumstances, the prime contractor shall undertake good faith efforts to replace the de- certified, suspended, graduated, or terminated MBE/WBE subcontractor(s) with one (1) or more other certified MBE/WBE subcontractor(s) and shall submit a waiver request to the SDOP in the event such good faith efforts are unsuccessful.

Upon award of the prime contract to a respondent, the prime contractor shall be required to submit accurate progress payment information with each invoice regarding each of its subcontractors, including MBE/WBE subcontractors. The originating department shall audit the reported payments to MBE/WBE and non-MBE/WBE subcontractor to ensure that the prime contractors' reported subcontract participation is accurate. Absent a waiver from the SDOP, a prime contractor's failure to reach the required level of MBE/WBE subcontracting shall be considered a material breach of contract. SBBC Invitations to Bid, RFPs, RFQs, and/or contracts shall include language pertaining to responsibilities for prime contractors or vendors regarding invoicing and payment schedules. Prime contractors shall include clauses requiring them to pay subcontractors in compliance with Florida prompt payment laws (the "Prompt Payment Act"), and such clauses shall mandate that in the event of prime contractor non-compliance regarding such payments, the prime contractor shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with SBBC, or by law.

c. MBE/WBE Segmented Subcontracting Goals

The GSC may establish segmented MBE/WBE goals within the annual Aspirational Goal based upon the MBE/WBE availability by industry in accordance with the SBBC's 2023 KIR Disparity Study Update findings, along with relative MBE/WBE availability data to be collected by SBBC through its CBR system, and the utilization of MBE/WBEs. The GSC may also establish MBE/WBE segmented subcontracting goals on an individual SBBC contract wherein an overall combined MBE/WBE goal is accompanied by subsets of one or more smaller goals that specifically target the participation of a particular segment of minority group member categories or the WBE segment based upon relative availability. Such segmented goals shall specifically target the participation of a particular segment of business enterprises owned and controlled by WBEs or certain minority group members (e.g., African Americans or Hispanic Americans) based upon relative availability and significantly greater patterns of underutilization and disparity within an industry as compared to other gender and minority group member categories of MBE/WBEs. The application of segmented MBE/WBE goals is intended to ensure that those segments of MBE/WBEs that have been most significantly and persistently underutilized receive a fair measure of remedial assistance. Segmented MBE/WBE goals shall operate in the same manner as the MBE/WBE Subcontracting Program set forth in Section E. 2. C. of this Policy.

d. MBE/WBE Mentor-Protégé Program

Under this Program element, the SDOP shall consult with the Small Business Advisory Committee to establish an MBE/WBE Mentor-Protégé Program that provides technical assistance to MBE/WBEs to build their capacity by pairing MBE/WBE protégé firms with a more established successful mentor firm that can provide the MBE/WBE business knowledge to further grow their business. The Officer, EDDC shall examine various "best practices" of other mentor-protégé programs including, but not limited to, incentives for mentor firms to pair with protégé firms; approval and monitoring of written mentor-protégé team agreements that outline the respective objectives and responsibilities of the mentor-protégé team members; maintaining the independence and business autonomy of the protégé firms from mentor team members; terms for dissolution of mentor-protégé teams; and objective criteria for quantifying the success of mentor-protégé relationships. The Officer,

EDDC or designee shall seek to establish the guidelines for this program within one (1) year of the effective date of this Policy and shall have discretion to modify the MBE/WBE Mentor-Protégé Program as necessary to address weaknesses or unintended consequences.

e. Minority Inclusion Language in RFPs

Under this Program element, in "Best Value" contracts that are issued pursuant to RFPs rather than lowest responsible bid Invitation to Bid (e.g., construction manager or design-build contracts), the GSC may include language in the RFP to include diversity in participation on a respondent's team and its plans to encourage M/WBE subcontract participation as one (1) element in the selection criteria. An additional element in such selection criteria may be past performance of the respondent in achieving diversity in subcontract awards on similar projects, as well as inclusion of MBE/WBE primes, MBE/WBE suppliers, and MBE/WBE professional services firms in prior projects.

f. MBE/WBE Evaluation Preference for "Best Value" RFPs

Under this Program element, the GSC may establish an MBE/WBE prime contractor capacity-building initiative to enhance long-term competition and to provide SBBC with its "Best Value" on construction projects using alternative construction delivery methods of contracting in accordance with Florida law. The GSC may allocate from fifteen percent up to a maximum of twenty percent (15%-20%) of weighted selection criteria in favor of the selection of a respondent that is a certified MBE/WBE firm. An MBE/WBE prime contractor that is awarded a prime contract under this program may not subcontract more than forty-nine percent (49%) of the contract value to a non-MBE/WBE firm. In determining whether the MBE/WBE Evaluation Preference for "Best Value" RFPs should be applied to a particular contract, the GSC shall consider: a) the relative availability of MBE/WBEs, with the preference for at least three (3) MBE/WBEs that are likely to bid as a prime contractor for the contract; and b) the degree of underutilization of the MBE/WBEs in the specific industry categories.

3. Race-Neutral Professional Services Program Elements

The Goal Setting Committee (GSC) shall consider the application of one (1) or more of the following race-neutral Affirmative Procurement Initiatives for each SBBC professional services solicitation:

a. Emerging/Small Business Enterprise Vendor Rotation

Under this Program element, the GSC may use vendor rotation

of a pre-qualified panel of certified EBE/SBE professional services firms for smaller SBBC contracts valued at less than $50,000. Work tasks are rotated among this pre-qualified panel of EBE/SBE professional services firms. The order of the vendor rotation is periodically adjusted by the EDDC Department or designee to account for ranking from the lowest dollar volume of work tasks assigned to the highest dollar volume of work tasks assigned to each EBE/SBE vendor that is listed on the pre-qualified panel of vendors. Participation on vendor rotation panel is contingent on vendor having no negative history of unsatisfactory performance on prior SBBC contracts.

b. Evaluation Preference for EBE/SBE Prime Bidders

Under this Program element, on "Best Value" contract solicitations where low price is not the only factor considered in contract award, the GSC may reserve from fifteen percent up to a maximum of twenty percent (15%- 20%) of the total available evaluation points for award to those prime bidders or respondents that are certified as EBE/SBE s. Out of those fifteen to twenty percent (15%-20%) of the total evaluation preference points, the GSC may limit EBE/SBE bidders that have prior experience performing work on behalf of SBBC to half of the evaluation preference points seven and a half to ten percent (7.5%-10%) out of the total fifteen to twenty percent (15%-20%) evaluation preference points that are reserved for EBE/SBE firms.

EBE/SBEs that have never before received SBBC work may be eligible for the entire fifteen to twenty percent (15%-20%) of reserved EBE/SBE evaluation preference points. Alternatively, the GSC may, at its discretion, reserve all of the fifteen to twenty percent (15%-20%) of evaluation preference points for those EBE/SBE firms that have never previously performed any professional services work on behalf of the SBBC.

c. Evaluation Panel Diversity

Under this Program element, on "Best Value" contract solicitations where low price is not the only factor considered in contract awards, the Officer, EDDC may appoint a voting representative to serve on the evaluation panel to ensure that scoring is fair and to guard against inherent bias against non-incumbent firms and Emerging/Small/Minority/Veteran/Women Business Enterprise firms.

d. EBE/SBE Reserve of Contracts Up to $50,000

Under this Program element, the GSC may reserve some

smaller professional services contracts valued at less than $50,000 for competition solely among EBE/SBE professional services firms. The GSC shall determine whether there are at least three (3) qualified EBE/SBE firms that are available to compete for the work prior to applying this API.

e. EBE/SBE Subcontracting Goals Program

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

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

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

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

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

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

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

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

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

vi. The percentage of prime contract dollars and the

absolute dollar value of subcontracting services to be provided by each E/SBE;

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

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

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

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

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

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

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

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

A prime contractor is required to notify and obtain prior written approval from the SDOP in advance of any reduction in subcontract scope, unless such reduction in scope is the direct and immediate result of a School District-mandated change order or contract amendment, or SBBC has mandated the de-certification, suspension, graduation, or termination of a designated EBE/SBE subcontractor. However, under such circumstances, the prime contractor shall undertake good faith efforts to replace the de-certified, suspended, graduated, or terminated EBE/SBE with one (1) or more other certified EBE/SBE subcontractors and shall submit a waiver request to the SDOP in the event such good faith efforts are unsuccessful.

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

4. Race-Conscious Professional Services Program Elements

The GSC shall consider establishment of an overall MBE/WBE annual Aspirational Goal in accordance with subsection "a" below and, in addition, shall review each prospective SBBC professional services formal solicitation in advance of its public release and advertisement, and shall determine whether to apply any of the other race-conscious APIs to those professional services solicitations and resultant

contracts based upon the following criteria:

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

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

iii. Whether a particular API is the least burdensome available remedy to non-MBE/WBE respondents that is narrowly tailored and that can effectively eliminate the disparities in the utilization of MBE/WBEs in professional services contracts; and

iv. Whether the particular API is appropriate for the specific type of professional services contract being procured. Whenever the GSC uses its discretion to apply any of the following race-conscious APIs to professional services competitive solicitations, it shall provide an explanation in the solicitation documents of its reasons for doing so based upon its determinations pursuant to these criteria. In making such determinations, the GSC may also take into consideration the experiences of other jurisdictions within the School District's relevant marketplace for professional services.

a. MBE/WBE Annual Aspirational Goals

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

This annual Aspirational Goal for MBE/WBE participation in SBBC professional services contracts has initially been established at thirty-six percent (36%) MBE contract participation (5% African American, (22%) Asian American, (9% Hispanic American) MBE contract participation and twenty-nine percent (29%) WBE contract participation based upon the industry availability estimates in accordance with the District's 2023KIR Disparity Study Update findings.

This annual Aspirational Goal is to be reviewed on an annual basis for potential adjustment by the GSC based upon the School District's relative MBE/WBE availability data to be

collected by the SBBC through its CBR system once established for at least one (1) year and the utilization of MBE/WBEs.

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

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

b. MBE/WBE Evaluation Preference for "Best Value" RFPs

Under this Program element, the GSC may establish an MBE/WBE prime contractor capacity-building initiative to enhance long-term competition and to provide SBBC with its "Best Value" on professional services contracts in accordance with Florida law. The GSC may reserve from fifteen percent up to a maximum of twenty percent (15%-20%) of the total available evaluation points for award to a respondent that is a certified MBE/WBE firm. Out of those fifteen to twenty percent (15%-20%) of the total evaluation preference points, the GSC may limit MBE/WBE bidders that have prior experience performing work on behalf of SBBC to half of the evaluation preference points seven and a half to ten percent (7.5%-10%) out of the total fifteen to twenty percent (15%-20%) evaluation preference points that are reserved for MBE/WBE firms. MBE/WBEs that have never before received SBBC work, may be eligible for the entire fifteen to twenty percent (15%-20%) of reserved MBE/WBE evaluation preference points. Alternatively, the GSC may, at its discretion, reserve all of the fifteen to twenty percent (15%-20%) of evaluation preference points for those M/WBE firms that have never previously performed any professional services work on behalf of SBBC. An MBE/WBE prime contractor that is awarded a prime contract under this program element may not subcontract more than forty-nine percent (49%) of the contract value to a non-MBE/WBE firm. In determining whether the MBE/WBE Evaluation Preference for "Best Value" RFPs should be applied to a particular contract, the GSC shall consider: a) the relative availability of MBE/WBEs, with a preference for at least three (3) MBE/WBEs that are likely to bid as a prime contractor for the contract; and b) the degree of underutilization of the MBE/WBEs in the specific industry categories.

c. MBE/WBE Subcontracting Program for Professional Services

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

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

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

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

vii. A description of the work that each MBE/WBE subcontractor shall perform; and

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

A prospective respondent to a School District competitive solicitation, for which respondents are not initially evaluated based on price or for which project scope is not predefined, shall submit at the time as required in the competitive solicitation such documentation as required by SBBC to affirm its intent to meet the subcontracting requirements indicated in the competitive solicitation. In the absence of a waiver granted by the SDOP, failure of a respondent to commit as required in the solicitation to satisfying the MBE/WBE subcontracting goal shall render its response non-responsive.

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

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

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

xi. A description of the work that each MBE/WBE subcontractor shall perform.

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

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

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

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

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

In the absence of a waiver granted by the SDOP, or the self-performance of a portion or all of the MBE/WBE subcontracting goal by a certified MBE/WBE prime contractor, the failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract or otherwise comply with the provisions of this API shall be considered a

material breach of contract, grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with SBBC, or by law.

With the exception of certified MBE/WBE prime contractors that are self- performing a portion or all of a subcontracting goal, in the absence of a waiver granted by the SDOP, failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract shall be considered a material breach of contract, shall be grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, the terms of its contract with SBBC, or by law.

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

Upon award of the prime contract to a respondent, the prime contractor shall be required to submit accurate progress payment information with each invoice regarding each of its subcontractors, including MBE/WBE subcontractors. The originating department shall audit the reported payments to MBE/WBE and non-MBE/WBE subcontractor to ensure that the prime contractors' reported subcontract participation is accurate. Absent a waiver from the SDOP, a prime contractor's failure to reach the required level of MBE/WBE subcontracting shall be considered a material breach of contract. SBBC contracts with prime contractors shall include clauses requiring prime contractors to pay subcontractors in compliance with Florida prompt payment laws (the "Prompt Payment Act"), and such clauses shall mandate that in the event of prime contractor non-compliance regarding such payments, the prime contractor shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with SBBC, or by law.

d. MBE/WBE Vendor Rotation

Under this Program element, the GSC may use vendor rotation of a pre-qualified panel of certified MBE/WBE professional services firms for smaller SBBC contracts valued at less than $50,000. Work tasks are rotated among this pre-qualified panel of MBE/WBE professional services firms. The order of the vendor rotation is periodically adjusted by the SDOP or designee to account for ranking from the lowest dollar volume of work tasks assigned to the highest dollar volume of work tasks assigned to each MBE/WBE vendor that is listed on the pre-qualified panel of vendors. Participation on vendor rotation panel is contingent on vendor having no negative history of unsatisfactory performance on prior SBBC contracts.

5. Race-Neutral Goods Program Elements

a. EBE/SBE/VBE Vendor Rotation

Under this Program element, the GSC may use vendor rotation of a pre-qualified panel of certified EBE/SBE/VBE goods vendors for smaller SBBC contracts valued at less than $50,000. Supply orders are rotated among this pre-qualified panel of EBE/SBE/VBE goods vendors. The order of the vendor rotation is periodically adjusted by the SDOP or designee to account for ranking from the lowest dollar volume of purchase orders assigned to the highest dollar volume of purchase orders assigned to each EBE/SBE/VBE vendor that is listed on the pre-qualified panel of vendors. Participation on vendor rotation panel is contingent on vendor having no negative history of unsatisfactory performance on prior SBBC contracts.

b. EBE/SBE/VBE Reserve for Contracts Up $50,000

Under this Program element, the GSC may reserve some smaller goods contracts valued at less than $50,000 for bid competition solely among EBE/SBE/VBE goods firms. The GSC shall determine whether there are at least three (3) qualified EBE/SBE/VBE firms that are available to compete for the sale of the goods to SBBC prior to applying this API.

6. Race-Conscious Goods Program Elements

The GSC shall consider establishment of an overall MBE/WBE annual Aspirational Goal in accordance with subsection “a” below and, in addition, shall review each prospective SBBC goods competitive solicitation in advance of its public release and advertisement and shall make a determination whether to apply any of the other race-conscious APIs to those goods competitive solicitations and resultant contracts based upon

the following criteria:

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

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

iii. Whether a particular API is the least burdensome available remedy to non-MBE/WBE respondents that is narrowly tailored and that can effectively eliminate the disparities in the utilization of MBE/WBEs in goods contracts; and

iv. Whether the particular API is appropriate for the specific type of goods contract being procured. Whenever the GSC uses its discretion to apply any of the following race-conscious APIs to goods competitive solicitations, it shall provide an explanation in the competitive solicitation documents of its reasons for doing so based upon its determinations pursuant to these criteria. In making such determinations, the GSC may also take into consideration the experiences of other jurisdictions within the School District's relevant marketplace for goods.

a. MBE/WBE Annual Aspirational Goals

For each fiscal year, the GSC may establish a non-mandatory annual aspirational percentage goal for overall MBE/WBE participation on SBBC goods contracts.

This annual Aspirational Goal for MBE/WBE participation in SBBC goods contracts has initially been established at fifty-six (56%) MBE contract participation (9%) African American, (4%) Asian American, (43%) Hispanic American) and eight percent (8%) WBE contract participation based upon the industry availability estimates in accordance with the School District's 2023 KIR Disparity Study Update findings.

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

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

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

b. MBE/WBE Vendor Rotation

Under this Program element, the GSC may use vendor rotation of a pre-qualified panel of certified MBE/WBE goods firms for smaller SBBC contracts valued at less than $50,000. Purchase orders are rotated among this pre-qualified panel of MBE/WBE firms.

The order of the vendor rotation is periodically adjusted by the SDOP or designee to account for ranking from the lowest dollar volume of purchase orders assigned to the highest dollar volume of purchase orders assigned to each MBE/WBE vendor that is listed on the pre-qualified panel of vendors. Participation on vendor rotation panel is contingent on vendor having no negative history of unsatisfactory performance on prior SBBC contracts.

c. MBE/WBE Subcontracting Program for Goods

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

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

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

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

iii. A description of the work that each MBE/WBE subcontractor shall perform; and

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

A prospective respondent to a School District competitive solicitation, for which respondents are not initially evaluated based on price or for which project scope is not predefined, shall submit at the time as required in the competitive solicitation such documentation as required by SBBC to affirm its intent to meet the subcontracting requirements indicated in the competitive solicitation. In the absence of a waiver granted by the SDOP, failure of a respondent to commit as required in the competitive solicitation to satisfying the MBE/WBE subcontracting goal shall render its response non-responsive.

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

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

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

vii. A description of the work that each MBE/WBE subcontractor shall perform.

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

viii. Whether the requestor of the waiver has made good faith efforts to subcontract with qualified and available MBE/WBEs;

ix. Whether subcontracting would be inappropriate and/or not provide a “commercially useful function” under the scope of the contract; and

x. Whether there are no certified MBE/WBE firms that are qualified and available to provide the goods or services required.

In the absence of a waiver granted by the SDOP, failure of a prime contractor to commit as required in the competitive solicitation to satisfying the MBE/WBE subcontracting goal, shall render its response non-responsive. Provided, however, that on any prime contract valued under $10 million, if the prime contractor is a certified MBE/WBE firm, then the prime contractor is allowed to self-perform up to the entire MBE/WBE subcontracting goal amount with its own forces. To the extent that the certified MBE/WBE prime contractor does not self-perform a portion of the MBE/WBE subcontracting goal, it shall be responsible for complying with all other requirements of this API for that portion of work that is subcontracted. This self-performance option for certified M/WBE prime contractors may be suspended at the discretion of the Director of the Procurement & Warehousing Services or designee in the event it determines that the adverse cumulative effect of the use of this self-performance option upon subcontractor opportunities is too great.

In the absence of a waiver granted by the SDOP, or the self-performance of a portion or all of the MBE/WBE subcontracting goal by a certified MBE/WBE prime contractor, the failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract or otherwise comply with the provisions of this API shall be considered a material breach of contract, grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with SBBC, or by law.

With the exception of certified MBE/WBE prime contractors that are self-performing a portion or all of a subcontracting goal, in the absence of a waiver granted by the SDOP, failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract shall be considered a material breach of contract, shall be grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, the terms of its contract with SBBC, or by law.

A prime contractor is required to notify and obtain prior written approval from the SDOP in advance of any reduction in subcontract scope, unless such reduction in scope is the direct and immediate result of a School District-mandated change order or contract amendment, or SBBC has mandated the de-certification, suspension, graduation, or termination of a designated MBE/WBE subcontractor. However, under such circumstances, the prime contractor shall undertake good faith efforts to replace the de-certified, suspended, graduated, or terminated M/WBE subcontractor(s) with one or more other certified MBE/WBE subcontractor(s) and shall submit a waiver request to the SDOP in the event such good faith efforts are unsuccessful.

Upon award of the prime contract to a respondent, the prime contractor shall be required to submit accurate progress payment information with each invoice regarding each of its subcontractors, including MBE/WBE subcontractors. The originating department shall audit the reported payments to MBE/WBE and non-MBE/WBE subcontractor to ensure that the prime contractors' reported subcontract participation is accurate. Absent a waiver from the SDOP, a prime contractor's failure to reach the required level of MBE/WBE subcontracting shall be considered a material breach of contract. SBBC contracts with prime contractors shall include clauses requiring prime contractors to pay subcontractors in compliance with Florida prompt payment laws (the "Prompt Payment Act"), and such clauses shall mandate that in the event of prime contractor non-compliance regarding such payments, the prime contractor shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with SBBC, or by law.

d. Voluntary MBE/WBE Distributorship Development Program

Under this Program element, where there is low availability of MBE/WBE distributorships that are able to sell particular goods to the SBBC, the GSC may apply incentives to encourage manufacturers to establish authorized dealerships or distributorships with MBE/WBE suppliers of their products on a non-discriminatory basis. Such incentives may include two (2) or three (3) additional option years in supply contracts that may be exercised by SBBC when the manufacturer sells its products through its authorized MBE/WBE distributorship and demonstrates that its distributorship with that MBE/WBE vendor is established and operated in a non-discriminatory fashion as compared to its other distributorships. When this API is applied by the GSC to a goods program solicitation, the SDOP shall review the distributorship agreements of the

selected manufacturer that accepts the incentives as part of its bid to ensure that the terms of the designated authorized MBE/WBE's distributorship agreement are similar to that of non- MBE/WBE distributors for that manufacturer. Specifically, as a condition of the application of the incentives under this API, the SDOP will review relevant documentation to determine whether the MBE/WBE distributor is in no way more limited in geographic territory, credit terms, marketing support, public and private sector customer allocations and access, pricing, rebates, volume discounts, etc. as compared to the terms of similar non-MBE/WBE distributorship agreements for that manufacturer. The SDOP will also determine whether the MBE/WBE distributorship is performing a commercially useful function on behalf of the SBBC prior to exercising each additional option year under the contract. An additional incentive that may be provided by the GSC to the manufacturer and MBE/WBE distributorship under this API is accelerated payment terms of invoices for payment from the SBBC within fifteen (15) calendar days of receipt of goods and invoices.

7. Race-Neutral Other Services Program Elements

a. Direct Contracting for Other Services

Under this Program element, the GSC may direct the originating department to separate out certain other services categories (e.g., trucking, hauling, surveying, demolition, environmental consulting, testing, and landscaping) that normally would be bundled within much larger construction contracts or architecture and engineering design contracts, and issue separate bid solicitations to permit SBBC to directly award contracts for those specialty or non-license services. This API is intended to expand opportunities for such E/S/M/V/WBE firms to gain experience as prime vendors and prime contractors.

b. EBE/SBE/VBE Vendor Rotation

Under this Program element, the GSC may use vendor rotation of a pre-qualified panel of certified EBE/SBE/VBE other services vendors for smaller SBBC contracts valued at less than $50,000. Work tasks are rotated among this pre-qualified panel of EBE/SBE/VBE other services vendors. The order of the vendor rotation is periodically adjusted by the SDOP or designee to account for ranking from the lowest dollar volume of work tasks assigned to the highest dollar volume of work tasks assigned to each EBE/SBE/VBE vendor that is listed on the pre-qualified panel of vendors.

Participation on vendor rotation panel is contingent on vendor

having no negative history of unsatisfactory performance on prior SBBC contracts.

c. EBE/SBE/VBE Evaluation Preference for Prime Bidders

Under this Program element, on "Best Value" contract solicitations where low price is not the only factor considered in contract award, the GSC may reserve from fifteen percent up to a maximum of twenty percent (15%- 20%) of the total available evaluation points for award to those prime bidders or respondents that are certified as EBE/SBE/VBEs. Out of those fifteen to twenty percent (15%-20%) of the total evaluation preference points, the GSC may limit EBE/SBE/VBE bidders that have prior experience performing work on behalf of SBBC to half of the evaluation preference points seven and a half to ten percent (7.5%-10%) out of the total fifteen to twenty percent (15%-20%) evaluation preference points that are reserved for EBE/SBE/VBE firms. EBE/SBE/VBEs that have never before received SBBC work may be eligible for the entire fifteen to twenty percent (15%-20%) of the reserved EBE/SBE/VBE evaluation preference points. Alternatively, the GSC may, at its discretion, reserve all of the fifteen to twenty percent (15%-20%) of evaluation preference points for those EBE/SBE/VBE firms that have never previously performed any other services work on behalf of SBBC.

8. Race-Conscious Other Services Program Elements

The GSC shall consider establishment of an overall MBE/WBE annual Aspirational Goal in accordance with subsection "a" below and, in addition, shall review each prospective SBBC other services formal solicitation in advance of its public release and advertisement, and shall make a determination whether to apply any of the other race-conscious APIs to those other services solicitations and resultant contracts based upon the following criteria:

i. Whether the most recent data on MBE/WBE utilization in the absence of race-conscious APIs indicate that other services contracts of this type have exhibited significant disparities in the utilization of MBE/WBE subcontractors and/or MBE/WBE prime contractors;

ii. Whether race- and/or gender-neutral remedies alone are likely to fully eliminate any such disparities in the utilization of MBE/WBE subcontractors and/or MBE/WBE prime contractors based upon past contract award and payment data;

iii. Whether a particular API is the least burdensome available

remedy to non-MBE/WBE respondents that is narrowly tailored and that can effectively eliminate the disparities in the utilization of M/WBEs in other services contracts; and

iv. Whether the particular API is appropriate for the specific type of other services contract being procured. Whenever the GSC uses its discretion to apply any of the following race-conscious APIs to other services solicitations, it shall provide an explanation in the solicitation documents of its reasons for doing so based upon its determinations pursuant to these criteria. In making such determinations, the GSC may also take into consideration the experiences of other jurisdictions within the School District's relevant marketplace for other services.

a. MBE/WBE Annual Aspirational Goals

For each fiscal year, the GSC may establish a non-mandatory annual aspirational percentage goal for overall MBE/WBE prime participation on SBBC other services contracts.

This annual Aspirational Goal for MBE/WBE participation in SBBC other services contracts has initially been established at forty-five (45%) MBE contract participation (22%) African American, (1%) Asian American, (21%) Hispanic American, and (1%) Native American) contract participation and ten percent (10%) WBE contract participation based upon the industry availability estimates in accordance with the District's 2023 KIR Disparity Study Update findings.

This annual Aspirational Goal is to be reviewed on an annual basis for potential adjustment by the GSC based upon the School District's relative MBE/WBE availability data to be collected by SBBC through its CBR system once established for at least one (1) year and the School District's utilization of MBE/WBEs.

Annual Aspirational Goals are not to be routinely applied to individual solicitations but are intended to serve as a benchmark against which to measure the overall effectiveness of the SDOP policy on an annual basis and to gauge the need for future adjustments to the mix and aggressiveness of race-conscious and race-neutral remedies and APIs being applied pursuant to this Policy.

MBE/WBE annual Aspirational Goals may be stated only in those SBBC solicitations that do not contain contract-specific E/S/M/WBE goals, and when provided, shall be advisory only, and must also be accompanied by the full definition of the term

as stated in this Policy.

b. MBE/WBE Vendor Rotation

Under this Program element, the GSC may use vendor rotation of a pre-qualified panel of certified MBE/WBE other services vendors for smaller SBBC contracts valued at less than $50,000. Work tasks are rotated among this pre-qualified panel of MBE/WBE other services vendors. The order of the vendor rotation is periodically adjusted
by the SDOP or designee to account for ranking from the lowest dollar volume of work tasks assigned to the highest dollar volume of work tasks assigned to each EBE/SBE/VBEBE vendor that is listed on the pre-qualified panel of vendors. Participation on vendor rotation panel is contingent on vendor having no negative history of unsatisfactory performance on prior SBBC contracts.

c. MBE/WBE Evaluation Preference for Prime Bidders

Under this Program element, on "Best Value" contract solicitations where low price is not the only factor considered in contract award (i.e., Request for Proposal), the GSC may reserve from fifteen points up to a maximum of twenty points(15- 20) of the total available evaluation points for award to those prime bidders or respondents that are certified as MBE/WBEs. Out of those fifteen to twenty points(15-20) of the total evaluation preference points, the GSC may limit MBE/WBE bidders that have prior experience performing work on behalf of SBBC to half of the evaluation preference points seven and a half to ten points(7.5-10) out of the total fifteen to twenty points(15-20) evaluation preference points that are reserved for MBE/WBE firms. MBE/WBEs that have never before received SBBC work may be eligible for the entire fifteen to twenty points(15-20) of the reserved MBE/WBE evaluation preference points. Alternatively, the GSC may, at its discretion, reserve all of the fifteen to twenty points(15- 20) of evaluation preference points for those MBE/WBE firms that have never previously performed any other services work on behalf of SBBC.

9. Race-Neutral Architecture & Engineering Program Elements

The Goal Setting Committee (GSC) shall consider the application of one or more of the following race-neutral Affirmative Procurement Initiatives for each SBBC Architecture & Engineering solicitation:

a. Emerging/Small Business Enterprise Vendor Rotation

Under this Program element, the GSC may use vendor rotation

of a pre-qualified panel of certified EBE/SBE Architecture & Engineering firms for smaller SBBC contracts valued at less than $50,000. Work tasks are rotated among this pre-qualified panel of EBE/SBE Architecture & Engineering firms. The order of the vendor rotation is periodically adjusted by the EDDC Department or designee to account for ranking from the lowest dollar volume of work tasks assigned to the highest dollar volume of work tasks assigned to each SBE vendor that is listed on the pre-qualified panel of vendors. Participation on vendor rotation panel is contingent on vendor having no negative history of unsatisfactory performance on prior SBBC contracts.

b. Evaluation Preference for EBE/SBE Prime Bidders

Under this Program element, on "Best Value" contract solicitations where low price is not the only factor considered in contract award, the GSC may reserve from fifteen percent up to a maximum of twenty percent (15%- 20%) of the total available evaluation points for award to those prime bidders or respondents that are certified as EBE/SBE s. Out of those fifteen to twenty percent (15%-20%) of the total evaluation preference points, the GSC may limit EBE/SBE bidders that have prior experience performing work on behalf of SBBC to half of the evaluation preference points seven and a half to ten percent (7.5%-10%) out of the total fifteen to twenty percent (15%-20%) evaluation preference points that are reserved for EBE/SBE firms.

EBE/SBEs that have never before received SBBC work may be eligible for the entire fifteen to twenty percent (15%-20%) of reserved EBE/SBE evaluation preference points. Alternatively, the GSC may, at its discretion, reserve all of the fifteen to twenty percent (15%-20%) of evaluation preference points for those EBE/SBE firms that have never previously performed any architecture & engineering services work on behalf of SBBC.

c. Evaluation Panel Diversity

Under this Program element, on "Best Value" contract solicitations where low price is not the only factor considered in contract awards, the Officer, EDDC may appoint a voting representative to serve on the evaluation panel to ensure that scoring is fair and to guard against inherent bias against non-incumbent firms and Emerging/Small/Minority/Veteran/Women Business Enterprise firms.

d. EBE/SBE Reserve of Contracts Up to $50,000

Under this Program element, the GSC may reserve some smaller professional services contracts valued at less than $50,000 for competition solely among EBE/SBE architecture & engineering firms. The GSC shall determine whether there are at least three (3) qualified EBE/SBE firms that are available to compete for the work prior to applying this API.

e. EBE/SBE Subcontracting Goals Program

Under this Program element, the GSC may, at its discretion, and on a contract-by-contract basis, require that a predetermined percentage of a specific contract, up to forty percent (40%), be subcontracted to eligible EBE/SBEs. Factors to be considered by the GSC in making this determination shall include the relative availability of EBE/SBE firms to perform commercially useful functions on the specific contract.

A prospective respondent, to a School District competitive solicitation for which price and scope are defined, shall submit at the time as required in the competitive solicitation such documentation as required by SBBC that provides:

i. The name(s) of the EBE/SBE subcontractor(s) it intends to use on the project;

ii. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each EBE/SBE;

iii. A description of the work that each EBE/SBE subcontractor shall perform; and

iv. Documentation confirming the subcontractor's commitment to perform the work at the stated price.

A prospective respondent on a School District competitive solicitation for which respondents are not initially evaluated based on price or for which the project scope is not predefined, shall submit as required in the competitive solicitation such documentation as required by SBBC to affirm its intent to meet the subcontracting requirements indicated in the solicitation. Failure of a respondent to commit as required in the competitive solicitation to satisfying the EBE/SBE subcontracting goal, shall render its response non-responsive.

During the price proposal negotiation phase, respondents shall

be required to submit:

v. Subcontractor(s) it intends to use on the project;

vi. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each EBE/SBE;

vii. A description of the work that each EBE/SBE subcontractor shall perform; and

viii. Documentation confirming the subcontractor's commitment to perform the work at the stated price.

A respondent may request a full or partial waiver of this mandatory subcontracting requirement for good cause by submitting the appropriate form(s) and documentation at the time as required in the competitive solicitation. Under no circumstances shall a waiver of a mandatory subcontracting requirement be granted without submission of adequate documentation of good faith efforts by the respondent and careful review by the SDOP. The SDOP shall base its determination of a waiver request on criteria such as, but not limited to:

ix. Whether the requestor of the waiver has made good faith efforts to subcontract with qualified and available EBE/SBEs;

x. Whether subcontracting would be inappropriate and/or not provide a "commercially useful function" under the scope of the contract; and

xi. Whether there are no certified EBE/SBE firms that are qualified and available to provide the goods or services required.

In the absence of a waiver granted by the SDOP, failure of a prime contractor to commit as required in the solicitation to satisfying the EBE/SBE subcontracting goal, shall render its response non-responsive. Provided, however, that on any prime contract valued under $10 million, if the prime contractor is a certified EBE/SBE firm, then the prime contractor is allowed to self-perform up to the entire EBE/SBE subcontracting goal amount with its own forces. To the extent that the certified EBE/SBE prime contractor does not self-perform a portion of the EBE/SBE subcontracting goal, it shall be responsible for complying with all other requirements of this API for that portion of work that is subcontracted. This self-performance option for certified EBE/SBE prime contractors

may be suspended at the discretion of the Director of Procurement & Warehousing Services or designee in the event it determines that the adverse cumulative effect of the use of this self-performance option upon subcontractor opportunities is too great.

In the absence of a waiver granted by the SDOP or the self-performance of a portion or all of the EBE/SBE subcontracting goal by a certified EBE/SBE prime contractor, the failure of a prime contractor to attain a subcontracting goal for EBE/SBE participation in the performance of its contract or otherwise comply with the provisions of this API shall be considered a material breach of contract, grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract terms with SBBC, or by law.

A prime contractor is required to notify and obtain prior written approval from the SDOP in advance of any reduction in subcontract scope, unless such reduction in scope is the direct and immediate result of a District-mandated change order or contract amendment, or SBBC has mandated the de-certification, suspension, graduation, or termination of a designated EBE/SBE subcontractor. However, under such circumstances, the prime contractor shall undertake good faith efforts to replace the de-certified, suspended, graduated, or terminated EBE/SBE with one (1) or more other certified EBE/SBE subcontractors and shall submit a waiver request to the SDOP in the event such good faith efforts are unsuccessful.

Upon award of the prime contract to a respondent, the prime contractor shall be required to submit accurate progress payment information with each invoice regarding each of its subcontractors, including EBE/SBE subcontractors. The originating department shall audit the reported payments to EBE/SBE and non-EBE/SBE subcontractors to ensure that the prime contractor's reported subcontract participation is accurate. SBBC contracts with prime contractors shall include clauses requiring prime contractors to pay subcontractors in compliance with Florida prompt payment laws, and such clauses shall mandate that in the event of a prime contractor's non- compliance regarding such payments, the prime contractor shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract terms with SBBC, or by law.

10. Race-Conscious Architecture & Engineering Program Elements

i. The GSC shall consider establishment of an overall MBE/WBE

annual Aspirational Goal in accordance with subsection "a" below and, in addition, shall review each prospective SBBC architecture & engineering formal solicitation in advance of its public release and advertisement, and shall make a determination whether to apply any of the other race-conscious APIs to those architecture & engineering solicitations and resultant contracts based upon the following criteria:

ii. Whether the most recent data on MBE/WBE utilization in the absence of race-conscious APIs indicate that professional services contracts of this type have exhibited significant disparities in the utilization of MBE/WBE subcontractors and/or MBE/WBE prime contractors;

iii. Whether race- and/or gender-neutral remedies alone are likely to fully eliminate any such disparities in the utilization of MBE/WBE subcontractors and/or MBE/WBE prime contractors based upon past contract award and payment data;

iv. Whether a particular API is the least burdensome available remedy to non-MBE/WBE respondents that is narrowly tailored and that can effectively eliminate the disparities in the utilization of MBE/WBEs in architecture & engineering contracts; and

v. Whether the particular API is appropriate for the specific type of architecture & engineering contract being procured. Whenever the GSC uses its discretion to apply any of the following race-conscious APIs to architecture & engineering competitive solicitations, it shall provide an explanation in the competitive solicitation documents of its reasons for doing so based upon its determinations pursuant to these criteria. In making such determinations, the GSC may also take into consideration the experiences of other jurisdictions within the District's relevant marketplace for architecture & engineering services.

a. MBE/WBE Annual Aspirational Goals

For each fiscal year, the GSC may establish a non-mandatory annual aspirational percentage goal for overall MBE/WBE prime and subcontract participation on SBBC architecture & engineering contracts.

This annual Aspirational Goal for MBE/WBE participation in SBBC architecture & engineering contracts has initially been established at thirty-eight percent (38%) MBE contract participation (2% African American, 5% Asian American, 31% Hispanic American) MBE contract participation and twenty percent (20%) WBE contract participation based upon the

industry availability estimates in accordance with the School District's 2023 KIR Disparity Study Update findings.

This annual Aspirational Goal is to be reviewed on an annual basis for potential adjustment by the GSC based upon the School District's relative MBE/WBE availability data to be collected by SBBC through its CBR system once established for at least one (1) year and the utilization of MBE/WBEs.

Annual Aspirational Goals are not to be routinely applied to individual solicitations but are intended to serve as a benchmark against which to measure the overall effectiveness of the SDOP policy on an annual basis and to gauge the need for future adjustments to the mix and aggressiveness of race-conscious and race-neutral remedies and APIs being applied pursuant to this Policy.

MBE/WBE annual Aspirational Goals may be stated only in those SBBC solicitations that do not contain contract-specific E/S/M/V/WBE goals, and when provided, shall be advisory only, and must also be accompanied by the full definition of the term as stated in this Policy.

b. MBE/WBE Evaluation Preference for "Best Value" RFPs

Under this Program element, the GSC may establish an MBE/WBE prime contractor capacity-building initiative to enhance long-term competition and to provide SBBC with its "Best Value" on architecture & engineering contracts in accordance with Florida law. The GSC may reserve from fifteen percent up to a maximum of twenty percent (15%-20%) of the total available evaluation points for award to a respondent that is a certified MBE/WBE firm. Out of those fifteen to twenty percent (15%-20%) of the total evaluation preference points, the GSC may limit MBE/WBE bidders that have prior experience performing work on behalf of SBBC to half of the evaluation preference points seven and a half to ten percent (7.5%-10%) out of the total fifteen to twenty percent (15%-20%) evaluation preference points that are reserved for MBE/WBE firms. MBE/WBEs that have never before received SBBC work, may be eligible for the entire fifteen to twenty percent (15%-20%) of reserved MBE/WBE evaluation preference points. Alternatively, the GSC may, at its discretion, reserve all of the fifteen to twenty percent (15%-20%) of evaluation preference points for those M/WBE firms that have never previously performed any architecture & engineering work on behalf of SBBC. An MBE/WBE prime contractor that

is awarded a prime contract under this program element may not subcontract more than forty-nine percent (49%) of the contract value to a non-MBE/WBE firm. In determining whether the MBE/WBE Evaluation Preference for “Best Value” RFPs should be applied to a particular contract, the GSC shall consider: a) the relative availability of MBE/WBEs, with a preference for at least three (3) MBE/WBEs that are likely to bid as a prime contractor for the contract; and b) the degree of underutilization of the MBE/WBEs in the specific industry categories.

c. MBE/WBE Subcontracting Program for Architecture & Engineering

Under this Program element, the GSC may, on a contract-by-contract basis, at its discretion, require that a predetermined percentage of a specific Architecture & Engineering contract, up to forty percent (40%) be subcontracted to eligible MBE/WBEs. Factors to be considered by the GSC in making this determination shall include the relative availability of MBE/WBE firms to perform commercially useful functions on the specific contract.

A prospective respondent on a School District competitive solicitation, for which price and scope are defined, shall submit at the time as required in the competitive solicitation such documentation as required by SBBC that provides:

xii. The name(s) of the MBE/WBE subcontractor(s) it intends to use on the project;

xiii. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each MBE/WBE;

xiv. A description of the work that each MBE/WBE subcontractor shall perform; and

xv. Documentation confirming the subcontractor’s commitment to perform the work at that price.

A prospective respondent to a School District competitive solicitation, for which respondents are not initially evaluated based on price or for which project scope is not predefined, shall submit at the time as required in the competitive solicitation such documentation as required by SBBC to affirm its intent to meet the subcontracting requirements indicated in the solicitation. In the absence of a waiver granted by the SDOP, failure of a respondent to commit as required in the

solicitation to satisfying the MBE/WBE subcontracting goal shall render its response non-responsive.

During the price proposal negotiation phase, respondents shall be required to submit:

xvi. The name(s) of the MBE/WBE subcontractor(s) it intends to use on the project;

xvii. The percentage of prime contract dollars and the absolute dollar value of subcontracting services to be provided by each MBE/WBE; and

xviii. A description of the work that each MBE/WBE subcontractor shall perform.

A respondent may request a full or partial waiver of this mandatory subcontracting requirement for good cause by submitting the appropriate form(s) and documentation at the time as required in the solicitation. Under no circumstances shall a waiver of a mandatory subcontracting requirement be granted without submission of adequate documentation of good faith efforts by the respondent and careful review by the SDOP. The SDOP shall base its determination on a waiver request on criteria such as, but not limited to:

xix. Whether the requestor of the waiver has made good faith efforts to subcontract with qualified and available MBE/WBEs;

xx. Whether subcontracting would be inappropriate and/or not provide a “commercially useful function” under the scope of the contract; and

xxi. Whether there are no certified MBE/WBE firms that are qualified and available to provide the goods or services required.

In the absence of a waiver granted by the SDOP, failure of a prime contractor to commit as required in the solicitation to satisfying the MBE/WBE subcontracting goal, shall render its response non-responsive. Provided, however, that on any prime contract valued under $10 million, if the prime contractor is a certified MBE/WBE firm, then the prime contractor is allowed to self-perform up to the entire MBE/WBE subcontracting goal amount with its own forces. To the extent that the certified MBE/WBE prime contractor does not self-perform a portion of the MBE/WBE subcontracting goal, it shall be responsible for complying with all other requirements of this API for that portion of work that is subcontracted. This self-performance option for certified M/WBE prime contractors may

be suspended at the discretion of the Director of the Procurement & Warehousing Services or designee in the event it determines that the adverse cumulative effect of the use of this self-performance option upon subcontractor opportunities is too great.

In the absence of a waiver granted by the SDOP, or the self-performance of a portion or all of the MBE/WBE subcontracting goal by a certified MBE/WBE prime contractor, the failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract or otherwise comply with the provisions of this API shall be considered a material breach of contract, grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with SBBC, or by law.

With the exception of certified MBE/WBE prime contractors that are self-performing a portion or all of a subcontracting goal, in the absence of a waiver granted by the SDOP, failure of a prime contractor to attain a subcontracting goal for MBE/WBE participation in the performance of its contract shall be considered a material breach of contract, shall be grounds for termination of that contract with SBBC, and shall be subject to any penalties and sanctions available under the terms of the SDOP policy, the terms of its contract with SBBC, or by law.

A prime contractor is required to notify and obtain prior written approval from the SDOP in advance of any reduction in subcontract scope, unless such reduction in scope is the direct and immediate result of a District-mandated change order or contract amendment, or SBBC has mandated the de-certification, suspension, graduation, or termination of a designated MBE/WBE subcontractor. However, under such circumstances, the prime contractor shall undertake good faith efforts to replace the de-certified, suspended, graduated, or terminated M/WBE subcontractor(s) with one or more other certified MBE/WBE subcontractor(s) and shall submit a waiver request to the SDOP in the event such good faith efforts are unsuccessful.

Upon award of the prime contract to a respondent, the prime contractor shall be required to submit accurate progress payment information with each invoice regarding each of its subcontractors, including MBE/WBE subcontractors. The originating department shall audit the reported payments to MBE/WBE and non-MBE/WBE subcontractor to ensure that the prime contractors' reported subcontract participation is accurate. Absent a waiver from the SDOP, a prime contractor's

failure to reach the required level of MBE/WBE subcontracting shall be considered a material breach of contract. SBBC contracts with prime contractors shall include clauses requiring prime contractors to pay subcontractors in compliance with Florida prompt payment laws (the "Prompt Payment Act"), and such clauses shall mandate that in the event of prime contractor non-compliance regarding such payments, the prime contractor shall be subject to any penalties and sanctions available under the terms of the SDOP policy, its contract with SBBC, or by law.

d. MBE/WBE Vendor Rotation

Under this Program element, the GSC may use vendor rotation of a pre- qualified panel of certified MBE/WBE architecture & engineering firms for smaller SBBC contracts valued at less than $50,000. Work tasks are rotated among this pre-qualified panel of MBE/WBE professional services firms. The order of the vendor rotation is periodically adjusted by the SDOP or designee to account for ranking from the lowest dollar volume of work tasks assigned to the highest dollar volume of work tasks assigned to each MBE/WBE vendor that is listed on the pre-qualified panel of vendors. Participation on vendor rotation panel is contingent on vendor having no negative history of unsatisfactory performance on prior SBBC contracts.

VII. Periodic Review and Factual Predicate

SBBC shall issue a Request for Proposals to undertake a comprehensive update of the full disparity study when deemed necessary, by the Superintendent or SBBC. The existing Policy shall remain in effect through the complete, SBBC review of the Disparity Study update and implementation of the Policy. Upon completion of each disparity study update, present disparity study results to SBBC, and following SBBC review and a public comment period regarding those study findings and recommendations., the SBBC shall consider any proposed modifications to, or sunset of, this Policy. As part of this review process, the Superintendent or designee shall make, or recommend to SBBC, as appropriate, modifications to the procedures or substantive provisions of this Policy and submit any necessary draft amendments to policies and procedures to SBBC for adoption as appropriate to effectuate the continuation, modification, or termination of the SDOP's EBE, MBE, SBE, VBE and WBE program elements.

VIII. SDOP Policy Review, Modification, and Sunset

The SBBC shall issue a Request for Proposals to undertake a comprehensive update of the full disparity study when deemed necessary by the Superintendent and SBBC, and upon completion of each disparity study update, present disparity

study results to SBBC, and following SBBC review and a public comment period regarding those study findings and recommendations, SBBC shall consider any proposed modifications to, or sunset of, this Policy. As part of this review process, the Superintendent or designee shall make or recommend to SBBC as appropriate, modifications to the procedures or substantive provisions of this Policy and submit any necessary draft amendments to policies and procedures to SBBC for adoption as appropriate to effectuate the continuation, modification, or termination of the SDOP's EBE, SBE, MBE, VBE, and ~~M/~~WBE program elements. The existing Policy shall remain in effect through the completion and SBBC review of the Disparity Study update. Absent SBBC implementation and approval prior to the sunset date for this amended SDOP policy by SBBC, the provisions of this Policy shall be void and may not be enforced after December 31, 2028.

IX. Severability Clause

If any section, paragraph, sentence, clause, phrase, or word of this SDOP policy, or the application thereof, to any person or circumstance is for any reason held by a court of competent jurisdiction to be unconstitutional, inoperative, invalid, or void, such holding shall not affect the remainder of this Policy or the application of any other provisions of this Policy which can be given effect without the invalid provision or application, and to this end, all the provisions of this Policy are hereby declared to be severable.

Policy Custodian: Economic Development & Diversity Compliance (EDDC)

Policy Status [Active/Inactive]: Active

Authority: Sections 120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2), and 1001.42(29), Florida Statutes.

History: Adopted/Amended: 1/18/17; Amended 4/21/2020; 01/23/2024.

POLICY NO. 4210

ENVIRONMENTAL EDUCATION AND CONSERVATION

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA (SBBC) PROMOTES ENVIRONMENTAL STEWARDSHIP BY SUPPORTING ENVIRONMENTAL EDUCATION AND CONSERVATION AS AN ECONOMIC, ENVIRONMENTAL, AND SOCIAL PRIORITY TO BE TAUGHT, PRACTICED, AND IMPLEMENTED DISTRICT-WIDE. SBBC UNDERSTANDS THE PROFOUND IMPACT THAT OUR ACTIONS HAVE ON OUR ECOLOGICAL SYSTEMS AND NATURAL RESOURCES. THIS POLICY SERVES AS SBBC'S ENVIRONMENTAL PLAN (EP), IN SUPPORT OF SBBC'S STRATEGIC PLAN. THIS EP IS ADMINISTERED AND IMPLEMENTED IN ACCORDANCE WITH FEDERAL AND STATE ENVIRONMENTAL AND EDUCATIONAL LEGISLATION.

I. Section 1003.42(2)(m), Florida Statutes specifically identifies the conservation of natural resources as a prescribed course of study and Section 1003.42(2)(n)1., Florida Statutes describes comprehensive age-appropriate and developmentally appropriate K-12 health education that addresses concepts of community health, consumer health, environmental health, and family life. In accordance with state and federal legislation SBBC shall implement the following:

A. **Education & Training**

1. Providing quality education and training to all employees concerning environmental impacts, practices, and responsibilities.
2. Promoting and documenting internal and external department collaboration on environmental practices and programs.
3. Identifying and communicating Best Management Practices (BMP) in environmental stewardship and information to be shared with all stakeholders.
4. Incorporating instruction in environmental stewardship, including climate change, energy use, and resource conservation into SBBC's curriculum, and ensuring fidelity through an established monitoring process.
5. Providing training for all employees in current best practices on resource conservation and recycling procedures on an annual basis.

B. **Conservation & Compliance Measures**

1. Promoting environmentally sustainable business practices for procurement and the efficient use of materials and natural resources.
2. Improving and sustaining district practices and operations that impact the environment.
3. Reducing/diverting waste generated from its school campuses, facilities, and operations through source reduction, reuse, recycling, or rethinking.
4. Recognizing and rewarding resource conservation efforts by schools and staff.
5. Collaborating with stakeholders, agencies, and other organizations to promote and achieve common objectives based on sound data.
6. In accordance with Section 1013.23, Florida Statutes, investing in energy conservation measures that reduce energy consumption, produce a cost savings, and improve the quality of indoor air in facilities, and, when economically feasible, building, operating, maintaining, or renovating educational facilities in such a manner so as to minimize energy consumption and maximize energy savings.
7. In accordance with Section 1013.44, Florida Statutes, including passive design elements and low-energy usage features in the design and construction of new educational facilities.

C. **Policy Oversight**

1. The Board shall rename the Environmental Technical Advisory Committee (ETAC) as the Green Advisory Committee (GAC) and appoint its members. The GAC will monitor objectives, recommend environmental strategies, education programs and initiatives, and pilot projects to the Board, and identify responsibilities supporting the implementation of this EP.
2. The Superintendent shall develop administrative procedures based on Sections 1013.44 and 1013.23, Florida Statutes, and State Requirements for Educational Facilities (SREF) to support this policy, implement the EP, and monitor progress of the GAC.
3. The GAC shall report to the School Board monthly or as needed.
4. The GAC shall establish workgroups as needed to accomplish the EP.

D. **Evaluation**

The GAC shall:

1. Review and evaluate the effectiveness of the EP using established benchmarks on an annual basis.
2. Consider timelines, risks, impacts, costs, and savings to SBBC when making decisions concerning its environmental programs and projects.
3. Proactively identify and address emerging environmental issues and technologies.

Policy Custodian: Applied Learning Department

Former Policy Number(s): 7013 & 7014

Policy Status: Active

Authority: F.S. §§1003.42(2)(m), 1003.42(2)(n)1., 1013.23, and 1013.44

History: Adopted 9/9/08

Amended 9/13/2022

COMMUNITY INITIATIVES FOR HEALTHY STUDENTS AND FAMILIES

A. COMMUNITY PARTNERSHIPS: THE SCHOOL BOARD OF BROWARD COUNTY BELIEVES THAT SCHOOLS SHOULD SERVE AS COMMUNITY RESOURCES TO FACILITATE ACCESS TO HEALTH, ECONOMIC, SOCIAL AND EDUCATIONAL SERVICES FOR FAMILIES THROUGH COOPERATIVE PARTNERSHIPS. ALL SCHOOLS SHALL PROVIDE INFORMATION AND REFERRAL SERVICES (Level I) AND SCHOOLS ARE ENCOURAGED TO COOPERATE WITH COMMUNITY SERVICE PROVIDERS TO COORDINATE RESOURCES AND LINKAGES TO SERVICES AND TO ALLOW CO-LOCATION OF SERVICES AS APPROPRIATE (Levels II and III).

THE SUPERINTENDENT SHALL THEREFORE ESTABLISH A PROCESS THAT RESULTS IN COOPERATIVE AGREEMENTS WITH AGENCIES TO ADDRESS NEEDS DEFINED BY COMMUNITIES.

POLICY ADOPTED: 8/15/95
POLICY AMENDED: 12/21/04

1. RULES

Guidelines for establishing a process in order to implement the Community Initiatives for Healthy Students and Families philosophy shall meet the following guidelines.

a. The process shall determine, through an assessment of community needs, the level of service at each school (Level I, II, or III) and which community needs can be addressed through cooperative relationships between service providers.
b. The process shall include provision for a District Oversight Committee with internal and external representation.
c. The process shall include provision for schools to establish Oversight Committees. The committees shall include school personnel, community members and agency representation as appropriate to the level of services provided at the school site.
d. The process shall provide for the encouragement of schools cooperating with other schools within Innovation Zones with the goal of having at least one Level III school within each zone.
e. The process shall include evaluation of the District's effort to facilitate service provision and procedures to monitor District progress.

2. DEFINITIONS

a. **Level I** - Schools designated as Level I will provide information about social, health, educational and economic services available to parents in the district, area, zone and community. Coordination of family support and neighborhood activities are the primary functions performed directly. Level I schools will also provide referral of individuals and families to appropriate community resources through a direct link with Level II, Level III schools, and other community providers within the zone. The school Oversight Committee will monitor progress toward provision of information and referral services.
b. **Level II** - Schools designated as Level II schools can provide, in addition to information and referral, additional health, social, economic or other community-identified services which meet the needs of service consumers through cooperative agreements and other

relationships with service providers. Limited core services are provided on site. Level II schools maintain close relationships with Level III schools within the zone and other community service providers to ensure coordination of service delivery. The Oversight Committee will monitor progress in identification and coordination of services.

c. **Level III** - Schools designated as Level III will provide a full range of health, social, educational and support services to families according to needs identified within the community through cooperative agreements with service providers. Although there is some expected variation in the precise services to be provided on site depending upon community need, a basic core of services will be available to community members. Each Level III Oversight Committee will maintain a menu of comprehensive services, identify those appropriate to the community, and monitor coordination of services.

B. STUDENT SUPPORT SYSTEMS: STUDENTS WHO HAVE GOOD PHYSICAL HEALTH ARE MORE LIKELY TO HAVE SUCCESSFUL EDUCATIONAL OUTCOMES. THE RESPONSIBILITY FOR STUDENTS' PHYSICAL HEALTH IS A SHARED RESPONSIBILITY AMONG PARENTS, THE STUDENTS THEMSELVES, THE COMMUNITY AND THE SCHOOLS, AND THROUGH PARTNERSHIPS WITH COMMUNITY HEALTH/HOSPITAL ORGANIZATIONS. THE RESPONSIBILITY ENCOMPASSES EDUCATION AND PREVENTION AS WELL AS INTERVENTION. FAMILIES PLAY A CRITICAL ROLE IN THE PHYSICAL HEALTH OF STUDENTS. THE PHYSICAL HEALTH OF STUDENTS IS LIKELY TO BE ENHANCED WHEN THE AGENCIES AND ORGANIZATIONS WHICH PROVIDE AND/OR ADVOCATE FOR PHYSICAL HEALTH SERVICES FOR CHILDREN AND ADOLESCENTS COMMUNICATE AND COLLABORATE. STUDENTS' HEALTH IS ALSO ENHANCED WHEN MAJOR COMMUNITY HEALTH ORGANIZATIONS OFFER SERVICES THAT LINK TO AND COMPLEMENT SCHOOL-BASED INITIATIVES. THE SCHOOL BOARD'S GOAL IS TO MAINTAIN AND, WHEN POSSIBLE, EXPAND SCHOOL-BASED HEALTH CENTERS IN PARTNERSHIP WITH COMMUNITY HEALTH CARE PROVIDERS.

IN ORDER TO IDENTIFY AND PROMOTE COMMUNITY HEALTH SERVICES THAT COMPLEMENT SCHOOL-BASED INITIATIVES, THE DISTRICT WILL CONVENE THE **COMMUNITY INITIATIVES FOR HEALTHY STUDENTS AND FAMILIES COMMITTEE.** THIS COMMITTEE WILL INCLUDE UPPER-LEVEL REPRESENTATIVES FROM MAJOR ORGANIZATIONS INVOLVED IN COMMUNITY HEALTH, INCLUDING, BUT NOT LIMITED TO, THE HOSPITAL DISTRICTS, THE BROWARD COUNTY HEALTH DEPARTMENT AND THE HEALTH ACCESS COMMITTEE OF THE COORDINATING COUNCIL OF BROWARD. THE PURPOSE OF THIS COMMITTEE WILL BE TO REVIEW SCHOOL-BASED INITIATIVES AND DETERMINE IF THERE ARE RELEVANT COMMUNITY LINKAGES OR RESOURCES THAT CAN BE USED TO ENHANCE THE SCHOOL-BASED HEALTH INITIATIVES.

I. The school district will establish and maintain an infrastructure for school-based health initiatives that promotes parent and community involvement in health-related issues. The infrastructure will include:

   A. A **standing committee that will address issues related to students' health and fitness**. (1) This committee will be coordinated by the Core Curriculum Department and will include parent, principal, student, teacher and community representatives as well as a representative of the Broward County Comprehensive School Health Advisory Committee (BCCSHAC).

(2) Any policies proposed by the standing committee will be "looped" through the standard school and parent organizations prior to presentation to the School Board.

B. A **standing committee that will address issues related to food and nutrition.**
(1) This committee will be coordinated by the Food and Nutrition Services Department and will include parent, principal, student, teacher and community representatives as well as a representative of BCCSHAC.
(2) Any policies proposed by the standing committee will be "looped" through the standard school and parent organizations prior to presentation to the School Board.

C. The **Broward County Comprehensive School Health Advisory Committee** that, in accordance with Florida Statute 381.0056, will collaborate with the Broward County Health Department and the school district in the development of the School Health Services Plan that is mandated by the School Health Services Act. BCCSHAC will address the state-designated components of the School Health Services Plan such as health screenings, medication administration procedures, immunizations, etc. The School Health Services Plan will be submitted to the School Board for approval.

II. The Health Education Services Department will annually compile and submit to the School Board a status report for the Community Initiatives for Healthy Students and Families.

POLICY ADOPTED: 8/15/95
POLICY AMENDED: 12/21/04

Policy # 5306.1

Technology Advisory Committee

A BROWARD COUNTY SCHOOLS TECHNOLOGY ADVISORY COMMITTEE SHALL BE ESTABLISED.

A. PURPOSE

The Technology Advisory Committee (TAC) will:

- Provide strategic input, advice, assistance and recommendations in the procurement of technology.

- Ensure alignment with The School Board of Broward County, Florida's Mission and Goals along with all documents that govern the use of technology in the Broward County Public School (BCPS) system.

- Maintain strategic relationships/communications with all BCPS departments and divisions involved in systemic technology related initiatives and procurements, as identified in district flowcharts.

- Play a significant role in the planning and evaluation of current and new technology initiatives, especially those related to all documents that govern the use of technology in BCPS (i.e. District Technology Strategic Plan) in order to provide recommendations to the School Board of Broward County, Florida.

B. MEMBERSHIP

1. Membership of the Technology Advisory Committee (TAC) shall be as follows.

a. Voting Membership

i. The Committee shall be representative of the ethnic and gender diversity of the school's/district's student population. All members should have an expertise in technology and its uses and issues related to technology. The requirement of "expertise in technology" shall be satisfied as set forth below:

A. 1–Information & Technology representative will be elected/appointed by Information and Technology
B. 1–Office of Communications representative will be elected/appointed by the Office of Communications.
C. 1–Procurement & Warehousing Services representative will be elected/appointed by Procurement & Warehousing Services.
D. 2–Office of Academics representatives will be elected/appointed by Office of Academics.
E. 1–Facilities & Construction Management representative will be elected/appointed by Facilities & Construction Management.

F. 3-Teacher representatives. (The four (4) Level Chairs will be jointly responsible for electing/appointing the teachers for this representation.)
G. 1–Professional Development Standards and Support representative will be elected/appointed by Professional Development Standards and Support.
H. 2–Union representatives. Two representatives from the Broward Teachers Union (BTU) will be elected/appointed by BTU. These representatives may be from different organizational units within BTU.
I. 3–School District Administrators or designee(s) (Office of School Performance and Accountability (OSPA) will be responsible for electing/appointing the administrators for this representation.)
J. 9–Board member representatives. Each Board Member will appoint one representative.
K. 1–Diversity Committee representative will be elected/appointed by the Diversity Committee.
L. 4–District Advisory/Parent Representatives consisting of the following where each organization has the responsibility of electing/appointing its representative:
    a. 1–District Advisory Council representative
    b. 1–Exceptional Student Education Advisory Council representative
    c. 1–English Speakers of Other Languages Leadership Council representative
    d. 1–Gifted Advisory Council representative
M. 2 - Students will be elected/appointed by Student Government.
N. 1 – Safety and Security representative appointed by the Division of Safety and Security.

b. Non-Voting Membership

i. In addition to the Committee's voting members:

ii. The Chief Information Officer or designee shall attend all TAC General Meetings in a non-voting capacity.

iii. One non-voting staff person or designee will work with the Chair on setting the agenda and conducting the business of the Committee.

c. Term of Membership

i. Length of Term: **No term limits shall be imposed upon any individual's service as an appointee or member of the TECHNOLOGY ADVISORY COMMITTEE.** Technology Advisory Committee members shall be elected/appointed for one (1) year and may be elected/appointed for additional terms as per policy 1.7. A term shall begin July 1 and end on June 30 of the following year or as directed by School Board Action. Each designated group listed in Section 1 (Voting Membership) shall elect or appoint its representative to this Committee no later than August 31st of the current year.

ii. Any member may resign by filing a written resignation addressed to the Chair of the Technology Advisory Committee.

iii. Any vacancy of the Technology Advisory Committee shall be filled for the remainder of the unexpired term through appointment/election, by the electing/appointing body or agency which member represents.

d. Each new member shall receive training as stated in policy 1.7.

2. The Technology Advisory Committee will elect Chair from the full TAC membership to a term of one (1) year.

3. The Chief Information Officer or appointee, at Director level or above, shall attend all TAC meetings in a non-voting capacity.

4. Technology Advisory Committee members shall be elected/appointed for one (1) year and may be elected/appointed for additional terms. Appointment of School Board member representatives to TAC shall follow School Board Policy 1.7.

5. A quorum is the minimum number of members who must be present at a meeting for business to be conducted and for voting to take place. A quorum for the Technology Advisory Committee is met if more than half of the voting members (referenced above in Section B.1.a.i) are physically present.

6. Each Committee member must sign a Conflict of Interest form prior to serving on the Committee.

C. DUTIES

The Technology Advisory Committee will:

1. Provide strategic input, advice, and assistance in the procurement of technology in accordance with the School and District Technology Usage Policy (5306).

2. Receive feedback about the acceptance (or non acceptance) of all its recommendations, and the need for possible revisions, from the Chief Information Officer, within a specified time established by TAC.

3. Play a strategic role in district and department processes, and will be positioned in the district's flowcharts regarding technology initiatives.

4. Be actively involved in the planning for existing and new systemic technology initiatives especially those related to all documents that govern the use of technology in BCPS (i.e. District Technology Strategic Plan). This will include planning for the modification of the documents that govern the use of technology in BCPS (i.e. District Technology Strategic Plan), and align to the timeframe of the Broward County Public School District Strategic Plan.

5. Develop an annual report of the accomplishments of its current goals, and provide projected goals for the following year. These goals will align with both the District Strategic Plan and District Technology Plan.

6. Act in an advisory capacity only and will not conflict with any of the powers and duties reserved by law, policy, or administrative guidelines to the School Board or Superintendent of Schools.

D. MEETINGS and ATTENDANCE

1. The Technology Advisory Committee shall meet regularly once each month during the school year.

2. The Technology Advisory Committee must conduct meetings in accordance with the Florida Sunshine Law and Roberts Rules of Order, Newly Revised.

3. Any member who misses three (3) consecutive meetings or four (4) absences in one calendar year shall be removed from TAC. The individual/group that originally appointed/elected the affected member shall appoint/elect a replacement to the TAC.

4. All Technology Advisory Committee meetings must be scheduled and officially advertised in advance.

5. Special meetings shall be scheduled at least three (3) calendar days in advance.

6. Minutes will be recorded, maintained and available to the public.

Authority: F.S. 1001.41 (1) (2)
Policy Adopted: 10/6/2020

Policy 6000.6

Head Start/Early Head Start

Major Program Policies

The School Board of Broward County, FL

Approved by Policy Council: September 12, 2019
Approved by Governing Body: April 21, 2020

All School Board of Broward County, Florida employees must comply with School Board Policies. The Head Start/Early Head Start Major Program Policies provide guidance in meeting the revised Head Start Program Performance Standards published in September 2016, and the Head Start for School Readiness Act of 2007.

The Performance Standards are divided in to 5 major parts with corresponding subparts. The Policy below summarizes the Performance Standards as they apply to the School Board of Broward County's (SBBC) Head Start/Early Head Start program.

This document is designed to outline SBBC Head Start/Early Head Start's compliance with federal regulations in the following areas:

- Fiscal
- Child Health and Development
- Education and Early Childhood Development
- Child Health and Safety
- Child Nutrition
- Child Mental Health
- Family Partnerships
- Community Partnerships
- Program Governance
- Management Systems and Procedures
- Human Resources Management
- Facilities, Materials, and Equipment
- Eligibility, Recruitment, Selection, Enrollment, and Attendance
- Staffing Requirements
- Program Options
- Disabilities
- Transportation
- Ongoing Monitoring Plan
- Policy Council Bylaws

§Part 1301 — Program Governance

1301.1 Purpose.
SBBC must establish and maintain a formal structure for program governance that includes a governing body (SBBC), a policy council and a parent committee. SBBC has a legal and fiscal responsibility to administer and oversee the Head Start and Early Head Start programs. Policy councils are responsible for the direction of the Head Start and Early Head Start programs.

§1301.2 Governing body.
1) Composition. The composition of the governing body consists of the elected members of the SBBC.
2) Duties and responsibilities.
   a. SBBC is responsible for the following:
      i. Legal and fiscal responsibility for administering and overseeing the Head Start Program, including the safeguarding of Federal funds;
      ii. Participate in the development, planning, and evaluation of the Head Start programs;
      iii. Ensuring compliance with Federal laws (including regulations) and applicable State, tribal, and local laws (including regulations); and
      iv. Other activities, including:
         - Establishing procedures and criteria for recruitment, selection, and enrollment of children;
         - Reviewing all applications for funding and amendments to applications for funding for programs;
         - Establishing procedures and guidelines for accessing and collecting information including:
            - Monthly financial statements
            - Monthly program information summaries
            - Program enrollment reports
            - Monthly reports of meals and snacks
            - The financial audit
            - The Annual Self-Assessment
            - The Community Assessment
            - Communication and guidance from the Office of Head Start (OHS)
            - Program Information Reports (PIR)
         - Reviewing and approving all major policies for Head Start, including:
            - The annual self-assessment and financial audit;
            - Progress in carrying out the programmatic and fiscal provisions in the grant application, including implementation of corrective actions; and
            - Personnel policies regarding the hiring, evaluation, termination, and compensation of SBBC Head Start employees;
         - Developing procedures for how members of the policy council are selected;
         - Approving financial management, accounting, and reporting policies, and compliance with laws and regulations related to financial statements, including the:
            - Approval of all major financial expenditures;
            - Annual approval of the operating budget;
            - Selection (except when a financial auditor is assigned by the State under State law or is assigned under local law) of independent financial auditors who shall report all critical accounting policies and practices; and
            - Monitoring of actions to correct any audit findings and of other action necessary to comply with applicable laws (including regulations) governing financial statement and accounting practices;

- Reviewing results from monitoring conducted by OHS, including appropriate follow-up activities
- Approving personnel policies and procedures, including policies and procedures regarding the hiring, evaluation, compensation, and termination of Head Start Administrative Staff. the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position;
- Establishing, adopting, and periodically updating written standards of conduct for standards and formal procedures for disclosing, addressing, and resolving:
  - Any conflict of interest, and any appearance of a conflict of interest, by SBBC Board Members, Administrators and employees of the Head Start/Early Intervention Department (HS/EI), and any consultants and agents who provide services or furnish goods to the Head Start program; and
  - Complaints, including investigations, when appropriate; and
- To the extent practicable and appropriate, at the discretion of SBBC Board, establishing advisory committees to oversee key responsibilities related to program governance and improvement of the Head Start program.

b. The SBBC Board must use ongoing monitoring results, data on school readiness goals, other information to conduct its responsibilities.

3) Advisory committees.
   a. Advisory Committees may be established as deemed necessary for effective governance and improvement of the program.
   b. If an advisory committee is established to oversee key responsibilities related to program governance, it must:
      i. Establish the structure, communication, and oversight in such a way that the legal and fiscal responsibility is maintained; and,
      ii. Notify the responsible OHS official of its intent to establish such an advisory committee.

§**1301.3 Policy council.**

1) Establishing the policy council. The Head Start/Early Intervention (HS/EI) Department must establish and maintain a policy council responsible for the direction of the Head Start program.
2) Composition.
   a. The HS/EI Department must establish a policy council as early in the program year as possible. Parents of children currently enrolled in each program option must be proportionately represented on the policy council at the delegate level.
   b. The program must ensure members of the policy council do not have a conflict of interest. Staff may not serve on the policy council except parents who occasionally substitute as staff.
3) Duties and responsibilities.
   a. The Policy Council is responsible for the following activities:
      i. Support the active involvement of parents in supporting program operations
      ii. Program recruitment, selection, and enrollment priorities
      iii. Applications for funding and amendments to applications for funding
      iv. Budget planning for program expenditures, including policies for reimbursement and participation in policy council activities
      v. Bylaws for the operation of the Policy Council
      vi. Personnel policies and decisions regarding the employment of staff, including standards of conduct for staff and volunteers and criteria for the employment and dismissal of staff
      vii. Develop procedures for how members of the Policy Council will be elected
   b. A policy council must use ongoing monitoring results, data on school readiness goals, other information described in 1302.102 to conduct its responsibilities.

4) Term.
   a. A member will serve for one year.
   b. If the member intends to serve for another year, s/he must stand for re-election.
   c. The policy council must include in its bylaws how many one-year terms, not to exceed five terms, a person may serve.
   d. The HS/EI Department must seat a successor policy council, before an existing policy council may be dissolved.
5) Reimbursement. The HS/EI Department must enable low-income members to participate fully in their policy council responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the low-income members.

§1301.4 Parent committees.

1) Establishing parent committees. The HS/EI Department must establish a parent committee comprised exclusively of parents of currently enrolled children as early in the program year as possible. This committee must be established at the center level for center-based programs. The HS/EI Department must ensure that parents of currently enrolled children understand the process for elections to the policy council or policy committee and other leadership opportunities.
2) Requirements of parent committees. Within the parent committee structure, the HS/EI Department may determine the best methods to engage families using strategies that are most effective in their community, as long as the program ensures the parent committee carries out the following minimum responsibilities:
   a. Advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families;
   b. Have a process for communication with the policy council; and
   c. Within the guidelines established by SBBC and the Policy Council, participate in the recruitment and screening of Early Head Start and Head Start employees.

§1301.5 Training.

The HS/EI Department must provide appropriate training and technical assistance or orientation to the governing body, any advisory committee members, and the policy council, including training on program performance standards and training indicated in 1302.12 to ensure the members understand the information they receive and can effectively oversee and participate in the programs in Head Start or Early Head Start.

§1301.6 Impasse procedures.

1) To facilitate meaningful consultation and collaboration about decisions of SBBC and the Policy Council, they have established written procedures for resolving internal disputes between SBBC and the Policy Council in a timely manner that include impasse procedures. These procedures are as follows:
   a. SBBC must demonstrate that they consider proposed decisions from the Policy Council and the Policy Council must demonstrate that they consider proposed decisions from SBBC;
   b. If there is a disagreement, SBBC and the Policy Council must notify the other in writing why it does not accept a decision; and,
   c. Describe a decision-making process and a timeline to resolve disputes and reach decisions that are not arbitrary, capricious, or illegal.
   d. If the decision-making process does not result in a resolution and an impasse continues, SBBC and the Policy Council must select a mutually agreeable third party mediator and participate in a formal process of mediation that leads to a resolution of the dispute.

e. If no resolution is reached with a mediator, SBBC and the Policy Council must select a mutually agreeable arbitrator whose decision is final.

§Part 1302 — Program Operations

§1302.1 Overview.
This part implements statutory requirements in the Head Start Act, by outlining all of the relevant program performance standards that are required to operate SBBC's Head Start and Early Head Start program. This covers the full range of operations from enrolling eligible children and providing program services to those children and their families, to managing programs to ensure staff are qualified and supported to effectively provide services. This part also focuses on using data through ongoing program improvement to ensure high-quality service.

Subpart A — Eligibility, Recruitment, Selection, Enrollment, and Attendance

§1302.10 Purpose.
This subpart describes requirements of the Head Start/Early Head Start program for determining community strengths, needs and resources as well as recruitment areas. It contains requirements and procedures for the eligibility determination, recruitment, selection, enrollment and attendance of children and explains the policy concerning the charging of fees.

§1302.11 Determining community strengths, needs, and resources.
1) Service area
   a. The HS/EI Department must propose locations of the Head Start programs based on the community assessment.
2) Community wide strategic planning and needs assessment (community assessment)
   a. To design a program that meets community needs, and builds on strengths and resources, the HS/EI Department must conduct a community assessment at least once over the five-year grant period. The community assessment must use data that describes community strengths, needs, and resources and include, at a minimum:
      i. The number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and languages they speak, including:
         - Children experiencing homelessness in collaboration with, to the extent possible
         - Children in foster care; and
         - Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies;
      ii. The education, health, nutrition and social service needs of eligible children and their families, including prevalent social or economic factors that impact their well-being;
      iii. Typical work, school, and training schedules of parents with eligible children;
      iv. Other child development, child care centers, and family child care programs that serve eligible children, including home visiting, publicly funded state and local preschools, and the approximate number of eligible children served;
      v. Resources that are available in the community to address the needs of eligible children and their families; and,
      vi. Strengths of the community.
   b. The HS/EI Department must annually review and update the community assessment to reflect any significant changes including increased availability of publicly-funded pre-kindergarten (including an assessment of how the pre-kindergarten available in the community meets the needs of the parents and children served by the program, and whether it is offered for a full school day), rates

of family and child homelessness, and significant shifts in community demographics and resources.

c. The HS/EI Department must consider whether the characteristics of the community allow it to include children from diverse economic backgrounds that would be supported by other funding sources, including private pay, in addition to the program's eligible funded enrollment. The HS/EI Department must not enroll children from diverse economic backgrounds if it would result in serving less than its eligible funded enrollment.

§1302.12 Determining, verifying, and documenting eligibility.

1) Process overview.
   a. The HS/EI Department must:
      i. Conduct an in-person interview with each family, unless an in-person interview is not possible or convenient for the family, then a telephone interview may be conducted;
      ii. Verify information age and eligibility as outlined in paragraphs 6 and 7 of this section; and,
      iii. Create an eligibility determination record for enrolled participants according to paragraph 9 of this section.
   b. If the District has an alternate method to reasonably determine eligibility based on its community assessment, geographic and administrative data, or from other reliable data sources, it may petition the responsible OHS official to waive eligibility requirements.
2) Age requirements.
   a. For Early Head Start, except when the child is transitioning to Head Start, a child must be an infant or a toddler younger than three years old.
   b. For Head Start, a child must:
      i. Be at least three years old or, turn three years old by September 1; or
      ii. Be at least four years old or, turn four years old by September 1;
      iii. Be no older than the age required to attend school.
3) Eligibility requirements.
   a. A pregnant woman or a child is eligible if:
      i. The family's income is equal to or below the poverty line; or,
      ii. The family is eligible for or, in the absence of child care, would be potentially eligible for public assistance; including TANF child-only payments; or,
      iii. The child is homeless, as defined in Section 725(2)63 of the McKinney-Vento Homeless Assistance Act at 42 U.S.C. 11434a (2).; or,
      iv. The child is in foster care.
   b. If the family does not meet a criterion outlined, the program may enroll a child who would benefit from services, provided that these participants only make up to 10 percent of the Head Start enrollment.
4) Additional allowances for programs.
   a. The HS/EI Department may enroll an additional 35 percent of participants whose families do not meet the criterion outlined above and whose incomes are below 130 percent of the poverty line, if the department:
      i. Establishes and implements outreach, and enrollment policies and procedures to ensure it is meeting the needs of eligible pregnant women, children, and children with disabilities, before serving pregnant women or children who do not meet the criteria and,
      ii. Establishes criteria that ensure pregnant women and children eligible under the criteria are served first.
   b. If the HS/EI Department chooses to enroll participants who do not meet criteria, and whose family incomes are between 100 and 130 percent of the poverty line, it must be able to report to the Head Start regional program office:
      i. How it is meeting the needs of low-income families or families potentially eligible for public

assistance, homeless children, and children in foster care, and include local demographic data on these populations;

ii. Outreach and enrollment policies and procedures that ensure it is meeting the needs of eligible children or pregnant women, before serving over-income children or pregnant women;

iii. Efforts, including outreach, to be fully enrolled with eligible pregnant women or children;

iv. Policies, procedures, and selection criteria it uses to serve eligible children;

v. Its current enrollment and its enrollment for the previous year;

vi. The number of pregnant women and children served, disaggregated by the eligibility criteria listed in this section; and,

vii. The eligibility criteria category of each child on the program's waiting list.

5) Additional allowances for Indian Tribes.

a. If another program does not serve the approved service area, the District must serve all eligible Indian and non-Indian pregnant women or children who wish to enroll before serving over-income pregnant women or children.

6) Verifying age. HS/EI staff must verify a child's age according to program policies and procedures. The District's policies and procedures cannot require families to provide documents that confirm a child's age if doing so creates a barrier for the family to enroll the child.

7) Verifying eligibility.

a. To verify eligibility based on income, the HS/EI Department must use tax forms, pay stubs, or other proof of income to determine the family income for the relevant time period.

i. If the family cannot provide tax forms, pay stubs, or other proof of income for the relevant time period, program staff may accept written statements from employers, including individuals who are self-employed, for the relevant time period and use information provided to calculate total annual income with appropriate multipliers.

ii. If the family reports no income for the relevant time period, the District may accept the family's signed declaration to that effect, if staff describes efforts made to verify the family's income, and explains how the family's total income was calculated or seeks information from third parties about the family's eligibility, if the family gives written consent. If a family gives consent to contact third parties, staff must adhere to program safety and privacy policies and procedures and ensure the eligibility determination record adheres to paragraph 9 of this section.

iii. If the family can demonstrate a significant change in income for the relevant time period, District staff may consider current income circumstances.

b. To verify whether a family is eligible for, or in the absence of child care, would be potentially eligible for public assistance, the HS/EI Department must have documentation from either the state, local, or tribal public assistance agency that shows the family either receives public assistance or that shows the family is potentially eligible to receive public assistance.

c. To verify whether a family is homeless, the District may accept a written statement from a homeless services provider, school personnel, or other service agency attesting that the child is homeless or any other documentation that indicates homelessness, including documentation from a public or private agency, a declaration, information gathered on enrollment or application forms, or notes from an interview with staff to establish the child is homeless; or any other document that establishes homelessness.

i. If a family can provide one of the documents described above, staff must describe efforts made to verify the accuracy of the information provided and state whether the family is eligible because they are homeless.

ii. If a family cannot provide one of the documents described above to prove the child is homeless, staff may accept the family's signed declaration to that effect, if, in a written statement, staff describes the child's living situation that meets the definition of homeless in Section 725(2)63

of the McKinney-Vento Homeless Assistance Act at 42 U.S.C. 11434a (2)

iii. The HS/EI Department may seek information from third parties who have firsthand knowledge about a family's living situation, if the family gives written consent. If the family gives consent to contact third parties, staff must adhere to program privacy policies and procedures and ensure the eligibility determination record adheres to paragraph 9 of this section.

d. To verify whether a child is in foster care, staff must accept either a court order or other legal or government-issued document, a written statement from a government child welfare official that demonstrates the child is in foster care, or proof of a foster care payment.

8) Eligibility duration.
   a. If a child is determined eligible under this section and is participating in the Head Start program, he or she will remain eligible through the end of the succeeding program year except that the Head Start program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start, such as when there is a change in the child's family income and there is a child with a greater need for Head Start services.
   b. Children who are enrolled in the program receiving funds under the authority the Head Start Act remain eligible while they participate in the program.
   c. If a child moves from the Early Head Start program to the Head Start program, district staff must verify the family's eligibility again.
   d. If the parents wish to enroll their child who has been enrolled in the District's Early Head Start program, the HS/EI Department must ensure, whenever possible, the child receives Head Start services until enrolled in school, provided the child is eligible.
9) Records.
   a. The HS/EI Department must keep eligibility determination records for each participant and ongoing records of the required eligibility training for staff. These records may be kept electronically.
   b. Each eligibility determination record must include:
      i. Copies of any documents or statements, including declarations, that are deemed necessary to verify eligibility;
      ii. A statement that staff has made reasonable efforts to verify information by:
         - Conducting either an in-person, or a telephone interview with the family; and,
         - Describing efforts made to verify eligibility, and, collecting documents required for third party verification that includes the family's written consent to contact each third party, the third parties' names, titles, and affiliations, and information from third parties regarding the family's eligibility.
      iii. A statement that identifies whether:
         - The family's income is below income guidelines for its size, and lists the family's size;
         - The family is eligible for or, in the absence of child care, potentially eligible for public assistance;
         - The child is a homeless child or the child is in foster care;
         - The family was determined to be eligible under paragraphs 3 and 4.
   c. The HS/EI Department must keep eligibility determination records for those currently enrolled, as long as they are enrolled, and, for one year after they have either stopped receiving services; or are no longer enrolled.
10) Program policies and procedures on violating eligibility determination regulations. The HS/EI Department must establish written policies and procedures that describe all actions taken against staff who intentionally violate federal and program eligibility determination regulations and who enroll pregnant women and children that are not eligible to receive Early Head Start or Head Start services.
11) Training on eligibility.
   a. All governing body, policy council, management, and staff who determine eligibility on applicable

federal regulations and program policies and procedures must be trained. Training must, at a minimum:

i. Include methods on how to collect complete and accurate eligibility information from families and third party sources;
ii. Incorporate strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy; and,
iii. Explain program policies and procedures that describe actions taken against staff, families, or participants who attempt to provide or intentionally provide false information.

b. New management and staff members who make eligibility determinations must be trained within 90 days of hiring.
c. All governing body and policy council members within 180 days of the beginning of the term of a new governing body or policy council.
d. The HS/EI Department must develop policies on how often training will be provided after the initial training.

§1302.13 Recruitment of children.

In order to reach those most in need of services, the HS/EI Department must develop and implement a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services, and encourage and assist them in applying for admission to the program. The District must include specific efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care.

§1302.14 Selection process.

1) Selection criteria.
   a. The HS/EI Department must annually establish selection criteria that weigh the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in 1302.11, and including family income, whether the child is homeless, whether the child is in foster care, the child's age, whether the child is eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 *et seq.*) and, other relevant family or child risk factors.
   b. In the event that Head Start eligible children can enroll in high-quality publicly funded pre-kindergarten within the service area for a full school day, the District must prioritize younger children as part of the selection criteria.
   c. The HS/EI Department must not deny enrollment based on a disability or chronic health condition or its severity.
2) Children eligible for services under IDEA.
   a. The District must ensure at least 10 percent of its total funded enrollment is filled by children eligible for services under IDEA, unless the responsible OHS official grants a waiver.
   b. If the requirement above has been met, children eligible for services under IDEA should be prioritized for the available slots in accordance with the District's selection criteria described above.
3) Waiting lists. The HS/EI Department must develop at the beginning of each enrollment year and maintain during the year a waiting list that ranks children according to the District's selection criteria.

§1302.15 Enrollment.

1) Funded enrollment. The District must maintain its funded enrollment level and fill any vacancy as soon as possible. Vacancies must be filled within 30 days.
2) Continuity of enrollment.

a. The HS/EI Department must make efforts to maintain enrollment of eligible children for the following year.
b. Under exceptional circumstances, the HS/EI Department may maintain a child's enrollment in Head Start for a third year, provided that family income is verified again. The HS/EI Department may maintain a child's enrollment in Early Head Start as described in 1302.12.
c. If the District serves homeless children or children in foster care, it must make efforts to maintain the child's enrollment regardless of whether the family or child moves to a different service area, or transition the child to Head Start in a different service area, as required in 1302.72 according to the family's needs.

3) Reserved slots. If the District determines from the community assessment there are families experiencing homelessness in the area, or children in foster care that could benefit from services, the program may reserve one or more enrollment slots for pregnant women and children experiencing homelessness and children in foster care, when a vacancy occurs. No more than three percent of the District's funded enrollment slots may be reserved. If the reserved enrollment slot is not filled within 30 days, the enrollment slot becomes vacant and then must be filled.
4) Other enrollment. Children from diverse economic backgrounds who are funded with other sources, including private pay, are not considered part of the District's eligible funded enrollment.
5) State immunization enrollment requirements. The District must comply with state immunization enrollment and attendance requirements, with the exception of homeless children as described in 1302.16.
6) Voluntary parent participation. Parent participation in any program activity is voluntary, including consent for data sharing, and is not required as a condition of the child's enrollment.

§1302.16 Attendance.

1) Promoting regular attendance. The HS/EI Department must track attendance for each child.
   a. The HS/EI Department must implement a process to ensure children are safe when they do not arrive at school. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the staff must attempt to contact the parent to ensure the child's well-being.
   b. The HS/EI Department must implement strategies to promote attendance. At a minimum, staff must:
      i. Provide information about the benefits of regular attendance;
      ii. Support families to promote the child's regular attendance;
      iii. Conduct a home visit or make other direct contact with a child's parents if a child has multiple unexplained absences (such as two consecutive unexplained absences); and,
      iv. Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.
   c. If a child ceases to attend, staff must make appropriate efforts to reengage the family to resume attendance, including as described above. If the child's attendance does not resume, then the program must consider that slot vacant. This action is not considered expulsion as described in 1302.17.
2) Managing systematic program attendance issues. If the Head Start program's monthly average daily attendance rate falls below 85 percent, staff must analyze the causes of absenteeism to identify any systematic issues that contribute to the program's absentee rate. Staff must use this data to make necessary changes in a timely manner as part of ongoing oversight and correction and inform its continuous improvement efforts as described in 1302.102.

3) Supporting attendance of homeless children.
   a. If the District determines a child is eligible under 1302.12, it must allow the child to attend for up to 90 days or as long as allowed under state licensing requirements, without immunization and other records, to give the family reasonable time to present these documents. The HS/EI Department must work with families to get children immunized as soon as possible in order to comply with state licensing requirements.
   b. If a child experiencing homelessness is unable to attend classes regularly because the family does not have transportation to and from the program facility, the program must utilize community resources, where possible, to provide transportation for the child.

§1302.17 Suspension and expulsion.

1) Limitations on suspension.
   a. The District must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.
   b. A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.
   c. Before the HS/EI Department determines whether a temporary suspension is necessary, staff must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources – such as behavior coaches, psychologists, other appropriate specialists, or other resources – as needed, to determine no other reasonable option is appropriate.
   d. If a temporary suspension is deemed necessary, the program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:
      i. Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;
      ii. Developing a written plan to document the action and supports needed;
      iii. Providing services that include home visits; and,
      iv. Determining whether a referral to the Exceptional Student Learning Services (ESLS) Department is appropriate.
2) Prohibition on expulsion.
   a. The HS/EI Department cannot expel or unenroll a child from Head Start because of a child's behavior.
   b. When a child exhibits persistent and serious challenging behaviors, staff must explore all possible steps and document all steps taken to address such problems and facilitate the child's safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b)14 of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher and:
      i. If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,
      ii. If the child does not have an IFSP or IEP, the District must collaborate, with parental consent, with the ESLS Department to determine the child's eligibility for services.
   c. If, after the District has explored all possible steps and documented all steps taken, the HS/EI Department, in consultation with the parents, the child's teacher, the ESLS Department (if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the

program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

§1302.18 Fees.

1) Policy on fees. The District must not charge eligible families a fee to participate in Head Start, including special events such as field trips, and cannot in any way condition an eligible child's enrollment or participation in the program upon the payment of a fee.
2) Allowable fees.
   a. The District must only accept a fee from families of enrolled children for services that are in addition to services funded by Head Start, such as child care before or after funded Head Start hours. The District may not condition a Head Start child's enrollment on the ability to pay a fee for additional hours.
   b. In order to support programs serving children from diverse economic backgrounds or using multiple funding sources, the District may charge fees to private pay families and other non-Head Start enrolled families to the extent allowed by any other applicable federal, state or local funding sources.

Subpart B — Program Structure

§1302.20 Determining program structure.

1) Choose a program option.
   a. The HS/EI Department must choose to operate one or more of the following program options: center-based, home-based, family child care, or an approved locally-designed variation as described in 1302.24. The program option(s) chosen must meet the needs of children and families based on the community assessment. A Head Start program serving preschool-aged children may not provide only the option described in 1302.22.
   b. To choose a program option and develop a program calendar, the HS/EI Department must consider in conjunction with the annual review of the community assessment whether it would better meet child and family needs through conversion of existing slots to full school day or full working day slots, extending the program year, conversion of existing Head Start slots to Early Head Start slots, and ways to promote continuity of care and services. The HS/EI Department must work to identify alternate sources to support full working day services. If no additional funding is available, program resources may be used.
2) Comprehensive services. All program options must deliver the full range of services, as described in subparts C, D, E, F, and G of this part.
3) Conversion.
   a. Consistent with the Head Start Act, the District may request to convert Head Start slots to Early Head Start slots through the re-funding application process or as a separate grant amendment.
   b. The program must obtain SBBC Board and Policy Council and approval and submit the request to their regional office when proposing a conversion of Head Start services to Early Head Start services.
   c. The request to the regional office must include:
      i. A grant application budget and a budget narrative that clearly identifies the funding amount for the Head Start and Early Head Start programs before and after the proposed conversion;
      ii. The results of the community assessment demonstrating how the proposed use of funds would best meet the needs of the community, including a description of how the needs of eligible Head Start children will be met in the community when the conversion takes places;
      iii. A revised program schedule that describes the program option(s) and the number of funded

enrollment slots for Head Start and Early Head Start programs before and after the proposed conversion;

iv. A description of how the needs of pregnant women, infants, and toddlers will be addressed;
v. A discussion of the District's capacity to carry out an effective Early Head Start program in accordance with the requirements of the Head Start Act and all applicable regulations;
vi. Assurances that the District will participate in training and technical assistance activities required of all Early Head Start grantees;
vii. A discussion of the qualifications and competencies of the child development staff proposed for the Early Head Start program, as well as a description of the facilities and program infrastructure that will be used to support the new or expanded Early Head Start program;
viii. A discussion of any one-time funding necessary to implement the proposed conversion and how the District intends to secure such funding; and,
ix. The proposed timetable for implementing this conversion, including updating school readiness goals.

4) Source of funding. The HS/EI Department may consider hours of service that meet the Head Start Program Performance Standards, regardless of the source of funding, as hours of planned class operations for the purposes of meeting the Head Start and Early Head Start service duration requirements in this subpart.

§1302.21 Center-based option.

1) Setting. The center-based option delivers the full range of services, consistent with 1302.20. Education and child development services are delivered primarily in classroom settings.
2) Ratios and group size.
   a. Staff-child ratios and group size maximums must be determined by the age of the majority of children and the needs of children present. The HS/EI Department must determine the age of the majority of children in a class at the start of the year and may adjust this determination during the program year, if necessary. Where state or local licensing requirements are more stringent than the teacher-child ratios and group size specifications in this section, the District must meet the stricter requirements. The HS/EI Department must maintain appropriate ratios during all hours of program operation, except:
      i. For brief absences of a teaching staff member for no more than five minutes; and,
      ii. During nap time, one teaching staff member may be replaced by one staff member or trained volunteer who does not meet the teaching qualifications required for the age.
   b. An Early Head Start class that serves children under 36 months old must have two appropriately certified personnel with no more than eight children, or three appropriately certified personnel with no more than nine children. Each certified personnel must be assigned consistent, primary responsibility for no more than four children to promote continuity of care for individual children. The District must minimize personnel changes throughout a child's enrollment, whenever possible, and consider mixed age group classes to support continuity of care.
   c. A class that serves a majority of children who are three years old must have no more than 17 children with a teacher and teacher assistant.
   d. A class that serves a majority of children who are four and five years old must have no more than 20 children with a teacher and a teacher assistant.

Table to §1302.21(b) — Center-based group size

4 and 5 year olds	No more than 20 children enrolled in any class. No more than 17 children enrolled in any double session class.

3 year olds	No more than 17 children enrolled in any class No more than 15 children enrolled in any double session class.
Under 3 years old	No more than 8 or 9 children enrolled in any class, depending on the number of certified personnel.

3) Service duration.
   a. Early Head Start.
      i. The District must provide 1,380 annual hours of planned class operations for all enrolled children.
   b. Head Start.
      i. The District must provide 1,020 annual hours of planned class operations over the course of at least eight months per year for all Head Start center-based funded enrollment.
   c. Calendar planning. The District must:
      i. Plan its year using a reasonable estimate of the number of days during a year that classes may be closed due to problems such as inclement weather; and,
      ii. Make every effort to schedule makeup days using existing resources if hours of planned class operations fall below the number required per year.
4) Licensing and square footage requirements.
   a. The facilities used by the program must meet state, tribal, or local licensing requirements, even if exempted by the licensing entity. When state, tribal, or local requirements vary from Head Start requirements, the most stringent provision takes precedence.
   b. Each classroom must have at least 35 square feet of usable indoor space per child available for the care and use of children (exclusive of bathrooms, halls, kitchen, staff rooms, and storage places) and at least 75 square feet of usable outdoor play space per child.
   c. A school that operates two or more groups within an area must ensure clearly defined, safe divisions to separate groups. The school must ensure such spaces are learning environments that facilitate the implementation of the requirements in subpart C of this part. The divisions must limit noise transfer from one group to another to prevent disruption of an effective learning environment.

Subpart C — Education and Child Development Program Services

§1302.30 Purpose.
The HS/EI Department must provide high-quality early education and child development services, including for children with disabilities that promote children's cognitive, social, and emotional growth for later success in school. The HS/EI Department must ensure responsive and effective teacher-child interactions are embedded in the curriculum. The program must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and support family engagement in children's learning and development. The HS/EI Department must ensure delivery of developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, the school-based program must implement, at a minimum, the elements contained in 1302.31 through 1302.34.

§1302.31 Teaching and the learning environment.
1) Teaching and the learning environment. The HS/EI Department must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that

promotes healthy development and children's skill growth aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, including for children with disabilities. The program must also support implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate. This includes, at a minimum, the practices described below.

2) Effective teaching practices.
   a. Teaching practices must:
      i. Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children's engagement in learning experiences and activities;
      ii. Focus on promoting growth in the developmental progressions described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* by aligning with and using the Framework and the curricula as described in 1302.32 to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child's individual pattern of development and learning;
      iii. Integrate child assessment data in individual and group planning; and,
      iv. Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*.
   b. For dual language learners, the program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:
      i. For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English;
      ii. For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or,
      iii. If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children's home language/s who could be trained to work in the classroom to support children's continued development of the home language.
   c. Learning environment. The HS/EI Department must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and:
      i. For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences; and,
      ii. For preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.
   d. Materials and space for learning. To support implementation of the curriculum and the requirements described in this section, the HS/EI Department must ensure age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments,

including functional space is provided. The equipment, materials and supplies must include any necessary accommodations and the space must be accessible to children with disabilities. The program must change materials intentionally and periodically to support children's interests, development, and learning.

e. Promoting learning through approaches to rest, meals, routines, and physical activity.
   i. The HS/EI Department must ensure implementation of an intentional, age appropriate approach to accommodate children's need to nap or rest, and that, for preschool age children provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. The program must provide alternative quiet learning activities for children who do not need or want to rest or nap.
   ii. The HS/EI Department must ensure implementation of snack and meal times in ways that support development and learning. For bottle-fed infants, this approach must include holding infants during feeding to support socialization. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. The program is encouraged to meet this requirement with family style meals when developmentally appropriate. The program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.
   iii. Routines, such as hand washing and diapering, and transitions between activities, must be approached as opportunities for strengthening development, learning, and skill growth.
   iv. Physical activity and intentional movement must be integrated into curricular activities and daily routines in ways that support health and learning. Physical activity must not be used as reward or punishment.

§1302.32 Curricula.

1) Curricula.
   a. The center-based program must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:
      i. Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;
      ii. Are aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five a*nd, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,
      iii. Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.
   b. The HS/EI Department must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.
2) Adaptation. Should the program choose to make significant adaptations to a curriculum or a curriculum enhancement to better meet the needs of one or more specific populations, an external early childhood education curriculum or content area expert must be used to develop such significant adaptations. The program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals, consistent with the process described in 1302.102.

§1302.33 Child screenings and assessments.

1) Screening.
   a. In collaboration with each child's parent and with parental consent, the HS/EI Department must

complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program.

b. The HS/EI Department must use one or more research-based developmental standardized screening tools to complete the screening. The HS/EI Department must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior.
c. If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional the HS/EI Department must, with the parent's consent, promptly and appropriately address any needs identified through:
    i. Referral to ESLS Department for a formal evaluation to assess the child's eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and,
    ii. Partnership with the child's parents and the ESLS Department to support families through the formal evaluation process.
d. If a child is determined to be eligible for services under IDEA, the HS/EI Department must partner with parents and the ESLS Department, as appropriate, and deliver the services in subpart F of this part.
e. If, after the formal evaluation, the ESLS Department determines the child is not eligible for early intervention or special education and related services under IDEA, the HS/EI Department must:
    i. Seek guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child's development and school readiness; and,
    ii. If the child has a significant delay, partner with parents to help the family access services and supports to help address the child's identified needs.
        - Such additional services and supports may be available through a child's health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the Rehabilitation Act, to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability.
        - The HS/EI Department may use program funds for such services and supports when no other sources of funding are available.

2) Assessment for individualization.
    a. The HS/EI Department must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.
    b. The HS/EI Department must regularly use information detailed above along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in the center-based setting.
    c. If warranted from the information gathered from the two previous paragraphs of this section and with direct guidance from a mental health or child development professional and a parent's consent, the HS/EI Department must refer the child to the ESLS Department for a formal evaluation to assess a child's eligibility for services under IDEA.
3) Characteristics of screenings and assessments.
    a. Screenings and assessments must be valid and reliable for the population and purpose for which

they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.

b. When serving children who speak a language other than English, the HS/EI Department must use qualified bilingual staff, contractors, or consultants to:
   i. Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;
   ii. Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and,
   iii. Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.

c. When serving a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, the HS/EI Department must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments as described above.

d. When the program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, the HS/EI Department must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress.

4) Prohibitions on use of screening and assessment data. The use of screening and assessment items and data on any screening or assessment authorized under this subchapter by any agent of the federal government is prohibited for the purposes of ranking, comparing, or otherwise evaluating individual children for purposes other than research, training, or technical assistance, and is prohibited for the purposes of providing rewards or sanctions for individual children or staff. The HS/EI Department must not use screening or assessments to exclude children from enrollment or participation.

§1302.34 Parent and family engagement in education and child development services.

1) Purpose. The center-based HS/EI Department must structure education and child development services to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education.
2) Engaging parents and family members. The HS/EI Department must offer opportunities for parents and family members to be involved in the program's education services and implement policies to ensure:
   a. The program's settings are open to parents during all program hours;
   b. Teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, and behavior;
   c. Teachers hold parent conferences, as needed, but no less than two times per program year, to enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress and activities in the program. Two home visits (as described in paragraph g of this section) meet the minimum requirement of two parent conferences per program year.
   d. Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program;
   e. Parents and family members have opportunities to volunteer in the class and during group activities;
   f. Teachers inform parents, about the purposes of and the results from screenings and assessments and discuss their child's progress;
   g. Teachers conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage the parents in the child's learning and development,

except that such visits may take place at school site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff.

Subpart D — Health Program Services

§1302.40 Purpose.

1) The HS/EI Department must provide high-quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate and that will support each child's growth and school readiness.
2) The HS/EI Department must establish and maintain a Health Services Advisory Committee that includes Head Start parents, professionals, and other volunteers from the community.

§1302.41 Collaboration and communication with parents.

1) For all activities described in this part, the HS/EI Department must collaborate with parents as partners in the health and well-being of their children in a linguistically and culturally appropriate manner and communicate with parents about their child's health needs and development concerns in a timely and effective manner.
2) At a minimum, the HS/EI Department must:
   a. Obtain advance authorization from the parent or other person with legal authority for all health and developmental procedures administered through the program or by contract or agreement, and, maintain written documentation if they refuse to give authorization for health services; and,
   b. Share with parents the policies for health emergencies that require rapid response on the part of staff or immediate medical attention.

§1302.42 Child health status and care.

1) Source of healthcare.
   a. The HS/EI Department, within 30 calendar days after the child first attends the program must consult with parents to determine whether each child has ongoing sources of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care and health insurance coverage.
   b. If the child does not have such a source of ongoing care and health insurance coverage or access to care through the Indian Health Service, the HS/EI Department must assist families in accessing a source of care and health insurance that will meet these criteria, as quickly as possible.
2) Ensuring up-to-date child health status.
   a. Within 90 calendar days after the child first attends the HS/EI Department or, for the home-based program, receives a home visit, the program must:
      i. Obtain determinations from health care and oral health care professionals as to whether or not the child is up-to-date on a schedule of age appropriate preventive and primary medical and oral health care, based on: the well-child visits and dental periodicity schedules as prescribed by the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program of the Medicaid agency of the state in which they operate, immunization recommendations issued by the Centers for Disease Control and Prevention, and any additional recommendations from the local Health Services Advisory Committee that are based on prevalent community health problems;
      ii. Assist parents with making arrangements to bring the child up-to-date as quickly as possible; and, if necessary, directly facilitate provision of health services to bring the child up-to-date with parent consent as described in 1302.41.
   b. Within 45 calendar days after the child first attends the program the HS/EI Department must either obtain or perform evidence-based vision and hearing screenings.

c. The HS/EI Department must identify each child's nutritional health needs, taking into account available health information, including the child's health records, and family and staff concerns, including special dietary requirements, food allergies, and community nutrition issues as identified through the community assessment or by the Health Services Advisory Committee.

3) Ongoing care.
   a. The HS/EI Department must help parents continue to follow recommended schedules of well-child and oral health care.
   b. The HS/EI Department must implement periodic observations or other appropriate strategies for HS/EI Department staff and parents to identify any new or recurring developmental, medical, oral, or mental health concerns.
   c. The HS/EI Department must facilitate and monitor necessary oral health preventive care, treatment and follow-up, including topical fluoride treatments. In communities where there is a lack of adequate fluoride available through the water supply and for every child with moderate to severe tooth decay, The HS/EI Department must also facilitate fluoride supplements, and other necessary preventive measures, and further oral health treatment as recommended by the oral health professional.
4) Extended follow-up care.
   a. The HS/EI Department must facilitate further diagnostic testing, evaluation, treatment, and follow-up plan, as appropriate, by a licensed or certified professional for each child with a health problem or developmental delay, such as elevated lead levels or abnormal hearing or vision results that may affect child's development, learning, or behavior.
   b. The HS/EI Department must develop a system to track referrals and services provided and monitor the implementation of a follow-up plan to meet any treatment needs associated with a health, oral health, social and emotional, or developmental problem.
   c. The HS/EI Department must assist parents, as needed, in obtaining any prescribed medications, aids or equipment for medical and oral health conditions.
5) Use of funds.
   a. The HS/EI Department must use program funds for the provision of diapers and formula for enrolled children during the program day.
   b. The HS/EI Department may use program funds for professional medical and oral health services when no other source of funding is available. When program funds are used for such services, the District must have written documentation of their efforts to access other available sources of funding.

§1302.43 Oral health practices.

The HS/EI Department must promote effective oral health hygiene by ensuring all children with teeth are assisted by appropriate staff, or volunteers, if available, in brushing their teeth with toothpaste containing fluoride once daily. The HS/EI Department will provide education to parents regarding appropriate flossing.

§1302.44 Child nutrition.

1) Nutrition service requirements.
   a. The HS/EI Department must design and implement nutrition services that are culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each child, including children with special dietary needs and children with disabilities. Family style meals are encouraged as described in 1302.31.
   b. Specifically, the HS/EI Department must:
      i. Ensure each child in Head Start receives meals and snacks that provide one half to two thirds of the child's daily nutritional needs, depending upon the length of the program day;

ii. Serve three- to five-year-olds meals and snacks that conform to USDA requirements in 7 CFR parts 210, 220, and 226, and are high in nutrients and low in fat, sugar, and salt;
iii. Feed infants and toddlers according to their individual developmental readiness and feeding skills as recommended in USDA requirements outlined in 7 CFR parts 210, 220, and 226, and ensure infants and young toddlers are fed on demand to the extent possible;
iv. Ensure bottle-fed infants are never laid down to sleep with a bottle;
v. Serve all children in morning center-based settings who have not received breakfast upon arrival at the program a nourishing breakfast;
vi. Promote breastfeeding, including providing facilities to properly store and handle breast milk and make accommodations, as necessary, for mothers who wish to breastfeed during program hours, and if necessary, provide referrals to lactation consultants or counselors; and,
vii. Make safe drinking water available to children during the program day.

2) Payment sources. The HS/EI Department must use funds from USDA Food, Nutrition, and Consumer Services child nutrition programs as the primary source of payment for meal services. Early Head Start and Head Start funds may be used to cover those allowable costs not covered by the USDA.

§1302.45 Child mental health and social and emotional well-being.

1) Wellness promotion. To support a program-wide culture that promotes children's mental health, social and emotional well-being, and overall health, the HS/EI Department must:
   a. Provide supports for effective classroom management and positive learning environments; supportive teacher practices; and, strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns;
   b. Secure mental health consultation services on a schedule of sufficient and consistent frequency to ensure a mental health consultant is available to partner with staff and families in a timely and effective manner;
   c. Obtain parental consent for mental health consultation services at enrollment; and,
   d. Build community partnerships to facilitate access to additional mental health resources and services, as needed.
2) Mental health consultants. The HS/EI Department must ensure mental health consultants assist:
   a. The HS/EI Department to implement strategies to identify and support children with mental health and social and emotional concerns;
   b. Teachers, including family child care providers, to improve classroom management and teacher practices through strategies that include using classroom observations and consultations to address teacher and individual child needs and creating physical and cultural environments that promote positive mental health and social and emotional functioning;
   c. Other staff, including home visitors, to meet children's mental health and social and emotional needs through strategies that include observation and consultation;
   d. Staff to address prevalent child mental health concerns, including internalizing problems such as appearing withdrawn and externalizing problems such as challenging behaviors; and,
   e. In helping both parents and staff to understand mental health and access mental health interventions, if needed.
   f. In the implementation of the policies to limit suspension and prohibit expulsion as described in 1302.17.

§1302.46 Family support services for health, nutrition, and mental health.

1) Parent collaboration. The HS/EI Department must collaborate with parents to promote children's health and well-being by providing medical, oral, nutrition and mental health education support services that are understandable to individuals, including individuals with low health literacy.
2) Opportunities.

a. Such collaboration must include opportunities for parents to:
   i. Learn about preventive medical and oral health care, emergency first aid, environmental hazards, and health and safety practices for the home including health and developmental consequences of tobacco products use and exposure to lead, and safe sleep;
   ii. Discuss their child's nutritional status with staff, including the importance of physical activity, healthy eating, and the negative health consequences of sugar-sweetened beverages, and how to select and prepare nutritious foods that meet the family's nutrition and food budget needs;
   iii. Learn about healthy pregnancy and postpartum care, as appropriate, including breastfeeding support and treatment options for parental mental health or substance abuse problems, including perinatal depression;
   iv. Discuss with staff and identify issues related to child mental health and social and emotional well-being, including observations and any concerns about their child's mental health, typical and atypical behavior and development, and how to appropriately respond to their child and promote their child's social and emotional development; and,
   v. Learn about appropriate vehicle and pedestrian safety for keeping children safe.
b. The HS/EI Department must provide ongoing support to assist parents' navigation through health systems to meet the general health and specifically identified needs of their children and must assist parents:
   i. In understanding how to access health insurance for themselves and their families, including information about private and public health insurance and designated enrollment periods;
   ii. In understanding the results of diagnostic and treatment procedures as well as plans for ongoing care; and,
   iii. In familiarizing their children with services they will receive while enrolled in the program and to enroll and participate in a system of ongoing family health care.

§1302.47 Safety practices.

1) The HS/EI Department must establish, train staff on, implement, and enforce a system of health and safety practices that ensure children are kept safe at all times.
2) The HS/EI Department must develop and implement a system of management, including ongoing training, oversight, correction and continuous improvement in accordance with 1302.102, that includes policies and practices to ensure all facilities, equipment and materials, background checks, safety training, safety and hygiene practices and administrative safety procedures are adequate to ensure child safety. This system must ensure:
   a. Facilities. All facilities where children are served, including areas for learning, playing, sleeping, toileting, and eating are, at a minimum:
      i. Meet licensing requirements in accordance with 1302.21 and 1302.23;
      ii. Clean and free from pests;
      iii. Free from pollutants, hazards and toxins that are accessible to children and could endanger children's safety;
      iv. Designed to prevent child injury and free from hazards, including choking, strangulation, electrical, and drowning hazards, hazards posed by appliances and all other safety hazards;
      v. Well lit, including emergency lighting;
      vi. Equipped with safety supplies that are readily accessible to staff, including, at a minimum, fully-equipped and up-to-date first aid kits and appropriate fire safety supplies;
      vii. Free from firearms or other weapons that are accessible to children;
      viii. Designed to separate toileting and diapering areas from areas for preparing food, cooking, eating, or children's activities; and,
      ix. Kept safe through an ongoing system of preventative maintenance.
   b. Equipment and materials. Indoor and outdoor play equipment, cribs, cots, feeding chairs, strollers,

and other equipment used in the care of enrolled children, and as applicable, other equipment and materials meet standards set by the Consumer Product Safety Commission (CPSC) or the American Society for Testing and Materials, International (ASTM). All equipment and materials must at a minimum:

i. Be clean and safe for children's use and are appropriately disinfected;
ii. Be accessible only to children for whom they are age appropriate;
iii. Be designed to ensure appropriate supervision of children at all times;
iv. Allow for the separation of infants and toddlers from preschoolers during play in center-based programs; and,
v. Be kept safe through an ongoing system of preventative maintenance.

c. Background checks. All staff have complete background checks in accordance with 1302.90.
d. Safety training.
   i. Staff with regular child contact. All staff with regular child contact have initial orientation training within three months of hire and ongoing training in all state, local, tribal, federal and program-developed health, safety and child care requirements to ensure the safety of children in their care; including, at a minimum, and as appropriate based on staff roles and ages of children they work with, training in:
      - The prevention and control of infectious diseases;
      - Prevention of sudden infant death syndrome and use of safe sleeping practices;
      - Administration of medication, consistent with standards for parental consent;
      - Prevention and response to emergencies due to food and allergic reactions;
      - Building and physical premises safety, including identification of and protection from hazards, bodies of water, and vehicular traffic;
      - Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment;
      - Emergency preparedness and response planning for emergencies;
      - Handling and storage of hazardous materials and the appropriate disposal of biocontaminants;
      - Appropriate precautions in transporting children, if applicable;
      - First aid and cardiopulmonary resuscitation; and,
      - Recognition and reporting of child abuse and neglect, in accordance with the requirement at paragraph (2) (e) of this section.
   ii. Staff without regular child contact. All staff with no regular responsibility for or contact with children have initial orientation training within three months of hire; ongoing training in all state, local, tribal, federal and program-developed health and safety requirements applicable to their work; and training in the program's emergency and disaster preparedness procedures.
e. Safety practices. All staff and consultants follow appropriate practices to keep children safe during all activities, including, at a minimum:
   i. Reporting of suspected or known child abuse and neglect, including that staff comply with applicable federal, state, local, and tribal laws;
   ii. Safe sleep practices, including ensuring that all sleeping arrangements for children under 18 months of age use firm mattresses or cots, as appropriate, and for children under 12 months, soft bedding materials or toys must not be used;
   iii. Appropriate indoor and outdoor supervision of children at all times;
   iv. Only releasing children to an authorized adult, and;
   v. All standards of conduct described in 1302.90.
f. Hygiene practices. All staff systematically and routinely implement hygiene practices that at a minimum ensure:
   i. Appropriate toileting, hand washing, and diapering procedures are followed;
   ii. Safe food preparation; and,

iii. Exposure to blood and body fluids are handled consistent with standards of the Occupational Safety Health Administration.

g. Administrative safety procedures. The HS/EI Department shall establish, follow, and practice, as appropriate, procedures for, at a minimum:
   i. Emergencies;
   ii. Fire prevention and response;
   iii. Protection from contagious disease, including appropriate inclusion and exclusion policies for when a child is ill, and from an infectious disease outbreak, including appropriate notifications of any reportable illness;
   iv. The handling, storage, administration, and record of administration of medication;
   v. Maintaining procedures and systems to ensure children are only released to an authorized adult; and,
   vi. Child specific health care needs and food allergies that include accessible plans of action for emergencies. For food allergies, The HS/EI Department must also post individual child food allergies prominently where staff can view wherever food is served.

h. Disaster-preparedness-plan. The HS/EI Department has all-hazards emergency management/disaster preparedness and response plans for more and less likely events including natural and manmade disasters and emergencies, and violence in or near programs.

3) The HS/EI Department must report any safety incidents in accordance with 1302.102.

Subpart E — Family and Community Engagement Program Services

§1302.50 Family engagement.

1) Purpose. The HS/EI Department must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program that may leverage community partnerships or other funding sources.
2) Family engagement approach. The HS/EI Department must:
   a. Recognize parents as their children's primary teachers and nurturers and implement intentional strategies to engage parents in their children's learning and development and support parent-child relationships, including specific strategies for father engagement;
   b. Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community;
   c. Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;
   d. Provide parents with opportunities to participate in the program as employees or volunteers;
   e. Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and,
   f. Implement procedures for teachers, home visitors, and family support staff to share information with each other, as appropriate and consistent with the requirements in part 1303 subpart C, of this chapter; FERPA; or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.

§1302.51 Parent activities to promote child learning and development.

1) The HS/EI Department must promote shared responsibility with parents for children's early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development. These strategies must include:
   a. Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate;
   b. Providing parents with information about the importance of their child's regular attendance, and partner with them, as necessary, to promote consistent attendance; and,
   c. For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy.
2) The HS/EI Department must, at a minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. The HS/EI Department that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.

§1302.52 Family partnership services.

1) Family partnership process. The HS/EI Department must implement a family partnership process that includes a family partnership agreement and the activities described in this section to support family well-being, including family safety, health, and economic stability, to support child learning and development, to provide, if applicable, services and supports for children with disabilities, and to foster parental confidence and skills that promote the early learning and development of their children. The process must be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need.
2) Identification of family strengths and needs. The HS/EI Department must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the *Head Start Parent Family and Community Engagement Framework*, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.
3) Individualized family partnership services. The HS/EI Department must offer individualized family partnership services that:
   a. Collaborate with families to identify interests, needs, and aspirations related to the family engagement outcomes described above;
   b. Help families achieve identified individualized family engagement outcomes;
   c. Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary, and;
   d. Assign staff and resources based on the urgency and intensity of identified family needs and goals.
4) Existing plans and community resources. In implementing this section, the HS/EI Department must take into consideration any existing plans for the family made with other community agencies and availability of other community resources to address family needs, strengths, and goals, in order to avoid duplication of effort.

§1302.53 Community partnerships and coordination with other early childhood and education programs.

1) Community partnerships.
   a. The HS/EI Department must establish ongoing collaborative relationships and partnerships with community organizations such as establishing joint agreements, procedures, or contracts and

arranging for onsite delivery of services as appropriate, to facilitate access to community services that are responsive to children's and families' needs and family partnership goals, and community needs and resources, as determined by the community assessment.

b. The HS/EI Department must establish necessary collaborative relationships and partnerships, with community organizations that may include:
   i. Health care providers, including child and adult mental health professionals, Medicaid managed care networks, dentists, other health professionals, nutritional service providers, providers of prenatal and postnatal support, and substance abuse treatment providers;
   ii. Individuals and agencies that provide services to children with disabilities and their families, elementary schools, state preschool providers, and providers of child care services;
   iii. Family preservation and support services and child protective services and any other agency to which child abuse must be reported under state or tribal law;
   iv. Educational and cultural institutions, such as libraries and museums, for both children and families;
   v. Temporary Assistance for Needy Families, nutrition assistance agencies, workforce development and training programs, adult or family literacy, adult education, and post-secondary education institutions, and agencies or financial institutions that provide asset-building education, products and services to enhance family financial stability and savings;
   vi. Housing assistance agencies and providers of support for children and families experiencing homelessness, including the local educational agency liaison designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 *et seq.*);
   vii. Domestic violence prevention and support providers; and,
   viii. Other organizations or businesses that may provide support and resources to families.

2) Coordination with other programs and systems. The HS/EI Department must take an active role in promoting coordinated systems of comprehensive early childhood services to low-income children and families in their community through communication, cooperation, and the sharing of information among agencies and their community partners, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws.
   a. Quality Rating and Improvement Systems. The HS/EI Department must participate in its state or local Quality Rating and Improvement System (QRIS) if:
      i. Its state or local QRIS accepts Head Start monitoring data to document quality indicators included in the state's tiered system;
      ii. Participation would not impact the HS/EI Department's ability to comply with the Head Start Program Performance Standards; and,
      iii. The HS/EI Department has not provided the Office of Head Start with a compelling reason not to comply with this requirement.

      (Note: At the time this policy was developed, the State of Florida does not have a required QRIS.)
   b. Data systems. The HS/EI Department should integrate and share relevant data with state education data systems, to the extent practicable, if the HS/EI Department can receive similar support and benefits as other participating early childhood programs.

Subpart F — Additional Services for Children with Disabilities

§1302.60 Full participation in program services and activities.

The HS/EI Department must ensure enrolled children with disabilities, including but not limited to those who are eligible for services under IDEA, and their families receive all applicable program services delivered in the least restrictive possible environment and that they fully participate in all program activities.

§1302.61 Additional services for children.

1) Additional services for children with disabilities. The HS/EI Department must ensure the individualized needs of children with disabilities, including but not limited to those eligible for services under IDEA, are being met and all children have access to and can fully participate in the full range of activities and services. The HS/EI Department must provide any necessary modifications to the environment, multiple and varied formats for instruction, and individualized accommodations and supports as necessary to support the full participation of children with disabilities. The HS/EI Department must ensure all individuals with disabilities are protected from discrimination under and provided with all services and program modifications required by section 504 of the Rehabilitation Act (29 U.S.C. 794), the Americans with Disabilities Act (42 U.S.C. 12101 *et seq.*), and their implementing regulations.
2) Services during IDEA eligibility determination. While the ESLS Department determines a child's eligibility, the HS/EI Department must provide individualized services and supports, to the maximum extent possible, to meet the child's needs. Such additional supports may be available through a child's health insurance or it may be appropriate or required to provide the needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in section 705(9)(b) of the Rehabilitation Act. When such supports are not available through alternate means, pending the evaluation results and eligibility determination, the HS/EI Department must individualize program services based on available information such as parent input and child observation and assessment data and may use program funds for these purposes.
3) Additional services for children with an IFSP or IEP. To ensure the individual needs of children eligible for services under IDEA are met, the HS/EI Department must:
    a. Work closely with the ESLS Department, the family, and other service partners, as appropriate, to ensure:
        i. Services for a child with disabilities will be planned and delivered as required by their IFSP or IEP, as appropriate;
        ii. Children are working towards the goals in their IFSP or IEP;
        iii. Elements of the IFSP or IEP that the HS/EI Department cannot implement are implemented by other appropriate agencies, related service providers and specialists;
        iv. IFSPs and IEPs are being reviewed and revised, as required by IDEA; and,
        v. Services are provided in a child's regular Early Head Start or Head Start classroom to the greatest extent possible.
    b. Plan and implement the transition services described in subpart G of this part, including at a minimum:
        i. For children with an IFSP who are transitioning out of Early Head Start, collaborate with the parents, and the ESLS Department, to ensure appropriate steps are undertaken in a timely and appropriate manner to determine the child's eligibility for services under Part B of IDEA; and,
        ii. For children with an IEP who are transitioning out of Head Start to kindergarten, collaborate with the parents, and ESLS Department, to ensure steps are undertaken in a timely and appropriate manner to support the child and family as they transition to a new setting.

§1302.62 Additional services for parents.

1) Parents of all children with disabilities.
    a. The HS/EI Department must collaborate with parents of children with disabilities, including but not limited to children eligible for services under IDEA, to ensure the needs of their children are being met, including support to help parents become advocates for services that meet their children's needs and information and skills to help parents understand their child's disability and how to best support the child's development;
    b. The HS/EI Department must assist parents to access services and resources for their family, including securing adaptive equipment and devices and supports available through a child's health

insurance or other entities, creating linkages to family support programs, and helping parents establish eligibility for additional support programs, as needed and practicable.

2) Parents of children eligible for services under IDEA. For parents of children eligible for services under IDEA, the HS/EI Department must also help parents:
   a. Understand the referral, evaluation, and service timelines required under IDEA;
   b. Actively participate in the eligibility process and IFSP or IEP development process with the ESLS Department, including by informing parents of their right to invite the program to participate in all meetings;
   c. Understand the purposes and results of evaluations and services provided under an IFSP or IEP; and,
   d. Ensure their children's needs are accurately identified in, and addressed through, the IFSP or IEP.

§1302.63 Coordination and collaboration with Exceptional Student Learning Support Department (ESLS)

1) The HS/EI Department must coordinate with the ESLS Department to identify children enrolled or who intend to enroll in Head Start that may be eligible for services under IDEA, including through the process described in 1302.33 and through participation in the local agency Child Find efforts.
2) The HS/EI Department must work to develop processes with the ESLS Department to improve service delivery to children eligible for services under IDEA, including the referral and evaluation process, service coordination, promotion of service provision in the least restrictive appropriate community-based setting and reduction in dual enrollment which causes reduced time in a less restrictive setting, and transition services as children move from services provided under Part C of IDEA to services provided under Part B of IDEA and from preschool to kindergarten.
3) The HS/EI Department must participate in the development of the IFSP or IEP if requested by the child's parents, and the implementation of the IFSP or IEP. At a minimum, the HS/EI Department must offer:
   a. To provide relevant information from its screenings, assessments, and observations to the team developing a child's IFSP or IEP; and,
   b. To participate in meetings with the ESLS Department to develop or review an IEP or IFSP for a child being considered for Head Start enrollment, a currently enrolled child, or a child transitioning from Head Start.
4) The HS/EI Department must retain a copy of the IEP or IFSP for any child enrolled in Head Start for the time the child is in the program, consistent with the IDEA requirements in 34 CFR parts 300 and 303.

Subpart G — Transition Services

§1302.70 Transitions from Early Head Start.

1) Implementing transition strategies and practices. An Early Head Start program must implement strategies and practices to support successful transitions for children and their families transitioning out of Early Head Start.
2) Timing for transitions. To ensure the most appropriate placement and service following participation in Early Head Start, the HS/EI Department must, at least six months prior to each child's third birthday, implement transition planning for each child and family that:
   i. Takes into account the child's developmental level and health and disability status, progress made by the child and family while in Early Head Start, current and changing family circumstances and, the availability of Head Start, other public pre-kindergarten, and other early education and child development services in the community that will meet the needs of the child and family; and,
   ii. Transitions the child into Head Start or another program as soon as possible after the child's third

birthday but permits the child to remain in Early Head Start for a limited number of additional months following the child's third birthday if necessary, for an appropriate transition.

3) Family collaborations. The HS/EI Department must collaborate with parents of Early Head Start children to implement strategies and activities that support successful transitions from Early Head Start and, at a minimum, provide information about the child's progress during the program year and provide strategies for parents to continue their involvement in and advocacy for the education and development of their child.
4) Early Head Start and Head Start collaboration. Early Head Start and Head Start programs must work together to maximize enrollment transitions from Early Head Start to Head Start, consistent with the eligibility provisions in subpart A, and promote successful transitions through collaboration and communication.
5) Transition services for children with an IFSP. The HS/EI Department must provide additional transition services for children with an IFSP, at a minimum, as described in subpart F of this part.

§1302.71 Transitions from Head Start to kindergarten.

1) Implementing transition strategies and practices. The HS/EI Department that serves children who will enter kindergarten in the following year must implement transition strategies to support a successful transition to kindergarten.
2) Family collaborations for transitions.
   a. The HS/EI Department must collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child.
   b. At a minimum, such strategies and activities must:
      i. Help parents understand their child's progress during Head Start;
      ii. Help parents understand practices they use to effectively provide academic and social support for their children during their transition to kindergarten and foster their continued involvement in the education of their child;
      iii. Prepare parents to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with disabilities and various options for their child to participate in language instruction educational programs; and,
      iv. Assist parents in the ongoing communication with teachers and other school personnel so that parents can participate in decisions related to their children's education.
3) Community collaborations for transitions.
   a. The HS/EI Department must collaborate with the Early Learning Language Acquisition (ELLA) Department, as appropriate, and kindergarten teachers to implement strategies and activities that promote successful transitions to kindergarten for children, their families, and the elementary school.
   b. At a minimum, such strategies and activities must include:
      i. Coordination with schools or other appropriate departments to ensure children's relevant records are transferred to the school or next placement in which a child will enroll, consistent with privacy requirements in subpart C of part 1303 of this chapter;
      ii. Communication between appropriate staff and their counterparts in the schools to facilitate continuity of learning and development, consistent with privacy requirements in subpart C of part 1303 of this chapter; and,
      iii. Participation, as possible, for joint training and professional development activities for Head Start and kindergarten teachers and staff.
   c. The HS/EI department must collaborate with schools to determine the availability of summer

school programming for children who will be entering kindergarten and work with parents and school districts to enroll children in such programs, as appropriate.

4) Learning environment activities. The HS/EI Department must implement strategies and activities in the learning environment that promote successful transitions to kindergarten for enrolled children, and at a minimum, include approaches that familiarize children with the transition to kindergarten and foster confidence about such transition.
5) Transition services for children with an IEP. The HS/EI Department must provide additional transition services for children with an IEP, at a minimum, as described in subpart F of this part.

§1302.72 Transitions between programs.

1) For families and children who move out of the community in which they are currently served, including homeless families and foster children, the HS/EI Department must undertake efforts to support effective transitions to other Early Head Start or Head Start programs. If Early Head Start or Head Start is not available, the HS/EI Department should assist the family to identify another early childhood program that meets their needs.
2) When serving children whose families have decided to transition them to other early education programs, including public pre-kindergarten, in the year prior to kindergarten entry, the program must undertake strategies and activities described in 1302.71, as practicable and appropriate.

Subpart H — Services to Enrolled Pregnant Women

§1302.80 Enrolled pregnant women.

1) Within 30 days of enrollment, the HS/EI Department must determine whether each enrolled pregnant woman has an ongoing source of continuous, accessible health care – provided by a health care professional that maintains her ongoing health record and is not primarily a source of emergency or urgent care – and, as appropriate, health insurance coverage.
2) If an enrolled pregnant woman does not have a source of ongoing care as described above and, as appropriate, health insurance coverage, The HS/EI Department must, as quickly as possible, facilitate her access to such a source of care that will meet her needs.
3) The HS/EI Department must facilitate the ability of all enrolled pregnant women to access comprehensive services through referrals that, at a minimum, include nutritional counseling, food assistance, oral health care, mental health services, substance abuse prevention and treatment, and emergency shelter or transitional housing in cases of domestic violence.
4) The HS/EI Department must provide a newborn visit with each mother and baby to offer support and identify family needs. The HS/EI Department must schedule the newborn visit within two weeks after the infant's birth.

§1302.81 Prenatal and postpartum information, education, and services.

1) The HS/EI Department must provide enrolled pregnant women, fathers, and partners or other relevant family members the prenatal and postpartum information, education and services that address, as appropriate, fetal development, the importance of nutrition, the risks of alcohol, drugs, and smoking, labor and delivery, postpartum recovery, parental depression, infant care and safe sleep practices, and the benefits of breastfeeding.
2) The HS/EI Department must also address needs for appropriate supports for emotional well-being, nurturing and responsive caregiving, and father engagement during pregnancy and early childhood.

§1302.82 Family partnership services for enrolled pregnant women.

1) The HS/EI Department must engage enrolled pregnant women and other relevant family members, such as fathers, in the family partnership services as described in 1302.52 and include a specific focus on factors that influence prenatal and postpartum maternal and infant health.
2) The HS/EI Department must engage enrolled pregnant women and other relevant family members, such as fathers, in discussions about program options, plan for the infant's transition to program enrollment, and support the family during the transition process, where appropriate.

Subpart I — Human Resources Management

§1302.90 Personnel policies.

1) Establishing personnel policies and procedures. The HS/EI Department must establish written personnel policies and procedures that are approved by the SBBC Board and Policy Council and that are available to all staff.
2) Background checks and selection procedures.
   a. Before a person is hired, directly or through contract, including transportation staff and contractors, the HS/EI Department must conduct an interview, verify references, conduct a sex offender registry check and obtain one of the following:
      i. State or tribal criminal history records, including fingerprint checks; or,
      ii. Federal Bureau of Investigation criminal history records, including fingerprint checks.
   b. The HS/EI Department has 90 days after an employee is hired to complete the background check process by obtaining:
      i. Whichever check listed in this section was not obtained prior to the date of hire; and,
      ii. Child abuse and neglect state registry check, if available.
   c. The HS/EI Department must review the information found in each employment application and complete background check to assess the relevancy of any issue uncovered by the complete background check including any arrest, pending criminal charge, or conviction and must use Child Care and Development Fund (CCDF) disqualification factors described in 42 U.S.C. 9858f(c)(1)(D) and 42 U.S.C. 9858f(h)(1) or tribal disqualifications factors to determine whether the prospective employee can be hired or the current employee must be terminated.
   d. The HS/EI Department must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the complete background check process is complete.
   e. The District must conduct the complete background check for each employee, consultant, or contractor at least once every five years which must include each of the four checks listed in this section, and review and make employment decisions based on the information as described above, unless the HS/EI Department can demonstrate to the responsible OHS official that it has a more stringent system in place that will ensure child safety.
   f. The HS/EI Department must consider current and former program parents for employment vacancies for which such parents apply and are qualified.
3) Standards of conduct.
   a. The HS/EI Department must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that:
      i. Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior;
      ii. Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must **not**:
         • Use corporal punishment;

- Use isolation to discipline a child;
- Bind or tie a child to restrict movement or tape a child's mouth;
- Use or withhold food as a punishment or reward
- Use toilet learning/training methods that punish, demean, or humiliate a child;
- Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
- Physically abuse a child;
- Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
- Use physical activity or outdoor time as a punishment or reward;

iii. Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;

iv. Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws; and,

v. Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

b. Personnel policies and procedures must include appropriate penalties for staff, consultants, and volunteers who violate the standards of conduct.

4) Communication with dual language learners and their families.
   a. The HS/EI Department must ensure staff and program consultants or contractors are familiar with the ethnic backgrounds and heritages of families in the program and are able to serve and effectively communicate, either directly or through interpretation and translation, with children who are dual language learners and to the extent feasible, with families with limited English proficiency.
   b. If a majority of children in a class speak the same language, at least one class staff member or home visitor must speak such language.

§1302.91 Staff qualifications and competency requirements.

1) Purpose. The HS/EI Department must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. The HS/EI Department must provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities.
2) Head Start/Early Head Start director. The HS/EI Department must ensure the Head Start/Early Head Start director, has, at a minimum, a baccalaureate degree and experience in supervision of staff, fiscal management, and administration.
3) Fiscal officer. The HS/EI Department must assess staffing needs in consideration of the fiscal complexity of the organization and applicable financial management requirements and secure the regularly scheduled or ongoing services of a fiscal officer with sufficient education and experience to meet their needs. The HS/EI Department must ensure the fiscal officer is a certified public accountant or has, at a minimum, a baccalaureate degree in accounting, business, fiscal management, or a related field.
4) Child and family services management staff qualification requirements.
   a. Family, health, and disabilities management. The HS/EI Department must ensure staff responsible for management and oversight of family services, health services, and services to children with disabilities have, at a minimum, a baccalaureate degree, preferably related to one or more of the disciplines they oversee.

b. Education management. As prescribed in the Head Start Act, the HS/EI Department must ensure staff that serve as education managers or coordinators, including those that serve as curriculum specialists, have a baccalaureate or advanced degree in early childhood education or a baccalaureate or advanced degree and equivalent coursework in early childhood education with early education teaching experience.

5) Child and family services staff.
   a. Early Head Start center-based certified personnel qualification requirements. As prescribed in the Head Start Act, the HS/EI Department must ensure center-based certified personnel that provide direct services to infants and toddlers in Early Head Start centers have a minimum of a Child Development Associate (CDA) credential or comparable credential, and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development.
   b. Head Start center-based teacher qualification requirements. As prescribed in the Head Start Act, the HS/EI Department must ensure all center-based teachers have at least an associate's or bachelor's degree in child development, early childhood education, or equivalent coursework. At least fifty percent of the District's Head Start teachers must have a minimum of a bachelor's degree in childhood development, early childhood education or equivalent coursework.
   c. Head Start assistant teacher qualification requirements. As prescribed in the Head Start Act, the HS/EI Department must ensure Head Start assistant teachers, at a minimum, have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a Family Child Care CDA program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire.
   d. Center-based teachers, assistant teachers, and family child care provider competencies. The HS/EI Department must ensure center-based teachers and assistant teachers demonstrate competency to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure effective curriculum implementation and use of assessment and promote children's progress across the standards described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and applicable state early learning and development standards, including for children with disabilities and dual language learners, as appropriate.
   e. Family services staff qualification requirements. The HS/EI Department must ensure staff who work directly with families on the family partnership process have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field.
   f. Health professional qualification requirements.
      i. The HS/EI Department must ensure health procedures are performed only by a licensed or certified health professional.
      ii. The HS/EI Department must ensure all mental health consultants are licensed or certified mental health professionals. The HS/EI Department must use mental health consultants with knowledge of and experience in serving young children and their families, if available in the community.
      iii. The HS/EI Department must use staff or consultants to support nutrition services who are registered dieticians or nutritionists with appropriate qualifications.
   g. Coaches. The HS/EI Department must ensure coaches providing the services described in 1302.92 have a minimum of a baccalaureate degree in early childhood education or a related field.

Parent Scholarships

Parents who have a child/children enrolled in Head Start/Early Head Start program will be eligible to apply for a parent scholarship through Head Start/Early Head Start in collaboration with Broward College.

Parents will have the option to apply for a scholarship to earn a Child Development Associate (CDA) Credential in Infant/Toddler or Preschool or an Associate of Science in Early Childhood Education. It is anticipated that HS and EHS family members who are interested in an early childhood career can begin their educational path and address the shortage of well-prepared Teacher Assistants/Child Development Associates in Broward County Public Schools. The amount budgeted ($24,000 annually) for this initiative will pay for nine CDA scholarships and three Associate of Science degree scholarships annually for five years beginning in 2020.

Scholarship Acceptance Requirements:

1) Applicants must be a parent of a child in the Head Start or Early Start program.
2) Applicants must hold a high school diploma or GED to qualify.
3) Applicants are required to submit a completed scholarship application to the Head Start/Early Intervention Department for review.
4) A panel of Head Start staff and Policy Council parents will review all completed applications that have been submitted by the designated deadline.
5) A scoring rubric will be used by the panel to determine accepted applications.

Program Completion Requirements:

1) Once accepted, parents are required to do the following:
    a. Apply for admission to Broward College.
    b. Complete registration for Broward College for the upcoming term.
    c. Complete all the coursework for the CDA within one (1) year of start date or the Associate of Science within two (2) years of start date.
    d. Maintain passing grades of a "C" or higher in each class taken.
    e. Submit unofficial college transcripts with grades to the Head Start/Early Head Start program of Broward County Public Schools after each semester.
    f. Once accepted, parents are required to remain in good standing with all Head Start/Early Head Start and SBBC compliance requirements (refer to the parent handbook).
    g. Parents whose child ages out of the program are permitted to continue with the scholarship program until completion.
    h. Parents who fail to follow established guidelines will not be permitted to continue using scholarship funds provided through the Head Start/Early Head Start Parent Scholarship program.
    i. Secure and maintain a position, in good standing, within a Broward County Public School Head Start or Early Head Start classroom for a minimum of three (3) years.
    j. Return all scholarship dollars if participant provides fraudulent information.

Scholarship Program Allowance:

1) Head Start/Early Head Start grant funds will cover the costs associated with the program track of choice. The Head Start/Early Intervention Department will pay costs directly to Broward College.
2) Head Start/Early Head Start grant funds will cover the costs associated with obtaining the required DCF 45-hour coursework (CDA Infant/Toddler – Early Head Start only).
3) Head Start/Early Head Start will cover the costs associated with obtaining the required fingerprinting for childcare licensing through the state clearinghouse (CDA Infant/Toddler – Early Head Start only).
4) The Head Start/Early Intervention Department will provide a loaner laptop to any award participant for the purpose of completing coursework requirements/assignments, if needed, with the intent that the computer will be returned upon completion of program or termination of the scholarship.

Infant/Toddler Specialization

a. Parents choosing to complete Infant/Toddler CDA will need to complete the required DCF 45-hour coursework (Early Head Start only). Costs will be covered by the Head Start/Early Head Start grant.
b. Parents who complete the Infant/Toddler CDA will be required to obtain fingerprinting for Broward County Child Care licensing through the state clearinghouse (CDA Infant/Toddler – Early Head Start only) in addition to fingerprints required by SBBC. Costs for initial fingerprints will be covered by the Head Start/Early Head Start grant.

§1302.92 Training and professional development.

1) The HS/EI Department must provide to all new staff, consultants, and volunteers, an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.
2) The HS/EI Department must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include:
   a. Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must be high-quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and regularly evaluated for effectiveness.
   b. Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;
   c. Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part;
   d. Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and,
   e. Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.
3) The HS/EI Department must implement a research-based, coordinated coaching strategy for education staff that:
   a. Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;
   b. At a minimum, provides opportunities for intensive coaching to those education staff identified through the process above, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;
   c. At a minimum, provides opportunities for education staff not identified for intensive coaching through the process above to receive other forms of research-based professional development aligned with program performance goals;
   d. Ensures intensive coaching opportunities for the staff identified through the process above that:
      i. Align with the program's school readiness goals, curricula, and other approaches to professional development;

ii. Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;
iii. Provide ongoing communication between the coach, director, curriculum specialist, and any other relevant staff; and,
iv. Include clearly articulated goals informed by the program's goals, as described in 1302.102, and a process for achieving those goals; and,

e. Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.

4) If the HS/EI Department needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements above, the HS/EI Department must partner with external early childhood education professional development experts. The HS/EI Department must assess whether the adaptation adequately supports staff professional development, consistent with the process laid out in subpart J of this part.

§1302.93 Staff health and wellness.

1) The HS/EI Department must ensure each staff member has an initial health examination and a periodic re-examination as recommended by their health care provider in accordance with state, tribal, or local requirements that include screeners or tests for communicable diseases, as appropriate. The HS/EI Department must ensure staff do not, because of communicable diseases, pose a significant risk to the health or safety of others in the program that cannot be eliminated or reduced by reasonable accommodation, in accordance with the Americans with Disabilities Act and section 504 of the Rehabilitation Act.
2) The HS/EI Department must make mental health and wellness information available to staff regarding health issues that may affect their job performance, and must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.

§1302.94 Volunteers.

1) The HS/EI Department must ensure regular volunteers have been screened for appropriate communicable diseases in accordance with state, tribal or local laws. In the absence of state, tribal or local law, the Health Services Advisory Committee must be consulted regarding the need for such screenings.
2) The HS/EI Department must ensure children are never left alone with volunteers.

Subpart J — Program Management and Quality Improvement

§1302.100 Purpose.

The HS/EI Department must provide management and a process of ongoing monitoring and continuous improvement for achieving program goals that ensures child safety and the delivery of effective, high-quality program services.

§1302.101 Management system.

1) Implementation. The HS/EI Department must implement a management system that:
   a. Ensures The HS/EI Department, fiscal, and human resource management structure that provides effective management and oversight of all program areas and fiduciary responsibilities to enable delivery of high-quality services in all of the program services described in subparts C, D, E, F, G, and H of this part;
   b. Provides regular and ongoing supervision to support individual staff professional development and continuous program quality improvement;

c. Ensures budget and staffing patterns that promote continuity of care for all children enrolled, allow sufficient time for staff to participate in appropriate training and professional development, and allow for provision of the full range of services described in subparts C, D, E, F, G, and H of this part; and,
d. Maintains an automated accounting and record keeping system adequate for effective oversight.

2) Coordinated approaches. At the beginning of each program year, and on an ongoing basis throughout the year, the HS/EI Department must design and implement program-wide coordinated approaches that ensure:
   a. The training and professional development system, as described in 1302.92, effectively supports the delivery and continuous improvement of high-quality services;
   b. The full and effective participation of children who are dual language learners and their families, by
      i. Utilizing information from the program's community assessment about the languages spoken throughout the program service area to anticipate child and family needs;
      ii. Identifying community resources and establishing ongoing collaborative relationships and partnerships with community organizations consistent with the requirements in 1302.53; and,
      iii. Systematically and comprehensively addressing child and family needs by facilitating meaningful access to program services, including, at a minimum, curriculum, instruction, staffing, supervision, and family partnerships with bilingual staff, oral language assistance and interpretation, or translation of essential program materials, as appropriate.
   c. The full and effective participation of all children with disabilities, including but not limited to children eligible for services under IDEA, by providing services with appropriate facilities, program materials, curriculum, instruction, staffing, supervision, and partnerships, at a minimum, consistent with section 504 of the Rehabilitation Act and the Americans with Disabilities Act; and,
   d. The management of program data to effectively support the availability, usability, integrity, and security of data. The HS/EI Department must establish procedures on data management, and have them approved by the SBBC board and policy council, in areas such as quality of data and effective use and sharing of data, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws.

§1302.102 Achieving program goals.

1) Establishing program goals. The HS/EI Department, in collaboration with the SBBC board and Policy Council, must establish goals and measurable objectives that include:
   a. Strategic long-term goals for ensuring programs are and remain responsive to community needs as identified in their community assessment as described in subpart A of this part;
   b. Goals for the provision of educational, health, nutritional, and family and community engagement program services as described in the program performance standards to further promote the school readiness of enrolled children;
   c. School readiness goals that are aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, state and tribal early learning standards, as appropriate, and requirements and expectations of schools Head Start children will attend, per the requirements of subpart B of part 1304 of this part; and,
   d. Effective health and safety practices to ensure children are safe at all times, per the requirements in 1302.47, 1302.90, 1302.92, and 1302.94 and part 1303 subpart F, of this chapter.
2) Monitoring program performance.
   a. Ongoing compliance oversight and correction. In order to ensure effective ongoing oversight and correction, the HS/EI Department must establish and implement a system of ongoing oversight that ensures effective implementation of the program performance standards, including ensuring child safety, and other applicable federal regulations as described in this part, and must:

i. Collect and use data to inform this process;
ii. Correct quality and compliance issues immediately, or as quickly as possible;
iii. Work with the SBBC board and the policy council to address issues during the ongoing oversight and correction process and during federal oversight; and,
iv. Implement procedures that prevent recurrence of previous quality and compliance issues, including previously identified deficiencies, safety incidents, and audit findings.

b. Ongoing assessment of program goals. The HS/EI Department must effectively oversee progress towards program goals on an ongoing basis and annually must:
i. Conduct a self-assessment that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program's progress towards meeting goals established in this section, compliance with program performance standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness;
ii. Communicate and collaborate with the SBBC board and Policy Council, HS/EI Department staff, and parents of enrolled children when conducting the annual self-assessment; and,
iii. Submit findings of the self-assessment, including information listed in above, to the responsible OHS official.

3) Using data for continuous improvement.
a. The HS/EI Department must implement a process for using data to identify program strengths and needs, develop and implement plans that address program needs, and continually evaluate compliance with program performance standards and progress towards achieving program goals described above.
b. This process must:
i. Ensure data is aggregated, analyzed and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas;
ii. Ensure child-level assessment data is aggregated and analyzed at least three times a year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate, and used with other program data described in this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services; and,
iii. Use information from ongoing monitoring and the annual self-assessment, and program data on teaching practice, staffing and professional development, child-level assessments, family needs assessments, and comprehensive services, to identify program needs, and develop and implement plans for program improvement; and,
iv. Use program improvement plans as needed to either strengthen or adjust content and strategies for professional development, change program scope and services, refine school readiness and other program goals, and adapt strategies to better address the needs of sub-groups.

4) Reporting.
a. The HS/EI Department must submit:
i. Status reports, determined by ongoing oversight data, to the SBBC board and Policy Council, at least semi-annually;
ii. Reports, as appropriate, to the responsible OHS official immediately or as soon as practicable, related to any significant incidents affecting the health and safety of program participants, circumstances affecting the financial viability of the program, breaches of personally identifiable information, or program involvement in legal proceedings, any matter for which notification or a report to state, tribal, or local authorities is required by applicable law, including at a minimum:

- Any reports regarding agency staff or volunteer compliance with federal, state, tribal, or local laws addressing child abuse and neglect or laws governing sex offenders;
- Incidents that require classrooms or centers to be closed for any reason;
- Legal proceedings by any party that are directly related to program operations; and,
- All conditions required to be reported under 1304.12, including disqualification from the Child and Adult Care Food Program (CACFP) and license revocation.

b. Annually, the HS/EI Department must publish and disseminate a report that complies with the Head Start Act and includes a summary of the HS/EI Department's most recent community assessment, as described in 1302.11, consistent with privacy protections in subpart C of part 1303 of this chapter.
c. If the HS/EI Department has had a deficiency identified, it must submit, to the responsible OHS official, a quality improvement plan as required in the Head Start Act.

§1302.103 Implementation of program performance standards.

1) The HS/EI Department must implement a program-wide approach for the effective and timely implementation of the changes to the program performance standards, including the purchase of materials and allocation of staff time, as appropriate.
2) The HS/EI Department's approach to implement the changes included in parts 1301 through 1304 of this chapter must ensure adequate preparation for effective and timely service delivery to children and their families including, at a minimum, review of community assessment data to determine the most appropriate strategy for implementing required program changes, including assessing any changes in the number of children who can be served, as necessary, the purchase of and training on any curriculum, assessment, or other materials, as needed, assessment of program-wide professional development needs, assessment of staffing patterns, the development of coordinated approaches described in 1302.101, and the development of appropriate protections for data sharing.

Part 1303 – Financial and Administrative Requirements

§1303.1 Overview.

This part specifies the financial and administrative requirements for Head Start. Subpart A of this part outlines the financial requirements. Subpart B of this part specifies the administrative requirements. Subpart C of this part implements the statutory provision that ensures the confidentiality of any personally identifiable data, information, and records collected or maintained. Subpart D of this part prescribes regulations for the operation of delegate agencies. Subpart E of this part implements the statutory requirements related to facilities. Subpart F prescribes regulations on transportation.

Subpart A — Financial Requirements

§1303.2 Purpose.

This subpart establishes regulations applicable to program administration and grants management for all grants under the Act.

The following chart includes OHS regulations that apply to all grants made under the Act:

Cite	Title
45 CFR part 16	Department grant appeals process
45 CFR part 30	OHS Standards and Procedures for Claims collection
45 CFR part 46	Protection of human subjects
45 CFR part 75	Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
45 CFR part 80 45 CFR part 80	Nondiscrimination under programs receiving federal assistance through the Department of Health and Human Services Effectuation of title VI and VII of the Civil Rights Act of 1964
45 CFR part 81	Practice and procedure for hearings under part 80
45 CFR part 84	Nondiscrimination on the basis of handicap in federally assisted programs
45 CFR part 87	Equal treatment for faith based organizations
2 CFR part 170	FFATA Sub-award and executive compensation
2 CFR 25.110	CCR/DUNS requirement

§1303.4 Federal financial assistance, non-federal match, and waiver requirements.
In accordance with the Head Start Act, federal financial assistance to the District will not exceed 80 percent of the approved total program costs. The District must contribute 20 percent as non-federal match each budget period. The responsible OHS official may approve a waiver of all or a portion of the non-federal match requirement on the basis of the grantee's written application submitted for the budget period and any supporting evidence the responsible OHS official requires. In deciding whether to grant a waiver, the responsible OHS official will consider the circumstances and whether the grantee has made a reasonable effort to comply with the non-federal match requirement.

§1303.5 Limitations on development and administrative costs.

1) Limitations.
   a) Costs to develop and administer the Head Start program cannot be excessive or exceed 15 percent of the total approved program costs. Allowable costs to develop and administer a Head Start program cannot exceed 15 percent of the total approved program costs, which includes both federal costs and non-federal match, unless the responsible OHS official grants a waiver that approves a higher percentage in order to carry out the purposes of the Head Start Act.
   b) To assess total program costs and determine whether the District meets this requirement, the grantee must:
      i. Determine the costs to develop and administer its program, including the local costs of necessary resources;
      ii. Categorize total costs as development and administrative or program costs;
      iii. Identify and allocate the portion of dual benefits costs that are for development and administration;
      iv. Identify and allocate the portion of indirect costs that are for development and administration versus program costs; and,
      v. Delineate all development and administrative costs in the grant application and calculate the percentage of total approved costs allocated to development and administration.
2) Waivers.
   a) The responsible OHS official may grant a waiver for each budget period if a delay or disruption to program services is caused by circumstances beyond the agency's control, or if an agency is unable to administer the program within the 15 percent limitation and if the agency can demonstrate efforts to reduce its development and administrative costs.

b) If at any time within the grant funding cycle, the District estimates development and administration costs will exceed 15 percent of total approved costs, it must submit a waiver request to the responsible OHS official that explains why costs exceed the limit, that indicates the time period the waiver will cover, and that describes what the grantee will do to reduce its development and administrative costs to comply with the 15 percent limit after the waiver period.

Subpart B — Administrative Requirements

§1303.10 Purpose.
The District must observe standards of organization, management, and administration that will ensure, so far as reasonably possible, that all program activities are conducted in a manner consistent with the purposes of the Head Start Act and the objective of providing assistance effectively, efficiently, and free of any taint of partisan political bias or personal or family favoritism.

§1303.11 Limitations and prohibitions.
The District must adhere to sections of the Head Start Act pertaining to union organizing, the Davis-Bacon Act, limitations on compensation, non-discrimination, unlawful activities, political activities, and obtaining parental consent.

§1303.12 Insurance and bonding.
The District must have an ongoing process to identify risks and have cost-effective insurance for those identified risks. The District must specifically consider the risk of accidental injury to children while participating in the program. The HS/EI Department must submit proof of appropriate coverage in its initial application for funding. The process of identifying risks must also consider the risk of losses resulting from fraudulent acts by individuals authorized to disburse Head Start funds. If the District lacks sufficient coverage to protect the federal government's interest, the District must maintain adequate fidelity bond coverage.

Subpart C — Protections for the Privacy of Child Records

§1303.20 Establishing procedures.
The HS/EI Department must establish procedures to protect the confidentiality of any personally identifiable information (PII) in child records.

§1303.21 Program procedures – applicable confidentiality provisions.
1) The District must comply with the confidentiality provisions of FERPA.
2) If Head Start serves a child who is referred to, or found eligible for services under, IDEA, the District must comply with the applicable confidentiality provisions in Part B or Part C of IDEA to protect the PII in records of those children.

§1303.22 Disclosures with, and without, parental consent.
1) Disclosure with parental consent.
   a. Subject to the exceptions in paragraphs 2 and 3 of this section, the procedures to protect PII must require the program to obtain a parent's written consent before the program may disclose such PII from child records.
   b. The procedures to protect PII must require the program to ensure the parent's written consent specifies what child records may be disclosed, explains why the records will be disclosed, and identifies the party or class of parties to whom the records may be disclosed. The written consent must be signed and dated.

c. "Signed and dated written consent" under this part may include a record and signature in electronic form that:
   i. Identifies and authenticates a particular person as the source of the electronic consent; and,
   ii. Indicates such person's approval of the information.
d. The HS/EI Department must explain to the parent that the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive and therefore it does not apply to an action that occurred before the consent was revoked.

2) Disclosure without parental consent but with parental notice and opportunity to refuse. The procedures to protect PII must allow the HS/EI Department to disclose such PII from child records without parental consent if the program notifies the parent about the disclosure, provides the parent, upon the parent's request, a copy of the PII from child records to be disclosed in advance, and gives the parent an opportunity to challenge and refuse disclosure of the information in the records, before the program forwards the records to officials at the program, school, or school district in which the child seeks or intends to enroll or where the child is already enrolled so long as the disclosure is related to the child's enrollment or transfer.
3) Disclosure without parental consent. The procedures to protect PII must allow the program to disclose such PII from child records without parental consent to
   a. Officials within the program or acting for the program, such as contractors and sub-recipients, if the official provides services for which the program would otherwise use employees, the program determines it is necessary for Head Start services, and the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement;
   b. Officials within the program, acting for the program, or from a federal or state entity, in connection with an audit or evaluation of education or child development programs, or for enforcement of or compliance with federal legal requirements of the program; provided the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure, except when the disclosure is specifically authorized by federal law or by the responsible OHS official;
   c. Officials within the program, acting for the program, or from a federal or state entity, to conduct a study to improve child and family outcomes, including improving the quality of programs, for, or on behalf of, the program, provided the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure;
   d. Appropriate parties in order to address a disaster, health or safety emergency during the period of the emergency, or a serious health and safety risk such as a serious food allergy, if the program determines that disclosing the PII from child records is necessary to protect the health or safety of children or other persons;
   e. Comply with a judicial order or lawfully issued subpoena, provided the program makes a reasonable effort to notify the parent about all such subpoenas and court orders in advance of the compliance therewith, unless:
      i. A court has ordered that neither the subpoena, its contents, nor the information provided in response be disclosed;
      ii. The disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.

iii. A parent is a party to a court proceeding directly involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5101) or dependency matters, and the order is issued in the context of that proceeding, additional notice to the parent by the program is not required; or,

iv. SBBC initiates legal action against a parent or a parent initiates legal action against SBBC, then the HS/EI Department may disclose to the court, also without a court order or subpoena, the child records relevant for the program to act as plaintiff or defendant.

f. The Secretary of Agriculture or an authorized representative from the USDA Food and Nutrition Service to conduct program monitoring, evaluations, and performance measurements for the Child and Adult Care Food Program under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, if the results will be reported in an aggregate form that does not identify any individual: provided, that any data collected must be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary of Agriculture and any PII must be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements;

g. A caseworker or other representative from a state, local, or tribal child welfare agency, who has the right to access a case plan for a child who is in foster care placement, when such agency is legally responsible for the child's care and protection, under state or tribal law, if the agency agrees in writing to protect PII, to use information from the child's case plan for specific purposes intended of addressing the child's needs, and to destroy information that is no longer needed for those purposes; and,

h. Appropriate parties in order to address suspected or known child maltreatment and is consistent with applicable federal, state, local, and tribal laws on reporting child abuse and neglect.

4) Written agreements. When The HS/EI Department establishes a written agreement with a third party, the procedures to protect such PII must require the program to annually review and, if necessary, update the agreement. If the third party violates the agreement, then the program may:
   a. Provide the third party an opportunity to self-correct; or,
   b. Prohibit the third party from access to records for a set period of time as established by the programs governing body and policy council.
5) Annual notice. The procedures to protect PII must require the program to annually notify parents of their rights in writing described in this subpart and applicable definitions in part 1305 of this chapter, and include in that notice a description of the types of PII that may be disclosed, to whom the PII may be disclosed, and what may constitute a necessary reason for the disclosure without parental consent as described in paragraph (c) of this section.
6) Limit on disclosing PII. The HS/EI Department must only disclose the information that is deemed necessary for the purpose of the disclosure.

§**1303.23 Parental rights.**

1) Inspect record.
   a. A parent has the right to inspect child records.
   b. If the parent requests to inspect child records, the program must make the child records available within a reasonable time, but no more than 45 days after receipt of request.
   c. If the HS/EI Department maintains child records that contain information on more than one child, the program must ensure the parent only inspects information that pertains to the parent's child.
   d. The HS/EI Department shall not destroy a child record with an outstanding request to inspect and review the record under this section.
2) Amend record.
   a. A parent has the right to ask the program to amend information in the child record that the parent believes is inaccurate, misleading, or violates the child's privacy.

b. The HS/EI Department must consider the parent's request and, if the request is denied, render a written decision to the parent within a reasonable time that informs the parent of the right to a hearing.

3) Hearing.
   a. If the parent requests a hearing to challenge information in the child record, the HS/EI Department must schedule a hearing within a reasonable time, notify the parent, in advance, about the hearing, and ensure the person who conducts the hearing does not have a direct interest in its outcome.
   b. The HS/EI Department must ensure the hearing affords the parent a full and fair opportunity to present evidence relevant to the issues.
   c. If the HS/EI Department determines from evidence presented at the hearing that the information in the child records is inaccurate, misleading, or violates the child's privacy, they must either amend or remove the information and notify the parent in writing.
   d. If the HS/EI Department determines from evidence presented at the hearing that information in the child records is accurate, does not mislead, or otherwise does not violate the child's privacy, they must inform the parent of the right to place a statement in the child records that either comments on the contested information or that states why the parent disagrees with the decision.
4) Right to copy of record. The HS/EI Department must provide a parent, free of charge, an initial copy of child records disclosed to third parties with parental consent and, upon parent request, an initial copy of child records disclosed to third parties, unless the disclosure was for a court that ordered neither the subpoena, its contents, nor the information furnished in response be disclosed.
5) Right to inspect written agreements. A parent has the right to review any written agreements with third parties.

§1303.24 Maintaining records.

1) The HS/EI Department must maintain child records in a manner that ensures only parents, and officials within the program or acting on behalf of the program have access, and such records must be destroyed within a reasonable timeframe after such records are no longer needed or required to be maintained.
2) The HS/EI Department must maintain, with the child records, for as long as the records are maintained, information on all individuals, agencies, or organizations to whom a disclosure of PII from the child records was made (except for program officials and parents) and why the disclosure was made. If the HS/EI Department uses a web-based data system to maintain child records, the program must ensure such child records are adequately protected and maintained according to current industry security standards.
3) If a parent places a statement in the child record, the HS/EI Department must maintain the statement with the contested part of the child record for as long as the program maintains the record and, disclose the statement whenever it discloses the portion of the child record to which the statement relates.

Subpart D — Delegation of Program Operations

At the time this Policy was written, SBBC is the sole provider for the Head Start grant and does not have delegate agencies. In the event that SBBC determines the need for delegate agencies, Subpart D 1303.30 through 1303.33 of the Head Start Performance Standards shall be in effect.

§1303.30 Grantee responsibility and accountability.
§1303.31 Determining and establishing delegate agencies.
§1303.32 Evaluations and corrective actions for delegate agencies.
§1303.33 Termination of delegate agencies.

Subpart E — Facilities

§**1303.40 Purpose.**
This subpart prescribes what the District must establish to show it is eligible to purchase, construct and renovate facilities as outlined in section 644(c), (f) and (g) of the Act. It explains how the District may apply for funds, details what measures the District must take to protect federal interest in facilities purchased, constructed or renovated with grant funds, and concludes with other administrative provisions. This subpart applies to major renovations. It only applies to minor renovations and repairs, when they are included with a purchase application and are part of purchase costs.

The HS/EI Department complies with all SBBC policies related to facilities and construction. The HS/EI Department identifies modular at school sites that are federal interest with a sign referencing Head Start Performance Standard 1303.54.

§**1303.41 Approval of previously purchased facilities.**
§**1303.42 Eligibility to purchase, construct, and renovate facilities.**
§**1303.43 Use of grant funds to pay fees.**
§**1303.44 Applications to purchase, construct, and renovate facilities.**
§**1303.45 Cost-comparison to purchase, construct, and renovate facilities.**
§**1303.46 Recording and posting notices of federal interest.**
§**1303.47 Contents of notices of federal interest.**
§**1303.48 Grantee limitations on federal interest.**
§**1303.49 Protection of federal interest in mortgage agreements.**
§**1303.50 Third party leases and occupancy arrangements.**
§**1303.51 Subordination of the federal interest.**

§**1303.52 Insurance, bonding, and maintenance.**
1) Purpose. If the District uses federal funds to purchase or continue purchase on a facility, excluding modular units, the grantee must obtain a title insurance policy for the purchase price that names the responsible OHS official as an additional loss payee.
2) Insurance coverage.
   If the District uses federal funds to purchase or continue purchase on a facility or modular unit the grantee must maintain physical damage or destruction insurance at the full replacement value of the facility, for as long as the grantee owns or occupies the facility.
   a. If a facility is located in an area the National Flood Insurance Program defines as high risk, the grantee must maintain flood insurance for as long as the grantee owns or occupies the facility.
   b. The District must submit to the responsible OHS official, within 10 days after coverage begins, proof of insurance coverage required under paragraphs (a) and (b) of this section.
3) Maintenance. The District must keep all facilities purchased or constructed in whole or in part with Head Start funds in good repair in accordance with all applicable federal, state, and local laws, rules and regulations, including Head Start requirements, zoning requirements, building codes, health and safety regulations and child care licensing standards.

§**1303.53 Copies of documents.**
The District must submit to the responsible OHS official, within 10 days after filing or execution, copies of deeds, leases, loan instruments, mortgage agreements, notices of federal interest, and other legal documents related to the use of Head Start funds for purchase, construction, major renovation, or the discharge of any debt secured by the facility.

§1303.54 Record retention.
The District must retain records pertinent to the lease, purchase, construction or renovation of a facility funded in whole or in part with Head Start funds, for as long as the grantee owns or occupies the facility, plus three years.

§1303.55 Procurement procedures.
1) The District must comply with all grants management regulations, including specific regulations applicable to transactions in excess of the current simplified acquisition threshold, cost principles, and its own procurement procedures, and must provide, to the maximum extent practical, open and full competition.
2) The District must obtain the responsible OHS official's written approval before it uses Head Start funds, in whole or in part, to contract construction or renovation services. The grantee must ensure these contracts are paid on a lump sum fixed-price basis.
3) The District must obtain prior written approval from the responsible OHS official for contract modifications that would change the scope or objective of a project or would materially alter the costs, by increasing the amount of grant funds needed to complete the project.
4) The District must ensure all construction and renovation contracts paid, in whole or in part with Head Start funds contain a clause that gives the responsible OHS official or his or her designee access to the facility, at all reasonable times, during construction and inspection.

§1303.56 Inspection of work.

Subpart F — Transportation

§1303.70 Purpose.
1) Applicability. This rule applies to all agencies, including those that provide transportation services, with the exceptions and exclusions provided in this section, regardless of whether such transportation is provided directly on agency owned or leased vehicles or through arrangement with a private or public transportation provider.
2) Providing transportation services.
   a. If transportation services are not provided, either for all or a portion of the children, the HS/EI Department must provide reasonable assistance, such as information about public transit availability, to the families of such children to arrange transportation to and from its activities, and provide information about these transportation options in recruitment announcements.
   b. If transportation services are provided, the HS/EI Department must make reasonable efforts to coordinate transportation resources with other human services agencies in its community in order to control costs and to improve the quality and the availability of transportation services.
   c. If transportation services are provided, the HS/EI Department must ensure all accidents involving vehicles that transport children are reported in accordance with applicable state requirements.
3) Waiver.
   a. If transportation services are provided, the HS/EI Department must comply with all provisions in this subpart. A Head Start program may request to waive a specific requirement in this part, in writing, to the responsible OHS official, as part of an agency's annual application for financial assistance or amendment and must submit any required documentation the responsible OHS official deems necessary to support the waiver. The responsible OHS official is not authorized to waive any requirements with regard to children enrolled in an Early Head Start program. The HS/EI Department may request a waiver when:
      i. Adherence to a requirement in this part would create a safety hazard in the circumstances faced by the agency; and,

ii. For preschool children, compliance with requirements related to child restraint systems at 1303.71 and 1303.72 or bus monitors at 1303.72 will result in a significant disruption to the program and the agency demonstrates that waiving such requirements is in the best interest of the children involved.

b. The responsible OHS official is not authorized to waive any requirements of the Federal Motor Vehicle Safety Standards (FMVSS) made applicable to any class of vehicle under 49 CFR part 571.

§**1303.71 Vehicles.**

1) Required use of schools buses or allowable alternative vehicles. The HS/EI Department must ensure all vehicles used or purchased with grant funds to provide transportation services to enrolled children are school buses or allowable alternate vehicles that are equipped for use of height- and weight-appropriate child restraint systems, and that have reverse beepers.
2) Emergency equipment. The District must ensure each vehicle used in providing such services is equipped with an emergency communication system clearly labeled and appropriate emergency safety equipment, including a seat belt cutter, charged fire extinguisher, and first aid kit.
3) Auxiliary seating. The District must ensure any auxiliary seating, such as temporary or folding jump seats, used in vehicles of any type providing such services are built into the vehicle by the manufacturer as part of its standard design, are maintained in proper working order, and are inspected as part of the annual inspection required under paragraph (e)(2)(i) of this section.
4) Child restraint systems. The District must ensure each vehicle used to transport children receiving such services is equipped for use of age, height, and weight-appropriate child safety restraint systems as defined in part 1305 of this chapter.
5) Vehicle maintenance.
   a. The District must ensure vehicles used to provide such services are in safe operating condition at all times.
   b. The program must:
      i. At a minimum, conduct an annual thorough safety inspection of each vehicle through an inspection program licensed or operated by the state;
      ii. Carry out systematic preventive maintenance on vehicles; and,
      iii. Ensure each driver implements daily pre-trip vehicle inspections.
6) New vehicle inspection. The District must ensure bid announcements for school buses and allowable alternate vehicles to transport children in its program include correct specifications and a clear statement of the vehicle's intended use. The program must ensure vehicles are examined at delivery to ensure they are equipped in accordance with the bid specifications and that the manufacturer's certification of compliance with the applicable FMVSS is included with the vehicle.

§**1303.72 Vehicle operation.**

1) Safety. The HS/EI Department must ensure:
   a. Each child is seated in a child restraint system appropriate to the child's age, height, and weight;
   b. Baggage and other items transported in the passenger compartment are properly stored and secured, and the aisles remain clear and the doors and emergency exits remain unobstructed at all times;
   c. Up-to-date child rosters and lists of the adults each child is authorized to be released to, including alternates in case of emergency, are maintained and no child is left behind, either at the classroom or on the vehicle at the end of the route; and,
   d. There is at least one bus monitor on board at all times, with additional bus monitors provided as necessary.

7) Driver qualifications. The District must ensure drivers, at a minimum:

a. In states where such licenses are granted, have a valid Commercial Driver's License (CDL) for vehicles in the same class as the vehicle the driver will operating; and,
b. Meet any physical, mental, and other requirements as necessary to perform job-related functions with any necessary reasonable accommodations.

8) Driver application review. In addition to the applicant review process prescribed 1302.90(b) of this chapter, the District must ensure the applicant review process for drivers includes, at minimum:
   a. Disclosure by the applicant of all moving traffic violations, regardless of penalty;
   b. A check of the applicant's driving record through the appropriate state agency, including a check of the applicant's record through the National Driver Register, if available;
   c. A check that drivers qualify under the applicable driver training requirements in the state or tribal jurisdiction; and,
   d. After a conditional employment offer to the applicant and before the applicant begins work as a driver, a medical examination, performed by a licensed doctor of medicine or osteopathy, establishing that the individual possesses the physical ability to perform any job-related functions with any necessary accommodations.
9) Driver training.
   a. The District must ensure any person employed as a driver receives training prior to transporting any enrolled child and receives refresher training each year.
   b. Training must include:
      i. Classroom instruction and behind-the-wheel instruction sufficient to enable the driver to operate the vehicle in a safe and efficient manner, to safely run a fixed route, to administer basic first aid in case of injury, and to handle emergency situations, including vehicle evacuation, operate any special equipment, such as wheelchair lifts, assistance devices or special occupant restraints, conduct routine maintenance and safety checks of the vehicle, and maintain accurate records as necessary; and,
      ii. Instruction on the topics listed in 1303.75 related to transportation services for children with disabilities.
   c. The District must ensure the annual evaluation of each driver of a vehicle used to provide such services includes an on-board observation of road performance.
10) Bus monitor training. The District must train each bus monitor before the monitor begins work, on child boarding and exiting procedures, how to use child restraint systems, completing any required paperwork, how to respond to emergencies and emergency evacuation procedures, how to use special equipment, child pick-up and release procedures, how to conduct and pre- and post-trip vehicle checks. Bus monitors are also subject to staff safety training requirements in 1302.47 of this chapter including Cardio Pulmonary Resuscitation (CPR) and first aid.

§**1303.73 Trip routing.**

1) The District must consider safety of the children it transports when it plans fixed routes.
2) The District must also ensure:
   a. The time a child is in transit to and from the program must not exceed one hour unless there is no shorter route available or any alternative shorter route is either unsafe or impractical;
   b. Vehicles are not loaded beyond maximum passenger capacity at any time;
   c. Drivers do not back up or make U-turns, except when necessary for safety reasons or because of physical barriers;
   d. Stops are located to minimize traffic disruptions and to afford the driver a good field of view in front of and behind the vehicle;
   e. When possible, stops are located to eliminate the need for children to cross the street or highway to board or leave the vehicle;

f. Either a bus monitor or another adult escorts children across the street to board or leave the vehicle if curbside pick-up or drop off is impossible; and,
g. Drivers use alternate routes in the case of hazardous conditions that could affect the safety of the children who are being transported, such as ice or water build up, natural gas line breaks, or emergency road closing.

§**1303.74 Safety procedures.**

1) The HS/EI Department must ensure children who receive transportation services are taught safe riding practices, safety procedures for boarding and leaving the vehicle and for crossing the street to and from the vehicle at stops, recognition of the danger zones around the vehicle, and emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.
2) The District that provides transportation services must ensure at least two bus evacuation drills in addition to the one required under paragraph (a) of this section are conducted during the program year.

§**1303.75 Children with disabilities.**

1) The HS/EI Department must ensure there are school buses or allowable alternate vehicles adapted or designed for transportation of children with disabilities available as necessary to transport such children enrolled in Head Start. Whenever possible, children with disabilities must be transported in the same vehicles used to transport other children enrolled in the Head Start or Early Head Start program.
2) The HS/EI Department must ensure special transportation requirements in a child's IEP or IFSP are followed, including special pick-up and drop-off requirements, seating requirements, equipment needs, any assistance that may be required, and any necessary training for bus drivers and monitors.

§Part 1304 — Federal Administrative Procedures

Subpart A — Monitoring, Suspension, Termination, Denial of Refunding, Reduction in Funding, and their Appeals

§1304.1 Purpose.

1) The purpose of this part outlines OHS's responsibility to monitor whether a grantee meets program governance, program operations, and financial and administrative standards described in this regulation and to identify areas for improvements and areas of strength as part of the grantee's ongoing self-assessment process. This subpart focuses on the monitoring process. It discusses areas of noncompliance, deficiencies, and corrective action through quality improvement plans.
2) OHS prescribes procedures for notice and appeal for certain adverse actions. This subpart establishes rules and procedures to suspend financial assistance to a grantee, deny a grantee's application for refunding, terminate, or reduce a grantee's assistance under the Act when the grantee improperly uses federal funds or fails to comply with applicable laws, regulations, policies, instructions, assurances, terms and conditions or, if the grantee loses its legal status or financial viability. This subpart does not apply to reductions to a grantee's financial assistance based on chronic under-enrollment procedures at section 641A(h) of the Act or to matters described in subpart B. This subpart does not apply to any administrative action based upon any violation, or alleged violation, of title VI of the Civil Rights Act of 1964. Except as otherwise provided for in this subpart, the appeals and processes in this subpart will be governed by the Departmental Appeals Board regulations at 45 CFR part 16.

§1304.2 Monitoring.

1) Areas of noncompliance. If a responsible OHS official determines through monitoring, that a grantee fails to comply with any of the standards described in parts 1301, 1302, and 1303 of this chapter, the official will notify the grantee promptly in writing, identify the area of noncompliance, and specify when the grantee must correct the area of noncompliance.
2) Deficiencies. If it is determined that a grantee meets one of the criteria for a deficiency, OHS shall inform the grantee of the deficiency. The grantee must correct the deficiency as the responsible OHS official determines.
3) Quality improvement plans. If the responsible OHS official does not require the grantee to correct a deficiency immediately, the grantee must submit to the official, for approval, a quality improvement plan that adheres to the Head Start Act.

§1304.3 Suspension with notice.

1) Grounds to suspend financial assistance with notice. If a grantee breaches or threatens to breach any requirement stated in 1304.3 through 1304.5, the responsible OHS official may suspend the grantee's financial assistance, in whole or in part, after it has given the grantee notice and an opportunity to show cause why assistance should not be suspended.
2) Notice requirements.
    a. The responsible OHS official must notify the grantee in writing that ACF intends to suspend financial assistance, in whole or in part. The notice must:
        i. Specify grounds for the suspension;
        ii. Include the date suspension will become effective;
        iii. Inform the grantee that it has the opportunity to submit to the responsible OHS official, at least seven days before suspension becomes effective, any written material it would like the official to consider, and to inform the grantee that it may request, in writing, no later than seven days after the suspension notice was mailed, to have an informal meeting with the responsible OHS official;
        iv. Invite the grantee to voluntarily correct the deficiency; and,
        v. Include a copy of this subpart.
    b. The responsible OHS official must promptly transmit the suspension notice to the grantee. The notice becomes effective when the grantee receives the notice, when the grantee refuses delivery, or when the suspension notice is returned to sender unclaimed.
3) Opportunity to show cause. The grantee may submit to the responsible OHS official any written material to show why financial assistance should not be suspended. The grantee may also request, in writing, to have an informal meeting with the responsible OHS official. If the grantee requests an informal meeting, the responsible OHS official must schedule the meeting within seven days after the grantee receives the suspension notice.
4) Extensions. If the responsible OHS official extends the time or the date by which a grantee has to make requests or to submit material, it must notify the grantee in writing.
5) Decision.
    a. The responsible OHS official will consider any written material presented before or during the informal meeting, as well as any proof the grantee has adequately corrected what led to suspension, and will render a decision within five days after the informal meeting. If no informal meeting is held, the responsible OHS official will render a decision within five days after it receives written material from all concerned parties.
    b. If the responsible OHS official finds the grantee failed to show cause why ACF should not suspend financial assistance, the official may suspend financial assistance, in whole or in part, and under terms and conditions as he or she deems appropriate.
    c. A suspension must not exceed 30 days, unless the following occurs:
        i. There are multiple and recurring deficiencies for 180 days or more and no substantial or

significant progress toward meeting the goals of the Quality Improvement Plan or eliminating all deficiencies or;

ii. The grantee requests the suspension continues for an additional period of time and the responsible OHS official agrees.

d. The responsible OHS official may appoint an agency to serve as an interim grantee to operate the program until the grantee's suspension is lifted, or as otherwise provided in the Head Start Act.

6) Obligations incurred during suspension. New obligations the grantee incurs while under suspension are not allowed unless the responsible OHS official expressly authorizes them in the suspension notice or in an amendment to the suspension notice. Necessary and otherwise allowable costs which the grantee could not reasonably avoid during the suspension period will be allowed if they result from obligations the grantee properly incurred before suspension and not in anticipation of suspension or termination. The responsible OHS official may allow third-party in-kind contributions applicable to the suspension period to satisfy cost sharing or matching requirements.

7) Modify or rescind suspension. The responsible OHS official may modify or rescind suspension at any time, if the grantee can satisfactorily show that it has adequately corrected what led to suspension and that it will not repeat such actions or inactions. Nothing in this section precludes the OHS official from imposing suspension again for additional 30-day periods if the cause of the suspension has not been corrected.

§1304.4 Emergency suspension without advance notice.

1) Grounds to suspend financial assistance without advance notice. The responsible OHS official may suspend financial assistance, in whole or in part, without prior notice and an opportunity to show cause if there is an emergency situation, such as a serious risk for substantial injury to property or loss of project funds, a federal, state, or local criminal statute violation, or harm to staff or participants' health and safety.

2) Emergency suspension notification requirements.

a. The emergency suspension notification must:

i. Specify the grounds for the suspension;

ii. Include terms and conditions of any full or partial suspension;

iii. Inform that grantee it cannot make or incur any new expenditures or obligations under suspended portion of the program; and,

iv. Advise that within five days after the emergency suspension becomes effective, the grantee may request, in writing, an informal meeting with the responsible OHS official to show why the basis for the suspension was not valid and should be rescinded and that the grantee has corrected any deficiencies.

b. The responsible OHS official must promptly transmit the emergency suspension notification to the grantee that shows the date of receipt. The emergency suspension becomes effective upon delivery of the notification or upon the date the grantee refuses delivery, or upon return of the notification unclaimed.

c. Within two workdays after the grantee receives the emergency suspension notification, the grantee must send a copy of the notice to delegate agencies affected by the suspension.

d. The responsible OHS official must inform affected delegate agencies that they have the right to participate in the informal meeting.

3) Opportunity to show cause. If the grantee requests an informal meeting, the responsible OHS official must schedule a meeting within five workdays after it receives the grantee's request. The suspension will continue until the grantee has been afforded such opportunity and until the responsible OHS official renders a decision. Notwithstanding provisions in this section, the responsible OHS official may proceed to deny refunding or to initiate termination proceedings at any time even though the grantee's financial assistance has been suspended in whole or in part.

4) Decision.
   a. The responsible OHS official will consider any written material presented before or during the informal meeting, as well as any proof the grantee has adequately corrected what led to suspension, and render a decision within five work days after the informal meeting.
   b. If the responsible OHS official finds the grantee failed to show cause why suspension should be rescinded, the responsible OHS official may continue the suspension, in whole or in part, and under the terms and conditions specified in the emergency suspension notification.
   c. A suspension must not exceed 30 days, unless the following occurs:
      i. There are multiple and recurring deficiencies for 180 days or more and no substantial or significant progress toward meeting the goals of the Quality Improvement Plan or eliminating all deficiencies or;
      ii. The grantee requests the suspension continues for an additional period of time and the responsible OHS official agrees.
   d. The responsible OHS official may appoint an agency to serve as an interim grantee to operate the program until either the grantee's emergency suspension is lifted or a new grantee is selected.
5) Obligations incurred during suspension. Any new obligations the grantee incurs during the suspension period will not be allowed unless the responsible OHS official expressly authorizes them in the suspension notice or in an amendment to the suspension notice. Necessary and otherwise allowable costs which the grantee could not reasonably avoid during the suspension period will be allowed if those costs result from obligations properly incurred before suspension and not in anticipation of suspension, denial of refunding or termination. The responsible OHS official may allow third-party in-kind contributions applicable to the suspension period to satisfy cost sharing or matching requirements.
6) Modify or rescind suspension. The responsible OHS official may modify or rescind suspension at any time, if the grantee can satisfactorily show that is has adequately corrected what led to the suspension and that it will not repeat such actions or inactions. Nothing in this section precludes the OHS official from imposing suspension again for additional 30 day periods if the cause of the suspension has not been corrected.

§**1304.5 Termination and denial of refunding.**

1) Grounds to terminate financial assistance or deny a grantee's application for refunding.
   a. A responsible OHS official may terminate financial assistance in whole or in part to a grantee or deny a grantee's application for refunding.
   b. The responsible OHS official may terminate financial assistance in whole or in part, or deny refunding to a grantee for any one or for all of the following reasons:
      i. The grantee is no longer financially viable;
      ii. The grantee has lost the requisite legal status or permits;
      iii. The grantee has failed to timely correct one or more deficiencies as defined in the Head Start Act;
      iv. The grantee has failed to comply with eligibility requirements;
      v. The grantee has failed to comply with the Head Start grants administration or fiscal requirements set forth in 45 CFR part 1303;
      vi. The grantee has failed to comply with requirements in the Act;
      vii. The grantee is debarred from receiving federal grants or contracts; or
      viii. The grantee has failed to abide by any other terms and conditions of its award of financial assistance, or any other applicable laws, regulations, or other applicable federal or state requirements or policies.
2) Notice requirements.
   a. The responsible OHS official will notify the grantee and such notice will:
      i. Include the legal basis for termination or adverse action as described in above;

ii. Include factual findings on which the action is based or reference specific findings in another document that form the basis for termination or denial of refunding;
iii. Cite to any statutory provisions, regulations, or policy issuances on which ACF relies for its determination;
iv. Inform the grantee that it may appeal the denial or termination within 30 days to the Departmental Appeals Board, that the appeal will be governed by 45 CFR part 1652, except as otherwise provided in the Head Start appeals regulations, that a copy of the appeal must be sent to the responsible OHS official, and that it has the right to request and receive a hearing;
v. Inform the grantee that only its board of directors, or an official acting on the board's behalf can appeal the decision;
vi. Name the delegate agency, if the actions of that delegate are the basis, in whole or in part, for the proposed action; and,
vii. Inform the grantee that the appeal must meet requirements in paragraph (c) of this section; and, that if the responsible OHS official fails to meet requirements in this paragraph, the pending action may be dismissed without prejudice or remanded to reissue it with corrections.

b. The responsible OHS official must provide the grantee as much notice as possible, but must notify the grantee no later than 30 days after ACF receives the annual application for refunding, that it has the opportunity for a full and fair hearing on whether refunding should be denied.

3) Grantee's appeal.
   a. The grantee must adhere to procedures and requirements for appeals in 45 CFR part 1652, file the appeal with the Departmental Appeals Board, and serve a copy of the appeal on the responsible OHS official who issued the termination or denial of refunding notice. The grantees must also serve a copy of its appeal on any affected delegate.
   b. Unless funding has been suspended, funding will continue while a grantee appeals a termination decision, unless the responsible OHS official renders an adverse decision, or unless the current budget period is expired. If the responsible OHS official has not rendered a decision by the end of the current budget period, the official will award the grantee interim funding until a decision is made or the project period ends.
4) Funding during suspension. If a grantee's funding is suspended, the grantee will not receive funding during the termination proceedings, or at any other time, unless the action is rescinded or the grantee's appeal is successful.
5) Interim and replacement grantees. The responsible OHS official may appoint an interim or replacement grantee as soon as a termination action is affirmed by the Departmental Appeals Board.
6) Opportunity to show cause.
   a. If the Departmental Appeals Board sets a hearing for a proposed termination or denial of refunding action, the grantee has five workdays to send a copy of the notice it receives from the Departmental Appeals Board, to all delegate agencies that would be financially affected by termination and to each delegate agency identified in the notice.
   b. The grantee must send to the Departmental Appeals Board and to the responsible OHS official a list of the delegate agencies it notified and the dates when it notified them.
   c. If the responsible OHS official initiated proceedings because of a delegate agency's activities, the official must inform the delegate agency that it may participate in the hearing. If the delegate agency chooses to participate in the hearing, it must notify the responsible OHS official in writing within 30 days of the grantee's appeal. If any other delegate agency, person, agency or organization wishes to participate in the hearing, it may request permission to do so from the Departmental Appeals Board.
   d. If the grantee fails to appear at the hearing, without good cause, the grantee will be deemed to have waived its right to a hearing and consented to have the Departmental Appeals Board make a decision based on the parties' written information and argument.

e. A grantee may waive the hearing and submit written information and argument for the record, within a reasonable period of time to be fixed by the Departmental Appeals Board.
f. The responsible OHS official may attempt, either personally or through a representative, to resolve the issues in dispute by informal means prior to the hearing.

7) Decision. The Departmental Appeals Board's decision and any measure the responsible OHS official takes after the decision is fully binding upon the grantee and its delegate agencies, whether or not they actually participated in the hearing.

§1304.7 Legal fees.

1) SBBC is not authorized to charge to its grant legal fees or other costs incurred to appeal terminations, reductions of funding, or denials of applications of refunding decisions.
2) If The HS/EI Department prevails in a termination, reduction, or denial of refunding decision, the responsible OHS official may reimburse the agency for reasonable and customary legal fees, incurred during the appeal, if:
   a. The Departmental Appeals Board overturns the responsible OHS official's decision;
   b. The agency can prove it incurred fees during the appeal; and,
   c. The agency can prove the fees incurred are reasonable and customary.

Subpart B — Designation Renewal

§1304.10 Purpose and scope.

The purpose of this subpart is to set forth policies and procedures for the designation renewal of Head Start and Early Head Start programs. It is intended that these programs be administered effectively and responsibly; that applicants to administer programs receive fair and equitable consideration; and that the legal rights of current Head Start and Early Head Start grantees be fully protected. The Designation Renewal System is established in this part to determine whether Head Start and Early Head Start agencies deliver high-quality services to meet the educational, health, nutritional, and social needs of the children and families they serve; meet the program and financial requirements and standards described in section 641A(a)(1) of the Head Start Act; and qualify to be designated for funding for five years without competing for such funding as required under section 641(c) of the Head Start Act with respect to Head Start agencies and pursuant to section 645A(b)(12) and (d) with respect to Early Head Start agencies. A competition to select a new Head Start or Early Head Start agency to replace a Head Start or Early Head Start agency that has been terminated voluntarily or involuntarily is not part of the Designation Renewal System established in this Part, and is subject instead to the requirements of 1304.20.

§1304.11 Basis for determining whether a Head Start agency will be subject to an open competition.

A Head Start or Early Head Start agency shall be required to compete for its next five years of funding whenever the responsible OHS official determines that one or more of the following seven conditions existed during the relevant time period covered by the responsible OHS official's review under 1304.15:

1) An agency has been determined by the responsible OHS official to have one or more deficiencies on a single review conducted under section 641A(c)(1)(A), (C), or (D) of the Act in the relevant time period covered by the responsible OHS official's review under 1304.15.
2) An agency has been determined by the responsible OHS official based on a review conducted under section 641A(c)(1)(A), (C), or (D) of the Act during the relevant time period covered by the responsible OHS official's review under 1304.15 not to have:
   a. Established program goals for improving the school readiness of children participating in its program in accordance with the requirements of section 641A(g)(2) of the Act and demonstrated that such goals:
      i. Appropriately reflect the ages of children, birth to five, participating in the program;

ii. Align with the *Birth to Five Head Start Child Outcomes Framework*, state early learning guidelines, and the requirements and expectations of the schools, to the extent that they apply to the ages of children, birth to five, participating in the program and at a minimum address the domains of language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development;

iii. Were established in consultation with the parents of children participating in the program.

b. Taken steps to achieve the school readiness goals described in this section demonstrated by:

i. Aggregating and analyzing aggregate child-level assessment data at least three times per year (except for programs operating less than 90 days, which will be required to do so at least twice within their operating program period) and using that data in combination with other program data to determine grantees' progress toward meeting its goals, to inform parents and the community of results, and to direct continuous improvement related to curriculum, instruction, professional development, program design and other program decisions; and,

ii. Analyzing individual ongoing, child-level assessment data for all children birth to age five participating in the program and using that data in combination with input from parents and families to determine each child's status and progress with regard to, at a minimum, language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development and to individualize the experiences, instructional strategies, and services to best support each child.

3) An agency has been determined during the relevant time period covered by the responsible OHS official's review under 1304.15:

a. To have an average score across all classrooms observed below the following minimum thresholds on any of the three CLASS: Pre-K domains from the most recent CLASS: Pre-K observation:

i. For the Emotional Support domain, the minimum threshold is 4;

ii. For the Classroom Organization domain, the minimum threshold is 3;

iii. For the Instructional Support domain, the minimum threshold is 2;

b. To have an average score across all classrooms observed that is in the lowest 10 percent on any of the three CLASS: Pre-K domains from the most recent CLASS: Pre-K observation among those currently being reviewed unless the average score across all classrooms observed for that CLASS: Pre-K domain is equal to or above the standard of excellence that demonstrates that the classroom interactions are above an exceptional level of quality. For all three domains, the "standard of excellence" is a 6.

4) An agency has had a revocation of its license to operate a Head Start or Early Head Start center or program by a state or local licensing agency during the relevant time period covered by the responsible OHS official's review under 1304.15, and the revocation has not been overturned or withdrawn before a competition for funding for the next five-year period is announced. A pending challenge to the license revocation or restoration of the license after correction of the violation shall not affect application of this requirement after the competition for funding for the next five-year period has been announced.

5) An agency has been suspended from the Head Start or Early Head Start program by ACF during the relevant time period covered by the responsible OHS official's review under 1304.16 and the suspension has not been overturned or withdrawn. If there is a pending appeal and the agency did not have an opportunity to show cause as to why the suspension should not have been imposed or why the suspension should have been lifted if it had already been imposed under this part, the agency will not be required to compete based on this condition. If an agency has received an opportunity to show cause, the condition will be implemented regardless of appeal status.

6) An agency has been debarred from receiving federal or state funds from any federal or state department or agency or has been disqualified from the Child and Adult Care Food Program (CACFP) any time during the relevant time period covered by the responsible OHS official's review under 1304.15 but has

not yet been terminated or denied refunding by ACF. (A debarred agency will only be eligible to compete for Head Start funding if it receives a waiver described in 2 CFR 180.13556.)

7) An agency has been determined within the twelve months preceding the responsible OHS official's review under 1304.15 to be at risk of failing to continue functioning as a going concern. The final determination is made by the responsible OHS official based on a review of the findings and opinions of an audit conducted in accordance with section 647 of the Act; an audit, review or investigation by a state agency; a review by the National External Audit Review (NEAR) Center; or an audit, investigation or inspection by the Department of Health and Human Services Office of Inspector General.

§1304.12 Grantee reporting requirements concerning certain conditions.

1) Head Start agencies must report in writing to the responsible OHS official within 10 working days of occurrence any of the following events following December 9, 2011:
   a. The agency has been debarred from receiving federal or state funds from any federal or state department or agency or has been disqualified from the Child and Adult Care Food Program (CACFP).
   b. The agency has received an audit, audit review, investigation or inspection report from the agency's auditor, a state agency, or the cognizant federal audit agency containing a determination that the agency is at risk for ceasing to be a going concern.

§1304.13 Requirements to be considered for designation for a five-year period when the existing grantee in a community is not determined to be delivering a high-quality and comprehensive Head Start program and is not automatically renewed.

In order to compete for the opportunity to be awarded a five-year grant, an agency must submit an application to the responsible OHS official that demonstrates that it is the most qualified entity to deliver a high-quality and comprehensive Head Start or Early Head Start program. The application must address the criteria for selection listed at section 641(d)(2) of the Act for Head Start. Any agency that has had its Head Start or Early Head Start grant terminated for cause in the preceding five years is excluded from competing in such competition for the next five years. A Head Start or Early Head Start agency that has had a denial of refunding, as defined in 45 CFR part 1305, in the preceding five years is also excluded from competing.

§1304.15 Designation request, review and notification process.

1) Grantees must apply to be considered for Designation Renewal.
   a. Each Head Start or Early Head Start agency wishing to be considered to have their designation as a Head Start or Early Head Start agency renewed for another five-year period without competition shall request that status from ACF at least 12 months before the end of their five year grant period or by such time as required by OHS.
2) ACF will review the relevant data to determine if one or more of the conditions under 1304.11 were met by the Head Start and Early Head Start agency's program:
   a. During the first year of the transition period, ACF shall review the data on each Head Start and Early Head Start agency to determine if any of the conditions under 1304.11(a) or (d) through (g) were met by the agency's program since June 12, 2009.
   b. During the remainder of the transition period, ACF shall review the data on each Head Start and Early Head Start agency still under grants with indefinite project periods and for whom ACF has relevant data on all of the conditions in 1304.11(a) through (g) to determine if any of the conditions under 1304.11 (a) or (d) through (g) were met by the agency's program since June 12, 2009, or if the conditions under 1304.11(b) or (c) existed in the agency's program since December 9, 2011.
   c. Following the transition period, ACF shall review the data on each Head Start and Early Head Start agency in the fourth year of the grant to determine if any of the conditions under 1304.11 existed in the agency's program during the period of that grant.

3) ACF will give notice to grantees on Designation Renewal System status, except as provided in 1304.14:
   a. During the first year of the transition period, ACF shall give written notice to all grantees meeting any of the conditions under 1304.11(a) or (d) through (g) since June 12, 2009, by certified mail return receipt requested or other system that establishes the date of receipt of the notice by the addressee, stating that the Head Start or Early Head Start agency will be required to compete for funding for an additional five-year period, identifying the conditions ACF found, and summarizing the basis for the finding. All grantees that do not meet any of the conditions under 1304.11(a) or (d) through (g) will remain under indefinite project periods until the time period described under paragraph (b)(2) of this section.
   b. During the remainder of the transition period, ACF shall give written notice to all grantees still under grants with indefinite project periods and on the conditions in 1304.11(a) through (g) by certified mail return receipt requested or other system that establishes the date of receipt of the notice by the addressee stating either:
      i. The Head Start or Early Head Start agency will be required to compete for funding for an additional five-year period because ACF finds that one or more conditions under 1304.11(a) through (g) has been met during the relevant time period described in paragraph (b) of this section, identifying the conditions ACF found, and summarizing the basis for the finding; or
      ii. That such agency has been determined on a preliminary basis to be eligible for renewed funding for five years without competition because ACF finds that none of the conditions under 1304.11 have been met during the relevant time period described in paragraph (b) of this section. If prior to the award of that grant, ACF determines that the grantee has met one of the conditions under 1304.11 during the relevant time period described in paragraph (b) of this section, this determination will change and the grantee will receive notice under paragraph (c)(2)(i) of this section that it will be required to compete for funding for an additional five-year period.
   c. Following the transition period, ACF shall give written notice to all grantees at least 12 months before the expiration date of a Head Start or Early Head Start agency's then current grant by certified mail return receipt requested or other system that establishes the date of receipt of the notice by the addressee, stating:
      i. The Head Start or Early Head Start agency will be required to compete for funding for an additional five-year period because ACF finds that one or more conditions under 1304.11 were met by the agency's program during the relevant time period described in paragraph (b) of this section, identifying the conditions ACF found, and summarizing the basis for the finding; or,
      ii. That such agency has been determined on a preliminary basis to be eligible for renewed funding for five years without competition because ACF finds that none of the conditions under 1304.11 have been met during the relevant time period described in paragraph (b) of this section. If prior to the award of that grant, ACF determines that the grantee has met one of the conditions under 1304.11 during the relevant time period described in paragraph (b) of this section, this determination will change and the grantee will receive notice under paragraph (c)(3)(i) of this section that it will be required to compete for funding for an additional five-year period.

§1304.16 Use of CLASS: Pre-K instrument in the Designation Renewal System.

Except when all children are served in a single classroom, ACF will conduct observations of multiple classes operated by the grantee based on a random sample of all classes and rate the conduct of the classes observed using the CLASS: Pre-K instrument. When the grantee serves children in its program in a single class, that class will be observed and rated using the CLASS: Pre-K instrument. The domain scores for that class will be the domain scores for the grantee for that observation. After the observations are completed, ACF will report to the grantee the scores of the classes observed during the CLASS: Pre-K observations in each of the domains covered by the CLASS: Pre-K instrument. ACF will average CLASS: Pre-K instrument scores in each domain for the classes operated by the agency that ACF observed to determine the agency's

score in each domain.

Subpart C — Selection of Grantees through Competition

§**1304.20 Selection among applicants.**

1) In selecting an agency to be designated to provide Head Start, Early Head Start, Migrant or Seasonal Head Start or tribal Head Start or Early Head Start services, the responsible OHS official will consider the applicable criteria at Section 641(d) of the Head Start Act and any other criteria outlined in the funding opportunity announcement.
2) In competitions to replace or potentially replace a grantee the responsible OHS official will also consider the extent to which the applicant supports continuity for participating children, the community and the continued employment of effective, well qualified personnel.
3) In competitions to replace or potentially replace a current grantee, the responsible OHS official will give priority to applicants that have demonstrated capacity in providing effective, comprehensive, and well-coordinated early childhood education and development services and programs to children and their families.

§**2 CFR part 170 FFATA Sub-award and executive compensation**

Subpart A—General

§**170.100 Purposes of this part.**

This part provides guidance to agencies to establish requirements for recipients' reporting of information on subawards and executive total compensation, as required by the Federal Funding Accountability and Transparency Act of 2006 (Pub. L. 109-282), as amended by section 6202 of Public Law 110-252, hereafter referred to as "the Transparency Act".

§**170.105 Types of awards to which this part applies.**

This part applies to an agency's grants, cooperative agreements, loans, and other forms of Federal financial assistance subject to the Transparency Act, as defined in 170.320.

§**170.110 Types of entities to which this part applies.**

1) **General**. Through an agency's implementation of the guidance in this part, this part applies to all entities, other than those excepted in this section, that:
   a. Apply for or receive agency awards; or
   b. Receive subawards under those awards.
2) **Exceptions**.
   a. None of the requirements in this part apply to an individual who applies for or receives an award as a natural person (*i.e.,* unrelated to any business or non-profit organization he or she may own or operate in his or her name).
   b. None of the requirements regarding reporting names and total compensation of an entity's five most highly compensated executives apply unless in the entity's preceding fiscal year, it received:
      i. 80 percent or more of its annual gross revenue in Federal procurement contracts (and subcontracts) and Federal financial assistance awards subject to the Transparency Act, as defined at 170.320 (and subawards); and
      ii. $25,000,000 or more in annual gross revenue from Federal procurement contracts (and subcontracts) and Federal financial assistance awards subject to the Transparency Act, as defined at 170.320; and

c. The public does not have access to information about the compensation of the senior executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986.

§170.115 Deviations.
Deviations from this part require the prior approval of the Office of Management and Budget (OMB).

Subpart B—Policy

§170.200 Requirements for program announcements, regulations, and application instructions.
1) Each agency that makes awards of Federal financial assistance subject to the Transparency Act must include the requirements described in paragraph (b) of this section in each program announcement, regulation, or other issuance containing instructions for applicants:
   a. Under which awards may be made that are subject to Transparency Act reporting requirements; and
   b. That either:
      i. Is issued on or after the effective date of this part; or
      ii. Has application or plan due dates after October 1, 2010.
2) The program announcement, regulation, or other issuance must require each entity that applies and does not have an exception under 170.110(b) to ensure they have the necessary processes and systems in place to comply with the reporting requirements should they receive funding.
3) Federal agencies that obtain post-award data on subaward obligations outside of this policy should take the necessary steps to ensure that their recipients are not required, due to the combination of agency-specific and Transparency Act reporting requirements, to submit the same or similar data multiple times during a given reporting period.

§170.220 Award term.
1) To accomplish the purposes described in 170.100, an agency must include the award term in Appendix A to this part in each award to a non-Federal entity under which the total funding will include $25,000 or more in Federal funding at any time during the project or program period.
2) An agency:
   a. Consistent with this section, is not required to include the award term in Appendix A to this part if it determines that there is no possibility that the total amount of Federal funding under the award will equal or exceed $25,000. However, the agency must subsequently amend the award to add the award term if changes in circumstances increase the total Federal funding under the award to $25,000 or more during the project or program period.

Appendix A to Part 170—Award term

Reporting Subawards and Executive Compensation.
1) Reporting of first-tier subawards.
   a. Applicability. Unless you are exempt as provided in paragraph d. of this award term, you must report each action that obligates $25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5) for a subaward to an entity (see definitions in paragraph e. of this award term).
   b. Where and when to report.
      i. You must report each obligating action described in paragraph a.1. of this award term to http://www.fsrs.gov.
      ii. For subaward information, report no later than the end of the month following the month in which the obligation was made. (For example, if the obligation was made on November 7, 2010, the obligation must be reported by no later than December 31, 2010.)
   c. What to report. You must report the information about each obligating action that the submission instructions posted at *http://www.fsrs.gov specify*.

2) Reporting Total Compensation of Recipient Executives.
   a. Applicability and what to report. You must report total compensation for each of your five most highly compensated executives for the preceding completed fiscal year, if:
      i. the total Federal funding authorized to date under this award is $25,000 or more;
      ii. in the preceding fiscal year, you received:
         • 80 percent or more of your annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and
         • $25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and
      iii. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at *http://www.sec.gov/answers/execomp.htm.*)
   b. Where and when to report. You must report executive total compensation described in paragraph b.1. of this award term:
      i. As part of your registration profile at *https://www.sam.gov*.
      ii. By the end of the month following the month in which this award is made, and annually thereafter
3) Reporting of Total Compensation of Subrecipient Executives.
   a. Applicability and what to report. Unless you are exempt as provided in paragraph d. of this award term, for each first-tier subrecipient under this award, you shall report the names and total compensation of each of the subrecipient's five most highly compensated executives for the subrecipient's preceding completed fiscal year, if:
      i. In the subrecipient's preceding fiscal year, the subrecipient received:
         • 80 percent or more of its annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and
         • $25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts), and Federal financial assistance subject to the Transparency Act (and subawards); and
      ii. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at *http://www.sec.gov/answers/execomp.htm.*)
   b. Where and when to report. You must report subrecipient executive total compensation described in paragraph c.1. of this award term:
      i. To the recipient.
      ii. By the end of the month following the month during which you make the subaward. For example, if a subaward is obligated on any date during the month of October of a given year (*i.e.,* between October 1 and 31), you must report any required compensation information of the subrecipient by November 30 of that year.

4) Exemptions

If, in the previous tax year, you had gross income, from all sources, under $300,000, you are exempt from

the requirements to report:
   a. Subawards,and
   b. The total compensation of the five most highly compensated executives of any subrecipient.

5) **Definitions**. For purposes of this award term:
   a. *Entity* means all of the following, as defined in 2 CFR part 25:
      i. A Governmental organization, which is a State, local government, or Indian tribe;
      ii. A foreign public entity;
      iii. A domestic or foreign nonprofit organization;
      iv. A domestic or foreign for-profit organization;
      v. A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.
   b. *Executive* means officers, managing partners, or any other employees in management positions.
   c. *Subaward:*
      i. This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
      ii. The term does not include your procurement of property and services needed to carry out the project or program (for further explanation, see Sec. __ .210 of the attachment to OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations").
      iii. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.
   d. *Subrecipient* means an entity that:
      i. Receives a subaward from you (the recipient) under this award; and
      ii. Is accountable to you for the use of the Federal funds provided by the subaward.
   e. *Total compensation* means the cash and noncash dollar value earned by the executive during the recipient's or subrecipient's preceding fiscal year and includes the following (for more information see 17 CFR 229.402(c)(2)):
      i. *Salary and bonus.*
      ii. *Awards of stock, stock options, and stock appreciation rights.* Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.
      iii. *Earnings for services under non-equity incentive plans.* This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.
      iv. *Change in pension value.* This is the change in present value of defined benefit and actuarial pension plans.
      v. *Above-market earnings on deferred compensation which is not tax-qualified.*
      vi. Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds $10,000.

§2 CFR 25.110 CCR/DUNS Requirement

§ 25.110 Types of recipient and sub-recipient entities to which this part applies.

1) General. Through an agency's implementation of the guidance in this part, this part applies to all entities, other than those exempted in paragraphs (b), (c), and (d) of this section, that:
   a. Apply for or receive agency awards; or
   b. Receive subawards directly from recipients of those agency awards.

2) Exemptions for individuals. None of the requirements in this part apply to an individual who applies for or receives Federal financial assistance as a natural person (*i.e.,* unrelated to any business or non-profit organization he or she may own or operate in his or her name).
3) Exemptions for Federal agencies. The requirement in this part to maintain a current registration in the CCR does not apply to an agency of the Federal Government that receives an award from another agency.
4) Other exemptions.
   a. Under a condition identified in paragraph (d)(2) of this section, an agency may exempt an entity from an applicable requirement **25.115** to obtain a DUNS number, register in the CCR, or both.
      i. In that case, the agency must use a generic DUNS number in data it reports to USASpending.gov if reporting for a prime award to the entity is required by the Federal Funding Accountability and Transparency Act (Pub. L. 109–282, hereafter cited as ''Transparency Act'').
      ii. Agency use of a generic DUNS should be used rarely for prime award reporting because it prevents prime awardees from being able to fulfill the subward or executive compensation reporting required by the Transparency Act.
   b. The conditions under which an agency may exempt an entity are:
      i. For any entity, if the agency determines that it must protect information about the entity from disclosure, to avoid compromising classified information or national security or jeopardizing the personal safety of the entity's clients.
      ii. For a foreign entity applying for or receiving an award or subaward for a project or program performed outside the United States valued at less than $25,000, if the agency deems it to be impractical for the entity to comply with the requirement(s).
   c. Agencies' use of generic DUNS numbers, as described in paragraphs (d)(1) and (2) of this section, should be rare. Having a generic DUNS number limits a recipient's ability to use Government-wide systems that are needed to comply with some reporting requirements.

Part 1305 Definitions

§1305.1 Purpose.

The purpose of this part is to define terms for the purposes of this subchapter.

§1305.2 Terms.

For the purposes of this subchapter, the following definitions apply:

ACF means the Administration for Children and Families in the Department of Health and Human Services.

Act means the Head Start Act, Sec. 635 *et seq.*, Pub. L. 97-35, 95 Stat. 499-511 (codified as amended at 42 U.S.C. Section 9801, *et seq.*).

Aggregate child-level assessment data means the data collected by an agency on the status and progress of the children it serves that have been combined to provide summary information about groups of children enrolled in specific classes, centers, home-based or other options, groups or settings, or other groups of children such as dual language learners, or to provide summary information by specific domains of development.

Allowable alternate vehicle means a vehicle designed for carrying eleven or more people, including the

driver, that meets all the Federal Motor Vehicle Safety Standards applicable to school buses, except 49 CFR 571.108 and 571.131.

Budget period means the interval of time, into which a multi-year period of assistance (project period) is divided for budgetary and funding purposes.

Case plan is defined as presented in 42 U.S.C. 675(1)61 which, in summary, is a written document that must include a number of specified items including, but is not limited to, a plan for safe and proper care of the child in foster care placement, health records, and a plan for ensuring the educational stability of the child in foster care.

Child-level assessment data means the data collected by an agency on an individual child from one or more valid and reliable assessments of a child's status and progress, including but not limited to direct assessment, structured observations, checklists, staff or parent report measures, and portfolio records or work samples.

Child records means records that:

(1) Are directly related to the child;

(2) Are maintained by the program, or by a party acting for the program; and

(3) Include information recorded in any way, such as print, electronic, or digital means, including media, video, image, or audio format.

Child restraint system means any device designed to restrain, seat, or position children that meets the current requirements of Federal Motor Vehicle Safety Standard No. 213, Child Restraint Systems, 49 CFR 571.213, for children in the weight category established under the regulation, or any device designed to restrain, seat, or position children, other than a Type I seat belt as defined at 49 CFR 571.209, for children not in the weight category currently established by 49 CFR 571.213.
Child with a disability is defined in the same manner as presented in the Head Start Act, 42 U.S.C. 9801.

CLASS: Pre-K means The Classroom Assessment Scoring System (CLASS). The CLASS is an observational instrument that assesses classroom quality in preschool through third grade classrooms. This tool meets the requirements described in 641(c)(1)(D) and 641A(c)(2)(F) of the Head Start Act (42 U.S.C. 9836(c)(1)(D) and 9836a(c)(2)(F)). The CLASS assesses three domains of classroom experience: Emotional Support, Classroom Organization, and Instructional Support.

(1) Emotional Support measures children's social and emotional functioning in the classroom, and includes four dimensions: Positive Climate, Negative Climate, Teacher Sensitivity and Regard for Student Perspectives. Positive Climate addresses the emotional connection, respect, and enjoyment demonstrated between teachers and children and among children. Negative Climate addresses the level of expressed negativity such as anger, hostility, or aggression exhibited by teachers and/or children in the classroom. Teacher Sensitivity addresses teachers' awareness of and responsivity to children's academic and emotional concerns. Regard for Student Perspectives addresses the degree to which teachers' interactions with children and classroom activities place an emphasis on children's interests, motivations, and points of view.

(2) Classroom Organization measures a broad array of classroom processes related to the organization and management of children's behavior, time, and attention in the classroom. It includes

three dimensions: Behavior Management, Productivity, and Instructional Learning Formats. Behavior Management addresses how effectively teachers monitor, prevent, and redirect behavior. Productivity addresses how well the classroom runs with respect to routines and the degree to which teachers organize activities and directions so that maximum time can be spent on learning activities. Instructional Learning Formats addresses how teachers facilitate activities and provide interesting materials so that children are engaged and learning opportunities are maximized.

(3) Instructional Support measures the ways in which teachers implement curriculum to effectively support cognitive and language development. It includes three dimensions: Concept Development, Quality of Feedback, and Language Modeling. Concept Development addresses how teachers use instructional discussions and activities to promote children's higher order thinking skills in contrast to a focus on rote instruction. Quality of Feedback addresses how teachers extend children's learning through their responses to children's ideas, comments, and work. Language Modeling addresses the extent to which teachers facilitate and encourage children's language.

(4) Assessments with the CLASS involve observation-based measurement of each dimension on a seven point scale. A score ranging from 1 (minimally characteristic) to 7 (highly characteristic) is given for each dimension and represents the extent to which that dimension is characteristic of that classroom. Relevant dimension scores are used to calculate each domain score.

Commercial Driver's License (CDL) means a license issued by a state or other jurisdiction, in accordance with the standards contained in 49 CFR part 38362, to an individual which authorizes the individual to operate a class of commercial motor vehicles.

Construction means new buildings, and excludes renovations, alterations, additions, or work of any kind to existing buildings.

Continuity of care means Head Start or Early Head Start services provided to children in a manner that promotes primary caregiving and minimizes the number of transitions in teachers and teacher assistants that children experience over the course of the day, week, program year, and to the extent possible, during the course of their participation from birth to age three in Early Head Start and in Head Start.

Deficiency is defined in the same manner as presented in the Head Start Act, 42 U.S.C. 980147.

Delegate agency is defined in the same manner as presented in the Head Start Act, 42 U.S.C. 980142.

Development and administrative costs mean costs incurred in accordance with an approved Head Start budget which do not directly relate to the provision of program component services, including services to children with disabilities, as set forth and described in the Head Start program performance standards (45 CFR part 1304).

Disclosure means to permit access to or the release, transfer, or other communication of PII contained in child records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

Double session variation means a center-based option that employs a single teacher to work with one group of children in the morning and a different group of children in the afternoon.

Dual benefit costs mean costs incurred in accordance with an approved Head Start budget which directly

relate to both development and administrative functions and to the program component services, including services to children with disabilities, as set forth and described in the Head Start program performance standards (45 CFR part 1304).

Dual language learner means a child who is acquiring two or more languages at the same time, or a child who is learning a second language while continuing to develop their first language. The term "dual language learner" may encompass or overlap substantially with other terms frequently used, such as bilingual, English language learner (ELL), Limited English Proficient (LEP), English learner, and children who speak a Language Other Than English (LOTE).

Early Head Start agency means a public or private non-profit or for-profit entity designated by ACF to operate an Early Head Start program to serve pregnant women and children from birth to age three, pursuant to Section 645A(e) of the Head Start Act.

Enrolled (or any variation of) means a child has been accepted and attended at least one class for center-based or family child care option or at least one home visit for the home-based option.

Enrollment year means the period of time, not to exceed twelve months, during which a Head Start program provides center or home-based services to a group of children and their families.

Facility means a structure, such as a building or modular unit, appropriate for use in carrying out a Head Start program and used primarily to provide Head Start services, including services to children and their families, or for administrative purposes or other activities necessary to carry out a Head Start program.

Family means all persons living in the same household who are supported by the child's parent(s)' or guardian(s)' income; and are related to the child's parent(s) or guardian(s) by blood, marriage, or adoption; or are the child's authorized caregiver or legally responsible party.

Federal interest is a property right which secures the right of the federal awarding agency to recover the current fair market value of its percentage of participation in the cost of the facility in the event the facility is no longer used for Head Start purposes by the grantee or upon the disposition of the property. When a grantee uses Head Start funds to purchase, construct or renovate a facility, or make mortgage payments, it creates a federal interest. The federal interest includes any portion of the cost of purchase, construction, or renovation contributed by or for the entity, or a related donor organization, to satisfy a matching requirement.

Federal Motor Vehicle Safety Standards (FMVSS) means the National Highway and Traffic Safety Administration's standards for motor vehicles and motor vehicle equipment (49 CFR part 571) established under section 30111 of Title 49, United States Code.

Financial viability means that an organization is able to meet its financial obligations, balance funding and expenses and maintain sufficient funding to achieve organizational goals and objectives.

Fixed route means the established routes to be traveled on a regular basis by vehicles that transport children to and from Head Start or Early Head Start program activities, and which include specifically designated stops where children board or exit the vehicle.

Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the state agency has placement and care responsibility. This includes, but is not limited to,

placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child-care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Full-working-day means not less than 10 hours of Head Start or Early Head Start services per day.

Funded enrollment means the number of participants which the Head Start grantee is to serve, as indicated on the grant award.

Going concern means an organization that operates without the threat of liquidation for the foreseeable future, a period of at least 12 months.

Grantee means the local public or private non-profit agency or for-profit agency which has been designated as a Head Start agency under 42 U.S.C. 9836 and which has been granted financial assistance by the responsible HHS official to operate a Head Start program.

Head Start agency means a local public or private non-profit or for-profit entity designated by ACF to operate a Head Start program to serve children age three to compulsory school age, pursuant to section 641(b) and (d) of the Head Start Act.

Head Start Early Learning Outcomes Framework: Ages Birth to Five means the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, which describes the skills, behaviors, and knowledge that programs must foster in all children. It includes five central domains: Approaches to Learning; Social and Emotional Development; Language and Literacy; Cognition; and Perceptual, Motor, and Physical Development. These central domains are broken into five domains for infants and toddlers and seven domains for preschoolers. Infant and Toddler domains are Approaches to Learning; Social and Emotional Development; Language and Communication; Cognition; and Perceptual, Motor, and Physical Development. Preschool domains are Approaches to Learning; Social and Emotional Development; Language and Communication; Literacy; Mathematics Development; Scientific Reasoning; and Perceptual, Motor, and Physical Development. Domains are divided into sub-domains with goals that describe broad skills, behaviors, and concepts that are important for school success. Developmental progressions describe the skills, behaviors and concepts that children may demonstrate as they progress. As described in the Head Start Act, the Framework is central to program operations that promote high-quality early learning environments (42 U.S.C. 9832(21)(G)(iv)(II)(aa), 42 U.S.C. 9835(o), 42 U.S.C. 9836(d)(2)(C), 42 U.S.C. 9836a(g)(2)(A), 42 U.S.C. 9837(f)(3)(E), 42 U.S.C. 9837a(a)(3), 42 U.S.C. 9837a(a)(14), 42 U.S.C. 9837b(a)(2)(B)(iii), 42 U.S.C. 9837b(a)(4)(A)(i), and 42 U.S.C. 9837b(a)(4)(B)(iii)).

Homeless children means the same as homeless children and youths in Section 725(2)63 of the McKinney-Vento Homeless Assistance Act at 42 U.S.C. 11434a (2).

Home visitor means the staff member in the home-based program option assigned to work with parents to provide comprehensive services to children and their families through home visits and group socialization activities.

Hours of planned class operations means hours when children are scheduled to attend. Professional development, training, orientation, teacher planning, data analysis, parent-teacher conferences, home visits, classroom sanitation, and transportation do not count toward the hours of planned class operations.

Income means gross cash income and includes earned income, military income (including pay and allowances, except those described in Section 645(a)(3)(B)64 of the Act), veteran's benefits, Social Security benefits, unemployment compensation, and public assistance benefits. Additional examples of gross cash income are listed in the definition of "income" which appears in U.S. Bureau of the Census, Current Population Reports, Series P-60-185 (available at https://www2.census.gov/prod2/ popscan/p60-185.pdf).

Indian Head Start agency means a program operated by an Indian tribe (as defined by the Act) or designated by an Indian tribe to operate on its behalf.

Indian tribe is defined in the same manner as presented in the Head Start Act, 42 U.S.C. 980165.

Individualized Education Program is defined in the same manner as presented in the Individuals with Disabilities Education Act (20 U.S.C. 1400 *et seq.*)66.

Individualized Family Service Plan is defined in the same manner as presented in the Individuals with Disabilities Education Act (20 U.S.C. 1400 *et seq.*)67.

Legal status means the existence of an applicant or grantee as a public agency or organization under the law of the state in which it is located, or existence as a private nonprofit or for-profit agency or organization as a legal entity recognized under the law of the state in which it is located. Existence as a private non-profit agency or organization may be established under applicable state or federal law.

Local agency responsible for implementing IDEA means the early intervention service provider under Part C of IDEA and the local educational agency under Part B of IDEA.

Major renovation means any individual or collection renovation that has a cost equal to or exceeding $250,000. It excludes minor renovations and repairs except when they are included in a purchase application.

Migrant family means, for purposes of Head Start eligibility, a family with children under the age of compulsory school attendance who changed their residence by moving from one geographic location to another, either intrastate or interstate, within the preceding two years for the purpose of engaging in agricultural work and whose family income comes primarily from this activity.

Minor renovation means improvements to facilities, which do not meet the definition of major renovation.

Modular unit means a portable prefabricated structure made at another location and moved to a site for use by a Head Start grantee to carry out a Head Start program, regardless of the manner or extent to which the modular unit is attached to underlying real property.

National Driver Register means the National Highway Traffic Safety Administration's automated system for assisting state driver license officials in obtaining information regarding the driving records of individuals who have been denied licenses for cause; had their licenses denied for cause, had their licenses canceled, revoked, or suspended for cause, or have been convicted of certain serious driving offenses.

Parent means a Head Start child's mother or father, other family member who is a primary caregiver, foster parent or authorized caregiver, guardian or the person with whom the child has been placed for purposes of adoption pending a final adoption decree.

Participant means a pregnant woman or child who is enrolled in and receives services from a Head Start, an Early Head Start, a Migrant or Seasonal Head Start, or an American Indian and Alaska Native Head Start program.

Personally identifiable information (PII) means any information that could identify a specific individual, including but not limited to a child's name, name of a child's family member, street address of the child, social security number, or other information that is linked or linkable to the child.

Program means a Head Start, Early Head Start, migrant, seasonal, or tribal program, funded under the Act and carried out by an agency, or delegate agency, to provide ongoing comprehensive child development services.

Program costs mean costs incurred in accordance with an approved Head Start budget which directly relate to the provision of program component services, including services to children with disabilities, as set forth and described in the Head Start Program Performance Standards (45 CFR part 1304).

Purchase means to buy an existing facility, including outright purchase, down payment or through payments made in satisfaction of a mortgage or other loan agreement, whether principal, interest or an allocated portion principal and/or interest. The use of grant funds to make a payment under a capital lease agreement, as defined in the cost principles, is a purchase subject to these provisions.
Purchase also refers to an approved use of Head Start funds to continue paying the cost of purchasing facilities or refinance an existing loan or mortgage beginning in 1987.

Real property means land, including land improvements, buildings, structures and all appurtenances thereto, excluding movable machinery and equipment.

Recruitment area means that geographic locality within which a Head Start program seeks to enroll Head Start children and families. The recruitment area can be the same as the service area or it can be a smaller area or areas within the service area.

Relevant time period **means:**

(1) The 12 months preceding the month in which the application is submitted; or

(2) During the calendar year preceding the calendar year in which the application is submitted, whichever more accurately reflects the needs of the family at the time of application.

Repair means maintenance that is necessary to keep a Head Start facility in working condition. Repairs do not add significant value to the property or extend its useful life.

Responsible HHS official means the official of the Department of Health and Human Services who has authority to make grants under the Act.

School readiness goals mean the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten.

School bus means a motor vehicle designed for carrying 11 or more persons (including the driver) and which complies with the Federal Motor Vehicle Safety Standards applicable to school buses.

Service area means the geographic area identified in an approved grant application within which a grantee may provide Head Start services.

Staff means paid adults who have responsibilities related to children and their families who are enrolled in programs.

State is defined in the same manner as presented in the Head Start Act, 42 U.S.C. 980168.

Termination of a grant or delegate agency agreement means permanent withdrawal of the grantee's or delegate agency's authority to obligate previously awarded grant funds before that authority would otherwise expire. It also means the voluntary relinquishment of that authority by the grantee or delegate agency. Termination does not include:

(1) Withdrawal of funds awarded on the basis of the grantee's or delegate agency's underestimate of the unobligated balance in a prior period;
(2) Refusal by the funding agency to extend a grant or award additional funds (such as refusal to make a competing or noncompeting continuation renewal, extension or supplemental award);
(3) Withdrawal of the unobligated balance as of the expiration of a grant; and
(4) Annulment, i.e., voiding of a grant upon determination that the award was obtained fraudulently or was otherwise illegal or invalid from its inception.

Total approved costs mean the sum of all costs of the Head Start program approved for a given budget period by the Administration for Children and Families, as indicated on the Financial Assistance Award. Total approved costs consist of the federal share plus any approved non-federal match, including non-federal match above the statutory minimum.

Transition period means the three-year time period after December 9, 2011, on the Designation Renewal System during which ACF will convert all of the current continuous Head Start and Early Head Start grants into five-year grants after reviewing each grantee to determine if it meets any of the conditions under §1304.12 of this chapter that require re-competition or if the grantee will receive its first five-year grant non-competitively.

Transportation services means the planned transporting of children to and from sites where an agency provides services funded under the Head Start Act. Transportation services can involve the pick-up and discharge of children at regularly scheduled times and pre-arranged sites, including trips between children's homes and program settings. The term includes services provided directly by the Head Start and Early Head Start grantee or delegate agency and services which such agencies arrange to be provided by another organization or an individual. Incidental trips, such as transporting a sick child home before the end of the day, or such as might be required to transport small groups of children to and from necessary services, are not included under the term.

Verify or any variance of the word means to check or determine the correctness or truth by investigation or by reference.

Policy 6830

WELLNESS

THE SCHOOL BOARD OF BROWARD COUNTY PROMOTES HEALTHY SCHOOLS BY SUPPORTING WELLNESS, GOOD NUTRITION, AND REGULAR PHYSICAL ACTIVITY AS PART OF THE LEARNING ENVIRONMENT. THE DISTRICT SUPPORTS A HEALTHY ENVIRONMENT WHERE CHILDREN LEARN AND PARTICIPATE IN POSITIVE DIETARY AND LIFESTYLE PRACTICES. BY FACILITATING LEARNING THROUGH THE SUPPORT OF GOOD NUTRITION, HEALTHY FOOD CHOICES AVAILABLE AT SCHOOL, PHYSICAL ACTIVITY AND HEALTH PRACTICES, SCHOOLS CONTRIBUTE TO THE BASIC HEALTH STATUS OF CHILDREN.

THE BROWARD COUNTY SCHOOL WELLNESS AND LEARNING SUPPORTS COMMITTEE DETERMINES AND MONITORS ALL WELLNESS INITIATIVES OF THE SCHOOL BOARD OF BROWARD COUNTY, INCLUDING OBESITY PREVENTION. THE BROWARD SCHOOL BOARD WELLNESS AND LEARNING SUPPORTS COMMITTEE WILL RECOMMEND AND MONITOR OBJECTIVES FOR THE WELLNESS POLICY.

GOALS

I. HEALTH AND NUTRITION EDUCATION

A. School programs offer students in pre-kindergarten through grade 12 comprehensive sequential health and nutrition education curriculum providing the knowledge needed to adopt healthy lifestyles and reduce high risk behaviors for all students as specified in Policy 4000. Schools will include the following essential nutrition education topics in their health education curriculum: the relationship between healthy eating and personal health, food guidance from MyPlate, eating a variety of foods every day, and eating more fruits and vegetables.

B. Nutrition education is a component in elementary through high school.

C. Resources and training are available for employees responsible for providing nutrition and health education.

D. The school cafeteria serves as a learning laboratory to teach and practice good nutrition, incorporating nutrition promotions and foods from school gardens to enhance the experience.

E. The District provides nutrition education and encourages healthy eating for families, both within the home and outside. Family members are engaged as a critical part of the team responsible for teaching children about health and nutrition. Nutrition and health information for families is provided in multiple languages on the District's website.

II. PHYSICAL ACTIVITY AND OTHER SCHOOL BASED ACTIVITIES

A. Schools work to provide the opportunity for every student to receive regular, age- appropriate, quality physical education.

B. Schools recommend that students participate in physical activity before, during and after school in accordance with nationally recommended guidelines.

C. All physical education classes will be taught by qualified teachers as defined in the State Statutes, and to the extent possible, by certified physical education teachers, and be designed to build interest and proficiency in skills, knowledge, and attitudes essential to a lifelong physically active lifestyle.

D. Physical education should provide safe and satisfying physical activity for all students including those with varying exceptionalities. Exceptional Student Education strategies for students with varying exceptionalities are noted on the lesson plan and verified by school's administrator.

E. Elementary students will have physical education as defined in Policy 4000.

F. Elementary schools offer at least 20 minutes per day of consecutive, supervised, safe, and unstructured free play (recess) for elementary students on all full school days in addition to required physical education.

G. Schools shall not use participation or non-participation in physical education class or recess (free play) as a way to punish or discipline students.

H. After-school programs shall include supervised, age-appropriate physical activities that appeal to a variety of interests.

I. Schools shall disseminate, in multiple languages, information for parents to help them promote and incorporate physical activity and healthy eating into their children's lives.

III. GUIDELINES FOR ALL FOOD SERVED ON CAMPUS- ALL SCHOOLS WILL HAVE AN ENVIRONMENT THAT SUPPORTS THE CONSUMPTION OF HEALTHY FOODS BY STUDENTS, THEIR FAMILIES AND STAFF WITH THE INTENT OF PROMOTING STUDENT HEALTH AND REDUCING CHILDHOOD OBESITY.

A. Food and beverages offered over the course of the school week as part of the National School Lunch and Breakfast Programs are nutrient dense, including whole grain products and fiber rich fruits, and vegetables to provide students a variety of choices to maintain a balanced diet. Guidelines for a reimbursable meal shall not be less restrictive than regulations and guidance

issued by the United States Department of Agriculture (USDA).

1. A variety of nutrient dense foods are offered to students at each meal, always including low fat milks, fruits/vegetables, meat/meat alternates and grains.
2. Food and beverages served during the school day include a variety of healthy choices that are of excellent quality, appealing to the students and served at the proper temperature.
3. Foods and beverages available during the school day should minimize the use of trans fats and saturated fats, sodium and sugar as defined by the Dietary Guidelines for Americans.
4. Salad bars or pre-packaged salads are available, at a minimum of, three (3) times per week.
5. Fresh fruit or vegetables are available every school day.
6. Food and Nutrition Services will encourage whole grain breads and cereals.
7. Food and Nutrition Services offer only milk designated as low fat or lower and makes available nutritionally equivalent soy milk for students upon parent or practitioner request.
8. At a minimum, foods served as part of a school lunch or breakfast will meet the Dietary Guidelines for Americans.
9. A vegan meal option is available daily for students.
10. The District supports healthy food and beverage choices for all students throughout the school campus by implementing evidence-based healthy food promotion techniques through the school meal program, such as Smarter Lunchrooms™.
11. The District will include produce grown in Florida as part of a Farm to School Program.
12. Guidelines will be located on the District's website in multiple languages on how to pack healthy lunches.
13. During the school day, marketing of food products shall be limited to those foods and beverages which meet the Smart Snack requirements.

B. If a la carte, vending or other food sales are available, they should include a variety of choices of nutritious foods, such as fruits, vegetables, low fat dairy items, and water. All packaged snacks and beverages sold during the school day must meet or exceed USDA Smart Snack requirements. Food and Nutrition Service Administrators participate in assessing the nutritional value of foods available in vending machines and monitoring compliance to Smart Snack rules.

C. Drinking water and hand sanitizing facilities should be conveniently available for students at all times.

D. A list of healthy food and non-food alternatives will be made available to

parents and teachers for classroom celebrations and rewards. School Food served in the classrooms will be obtained from approved sources, per Chapter 64E-11 of the *Florida Administrative Code.* The punitive denial of food and the punitive denial of food rewards are prohibited.

E. Schools shall encourage fundraisers that promote positive health habits such as the sale of non-food and nutritious food items as well as fundraising to support physical activity events. All fundraisers held during the school's day must be in compliance with Florida's Competitive Food Rule, 5P-2.002. Off campus fundraising and fundraising after the school day are not restricted by this policy.

F. Food and beverages sold at events must be obtained from approved sources, per Chapter 64E-11 of the *Florida Administrative* Code and reinforce the importance of healthy choices.

G. Snacks and rewards provided in after-care programs will re-enforce the importance of healthy choices. Items available for purchase will comply with Smart Snack requirements.

IV. ADDITIONAL DISTRICT – SCHOOL BASED WELLNESS GOALS

A. The District continually coordinates a comprehensive outreach and promotion plan to ensure maximum participation in the school meal program.

B. Schools ensure that students who receive free or reduced-price meals are not treated differently from other students or identified by their peers.

C. Each school in the District serves breakfast and lunch as part of the National School Lunch and Breakfast Programs.

D. The District shall employ a food service executive director who is properly credentialed according to professional standards to administer the school food service program.

E. All Food and Nutrition Services personnel have adequate pre-training and participate in on-going professional development in the areas of sanitation, school food service essentials, nutrition, and quantity cooking. Food and Nutrition Services Managers receive training regarding food allergies and Cardiopulmonary Resuscitation. Specific guidelines for managing students with life-threatening hypersensitivity (Kelsey Ryan Act) can be found on the District's website under Health Education Services, Chronic Health Conditions.

F. School menus meet the requirements of the USDA for school meals, and over the course of a week meet the nutritional standards recommended by the *Recommended Dietary Allowances* or equivalent. Each meal served

meets the guidelines for a USDA reimbursable meal.

G. Food and Nutrition Services ensures that required and effective food safety practices are applied to all foods prepared, sold and served through the Food and Nutrition Services Department.

H. Meals are scheduled as close as possible to the middle of the day. Dining areas should be clean, safe and provide an environment for an enjoyable meal break.

I. The District formally involves families and community organizations to address food and nutrition issues, recommend nutrition policy and programs and school meal options which are culturally sensitive and meet special dietary needs.

J. Coordination of health services will be provided in schools in accordance with the School Health Services Act.

K. All schools will promote positive behavioral health and interventions to affect student well-being and achievement through prevention liaisons and utilization of District and community resources.

L. All schools will provide a learning environment that is physically and psychologically safe and secure for all students and staff through prevention liaisons and utilization of District and community resources.

M. All benefit-eligible Broward County Public School Employees, and their covered dependents, will have access to an on-line Health Risk Assessment, which will provide them the opportunity to create physical and/or biometric goals to encourage a healthier lifestyle.

N. Learning Support Services are coordinated with existing and community stakeholder groups to ensure Learning Support Services are culturally competent and provided through collaboration with community partnerships for the best utilization of resources.

O. All benefit-eligible Broward County Public School Employees will have access to wellness services such as the 3D mobile mammography van, professional learning seminars on topics related to healthy living, and on-site wellness fairs where health services such as blood pressure, bone density, vision exams, skin screenings, etc. are administered. Employees will also have access to a monthly employee wellness newsletter published online, archived, and posted to the Benefits & Employment Services website.

V. EVALUATION BROWARD COUNTY SCHOOLS WELLNESS POLICY

A. Each school and non-school based department is responsible for identifying an individual or group responsible for implementation of the

Broward County Schools Wellness Policy requirements in that school or department. Each school must establish a Healthy Schools Team with the responsibility of annually evaluating the school's adherence to Smart Snack requirements in fund-raising, ala carte and vending sales, and compliance to the District's Wellness Policy. The team must meet at least twice during the year.

B. The Wellness and Learning Supports Committee shall convene at least biannually to assess whether policies are effective in improving student health. The Florida Healthy Schools Self-Assessment, conducted by Coordinated Student Health Services may serve as the evaluation tool of the District's Wellness Policy. The District's Wellness Policy will be formally evaluated every three years. The chairperson will appoint a District Administrator to coordinate the evaluation process.

C. The Broward County School Health Advisory Committee, and other stakeholder advisory committees will continue to provide input and recommendations regarding wellness initiatives and outcomes. The District's website will identify opportunities for parents to provide input directly to the Wellness and Learning Supports Committee.

D. The Wellness and Learning Supports Committee will annually determine wellness promotion objectives based on annual review Wellness Policy and make recommendations for changes or revisions in the policy to the Board when appropriate. The results of the Wellness Policy evaluations along with the Wellness Policy will be posted on the District's website. Additionally, a summary of revisions will be provided to stakeholder groups and on the District's website.

E. The superintendent through the principals and District administrators is responsible for implementation of the District's Wellness Policy.

Policy Custodian: Food and Nutrition Services Department

Former Policy Number: 5314

Policy Status: Active

Authority: §§ 1001.41, 1006.6, 595.404, 381.0056, 381.057, 402.3026 F.S.

Procedures Adopted: 7/25/2006, 10/03/2017

Amended: 1/16/2007, 8/6/2013, 1/23/2024

SELECTION OF ARCHITECTURAL, ENGINEERING, LANDSCAPE ARCHITECTURAL, LAND SURVEYING, CONSTRUCTION MANAGEMENT, CONSTRUCTION MANAGEMENT AT-RISK, DESIGN BUILD, PROGRAM MANAGEMENT, INSPECTION SERVICES AND ANY OTHER CONSTRUCTION DELIVERY METHOD OR PROFESSIONAL SERVICES

The School Board ("Board") shall publicly announce, in a uniform and consistent manner, each occasion when construction/professional services are required to be purchased in compliance with governing statutes and regulations. The Superintendent shall establish procedures for the selection of Architectural, Engineering, Landscape Architectural, Land Surveying, Construction Management, Construction Management At-Risk, Design Build, Program Management, Inspection Services, and any other construction delivery method or professional services which is subject to Section 287.055, Florida Statutes.

For the purposes of this policy:

a) Professional Services means those services provided from within the practice of architecture, professional engineering, landscape architecture, or registered surveying and mapping, as defined by the laws of Florida. Entities providing such professional services include Architectural Design Firms, Engineering Firms and Design Builders.
b) Construction Management is a professional management practice applied to construction projects from project inception to completion for the purpose of controlling time, cost, scope and quality.
c) Design-Build is a project delivery method that combines architectural and engineering design services with construction performance under one contract.
d) Construction Management At-Risk (CMAR) is a project delivery method in which the Construction Manager acts as a consultant to the owner in the development and design phases, but assumes the risk for construction performance as the equivalent of a general contractor holding all trade subcontracts during the construction phase.
e) Program Management is a practice in which a selected entity is responsible for schedule control, cost control, and coordination in providing or procuring planning, design, and construction services. The program management entity must consist of or contract with licensed or registered professionals for the specific areas of design or construction to be performed as required by law.
f) Request for Proposals (RFP) means a written or electronically posted solicitation for competitive sealed proposals.
g) Request for Qualifications (RFQ) means a written or electronically posted solicitation for Statements of Qualifications from proposers. An RFQ may be used, for example, to select a pool of qualified vendors to be used on a rotational basis or to make a qualifications-based selection of a single vendor for a specific assignment.

Rules:

The School Board authorizes the Superintendent to:

1. Develop standard RFQ and RFP forms including selection criteria and selection procedures in accordance with applicable statutes and the State Requirements for Educational Facilities (SREF), as amended. The Board shall approve standard RFQ and RFP forms.

2. Receive responses to RFQs and RFPs.

3. Designate an evaluation and recommendation committee, the Qualifications Selection and Evaluation Committee (QSEC), to be composed of, a minimum of ten (10) standing voting members for the purpose of evaluating, selecting, and recommending award of contracts for Construction Management, Design-Build, CMAR, Program Management, or Professional Services subject to Section 287.055, Florida Statutes. QSEC shall also include one (1) non-voting staff member from the Office of the Chief Auditor and one (1) non-voting staff member from the Office of the General Counsel to serve in advisory and support roles.

   a. QSEC shall be comprised of the following ten (10) standing voting members:
      1. Chief Facilities Officer or designee.
      2. Chief Strategy & Operations Officer or designee.
      3. One (1) of the following:
         a. For county-wide and multiple-site contracts, the Chief School Performance & Accountability Officer or designee or
         b. For single-site specific contracts, the school principal or such principal's designee for the specific site.
      4. Two (2) of the following: Executive Directors, Directors, Managers and Supervisors from Facilities Division.
      5. Chief Building Official or designee.
      6. Supplier Diversity & Outreach Program Coordinator or designee.
      7. One (1) representative of the South Florida Chapter, Associated General Contractors of America (AGC) or the Associated Builders and Contractors Florida East Coast Chapter (ABC) or the Builder's Association of South Florida (BASF) or the Construction Association of South Florida (CASF).
         Representative may not have an active contract or be seeking a contract with the District or with any contractor or sub-contractor associated with the Capital and/or Bond Programs for the duration of the Bond and once no longer a member, restrictions will apply for a two (2) year period. (The designated appointee shall alternate from year-to-year between the AGC, ABC, BASF, and CASF).
      8. Facilities Task Force Chair or designee. If the procurement is for a site specific contract, then preferably from the district containing the project.
      9. One (1) representative from the Minority Builders Coalition. Representative may not have an active contract or be seeking a contract with the District or with any contractor or sub-contractor associated with the Capital and/or Bond Programs for the duration of the Bond and once no longer a member, restrictions will apply for a two (2) year period.
   b. Construction or professional services may result in the following types of awards:
      1. Single-site with single contract to One Firm.
      2. County-wide or multiple-site with single contract for multiple sites to One Firm
      3. County-wide or multiple-site with multiple contracts for grouping of multiple awards to Multiple Firms.

c. For single-site, county-wide and multiple-site contracts, a quorum shall be six (6) voting members for evaluation, selection, and recommendation of award of contracts to construction or professional services subject to Section 287.055, Florida Statutes. The composition of the voting membership shall be identified within the procurement requirements.
d. No QSEC member shall serve on three (3) consecutive RFQs/RFPs procurements.

4. Any proposer, or lobbyist for a proposer, shall comply with the Cone of Silence per School Board Policies 3320 and 1100B. Any violation of this rule shall result in the disqualification of the potential vendor from the competitive solicitation process and rejection of any recommendation for award to the vendor who violates the Cone of Silence. In addition to any other penalty provided by law, violation of this rule by a District employee, shall subject the employee to disciplinary action up to and including dismissal. Any violation of the Cone of Silence requirements shall constitute grounds for immediate and permanent disqualification of the offending firm.

5. All committee voting members shall comply with the Code of Ethics for Personnel Authorized to Purchase per School Board Policy 3320.

6. The QSEC shall recommend the finalist(s) for award of contracts to construction or professional service subject to Florida Statute 287.055, and if applicable, shall recommend rejection of one (1) or more proposers to the Superintendent. The Superintendent shall either recommend award of contracts to the finalist(s) selected by the QSEC or recommend rejection of one (1) or more proposers to the Board, together with a report from QSEC containing findings of fact indicating the proposers' compliance with the procurement requirements and scoring criteria. The Board shall have final approval of such recommendations.

7. The School Board of Broward County (SBBC) through its Supplier Diversity and Outreach Program Office (SDOP) is committed to ensuring that small, minority and women-owned business enterprises within the Board's market area have access to compete for the award of the School Board's purchasing and construction contracts. The SDOP policy and procedures are designed to spur economic development and help support small, minority- and women-owned business enterprises to successfully expand in the market area. Prescribed procedures will not supersede any small business, woman- or minority-owned business enterprise preference program adopted by the Board

8. QSEC shall function according to its School Board approved By-Laws, School Board policies, the Sunshine Law, and Robert's Rules of Order.

AUTHORITY:

F.S.287.055; F.S. 255.103; F.S. 287.013; F.S.1001.41; F.S. 1013.45,
F.S. 1013.46, SREF 4.1, Rules Adopted: 1/21/82
Emergency Rule: #82-14; 12/16/82; 85-86-17 1/16/86
Rules Amended: 1/20/83; 1/16/86; 2/19/86; 6/2/92; 6/20/95, 12/7/99
Amended Policy Approved: 8/14/01; 6/4/02; 8/5/03
Adopted: 3/1/05, 4/26/05, 8/27/08, 11/09/10, 10/18/16

Pre-qualification of Contractors for Educational Facilities

The School Board ("Board") through the Superintendent or designee, shall pre-qualify all "contractors" for construction contracts, and any other contracts that require a certificate issued pursuant to Chapter 489, Florida Statutes. The Superintendent shall establish procedures for the pre-qualification of contractors for Architectural, Engineering, Landscape Architectural, Land Surveying, Construction Management, Construction Management At-Risk, Design Build, Program Management, Inspection Services, and any other construction service which is subject to Section 287.055, Florida Statutes.

The School Board shall:

1. Receive applications for contractor pre-qualification in compliance with State Requirements for Educational Facilities (SREF) 4.1 and prequalify contractors for a one-year period or for a specific project.
2. Publish notices of Qualifications Selection Evaluation Committee (QSEC) meetings in a local newspaper having general circulation throughout the District at least thirty days prior to the committee meeting and notify committee participants again, seven days prior to the meeting. The notices shall contain the purpose, date, time, and place of the hearing.
3. Prescribe procedures for reviewing and evaluating applications and making recommendations for type of project, dollar volume, and limits allowed within the scope of the prequalification.
4. Prescribe procedures that will not supersede any small business, woman- or minority-owned business enterprise preference program adopted by the Board.
5. Prescribe procedures by which the Board may reject applications that contain inaccurate information, declare a contractor delinquent, and suspend or revoke a pre-qualification certificate.

Each contractor, firm, or person requesting pre-qualification shall submit separate applications that require the following:

1. Detailed information on Board prescribed forms setting forth the applicant's competence, past performance, experience, financial resources, and capability, including a public entity crime statement and references.
2. Audited financial information current within the past twelve (12) months, such as a balance sheet and statement of operations and bonding capacity. The requirement for financial information may be satisfied by the contractor providing written verification of the contractor's bonding capacity.
3. General information about the contractor's company, its principals, and its history including state and date of incorporation.
4. Contractor trade categories and information regarding the state and local licenses and license numbers held by the applicant.
5. A list of projects completed within the past five years, including dates, clients, approximate dollar values, and project scopes.

6. Certificates of insurance confirming current workers' compensation, public liability, and property damage insurance as required by law.
7. A list of all pending litigation and all litigation within the past five years, including an explanation of each. Litigation initiated by the contractor to protect the contractor's legal rights shall not be used as a basis for rejecting pre-qualification.
8. Signed by an authorized officer of the company, the owner or sole proprietor, as appropriate, attesting to the completeness and correctness of the application and financial information.

Qualification Selection Evaluation Committee – Pre-qualification:
Designate an evaluation and recommendation committee, the Qualification Selection Evaluation Committee, to be composed of nine (9) standing voting members for the purpose of pre-qualification of contractors. QSEC shall also include one (1) non-voting staff member from the Office of the Chief Auditor to serve in an advisory and support role.

QSEC Pre-qualification committee shall be comprised of the following nine (9) standing voting members:

1. Chief Facilities Officer or designee.
2. Chief Strategy & Operations Officer or designee.
3. One (1) Director from the Office of School Performance & Accountability or designee.
4. One (1) Executive Director, Director, Manager, or Supervisor from Facilities Division.
5. Chief Building Official, or designee.
6. Coordinator. Supplier Diversity & Outreach or designee.
7. One (1) member of the general public appointed by the Superintendent of Schools.
8. One (1) representative of the South Florida Chapter, Associated General Contractors of America (AGC) or the Associated Builders and Contractors Florida East Coast Chapter (ABC) or the Builder's Association of South Florida (BASF) or the Construction Association of South Florida (CASF) or the Minority Builders Coalition (MBC) not having had business with the District for a period of two (2) years. (The designated appointee shall alternate from year-to-year between the AGC, ABC, BASF, CASF, and MBC.)
9. Facilities Task Force Chair or designee.

A quorum shall be six (6) voting members for pre-qualification of contractors.

The School Board of Broward County shall receive and either approve or reject each application for pre-qualification within sixty (60) days after receipt of application in its entirety and all required documents. Approval shall be based on the criteria and procedures set forth in SREF.

The Board shall issue to all pre-qualified contractors a certificate valid for one (1) year from the date of approval or for the specific project(s). That certificate shall include the following:

1. A statement indicating that the contractor may bid, propose, or otherwise be considered, on the specific project(s) or for this specific time period.

2. A statement establishing the total dollar value of the work the contractor will be permitted to have under contract with the Board at any one time. The maximum value shall not exceed the contractor's bonding capacity or ten (10) times the net quick assets.
3. A statement establishing the maximum dollar value of each individual project the contractor will be permitted to have under contract with the Board at any one time. The maximum value of each project may be up to twice the value of the largest similar project previously completed but shall not exceed the contractor's bonding capacity or ten (10) times the net quick assets.
4. A statement establishing the type of work the contractor will be permitted to provide.
5. The expiration date of the certificate.

It shall be the responsibility of the contractor to renew annually certificates not for a specific project. Financial statements or written verification of bonding capacity on file with the Board shall be updated annually. Failure to submit a new statement or verification of bonding capacity within thirty (30) days, written notice by the Board shall automatically revoke a pre-qualification certificate.

1. Pre-qualified contractors may request a revision of their pre-qualification status at any time they believe the dollar volume of work under contract or the size or complexity of the projects should be increased if experience, staff size, staff qualifications, and other pertinent data justify the action.

The decision to declare a contractor delinquent may be made only by the Superintendent and must be ratified by the Board at its next regular meeting following the decision by the Superintendent. Should the contractor be determined to be delinquent, after notice and an opportunity for a fair hearing, the Board shall notify the contractor and its surety, in writing, that the contractor is disqualified from bidding, proposing, or otherwise receiving consideration, for work with the District as long as the delinquency exists. A delinquent condition exists when one (1) or more of the following conditions occur without justifiable cause:

1. A substantial or repeated failure to comply with contract documents after written notice of such non-compliance.
2. A substantial or repeated failure to provide supervision and coordination of subcontractor's work after written notice of such failure.
3. Substantial deviation from project time schedules after written notice of non-compliance.
4. Substantial or repeated failure to pay subcontractors after the Board has paid the contractor for the work performed by the subcontractors in accordance with approved requisitions for payment.
5. Substantial or repeated failure to provide the quality for workmanship compatible with the trades' standards for the community after written notice of such failure.
6. Substantial or repeated failure to comply with the warranty requirements of previous contracts after written notice of such failure.
7. Failure to maintain the required insurance coverage after written notice of such failure.

The Board may, for good cause, suspend a contractor for a specified period of time or revoke the pre- qualification certificate. Causes for suspension or revocation shall include, but are not limited to, one or more of the following:

1. Inaccurate or misleading statements in the application.
2. Declared in default by the Board.
3. Filed for or adjudged to be bankrupt.
4. Performance, in connection with contract work, becomes unsatisfactory to the Board, based on the Board asserting and recovering liquidated damages in an action against the contractor.
5. Payment record, in connection with contract work, becomes unsatisfactory to the Board, based on the contractor's failure to comply with the Construction Prompt Pay Act (Section 715.12, F.S.)
6. Becomes delinquent on a construction project.
7. Contractor's license becomes suspended or is revoked by a licensing agency.
8. No longer meets the uniform pre-qualification criteria established in this policy.

A contractor whose application has been rejected or whose certificate has been suspended or revoked by the Board shall be given the benefit of reconsideration and appeal as follows:

1. The aggrieved contractor may, within ten (10) days after receiving notification of such action, request reconsideration in writing. The contractor may submit additional information at the time of appeal.
2. The evaluation committee shall review the additional information and make its recommendation to the Superintendent within fifteen (15) calendar days (excluding those days that the District is closed, e.g., weekends, holidays).
3. The Board shall act upon the Superintendent's recommendation within thirty (30) calendar days and shall notify the contractor of its action to adhere to, modify, or reverse its original action. The Board may require additional information to justify the reconsideration.

AUTHORITY:

Rule 6-2.0111, Florida Administrative Code, and Sections 1013.02, 1013.03, 1013.12, 1013.45, 1013.37, 255.20, 287.055, 471, 481, 489.113(2), 489.125, Florida Statutes.
SREF 4.1
Primary Qualifying Agent as per F.S. 489.105 (4).
Secondary Qualifying Agent as per F. S. 489.1195 (e)
Adopted: 10/18/16

FACILITIES TASK FORCE

A FACILITIES TASK FORCE SHALL BE ESTABLISHED. THE FACILITIES TASK FORCE WILL REPORT DIRECTLY TO THE SUPERINTENDENT OF SCHOOLS AND TO THE SCHOOL BOARD. THE FACILITIES TASK FORCE WILL MAKE REPORTS TO THE SCHOOL BOARD AT REGULAR SCHOOL BOARD MEETINGS. FACILITIES TASK FORCE MEETINGS WILL BE SUBJECT TO THE FLORIDA OPEN GOVERNMENT (SUNSHINE LAW) STATUTE, F. S. 286.011.

A. PROCEDURES FOR APPOINTING MEMBERS TO THE FACILITIES TASK FORCE (FTF)

1. The Facilities Task Force appointments are to be presented to the Board on or before October 15 of each year except for Board appointments, which shall be made at the Organizational Meeting on the third Tuesday after the first Monday in November of each year.

2. Term of Office: Facilities Task Force members shall be appointed for one (1) year and may be reappointed for additional terms.

3. The Facilities Task Force shall meet regularly once each month.

4. The officers of the Facilities Task Force shall be elected annually at the April meeting; a majority of the full committee being present, and shall serve for one (1) year until their successors have been elected.

5. If an appointee must resign from the task force during his/her term, then the position will be filled by the person/group who originally selected the affected person. The new appointment shall complete the original appointee's term of office.

6. Membership should be representative of every Innovation Zone, multi-ethnic composition of the Broward County community and be a cross-section of the community in terms of gender, age and geographic location.

7. Rights of the membership to vote on issues will be governed by the Florida State Board of Education Administrative Rules, Code of Ethics—Education Profession, 6B-1.001 and 6B-1.006, and the Code of Conduct for Administrators, School Board Policy 4009.11 and the Facilities Task Force By-Laws.

8. Membership of the Facilities Task Force shall be delineated as follows:

   a. District Advisory Council: One (1) elected representative.

   b. Area Advisory Council: One (1) elected representative from each area.

   c. Broward County Council of PTAs: Four (4) elected representatives.

d. Business/Industry: Three (3) representatives.

e. Community: One (1) community representative from each Innovation Zone.

f. Diversity Committee: One (1) elected representative.

g. League of Cities: Three (3) elected representatives.

h. School Board Members: One (1) appointee residing in said Board Member's District to represent each School Board Member. (Policy 1.7)

i. Community-at-Large: Four (4) representatives

j. One Principal representative from each: elementary, middle and high school.

k. One (1) ESE Advisory Council Representative

l. One (1) Federation of Public Employees (FOPE)

m. One (1) Broward Teachers Union (BTU)

n. School Board Staff (non-voting): Representatives from the Division of Facilities and Construction Management, Comptroller's Office, Education Technology Services, Maintenance Department, Management/Facility Audits, Risk Management and Safety, and other staff, as appropriate.

B. OBJECTIVES OF THE FACILITIES TASK FORCE

The Facilities Task Force shall provide a forum for community participation in the planning, construction, maintenance, and monitoring processes of the Broward County school facilities and make recommendations to The School Board of Broward County, Florida, that will promote excellence in Broward County school facilities.

The Facilities Task Force shall review individual school needs assessments and recommend priorities to the School Board for the District Facilities Work Program/Capital Budget.

The Facilities Task Force shall provide input to the District's Educational Specifications Committee.

The Facilities Task Force shall advise the School Board on specific observations, potential problems, and successes relative to maintenance of facilities, new construction, and renovation and remodeling projects.

Policy Adopted: 12/14/99
Policy Amended: 03/18/03; 06/01/04

POLICY NO. 8010
SCHOOL ATTENDANCE ZONE BOUNDARIES AND SCHOOL USAGE

Sections 1001.41 and 1001.42, Florida Statutes gives The School Board of Broward County, Florida (School Board) the authority and responsibility of assigning students to schools. This policy enumerates the process and considerations that will be used to evaluate school attendance zone boundary changes, as well as criteria for evaluating school capacity usage for operational efficiency, strategies for addressing over- and under-enrollment, and the criteria for repurposing, consolidating, or closing redundant schools.

I. DEFINITIONS

A. **Address and/or Residence:** Residence and/or address shall mean the home location where the student and a parent/legal guardian are primarily living. Residence does not refer to citizenship or a proof of residence that would require a permanent resident card (green card) or any immigration documentation. Primary residence and/or address means the home in which the student and a parent/legal guardian lives most of the time.

B. **Assigned School:** The district school to which a student is assigned based on the address of the parent/legal guardian and the geographical school attendance zone boundary for that address. School attendance zone boundaries are based upon a student's address as defined above. A student shall attend the school in his/her assigned school attendance zone boundary unless formally approved to attend a different school. Students may also choose to attend virtual school in accordance with Florida law.

C. **Boundary Change:** A boundary change is the transfer of a portion of one school attendance zone boundary to that of another school attendance zone boundary for the purpose of optimizing student enrollment which may involve multiple school attendance zone boundaries. School attendance zone boundary changes are an appropriate means to manage student enrollment for optimal facility utilization and equal educational opportunities.

D. **Boundary Choice Area**:
   1. Denotes either:
      a. An area with a specified number of priority seats to attend a specific academic program, or
      b. A portion of a school's attendance area that allows students to choose between attending the assigned school or the choice school, with transportation provided only to the assigned school (in accordance with School Board Policy governing Bus

Transportation) unless otherwise specified in the adopted boundary. Designated boundary choice areas do not preclude available seats from being filled through the school choice process.

E. **Class Size Reduction (CSR):** Class Size Reduction, defined in Section 1003.03 (1), Florida Statutes, Maximum Class Size, limits the number of students assigned to each teacher in core-curricula courses in school classrooms to a maximum of 18 students for grades PK-3, 22 students for grades 4-8, and 25 students for grades 9-12.

F. **Core Dining Capacity:** Core dining capacity is the number of students a school's dining space can accommodate over three (3) lunch periods per day. It is based on a formula defined in the State Requirements for Educational Facilities (SREF) identifying the required square footage per student in dining spaces.

G. **Co-Teaching:** Two (2) (or more) educators or other certified District staff share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content (objectives) with mutual ownership, pooled resources, and joint accountability.

H. **District Educational Facilities Plan:**

1. The District Educational Facilities Plan (DEFP) is the District's 5-year capital outlay plan. Each year the District reviews revenue projections and the District's capital outlay needs. This includes the District's school construction program, school equipment including technology, and school buses.

2. The District Educational Facilities Plan is used to keep the School Board and the public fully informed as to whether the District is using sound policies and practices that meet the essential needs of students and that warrant public confidence in District operations. This funding plan projects the capital outlay revenues that will be available for the School Board to implement a capital outlay plan over the next five (5) years. Section 1013.35, Florida Statutes, requires the District to prepare and adopt a District Educational Facilities Plan, before adopting the annual capital outlay budget. The statute states that, "the plan must be developed in coordination with the general-purpose local governments and be consistent with the local government comprehensive plans."

I. **Educational Opportunity:** Refers to the access and availability of programs, resources, and experiences for students

J. **Feeder Patterns:** A feeder pattern is the progression and school assignment of a student or a group of students from one level of school to another (elementary to middle, middle to high). A clean feeder pattern is when all the students in one elementary school matriculate to the same middle school and/or all students in one middle school matriculate to the same high school. 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.

K. **Floating Teachers:** A floating teacher shares classrooms for classes each day when space is vacated during another teacher's planning period.

L. **Gross Florida Inventory of School Houses (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).

M. **Modular Building:** (Also known as "factory built") A structure that forms a complete building when combined with other modules or structural components and/or a demountable roof and/or wall sections.

N. **Over-Enrolled School:** Schools shall be deemed over-enrolled when enrollment is greater than one hundred percent (100%) of gross FISH capacity and are projected to have an enrollment greater than one hundred percent (100%) of gross FISH capacity for the following school year. Schools with an enrollment of less than one hundred percent (100%) of gross FISH capacity may be deemed over-enrolled, based upon the criteria of class size reduction requirements, special programs, or special circumstances.

O. **Permanent FISH Capacity:** The number of students that may be housed in permanent buildings (not including modular or relocatable buildings) at any given time, 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).

P. **Relocatable~~s~~ Building:** A building or portion of a building made of prefabricated units that can be disassembled and reassembled frequently, or a single unit of construction consisting of walls, roof and floor that is movable as a unit either on wheels or by truck. Relocatable buildings are considered as temporary accommodations and are not considered as part of the permanent capacity of an educational facility.

Q. **School Attendance Zone Boundary:** The geographic area that comprises residences that are assigned to a 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 school attendance zone boundary shall attend the assigned school for the zone of residence.

R. **The School District of Broward County, Florida:** The School District of Broward County, Florida (District) is a countywide school system by state law and school attendance zone boundaries are not determined by municipal limits.

S. **Stakeholders:** Stakeholders include, as practicable, but are not limited to include parents, students, and staff of impacted schools; school-level advisory committees and parent groups; regional and District-level advisories and appropriate School Board approved Committee(s); municipal governments and education advisory boards; neighborhood civic associations, and faith-based or nonprofit groups.

T. **Under-Enrolled School:** Schools shall be considered under-enrolled when enrollment is below seventy percent (70%) of permanent FISH capacity and are projected to remain under seventy percent (70%) of permanent FISH capacity for the following school year. Enrollment repurposing strategies and adjacent school capacities shall be reviewed by Designated District staff.

II. OBJECTIVES

A. Ensure that educational facilities throughout the District are equitable.

B. Maintaining a unitary school system and applying student assignment strategies equally and fairly for all students in a manner that promotes diverse student enrollments.

C. Stabilizing of school attendance zone boundaries to the greatest extent possible.

D. Establishing and maintaining feeder patterns that permit students to move forward together from elementary school to middle school and from middle school to high school, as practicable.

E. District staff annually reviewing enrollment and District educational facilities utilization for optimal school facility usage.

F. Providing the opportunity for stakeholder involvement, input, and feedback throughout the Process to Establish School Attendance Zone Boundaries and Establish School Usage, as specifically stated in this policy.

G. Apply guidelines and standards for designating attendance zone boundaries, providing positive alternative enrollment strategies for accommodating growth, considering alternative strategies for under-enrolled schools and, if needed, after due consideration of all factors, constructing new schools, or repurposing, reducing, or consolidating redundant capacity in schools.

III. CRITERIA FOR POSITIVE ALTERNATIVE STUDENT ENROLLMENT OPTIONS

A. At any time, Designated District staff may utilize and implement certain criteria to determine positive alternative student enrollment options to alleviate over-enrollment and under-enrollment. Such criteria shall include, but not be limited to the following:

1. Welfare, health and safety of students and faculty/District staff;
2. Impact on the external access to the facility (ingress and egress problems);
3. Impact on core facility spaces, such as cafeteria and media center;
4. Number of floating teachers (see definitions);
5. Co-teaching (see definitions);
6. Full classroom use of non-traditional ancillary classroom spaces (i.e., resource rooms, art, music, stage, skills labs, media center and conference rooms);
7. Class size (student to teacher ratio);
8. Acreage of site;
9. Playground area/sports/recreation;
10. Planned future renovations or replacement of facilities;
11. Parking on campus;
12. Restroom facilities;
13. Impact of changes on diversity of school(s) and District;
14. Impact on community/neighborhood;
15. District Educational Facilities Plan;
16. Current accrediting standards;
17. The number of reassigned students in the school;
18. All special programs including but not limited to Exceptional Student Education (ESE) classes, Preschool, Career, Technical, Adult & Community Education (CTACE), magnet programs, and innovative programs;
19. Choice seats;
20. Flexible school day/week/month/year;
21. Feeder patterns;

22. Potential of the facility for alternative use or declaration as surplus property;
23. Transportation requirements;
24. Financial considerations including operating cost; and
25. Anticipated growth in the community.
26. Boundary Proposals from stakeholders in the affected community.

IV. THE PROCESS TO ESTABLISH SCHOOL ATTENDANCE ZONE BOUNDARIES AND SCHOOL USAGE

A. Annual Notice. Each year, in the fall, Designated District staff shall notify the Superintendent of Schools or his/her designee (Superintendent) that either 1) changes to the school attendance zone boundaries and/or school usage are needed , 2) alternative strategies to manage over enrollment or under enrollment other than changes to the school attendance zone boundaries and/or school usage are needed, or 3) no changes to the school attendance zone boundaries and/or school usage are needed. Designated District staff, in conjunction with District leadership, shall notify the Superintendent of the following information:

1. All Schools that may need school attendance zone boundary and/or school usage changes;
2. All schools with planned facilities projects that may increase or reduce school facility capacity;
3. All schools that may require alternative strategies to manage over enrollment or under enrollment other than changes to the school attendance zone boundaries and/or school usage; and
4. All Schools that may be recommended for closing and/or consolidation and/or repurposing;

B. Superintendent Recommendation. Should the Superintendent determine that changes to attendance zone boundaries and/or school usage are necessary, the Superintendent shall present a process to the School Board at a Workshop that includes:

1. The proposed timeline for the school attendance zone boundary change and/or school usage change process;
2. Specific considerations that will be used to evaluate school attendance zone boundary and/or school usage changes;
3. Identification of the schools and communities that may be affected by the school attendance zone boundary and/or school usage changes; and
4. A stakeholder engagement plan and process, including a boundary committee to be defined by the School Board, to keep affected schools and communities informed, and to provide maximum opportunity for stakeholder involvement

throughout the process to change school attendance zone boundaries and/or school usage.

5. Include the specific considerations/elements in which proposals are evaluated.

C. Stakeholder Engagement and Scenario Development.

1. Stakeholder Participation. Designated District staff and District leadership, shall establish and facilitate opportunities for stakeholder participation as warranted to develop strategies to address over-enrollment and under-enrollment and proposed school attendance zone boundary and/or school usage changes.

2. Scenario Development. Designated District staff shall work with the stakeholders of identified schools to design and implement recommendations for strategies to optimize facility utilization at these schools.

3. Alternative Strategies for managing school enrollment. As an alternative to changes to school attendance zone boundaries and/or school usage, enrollment management strategies including but not limited to the following may be considered:

   a. Enrollment capping (i.e. school shall not enroll any more students, and new students are assigned to designated schools that have available capacity);
   b. Flexible school day/week/month/year;
   c. Dual enrollment programs with institutions of higher learning;
   d. Other school day/week/month/year models that may be identified through this process;
   e. School-Within-A-School (Section 1001.42 (22), Florida Statutes);
   f. Creation of a Boundary Choice Area; and
   g. Reconfigured grades/educational programs and sites, dependent on available capital funds to be provided by the District and/or other individuals/groups/entities.

4. Demographic Consideration. Consideration should be given to the demographic and population changes of the community and the student populations at each school in order to maintain a unitary school system and to promote diverse student enrollments.

6. Evaluation of Proposals. The Superintendent shall evaluate proposed changes using the considerations identified by the School Board.

7. Visual Inspection of Sites and Attendance Zone Boundaries. Designated District staff shall make a visual inspection of affected schools and school attendance zone boundaries, in a manner determined by Designated District staff, before proposing any boundary adjustments, school closings, consolidations, repurposings, or establishing school attendance zone boundaries and/or school usage changes.

D. Superintendent's Final Recommendations for School Attendance Zone Boundaries and School Usage. The Superintendent shall, no later than the second week in March of every year, or as the Superintendent deems necessary, submit to the School Board recommendations for the establishment, organization, and usage of all educational facilities for the following school year.

E. Transition Plan. Subsequent to the School Board's approval of changes to the school attendance zone boundaries and/or school usage, the Superintendent shall immediately direct District staff to communicate with the parents, community and District staff of the schools involved to ensure a smooth transition process during implementation of the Board approved changes.

V. REPURPOSING, CONSOLIDATING, AND CLOSING SCHOOLS

A. Criteria for Repurposing, Consolidating, and/or Closing Schools. Schools that are being considered for repurposing, consolidation, and/or closing shall be identified using one (1) or more of the following criteria:

1. Relevant factors for consideration are the overall financial impact on the District, cost effectiveness (including capital outlay), adjacent capacity, transportation requirements, and historical and projected enrollment for the affected geographical areas.

2. The schools have enrollments below seventy percent (70%) of their permanent FISH capacity that have had a five-(5) year trend of having an enrollment below seventy percent (70%) of permanent FISH capacity and are projected to continue to be below seventy percent (70%) of permanent FISH capacity for the next five (5) years.

3. The general condition of the building is poor and/or design is

educationally obsolete, and exceptionally large amounts of capital outlay are needed to continue the operation of the school.

B. Disposal of or Alternative Uses for Closed Schools. Concurrent with the boundary process, and subsequent to the School Board's approval of the closure of schools, the Superintendent shall bring recommendations for disposal or alternative uses of the closed school(s).

C. Assigning Students at Closed Schools to New Schools. In the event of school consolidation, repurposing, or closure, Designated District staff shall ensure students will appropriately be assigned to a school through the school attendance zone boundary process. Designated District staff will review the diversity of the affected schools to determine the impact on individual demographic subgroups and ensure equitable educational opportunities will be maintained.

D. School Choice for Students of Closed Schools. Subsequent to a school closure, students and families impacted by a school closure shall be provided a one (1) time choice to attend schools with adequate capacity in accordance with School Board Policy 6400 School Choice, that are specifically identified by Designated District staff. In the event of a school closure, the Superintendent to the School Board shall make recommendations as to the availability and duration of transportation for students opting to attend the designated choice schools.

E. Closed School Site Not to Remain Vacant. Subsequent to a school closure, the school site~~s~~ shall not remain vacant, unless there is an anticipated need to utilize the site in the near future.

VI. LONG RANGE PLANNING

A. As needed, the Superintendent shall recommend to the School Board long-range plans to optimize Districtwide school facility utilization, that include, but are not limited to the following:

1. Strategies to accommodate growth or decline of student population. Such strategies shall include, but not be limited to planning for the opening, closing, and/or repurposing/consolidation of school sites whenever the needs of students can better and more equitably be served.

2. Strategies to increase enrollment at under-enrolled schools.

3. Standards for long-range planning of educational facilities.

4. Courses of action to implement the long-range plans.

VII. RESPONSIBILITIES OF THE SCHOOL BOARD

A. School Attendance Zone Boundaries and School Usage. After considering recommendations of the Superintendent, the School Board shall take action on the school attendance zone boundaries and school usage for the following school year. Such approval includes any changes to the school attendance zone boundaries and school usage from the current school year. The School Board approved school attendance zone boundaries and school usage for the following school year shall ensure that all students in the District are assigned to a school appropriate to their grade level.

B. Long-Range Plans. After considering recommendations of the Superintendent, the School board, as needed, shall take action on long-range plans to optimize Districtwide school facility utilization. The School Board's approved long-range plan shall include, but is not limited to the following:

1. Strategies to accommodate growth or decline of student population. Such strategies, include, but not be limited to planning for the opening, closing, and/or repurposing/consolidation of school sites whenever the needs of students can better and more equitably be served.

2. Strategies to increase enrollment at under-enrolled schools.

3. Standards for long-range planning of educational facilities.

4. Courses of action to implement the School Board approved long-range plans.

Policy Custodian: Demographics & Enrollment Planning Department

Former Policy Number: 5000

Statutory Authority: Sections 1001.32, 1001.41, 1001.42, 1001.51, 1002.31, 1002.38, and 1003.02, Florida Statutes

Laws Implemented: Sections 1001.32, 1001.41, 1001.42, 1003.02, 1003.03, 1013.28, and 1013.35, Florida Statutes

Policy History

Policy Adopted: 11/13/69
Policy Readopted: 9/5/74
Policy Amended: 9/15/83; 1/24/85; 10/1/87; 7/7/88; 8/2/94; 7/18/95; 6/17/97; 8/17/99; 7/18/2000; 11/13/01; 12/10/02; 9/21/04; 05/19/09; 12/07/10; 03/04/14; 09/10/24

RESOLUTION 15-106
OF THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

WHEREAS, The School Board of Broward County, Florida recognizes the importance of establishing a mechanism to encourage greater accountability, transparency, public support, and confidence in the use of general obligation bond funds; and

WHEREAS, The School Board of Broward County, Florida, in response to community interest in the effective and efficient use of bond proceeds, will create a Bond Oversight Committee pursuant to Part V.A.1 of School Board Policy 1070 – "District Committees and their Membership" to act as an independent Broward County citizens advisory committee to The School Board; and

WHEREAS, The School Board of Broward County, Florida, recognizes that the Bond Oversight Committee will be essential in supporting the School District in meeting its key strategic goals of high quality instruction, continuous improvement, and effective communication; and

WHEREAS, The School Board of Broward County, Florida, desires that the Bond Oversight Committee will hold public meetings in Broward County and report their findings to the Superintendent and The School Board during the committee report Regular School Board Meeting agenda item; and

NOW THEREFORE BE IT RESOLVED THAT The School Board of Broward County, Florida, hereby creates the Bond Oversight Committee:

SECTION 1. CREATION OF THE BOND OVERSIGHT COMMITTEE. There is hereby created an advisory committee to be known as the Bond Oversight Committee, hereinafter referred to as the "Committee".

SECTION 2. GUIDELINES FOR COMMITTEE MEMBER PARTICIPATION. The following are Broward County School Board (hereinafter referred to as "School Board") goals for organizations (see Section 3. Membership) to consider as guidelines when appointing a member to the Committee:

1) Consideration of racially and ethnically diverse Broward County residents to serve as Committee members;
2) Consideration of Broward County residents with professional backgrounds in finance to serve as Committee members;

3) Consideration of parents and/or grandparents of students enrolled in the School District of Broward County to serve as Committee members;
4) Consideration of Broward County residents that play an active role in recognized civic and community organizations to serve as Committee members;
5) Consideration of retired Broward County residents from identified industries/organizations;
6) Exclusion of persons who have a current or pending working relationship, contract, or sub-contract with The School Board; are employed by The School Board;, or are otherwise stated as being excluded in Section 3. Membership; and
7) Exclusion of persons who are currently serving on any School District business or advisory committee.

SECTION 3. MEMBERSHIP. The Committee shall consist of no more than seven (7) persons.

1) The Committee will consist of seven (7) Committee Members residing in Broward County selected by the following School Board-identified organizations or having qualifications listed below:
    a. One member from Florida Government Finance Officers Association;
    b. One member from the Broward County Parent Teachers Association;
    c. One member from the Fire Chiefs Association of Broward County;
    d. One member shall have experience with building code compliance;
    e. One member shall have experience with engineering;
    f. One member shall have experience with construction contracting; and
    g. One member shall have experience as a minority builder.

A quorum of the Bond Oversight Committee necessary for the Committee to conduct business would be comprised of four (4) Committee Members who are physically present at the Committee meeting Unless the physical presence requirement has been excused by Executive Order from the governor.

2) School Board identified organizations listed heretofore will select their representative to serve on the Committee. If an organization does not want to have representation on the Committee, or if the identified organization cannot find an eligible and willing

person to appoint to the Committee, then The School Board may amend this resolution to identify a new organization to be represented on the Committee.

3) The Committee's Chairperson and Vice-Chairperson will be elected from among the Committee members.
4) The Authority conferred by The School Board upon the Committee under this Resolution requires any actions to be approved by a majority vote of the Committee as a body corporate and not by actions of individual Committee members.
5) Committee members will not receive direct or indirect compensation from The School Board. Committee members also may not accept compensation, honoraria, or money of any amount from entities with whom The School Board does business. Tangible gifts (including tickets to a sporting or entertainment event) may not be accepted either (see Section 112.3148, Florida Statutes, and Section 9. Ethics & Code of Conduct).
6) Committee members may not have an active contract or be seeking a contract with the School District or with any contractor or sub-contractor associated with the Capital and/or Bond Programs for the duration of the Bond and once no longer a Committee member, restrictions will apply for a two (2) year period.
7) Committee members may not be an employee or official of the School District, or of any vendor, contractor, sub-contractor, or consultant of the School District.
8) Committee members who are also admitted to The Florida Bar must not be currently representing or will represent any client who or which is doing business with The School Board or has been retained to represent any client against or pertaining to The School Board in any matter.
9) Committee members may not be currently serving as an appointed or elected government official.
10) Committee members may not be currently serving as an appointed member of any School District advisory committee.
11) Committee members may not be lobbyists as defined by School Board Policy 1100B – "Lobbyist Activities for Economic Gain", meaning, any natural person who was registered with the School District as a lobbyist during the preceding twelve (12) months or who, for compensation, seeks, or sought during the preceding twelve (12) months, to influence the governmental decision-making of The School Board or an

official of the School District, or who, for compensation, sought during the preceding twelve (12) months, to encourage the passage, defeat, or modification of any proposal or recommendation by The School Board or an official of the School District.

12) Committee members only serve in a monitoring and reporting capacity role.

13) Committee members serve the general interest of the public as opposed to any personal interest or special interest group.

14) If a Committee member moves outside Broward County, resigns, violates Section 9: Ethics & Code of Conduct of this Resolution, fails to attend two consecutive Committee meetings without reasonable excuse as determined by the Committee Chairperson, or otherwise becomes unable to serve on the Committee, the Committee Chairperson may declare the position on the Committee to be vacant and request another qualified person to be appointed to the Committee from that organization.

SECTION 4. DUTIES, RESPONSIBILITIES, AND GUIDELINES. The Committee shall inform The School Board, Superintendent, and general public concerning the School District's overall project management of all Bond Programs including but not limited to:

1) Review quarterly reports produced to verify effective use of bond proceeds and compliance with the purposes set forth in the Bond Programs as approved by The School Board;
2) Ensure that bond revenues are expended for the purpose set forth in the Bond Programs as approved by The School Board, and that any deferred proposals or changes of plans are executed after appropriate approval of The School Board;
3) Validate that no bond funds are used for any teacher or administrative salaries or other school operating expense;
4) Review efforts by the School District to maximize bond revenues by balancing best value, quality, and efficiency in meeting the School District's Bond Programs as approved by The School Board;
5) Hold quarterly public hearings within the School District for the purpose of presenting findings and receiving public comment; and
6) All Committee members will annually sign a conflict of interest statement disclosing any existing conflicts and must sign an agreement to abide by Section 9: Ethics & Code of Conduct of this Resolution.

SECTION 5. VACANCIES. In the event of a vacancy on the Committee due to relocation, resignation, death, disability, or any other cause, a new member will be designated by the organization that appointed the exiting Committee member and the new member shall be approved by the Committee through the Committee Chairperson.

SECTION 6. MEETINGS AND PUBLIC HEARINGS. The Committee shall hold public meetings at least quarterly, at the call of the Committee Chairperson and at the time and place designated by the Committee Chairperson coordinated through School District staff or the Superintendent's designee, to review the School District's Bond Program's status and related information, and to perform other duties as provided herein. The Committee's public meetings and public hearings shall be conducted in the following manner:

1) All public meetings and public hearings shall be duly noticed pursuant to Section 50.031 or 50.0311, Florida Statutes, and published on School District website in advance of the scheduled date and open to the public.
2) A public hearing shall hereby be defined as any meeting held by the Committee in which the public is afforded an opportunity to comment on any proposed recommendations. The Committee may reasonably limit the time each member of the public can speak at a public hearing.
3) A public meeting shall hereby be defined as any meeting held by the Committee in which the Committee will deliberate in public regarding the status of School Board approved Bond Projects. The Committee Chairperson may reasonably limit the time each member of the Committee can speak at a time upon an issue under deliberation. Unlike public hearings, the public meetings are an opportunity for the Committee to work in the Sunshine, not an opportunity for community comment. All public meetings will be open to the public - however, public comment will not be permitted. Public comment will be received at the public hearings described above.
4) The Committee shall present its reports and findings quarterly to the public at a public hearing.
5) The Committee shall present its reports and findings, as well as a general summary of community comments, at a School Board Workshop that is conducted closely after the public hearing, ensuring that adequate time will be provided for preparing necessary materials to be made available to the public.

6) Appropriate representatives of existing School Board Appointed Business Advisory Committees (examples include: Facilities Task Force, Diversity Committee, etc.) will be afforded an opportunity to provide comments at the Committee public hearings relating to general obligation bond projects. The Chairperson of the Bond Oversight Committee may reasonably limit the time each School Board-Appointed Business Advisory Committee representative may speak at a Bond Oversight Committee public hearing. The Chairperson of the Bond Oversight Committee, or his/her designee, will be provided the opportunity to present at reasonably scheduled meetings of School Board Appointed Business Advisory Committees. The Bond Oversight Committee Chairperson will be provided the opportunity to share Bond Oversight Committee meeting deliberations and work products at reasonably scheduled meetings of the School Board Appointed Business Advisory Committees.
7) The Chairperson or Vice-Chairperson may convene additional public meetings and public hearings, if necessary.
8) All Committee meetings and public hearings shall be held within Broward County.
9) All Committee meetings and public hearings will adhere to Robert's Rules of Order.
10) Drafts of Committee meeting and Committee hearing minutes will be prepared and distributed to the Committee within fifteen (15) business days. The minutes will be voted upon for the record at the next scheduled Committee meeting and upon approval will be posted to the School District's website within seven (7) business days.
11) As an advisory committee, the Committee is subject to the State of Florida's Government in the Sunshine Law as well as Florida's Public Records Laws, as prescribed by Florida law.

SECTION 7. SUPPORT. The Committee will work collaboratively with School District staff, especially with agenda and meeting development. The Committee shall be provided the following School District support services in its endeavors to review each project:

1) The School District's Chief Operations and Facilities Officer and the Chief Financial Officer shall attend the Bond Oversight Committee meetings to provide support services to the Committee. These administrators are not Committee members and, as such, are not made subject to the Sunshine Law by this Resolution.

2) The Superintendent or the Superintendent's designee shall oversee management's action plan to respond to any written report from the Committee with findings or suggestions for improvement within fifteen (15) business days. All recommendations from the Committee's establishment to the current date will be tracked and made available to the Committee, The School Board, and the Superintendent. The School District's website and other communication avenues will also publicize the Committee's report for use by the general public.

3) The School District shall have a commitment to provide open communication to the Committee, and provide the Committee with necessary technical and administrative assistance in a timely fashion as follows:

   a. Provision of a meeting room, including any necessary audio/visual equipment;

   b. Preparation and copies of any written meeting materials, such as agendas and reports; and distribution of those materials to the Committee in a timely manner;

   c. Provision of a quarterly summary progress report covering the Bond Programs;

   d. Access to other information as allowable by law and necessary for the Committee to effectively perform its oversight function;

   e. Retention of all Committee meeting records, and provision of public access to such records on the School District's website; and

   f. Public notification of Committee meeting and Committee hearing times and locations pursuant to Section 50.031 or 50.0311, Florida Statutes. The meetings and hearings shall be open to the public.

4) Summary progress reports from School District departments will communicate and provide an explanation for the following attributes in a clear and concise manner. As part of reporting, the School District will identify projects that experience a significant impact to schedule, budget, or scope of work. Detailed reports can be provided upon the Committee's request and may include:

   a. Project schedules with anticipated completion dates and current status;
   b. Project scope;
   c. Contingency reports (change allowance, encumbrances, and available budget);
   d. Expenditure reports; and
   e. Status of Minority/or Woman Owned Business Enterprise (M/WBE).

5) The appropriate School District staff, School District consultants, and/or designees shall attend all Committee meetings and hearings in order to provide a status update for their area of responsibility as it relates to the Bond Programs and to respond to any questions from Committee members.
6) The School District acknowledges that the Committee may request certain information that is sensitive or legally privileged, confidential, or exempt. The School District will consult with the Office of the General Counsel to ensure compliance with such requests within the constraints of applicable law and in a manner serving the best interests of the School District.

SECTION 8. ADVISORY NATURE OF THE COMMITTEE. The Committee provides external oversight for the bond projects only. Also, the Committee only serves an advisory role to the School District or The School Board, and its members are not personally liable to the District or Board for actions within the scope of their appointment. The following list is not exhaustive, but simply illustrates the areas over which the Committee will lack responsibility. The Committee is **not** responsible for:

a. Approval of construction contracts or change orders;
b. Appropriation of construction funds;
c. Handling of legal matters for The School Board;
d. Approval of construction plans and schedules;
e. Approval of the School District's maintenance plan;
f. Approval of the sale of bonds;
g. Establishment of priorities and order of construction for the bond projects;
h. Selection of architects, engineers, construction managers, project managers, and such other firms providing professional services to The School Board;
i. Approval of the design for each School District project including exterior materials, paint color, interior finishes, site plan and construction, means or methods;
j. Selection of independent audit firm(s), performance audit consultants, and such other consultants as are necessary to support the performance of the Bond Programs;
k. Setting or approving schedules of design and construction activities; and

l. Investigations of alleged wrongdoing, potential waste, fraud, misuse or abuse, or non-compliance with Local, State, Federal laws/regulations, or School District policies.

SECTION 9. ETHICS & CODE OF CONDUCT. Committee members are public officers who must comply with the applicable provisions of Florida's Code of Ethics, Chapter 112, Florida Statutes. The Committee members also shall agree to conduct themselves in accordance with the highest ethical principles while in the course of participating in School Board related activities. Committee members further agree at all times to act in the best interests of The School Board, the community; and of the education of the School District's students; to avoid conflicts of interests; to vote on behalf of their appointing organization; and to challenge the judgment of others when necessary; yet to be willing to support the majority decisions of the Committee and to work with fellow members in a spirit of cooperation. In this regard, Committee members acknowledge and understand that they ***shall***:

1) Maintain compliance with Section 3: Membership of this Resolution. Committee members must notify the Committee Chairperson of any change that may prohibit them from serving on the Committee. The Chairperson may declare a Committee member's position on the Committee to have become vacant and request another qualified person to be appointed to the Committee from that organization;
2) Abide by regulations set forth in the State of Florida's Government in the Sunshine Law (Section 286.011, Florida Statutes) and Florida's Public Records Laws (Section 119.07, Florida Statutes) to ensure that Committee meetings and Committee Hearings are conducive to open and candid discussion;
3) Become familiar with and be committed to the responsibilities of the Committee, and adhere to the principles of fairness, honesty, integrity, and good faith in all Committee business and interactions;
4) Carefully prepare for, regularly attend, and actively participate in Committee meetings, Committee hearings, and assignments;
5) Refrain from corruptly using or attempting to use his or her official position or any property or resource which may be within his or her trust, or perform his or her official duties, to secure a special privilege, benefit, or exemption for himself, herself, or others;

6) Refrain from acting as a spokesperson for the entire Committee unless specifically authorized to do so by the Committee;
7) Refrain from accepting any compensation, payment, or thing of value when such Committee member knows, or, with the exercise of reasonable care, should know, that it was given to influence a vote or other action in which the Committee member was expected to participate in his or her official capacity;
8) Refrain from taking any actions that create a perception that favorable treatment of outside entities by the Committee was sought, received or given in exchange for courtesies. "Courtesies" include gifts, gratuities, meals, refreshments, entertainment, or other benefits from persons or companies doing business with the School District. The Committee shall not accept courtesies that constitute, or could reasonably be perceived as constituting, unfair business inducements that would violate The School Board's governing laws, rules or policies;
9) Respect the rights of others when performing Committee responsibilities and refrain from actions that might compromise the School District's reputation or standing in the education community;
10) In the event of a potential conflict of interest, a Committee member will promptly disclose the known potential conflict and, until such time that a determination is made by the Office of the General Counsel and/or the Florida Commission on Ethics, the Committee member will remove himself or herself from all discussion and voting on the matter in question;
11) Exercise proper authority and judgment when dealing with Committee staff, contractors, and the general public, and respond to the needs of fellow Committee members in a responsible, respectful, and professional manner; and
12) Support the decisions and action of the Committee, even if they differ from such Committee member's personal views, unless such decisions and actions are unlawful, unethical, or otherwise improper.
13) A Committee Member shall promptly notify the Office of the General Counsel of a potential conflict of interest or voting conflict. If appropriate, the Committee Member may request an advisory opinion from the Florida Commission on Ethics. If a

determination is made that a prohibited conflict exists, the Committee Member will be required to resign from the Committee.

SECTION 10. TERMINATION AND CESSATION OF THE COMMITTEE. Unless otherwise terminated sooner by The School Board, the Committee shall sunset upon the completion of all projects funded by the general obligation bond as approved by the voting public on November 4, 2014.

SECTION 11. EFFECTIVE DATE. This Resolution shall become effective upon approval by The School Board of Broward County, Florida.

_____ _____

Debra Hixon, Chair Dr. Howard Hepburn, Superintendent

CENTRAL AREA ADVISORY COUNCIL
By-Laws

ARTICLE I. NAME

The name of this Council shall be the Central Area Advisory Council and shall be known as the Area Advisory Council.

ARTICLE II. PURPOSE

The primary objectives of the Central Area Advisory Council shall be to foster and promote communication among School Advisory Forums, School Advisory Councils, and the District Advisory Council. The Area Advisory Council shall bring forth recommendations, concerns, and interest from the area and to and from the District Advisory Council.

The Council functions shall include:

A. Assisting in the identification of the educational needs and priorities of the schools within the area.

B. Coordinating community resources and securing community support for the schools.

C. Serving as the liaison between individual School Advisory Forums (SAF), School Advisory Councils (SAC), the Area Advisory Council, and the District Advisory Council (DAC).

D. Providing assistance to individual School Advisory Forums and School Advisory Councils to understand and fulfill their duties and responsibilities.

E. Electing representatives from the Central Area Advisory Council's at-large membership to serve on the District Advisory Council.

F. Advising and making recommendations to the Central Area Superintendent pertaining to the needs and concerns in the Central Area.

The duties of the Central Area Advisory Council shall be advisory in nature. The objectives, duties and actions of the Central Area Advisory Council may not conflict with any of the powers and duties reserved by the School Board or the Area Superintendent. As the Area Advisory Council and its subordinate organizations are apolitical, officers and members are prohibited from using their titles and/or positions to endorse, or give the impression of endorsing, candidates for public office. However, an officer may recite such membership or office when he/she is a candidate for public office.

The Area Advisory Council shall operate within established administrative guidelines. The responsibilities and duties of the Council will be in accordance with Florida State Statutes and Broward County School Board Policy 1.21, Area Advisory Council.

ARTICLE III. MEMBERSHIP

Composition: Membership shall include, but not be limited to, the Chair from each individual School Advisory Forum within the Area, the Principal from each school within the Area, the Chair from each School Advisory Council within the Area, the Area Superintendent, the Area Directors, the officers, and the DAC representatives from the area. The Central Area superintendent, or his/her designee, shall serve as an ex-officio member of the Council. The minimum standards for representation shall be as follows:

Section 1: Voting rights: When a consensus cannot be reached, a vote of the membership shall be taken. Each local School Advisory Forum shall have one vote, to be cast by the School Advisory Forum Chairperson or his/her designee. Abstentions, proxies or absentee ballots are not permitted. The Officers of the Central Area Advisory Forum shall have voting rights, except for the Chairperson, who shall only cast a vote in order to break a tie. A person who is a member of more than one School Advisory Forum may be the designated representative of more than one SAF or SAC. In this case, that person may cast the vote for each of the represented schools provided he/she was registered with the Secretary at the beginning of the meeting.

Section 2: Motions are brought to Central Area Advisory Council (CAA) general meetings after being passed by a member's School Advisory Forum (SAF). If the motion is approved by a majority vote, then it is presented to the District Advisory Council.

Section 3: Termination: An Advisory Council member shall no longer hold voting membership rights should he/she cease to reside or work in the school area or have a child attend a school in the area, or otherwise terminate his/her relationship with the group which he/she was elected to represent.

In the event that a member is found to be in conflict with the laws, policies, and/or bylaws of the Area Advisory Council or any of its subordinate organizations, the member shall be removed from office for the current year and could be prevented from serving in future years.

Section 4: Length of Term: Each member is elected for a one year term

Section 5: One non-voting senior staff person or designee will work with the chair on setting the agenda and conducting the business of the Council.

Section 6: Each new member shall receive training on the Council's history, mission, purpose, and related School Board Policy statement(s) and requirements.

Section 7: Each member shall sign off on a School Board approved statement, which validates that the member accepts and will abide by proper professional conduct and the Nondiscrimination Policy Statement (4000.1). Also, the statement will acknowledge that the member has received staff training on Robert's Rules of Order, Newly Revised, and the Florida Sunshine Laws.

Section 8: A Parliamentarian shall be a part of the council. The Parliamentarian does not have a separate vote.

ARTICLE IV. OFFICERS

Section 1: The Council shall elect a Chair, Vice-Chair, Record Keeper, Recording Secretary, and Corresponding Secretary The Chair shall appoint a Parliamentarian.

Section 2: Eligibility: Officers shall be a member of the Central Area Advisory Council (Article III). Officers must reside in or have children attending schools in the Central Area. A minimum of three (3) officers shall be parents of Central Area students. The Chair and the Vice-Chair shall not be full or part-time school board employees in the area in which they are elected and shall be parents with a child currently enrolled and attending a school within the administrative area.

Section 3: Nominating Committee:

A. The Chair of the Central Area Advisory Council shall appoint a Nominating Committee Chair at the General Membership meeting held three months prior to the last General Membership meeting of the year. A sign-up sheet will be made available for prospective committee members from which the Nominating

Committee Chair shall convene a committee. The committee shall consist of at least three (3) members (and always an odd number) and should be representative of schools in the area. The Nominating Committee shall be notified of the meeting dates of the committee. The Nominating Committee will notify all School Advisory Forum Chairs, in writing, of the positions available and request nominations.

B. The Committee will present its recommendations for each office at least 2 weeks prior to the election.

Section 4: Election: The officers shall be elected by the voting membership at the last General Membership meeting of the school year. Nominations from the floor shall be accepted at the time of the election.

Section 5: Installation: Installation of new officers will be held at the final meeting of the school year.

Section 6: Term of Office: The officers shall serve for a term of one (1) year and may be re-elected to the same office three (3) additional consecutive terms. A term is defined as more than six (6) months. If no one runs for the office after the officer's final term expires, then the current officer may retain the position until a new officer is elected.

Section 7: Termination: An officer is terminated if absent from three (3) consecutive regular and/or Executive Board (Steering) meetings. A notice of termination shall be sent to the individual by the Corresponding Secretary.

Section 8: Vacancies: If a vacancy should occur among the offices of Record Keeper, Recording Secretary, Corresponding Secretary, or Vice-Chair of the Central Area Advisory Council, the office may be filled at the next General Membership meeting by the majority vote of those members present. Members shall be notified at least two (2) weeks prior to the meeting that the vacancy or vacancies exist. Nominations will be accepted from the floor and the person elected at the meeting shall be deemed elected for the remainder of the term. If a vacancy should occur in the Office of Chair, the Vice-Chair shall assume the position of the Chair for the remainder of that term of office and the position of Vice Chair shall be filled as detailed above.

ARTICLE V DUTIES OF THE OFFICERS

Section 1: Chair: The Chair shall: Preside at all meetings of the Central Area Advisory Council; be an ex-officio member of all committees, except the Nominating Committee; and perform all duties incidental to the office of Chair and any other duties as from time to time may be assigned to him/her by the Central Area Advisory Council. The Chair shall be a member of and preside over the meetings of the Executive (Steering) Board, represent the Central Area Advisory Council at the District Advisory Council Meetings, and co-sign all disbursements of funds. The Chair will prepare an agenda at least 7 days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests it.

Section 2: Vice-Chair: The Vice-Chair shall: Preside at the meetings of the Central Area Advisory Council in the absence of the Chair; represent the Chair in assigned duties; and perform such duties as may be assigned to him/her by the Chair of the Central Area Advisory Council. The Vice-Chair shall be a member of the Executive (Steering) Board.

Section 3: Record Keeper: The Record Keeper shall: Be responsible for receiving all funds from the Central Area Advisory Council as well as all committees. The Record Keeper shall maintain the necessary financial records and disburse such funds, with the chair as co-signor, as may be approved by the Central Area Advisory Council. A report shall be presented to the Central Area Advisory Council at the General Membership meeting when relevant. The Record Keeper shall be a member of the Executive (Steering) Board.

Section 4: Recording Secretary: The Recording Secretary shall: Keep the minutes of all meetings, both general and special meetings, and transcribe them in a timely manner. The Recording Secretary shall be the custodian of all committee reports and correspondence. Copies of the minutes will be provided to all members and to other such persons as the Council may direct. (See Article III, Membership). The Recording Secretary shall be a member of the Executive (Steering) Board.

Section 5: Corresponding Secretary: The Corresponding Secretary shall: Prepare all correspondence as necessary. He/she shall be responsible for all notices duly given in accordance with these by-laws, including notices of all meetings. Additionally, the Corresponding Secretary shall keep a record of all Council members, their addresses and phone numbers; keep a record of attendance at all meetings; be responsible for a roll call vote as deemed necessary by the Chair of the Council. When necessary, he/she shall notify members or offi

of the Council of their termination, in writing and perform all other duties as delegated by the Chair or the Council. The Corresponding Secretary shall be a member of the Executive (Steering) Board.

Section 6: Only the Chair or the Chair's designee shall sign letters, reports, and other Advisory Council communications representing the Central Area Advisory Council except as specified in Article V.

ARTICLE VI: MEETINGS

The Council shall meet regularly and the schedule of meetings for the year will be determined and published in the beginning of the school year.

Section 1: Notice of Meetings: Regular meetings shall be noticed at least ten (10) days in advance and duly publicized in accordance with Florida Sunshine Law. Council members must be advised of a change in the established date, time, or location. Special meetings shall be scheduled at least seven (7) days in advance and will require special notification to each member. Notification of all regular meeting places also will be included in the minutes.

Section 2: Guests: All regular and special meetings of the Central Area Advisory Council and of its standing and special committees, as well as the Executive (Steering) Board, are open to the public under the Florida Sunshine Law; however, nonmembers / guests may not vote on Council issues. Every effort should be made to encourage participation of local government officials, civic and business leaders connected with the schools, citizens and students who reside within the administrative area as defined by the District in discussions of the Council.

Section 3: Attendance of members will be kept for all meetings. The Secretary or a designee will take attendance. Attendance records will be sent to the Administrative Assistant to the Area Superintendent.

Section 4: Minutes of all meetings will be recorded by the Secretary or a designee. Approved minutes will be sent to the Administrative Assistant to the Area Superintendent, kept on file at the Area Office and posted for public view. Minutes of the previous meeting will be approved at the next meeting, with any additions or corrections noted. Minutes will reflect all motions (including: maker of the motion, person seconding and the results of the vote) and any decisions reached by consensus.

Section 5: Special meetings may be called by the Chair or by a majority vote of a quorum of members of the Council having voting rights.

Section 6 All scheduled meetings, meeting times, and places will be announced at least one week in advance. Members must be advised of a change in the established date, time or location

Section 7: All special meetings will require notification. Council meetings will be scheduled at times and locations convenient for stakeholders.

Section 8: A quorum is the minimum number of members who must be present at a meeting for business to be conducted and for voting to take place. One-third of the membership of the Council constitutes a quorum.

Section 9: Decisions of the Area Advisory Council: All decisions of the Council shall be based on consensus of the membership or the votes cast by the majority of voting members present. (Article VI, Section 8, Quorum).

Section 10: Meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present.

Section 11: Voting will be by voice, by a show of hands, or by roll call when there is a discrepancy. Official votes will become part of the minutes. Abstentions, alternates and proxy votes are not permitted (per Florida's sunshine Law)

Section 12: All regular and special meetings of the Council shall be conducted in accordance with Robert's Rules of Order, Newly Revised, when not in conflict with these bylaws.

ARTICLE VII: COMMITTEES

The Chair shall create such committees as may be required in School Board Policy or are necessary to promote the objectives of the Area Advisory Council.

Section 1: Standing and Special Committees: The Central Area Advisory Council may, from time to time, establish and abolish such standing and special committees as it may desire. No standing or special committees shall exercise the authority of the Central Area Advisory Council.

Section 2: Membership: Unless otherwise determined by the Area Advisory Council, the Chair shall appoint members to the various standing and special committees and the committee members shall elect the Chair of each such committee, except for the Nominating Committee which is described in Article IV, Section 3.

Section 3: Term: Each member of a committee shall serve from the time of his/her appointment until the end of the school year unless determined otherwise by the Council, or unless the committee shall be sooner abolished, or unless such member shall cease to qualify as a member of the Council.

Section 4: Vacancy: A vacancy in any committee may be filled by an appointment in the same manner as provided in the original appointment.

ARTICLE VIII: **THE** EXECUTIVE (STEERING) BOARD OF **THE** CENTRAL AREA ADVISORY COUNCIL

Section 1: Duties:

A. The primary purpose of the Executive Board is to assist the Chair in setting the agenda for all upcoming meetings. This shall be accomplished in part by perusing the minutes of the previous meeting.
B. The Executive Board shall establish the dates, in advance, for the regular meetings of the Council and the Executive Board. A calendar shall be planned at the first meeting of the school year for the new school year.
C. The Executive Board shall assist in establishing the agenda of a special meeting called by the Councilor the Chair if time permits.
D. The Executive Board shall perform such other duties as may be delegated by the Council.
E. The Executive Board shall not exercise the authority of the Central Area Advisory Council unless specifically directed to do so by the Council.

Section 2: Membership: Composition of the Executive (Steering) Board shall include the following:

Officers of the Council: Chair, Vice-Chair, Recording Secretary, Corresponding Secretary, Record Keeper and Parliamentarian.
All Representatives elected to the District Advisory Council: Elementary, Middle, High, Teacher, Legislative, Parent-at-Large, Citizen-at-Large, Facilities, Business See Article IX, District Advisory Council Representatives.
Student Representative
ESE, ESOL, and Gifted parent(s) who attend those Advisories as appointed by Council
Principal Representative/designee
Ex-Officio Members: The Central Area Superintendent

ARTICLE IX DISTRICT ADVISORY COUNCIL REPRESENTATIVES

Section 1: The Chair of the Central Area Advisory Council, or his/her appointed designee, shall represent the Central Area at the District Advisory Council.

Section 2: One Student from the Central Area selected by a District student association.

Section 3: The Central Area Advisory Council shall elect the following members as representatives to the District Advisory Council.

A. One Teacher from a Central Area school.
B. One Parent at Large who has a child attending a Central Area school.

C. One Citizen at Large from the Central Area Community. This representative shall not have any children enrolled in grades K-12 in the Broward County Public School System and shall not be employed by the Broward County School Board. This member must reside in the Central Area.
D. One Business Representative from the Central Area Community. This representative shall not be employed by the Broward County School District. This member must reside in the Central Area.
E. Six parent Representatives, two (2) elementary school representatives, two (2) middle school representatives and two (2) high school representatives elected from the Council's at large membership. The representatives must have a child attending a Central Area school at the level they are representing.
F. One legislative representative elected from the Council's at large membership. This member must have a child attending a Central Area school or reside in the Central Area. This member cannot be an employee of the Broward County School District.
G. One facilities representative elected from the Council's at large membership. This member must have a child attending a Central Area school or reside in the Central Area. This representative cannot be an employee of the Broward County School District.

Section 3: Term of Office: The Central Area Advisory Council representatives to the District Advisory shall be elected or appointed for one (1) year and may be reelected or appointed for additional terms not to exceed a total of four (4) consecutive years in anyone position.

Section 4: All members of the District Advisory Council shall be officially approved by the School Board of Broward County, Florida.

ARTICLE X: AMENDMENTS

Section 1: Bylaws must conform to the State of Florida Statutes and School Board Policy.

Section 2: These Bylaws may be amended at any regular meeting, provided two (2) weeks' notice, in writing, has been given to each member. Amendments to the bylaws will be approved by a majority of the members present. Any amendment must conform to the School Board policy currently in effect. A Bylaw Review Committee shall be selected in October and these Bylaws shall be reviewed at least every two years, or at such time that legislation or School Board action occurs that would require a review, but can be done annually if deemed necessary and amended as may be required by changing circumstances.

Section 3: All bylaws and subsequent change(s) shall require School Board approval prior to being implemented by the Council.

Section 4: The reviewed bylaws shall be presented at a General Membership Meeting following the completion of the review and shall be presented for a second reading and voted on at the following General Membership Meeting.

Ratified _____
Date

Amended_____
Date

School Board of Broward County, Florida
NORTH AREA ADVISORY COUNCIL BYLAWS
Approved December 13, 2007
Newly Proposed changes 12-10-09

ARTICLE I: NAME OF COUNCIL

The name of this council shall be the North Area Advisory Council of the School Board of Broward County and shall be known as the North Area Advisory Council. Authority of the establishment of the North Area Advisory Council shall be the School Board Policy 1.2 and 1.21 as currently amended.

ARTICLE II: Purpose

The duties of the North Area Advisory Council shall be advisory in nature, none of which will conflict with any of the powers and duties reserved by School Board policy to the Area Superintendent. The North Area Advisory Council responsibilities shall include the following:

Section 1: Assisting in the identification of the educational needs and priorities of the schools within the North Area of the school district.

Section 2: Coordinate community resources and secure community support for the area schools.

Section 3: Offering assistance to individual School Advisory Forums and School Advisory Councils in understanding and fulfilling their duties and responsibilities.

Section 4: Serving as the liaison between local School Advisory Forums, School Advisory Councils, the North Area Advisory Council and the District Advisory Council.

Section 5: The North Area Advisory Council shall operate within established administrative guidelines.

Section 6: Electing representatives from the North Area Advisory Council's general membership to serve on the District Advisory Council.

Section 7: Advising and making recommendations to the North Area Superintendent pertaining to the needs and concerns of the school communities in the North Area.

ARTICLE III: MEMBERSHIP

Composition of North Area Advisory Council
The needs and resources of the Area require that membership be obtained from a broad range of interested community representatives, ethnic diversity and there be a maximum effort to involve lay citizens and parents of children who participate in public education. In order to satisfy the requirement the composition of membership in the North Area Advisory Council shall be as follows:

School Advisory Forums	Chair or his/her designee
Principals	his/her designee
School Advisory Councils	his/her designee
North Area Superintendent	his/her designee ex-officio
North Area Directors	Ex-officio
District Advisory Representatives	*Immediate Past Chair – Ex-officio*
	** For a term of (1) one year only*

Section 1: Voting Rights:
For General and Special Meetings each individual School Advisory Forum represented shall have one vote, to be cast by the School Advisory Forum Chairperson or his/her designee. The SAF chair must select a designee in his/her absence to attend the Area Meeting. The designee may not be a school board employee at the school he/she is representing. Proxies or absentee ballots shall not be permitted.
The officers and the DAC representatives of the North Area Council shall have voting rights (unless they are already the designated representative for a School Advisory Forum), except for the North Area Chairperson, who can only cast a vote in order to affect the results. A person who is a member of more than one School Advisory Forum may be the designated representative of more than one Forum. In this case, that person, except for the North Area Advisory Chairperson, may cast the vote for each of the represented schools provided he/she was registered with the Recording Secretary at the beginning of the meeting.

Section 2: Terms of Membership:

a). If a member, or his/her designee, who is absent from more than three (3) consecutive or 4 absences in one school year from a properly noticed general meeting, that member is no longer considered a member in good standing. The Corresponding Secretary, at the direction of the Chair, shall send notice of termination to the individual and the electing school. The school must appoint/elect or reappoint/reselect/re-elect a representative to the North Area Advisory Council.

b). In the event a member's action or circumstance is found to be in conflict with state laws, policies, and/or by-laws of the North Area Advisory Council, the member may be removed from office. Notice shall be sent to the member by US Mail return receipt requested with all grounds stated in writing. All sides shall be heard. The member, by a 2/3 affirmative vote present may be removed.

c).North Area Advisory Council member shall no longer hold voting rights should he/she cease to reside or work in the school area, or otherwise terminate his/her relationship with the group that he/she was elected to represent.

Section 3: Quorum

One-third of the North Area Advisory Council voting membership shall constitute a quorum for the transaction of business at a General or Special Meeting. *An official quorum of committee, members must be physically present at the meeting location for the committee to conduct official business, provided a*

quorum is required for this purpose. Individuals participating from remote locations through the use of technology cannot be employed to constitute a quorum for the committee to conduct official business.

Section 4: Agenda

One non-voting senior staff person or designee will work with the Steering Committee on setting the agenda and conducting business of the Council.

Section 5: Training:

Each new member shall be provided, by the District, training on Roberts Rules of Order Newly Revised, Sunshine Laws and all policies regarding the purpose, history of the Area Advisory.

Section 5.1: Validation

Each member shall sign off on a School Board approved statement which validates that the member accepts and will abide by proper professional conduct and the Nondiscrimination Policy Statement (4000.1). The statement will also acknowledge that the member has received training by staff on Robert's Rules of Order, Newly Revised, the Florida Sunshine Laws and School Board Policies that affect the group of which he/she is a member.

Section6: Parliamentarian

The Parliamentarian, a non-voting member, shall be responsible for advising the Chair on matters of parliamentary procedure according to Robert's Rules of Order, Newly Revised. The Parliamentarian shall serve as an ex-officio member of the Executive (Steering) Board. Should the Parliamentarian be absent from three (3) Executive board (Steering) Meetings, notice of termination shall be sent to the individual by the Corresponding Secretary at the direction of the Chairperson, in writing by US mail return receipt requested.

ARTICLE IV: North Area Officers

Section 1: Officers
The North Area Advisory Council shall elect a Chairperson, a Vice-Chairperson, a Recording Secretary, a Record Keeper, ~~and~~ a Corresponding Secretary, *and a Communication Chair.*

Section 2: Eligibility
Officers shall be members of the North Area Advisory Council. A minimum of three (3) Officers shall be parents of North Area students. The Chair and the Vice Chair shall not work as a BCSB employee in the area in which he/she is elected. The Chair and the Vice Chair shall be a parent with a child/children in school within the administrative area.

Section 3: Election

The slate of candidates, as assembled by the Nominating Committee, shall be presented to the membership (2) weeks prior to the last General Meeting. Nominations for candidates for offices shall be accepted from the floor at the last General Meeting. The Officers for the North Area Advisory Council and the Representatives for the District Advisory Council shall be elected by the voting membership at the last General Meeting.

Section 4: Term of Office
The Officers shall serve for a term of one (1) year, or until their successors have been elected, and may be re-elected to the same office for ~~one (1)~~ *two (2)* additional consecutive terms.

Section 5: Termination:
If an Officer is absent from (3) Executive Board (Steering) Meetings, notice of termination shall be sent to the individual by the Corresponding Secretary at the direction of the Chairperson. The Chair may excuse an officer's absence from steering meetings if the absence is the result of attendance at other conflicting meetings when representing the North Area. Whereas an officer or district advisory representative misses three steering meetings due to extenuating circumstances, the Chair will bring the matter forward at the next steering meeting. An absentee excusal shall be voted on by steering members for reinstatement.

Section 6: Vacancies
If a vacancy should occur among the officers of Vice-Chairperson, Recording Secretary, ~~Record Keeper~~ *Communications Chair,* or Corresponding Secretary, the office may be filled at the next General Meeting by the majority vote of the representative quorum present at the meeting. Members shall be notified at least two (2) weeks prior to the meeting that the vacancy or vacancies exist. Nominations will be accepted from the floor and the person elected at the meeting shall be deemed elected for the remainder of the term. If a vacancy should occur in the office of the Chairperson, the Vice-Chairperson shall assume the position of the Chairperson for the remainder of that term of office. If the term exceeds six (6) months, this will be considered having served a full term and that individual will be able to seek the position for only one additional term.

Section 7: Removal
Any elected officer or appointed representative of the North Area Advisory Council may be removed by a 2/3 affirmative vote of the members in attendance at the General Meeting whenever, in the judgment of the Council, the best interest of the Council will be served. Two weeks notice must be given to all members with all grounds stated in writing. All sides shall be heard. Written notice will be given of such action by US mail, return receipt requested.

ARTICLE V: DUTIES OF THE OFFICERS

Section 1: Chair
The Chairperson shall preside at the General Meetings of the North Area Advisory Council; sign all letters, reports, and other North Area Advisory Council communications, be an Ex-Officio member of all committees, except the Nominating Committee, and perform all duties assigned to him/her by the North Area Advisory Council. The Chairperson shall preside over the meetings of the Executive (Steering)-Board; represent the North Area Advisory Council at the District Advisory Council meetings, and co-sign all disbursements of funds. The Chair will prepare an agenda at least 7 days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests it. Every General Meeting Agenda of the North Area Advisory Council

shall include a report to the membership consisting of an itemized list of our Representatives to DAC and how they voted on North Area motions set before the DAC membership; to include a brief explanation of the rationale behind all negative votes. In addition, the Chair shall appoint a Parliamentarian. *The Chair will form a Standing Committee to deal with training issues.*

Section 2: Vice-Chair
The duties of the Vice-Chairperson shall be to represent the Chairperson in assigned duties and to substitute and act as Chairperson during his/her absence. The Vice Chair shall perform such duties as may be assigned to him/her by the Chairperson of the North Area Advisory Council. The Vice-Chairperson shall be a member of the Executive (Steering) Board.

Section 3: Recording Secretary
The Recording Secretary shall keep the minutes of all meetings, both regular and special, as well as the Executive (Steering) Board meetings and transcribe them in a timely manner. Copies of the minutes will be provided to all members and to other such persons as the Council may direct.
Additionally, the Recording Secretary shall keep a record of all Council members; be responsible for a roll call vote as deemed necessary and be the custodian of all committee reports and correspondence. The Recording Secretary shall be a member of the Executive (Steering) Board.

Section 4: Record Keeper
The Record Keeper shall be responsible for receiving all funds from the Council as well as all committees; maintain the necessary financial records and disburse such funds; with the Chairperson as co-signer. A written report shall be submitted to the North Area Advisory Steering and the Council at the first and final General Meetings of the year. The Record Keeper shall be a member of the Executive (Steering) Board, *with this position being eliminated on June 30, 2010.*

Section 4-A: Communications Chair
The communications Chair shall be responsible for assisting the Chair with communication and outreach to the North Area, shall maintain the North Area Advisory Council Website and any other technology used by the District programs, such as Yahoo Group or any similar type communication tool.

Section 5: Corresponding Secretary
The Corresponding Secretary shall prepare all correspondence as necessary, be responsible for all notices duly given in accordance with these bylaws, including notices of all meetings, notify members or officers of the Council of termination of a member, and perform all other duties as delegated by the Chairperson or the Council. Notification may take the form of any one of the following: email, fax, phone call, pony or US Mail or North Area web site. The Corresponding Secretary shall be a member of the Executive (Steering) Board.

ARTICLE VI: COMMITTEES

Section 1: Standing and Special Committees
Standing and Special Committees: The North Area Advisory Council may from time to time establish and abolish such standing and special committees as ~~it may desire~~ *needed.* No standing or special committee shall exercise authority of the North Area Advisory Council.

Section 2: Membership
The membership of a committee will consist of those Council members who volunteer to serve on the committee. All persons who sign up to serve on a committee shall be notified on the meeting dates of the Committee. The committee members shall elect the Chairperson of each such committee.

Section 3: Term
Each member of a committee shall serve from the time of his/her appointment until the end of the school year unless determined otherwise by the North Area Advisory Council; or the committee shall be sooner abolished, or such member shall cease to qualify as a member of the Council.

Section 4: Nominating Committee
The Chairperson of the North Area Advisory Council shall create a Nominating Committee three months prior to the last North Area General Meeting. The North Area Advisory Chairperson
and the Vice-Chairperson cannot serve as members of the Nominating Committee. The committee shall consist of at least five (5) members (always an odd number), and shall be representative of schools in the North Area. All persons who sign up for the Nominating Committee shall be notified of the meeting dates of the Committee. The Nominating Committee will notify all ~~School Advisory Forum Chairpersons~~ *members*, in writing, of the positions available and request nominations. Nominations shall be solicited from each school in the North Area before any recommendations are presented at the second to the last General Meeting by the Nominating Committee. Nominations from the floor shall be accepted at the last General Meeting. The Nominating Committee will elect its chair from among the committee members.

ARTICLE VII: GENERAL AND SPECIAL MEETINGS

Section 1: General Meetings
The Council shall hold regular monthly (General) meeting during the school year. A Kickoff meeting may be held at the beginning of the year, and a Recognition meeting may be held for the close of the year. The "End of the Year" Recognition *Event* ~~luncheon~~ shall **not** constitute the last general meeting of the school year. Elections should be held ~~one month~~ prior to the "End of the Year Event." ~~luncheon, with the installation of officers to be accomplished at the Recognition luncheon.~~

Section 2: Special Meetings
Special Meetings may be called by the Chairperson or by a majority vote of the representative quorum present at the General Meeting.

Section 3: Notice of Meetings
All General and Special meetings must be scheduled and officially advertised at least one week in advance. Council members must be advised of a change in the established date, time, and location. Notification may include, but not limited to, the following forms: email, fax, phone call, and pony, US Mail and/or North Area web site.

Section 4: Open Meetings
All General and Special meetings of the Council and of its standing and special committees as well as the Executive (Steering) Board meeting shall be open to the public, as governed by the Florida Sunshine Law.

Section 5: Decisions of the Council
All decisions of the Council shall be made after an affirmative vote of the majority of the voting members (a quorum being present) that are in attendance.

ARTICLE VIII: EXECUTIVE (STEERING) BOARD

Section 1: Duties
A. The primary purpose of the Executive (Steering) Board is to assist the Chairperson in setting the agenda for all upcoming meetings. In addition, Steering may assist the Chairperson with establishing programs, from time to time, to meet the needs of the general council.

B. The Executive (Steering) Board shall establish a calendar specifying the dates of meetings for both the Executive (Steering) Board and General Meetings prior to the first General Meeting of the year. The Executive (Steering) Board shall coordinate the calendar dates with the North Area Superintendent's Office. The calendar shall be published and distributed prior to the first General Meeting.

C. The Executive (Steering) Board shall assist in establishing the agenda of a special meeting called by the Council or the Chairperson if time permits.

D. The Executive (Steering) Board shall perform such other duties as may be delegated by the Council.

E. The Executive (Steering) Board shall not exercise the authority of the North Area Advisory Council unless specifically directed to do so by the Council.

Section 2: Membership
Composition of the Executive (Steering) Board shall include the following:

Officers of the Council:
Chairperson
Vice-Chairperson
Recording Secretary
Corresponding Secretary
~~Record Keeper~~
Communications Chair

North Area Council Representatives to DAC:
Parent At Large
2 Elementary School Parent Representative
2 Middle School Parent Representative
2 High School Parent Representative
Citizen at Large Representative
Business Representative
Legislative Representative
Facilities Representative
Teacher Representative

Representatives to other Advisories:
ESE Representative
ESOL Representative
Gifted Representative

Ex-Officio Members:
North Area Superintendent
North Area Parliamentarian

ARTICLE IX: DISTRICT ADVISORY COUNCIL REPRESENTATIVES

Section 1: The Chairperson of the North Area Advisory Council, or their appointed designee, shall represent the North Area at the District Advisory Council.

Section 2: The North Area Advisory Council Membership at large shall elect the following members as representatives to the District Advisory Council:

A. One (1) Parent at Large from the parent nominations submitted by individual schools, this parent shall attend the monthly general District Advisory Council general meeting. The Parent at Large Representative must have a student enrolled in the North Area.

B. ~~Three (3)~~ *Six (6)* Parent Representatives from North Area, ~~one (1)~~ *two (2)* elementary school representative*s*, ~~one (1)~~ *two (2)* Middle School Representative*s*, and ~~one (1)~~ *two (2)* High School Representative*s* elected from the Council's at large membership and shall attend the monthly District Advisory Council general meeting and the corresponding councils. Each representative will report back to the North Area general body any timely, pertinent information received from the corresponding council. A written report shall be provided and submitted to the Chair. Parent Representatives must have a student in the level and the area they are representing.

C. One (1) Citizen at Large from the North Area Community. This representative shall not have any children enrolled in grades K-12 in the Broward County Public School System, shall represent the citizens of the North Area and attend the monthly District Advisory Council general meeting and shall not be employed* by the Broward County School Board.

D. One (1) Business Representative from the North Area Community. This representative shall not be employed* by the Broward County School Board and shall attend the monthly District Advisory Council general meeting.

E. One (1) Legislative Representative from the North Area Community. This representative shall not be employed* by the Broward County School Board and shall attend the monthly District Advisory general meeting. This representative shall keep the North Area apprised of any pending legislative issues that will effect education. A written report shall be provided and submitted to the Chair.

F. One (1) Facilities Representative from the North Area Community. This representative shall not be employed* by the Broward County School Board and shall attend the monthly District Advisory Council general meeting. This representative shall sit on the Facilitates Task Force as North Area's representative and report back to the group any pertinent information. A written report shall be provided submitted to the Chair.

G. One (1) Teacher from the North Area elected from teacher nominations submitted by individual schools.

Section 3: Other Advisories:

A. One (1) ESE Representative from the North Area Community. This representative shall not be employed* by the Broward County School Board, shall have an ESE child enrolled in the area, and shall represent the North Area Council at the monthly ESE Advisory meeting and to report back any pertinent issues relating to ESE issues. A written report shall be provided and submitted to the Chair.

B. One (1) ESOL Representative from the North Area Community. This representative shall not be employed* by the Broward County School Board, shall have an ESOL student enrolled in the area, and shall represent the North Area at the ESOL Leadership Council monthly meetings and report back to the group any pertinent information regarding ESOL issues. A written report shall be provided and submitted to the Chair.

C. One (1) Gifted Representative from the North Area Community. This representative shall not be a school board employee,* shall have a gifted student enrolled in the area, shall represent the North Area at the Gifted Advisory monthly meetings and report back to the group any pertinent information regarding gifted issues. A written report shall be provided and submitted to the Chair.

*Denotes the requirement that those individuals shall not be an employee of the School Board of Broward County, Florida, per the criteria of that position in accordance with applicable School Board Policy; except for a person whose employment is as a temporary substitute teacher.

Section 4: Term of Office
The North Area Advisory Council representatives to the District Advisory Council and other Advisories shall be elected for one (1) year and may be elected for additional terms not to exceed a total of four (4) consecutive years in one position. These representatives are to be presented to the School Board for approval on or before June 15th of each year.

Section 5: If a DAC Representative is absent from three (3) Executive board (Steering) Meetings, notice of termination shall be sent to the individual by the Corresponding Secretary at the direction of the Chairperson, by US mail, return receipt requested.

Section 6: Vacancies
If a District Advisory Council representative position becomes vacant, the position may be filled at the next General Meeting by the majority vote of the representative quorum present at the meeting. Members shall be notified at least two (2) weeks prior to the meeting that the vacancy or vacancies exist. Nominations will be accepted from the floor and the person elected at the meeting shall be deemed elected

for the remainder of the term. If the term exceeds six (6) months, this will be considered having served a full term.

ARTICLE X: AMENDMENTS

Section 1:
Thirty (30) days written notice of any proposed bylaws review shall be given to the membership. A majority of the voting members of a quorum in attendance will be necessary to amend the bylaws. A bylaws review shall be held every two years or at such time that legislation or School Board action occurs that would require a review.

Section 2:
Any amendment to the bylaws must conform to Broward County School Board Policies currently in effect.

Section 3:
A Bylaws Review Committee shall be selected at the beginning of the school year and these bylaws shall be amended as may be required by changing circumstances.

Section 4:
The reviewed bylaws shall be presented at the General meeting following the completion of the review, and shall be presented for a second reading and voted upon at the following General meeting.

Section 5:
The Bylaws Committee shall initial and date the amended bylaws. The North Area Advisory Council officers shall initial and date the amended bylaws after adoption.

Section 6:
All bylaws and subsequent change(s) shall require School Board approval prior to being implemented by the Council.

Article XI: PARLIAMENTARY AUTHORITY

The North Area Advisory Council operates under Roberts Rules of Order newly Revised. The North Area Advisory Council operates under the applicable Sunshine Laws that govern the state of Florida.

ARTICLE XII: EFFECTIVE DATE_____

Acceptance of the bylaws by officers, committee members, and the members of the Broward County School Board as amended for the North Area Advisory Council are listed below:

Members of the Bylaws Review Committee

Holly Mammal -Chair, Michelle Blanco, Lew Naylor, Christopher Fuller, Jodi Klein, Thomas Schroeder and Sonia Vegara

North Area Advisory Officers

Members of the Broward County School Board

ARTILE 1: NAME OF COUNCIL

The name of this council shall be the South Area Advisory Council of the School Board of Broward County and shall be known as the South Area Advisory Council.

ARTICLE II: AUTHORITY

Authority of the establishment of the South Area Advisory Council shall be the School Board of Broward County Policy 1.2 and 1.21. An Area Advisory council shall be established for each administrative area in the district. Florida Statute 230.22 (1) (2).

ARTICLE III: OBJECTIVE

The duties of the South Area Advisory Council shall be advisory in nature, none of which will conflict with any of the powers and duties reserved by School Board policy to the Area Superintendent.

The **South** Area Advisory Council responsibilities shall include:

Section 1: Assisting in the identification of the educational needs and priorities of the schools within the South area of the school district.

Section 2: Coordinating and promoting community and parent resources and securing community and parent support and involvement for the schools in the South Area.

Section 3: Offering assistance to individual School Advisory Forums and School Advisory Councils in understanding and fulfilling their duties and responsibilities.

Section 4. Serving as a liaison between local Advisory Forums, School Advisory Councils, the South Area Advisory Council, and the District Advisory council.

Section 5: The South Area Advisory Council shall operate within established administrative guidelines.

Section 6: Electing representatives from the South Area Advisory Council's General membership to serve on the District Advisory Council

Section 7: In addition, advising and making recommendations to the South Area Superintendent pertaining to the needs and concerns of the school communities in the South Area.

Section 8. As the South Area Advisory Council (and its subordinate organizations) are-apolitical, officers and members are prohibited from using their titles and or their positions to endorse, or give the impression of endorsing candidates for public office. However, an officer or member may recite such membership or office when he/she is a candidate for public office.

ARTICLE IV: MEMBERSHIP

Section 1: Composition: Membership shall include (but not limited to) the Chairperson, or his/her designee, from each individual School Advisory Forum; the Principal, or his/her designee, from each school; and the Chairperson, or his/her designee, from each School Advisory Council within the South area. In addition, every effort should be made to include citizens not otherwise connected with the schools, such as local government officials, civic and business leaders, senior citizens, students, and other interested citizens. The South Area Superintendent, or his/her designee, and the South Area directors shall serve as ex-officio members of the South Area Advisory Council.

Section 2: Termination: An Area Advisory Council member shall no longer hold voting rights should he/she cease to reside or work in the school area, or otherwise terminate his/her relationship with the group, which he/she was elected to represent. Members of the South Area Advisory Committee should attend meetings on a regular basis. A member will be removed from membership after three (3) consecutive or four unexcused absences in one calendar year from properly noticed meetings. Vacancies will be filled as per School Board policy. In the event an member's action or circumstance is found to be in conflict with the state laws, policies and or bylaws of the Area Advisory Council, the member may be removed from office for the current year (and/or one additional year)

Section 3: Voting rights: For General, Steering Committee, and Special meetings each individual School Advisory Forum shall have one vote, to be cast by the School Advisory Forum Chairperson or his/her designees. Proxies or absentee ballots are not permitted. The officers and the District Advisory council representatives of the Area Advisory Council shall have voting rights (unless they are already the designated representative for a School Advisory Forum), except for the Chairperson, who can cast a vote in order to affect the results. A person who is a member of more than one School Advisory Forum may be the designated representative of more than one Forum. In this case, that person may cast the vote for each of the represented schools provided he/she was registered with the Corresponding Secretary at the beginning of the meeting. When a consensus cannot be reached, a vote of the membership will be taken.

Section 4: Quorum: Nineteen (19) voting members present at the meeting shall constitute a quorum for the transaction of business at General, Steering Committee, and Special meetings

Section 5. One non-voting senior staff person or designee, who will work with the Chair on setting the agenda and conducting the business of the Committee

Section 6. Each new member shall receive training on the Committee's history, mission, purpose and related School Board Policy statement(s) from appropriate district staff.

Section 7. Each member shall sign off on a School Board approved statement, which validates that the member accepts and will abide by proper professional conduct and actively support the mission, purpose, and related Committee and School Board Policy statements. In addition, the statement will acknowledge that the member has received staff training on Robert's Rules of Order, New Revised, and the Florida Sunshine Laws.

Section 8. Parliamentarian, non-voter, shall be a part of the Council if appointed.

ARTICLE V: OFFICERS

Section 1: The South Area Advisory Council shall elect a Chairperson, Elementary Vice-Chairperson, Secondary Vice- Chairperson, Recording Secretary, and Corresponding Secretary. The Chairpersons shall appoint a Parliamentarian, if needed.

Section 2: Eligibility: Officers shall be a member of the South Area Advisory Council (Article IV, Section 1). A minimum of three (3) officers shall be parents of South Area students. The Chairperson and the Vice-Chairpersons shall not be full or part-time school board employees with benefits. The Chair and Vice Chairs shall be a parent of a child/children in a school within the South Area.

Section 3: Nominating Committee: The Chairperson of the South Area Advisory Council shall appoint a Nominating Committee Chairperson at the February General Membership meeting, and a sign-up sheet will be made available for prospective committee members. The committee shall consist of a minimum of three (3) and a maximum of seven (7) members (and always an odd number) and should be representative of schools in the area. All persons who sign up for the nominating Committee shall be notified of the meeting dates of the committee. The Nominating committee will notify all School Advisory Forum chairpersons, in writing. Of the positions available (elected

officers and District Advisory Council representatives) and request nominations. Nominations shall be solicited form each school in the area before any recommendations are presented at the April General meeting by the Nominating Committee. The Nominating Committee shall make it recommendations at the April General meeting. Nominations from the floor shall be accepted at the May General meeting.

Section 4: Election: The officers and the District Advisory Council representatives shall be elected by the voting membership at the May General meeting. Nominations from the floor shall be accepted at the May General meeting.

Section 5: Term of Office: The officers shall serve for a term of one (1) year (starting July 1 and ending June 30) or until their successors have been elected, and may be re-elected to the same office for one (1) additional consecutive term.

Section 6: Termination: If an officer is absent from three (3) consecutive General and/or Steering Committee and /or Executive Board meetings, notice of termination shall be sent to the individual by the Corresponding Secretary.

Section 7: Vacancies: If a vacancy should occur among the offices of Corresponding Secretary, Recording Secretary, or Vice-Chairpersons of the Area Advisory Council, the office **shall be** filled at the next General meeting by the majority vote of those members present. Members shall be notified at least two (2) weeks prior to the meting that the vacancy or vacancies exist. Nominations will be accepted from the floor and the person elected at the meeting shall be deemed elected for the remainder of the term. If a vacancy should occur in the office of Chairperson, The Vice-Chairpersons shall Co-Chair for the remainder of that term of office. Notice shall then be sent as prescribed above to fill the positions of Vice-Chairpersons.

ARTICLE VI: DUTES OF THE OFFICERS:

Section 1: Chairperson: The Chairperson shall:
Preside at all meetings (General, Steering Committee, Executive Board and Special) of the South Area Advisory Council; sign all letters, reports and other Area Advisory Council communications; be an ex-officio member of all committees, except the Nominating Committee; appoint individuals to fill Area Advisory Council vacancies on the District Advisory Council; and perform all duties incident to the Office of Chairperson and any other duties as from time to time may be assigned to him/her by the South Area Advisory Council. The Chairperson shall represent the South Area Advisory Council at the District Advisory Council.; The Chairperson shall represent the South Area Advisory Council at the District Advisory Council meetings; and co-sign all disbursements of funds, with one other elected officer. The Chair will prepare an agenda at least 7 days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests it.

Section 2: Vice-Chairpersons: The Vice Chairpersons shall:
Preside at the meetings of the South Area Advisory Council in the absence of the Chairperson, represent the Chairperson in assigned duties, and perform such duties as may be assigned to him/her by the Chairperson of the South Area Advisory Council. The Vice-Chairpersons shall be members of the Executive Board.

Section 3: Recording Secretary: The Recording Secretary shall:
Keep the minutes of General, Steering Committee, Executive Board and Special meetings, and transcribe them in a timely manner. Copies of the minutes will be provided to all members and to other such persons as the Council may direct (See Article IV, Section 1: Composition). Be the custodian of all committee reports and correspondence. The Recording Secretary shall be a member of the Executive Board.

Section 4: Corresponding Secretary: The Corresponding Secretary shall:

Prepare all correspondence as necessary. He/She shall be responsible for all notices duly given in accordance with these bylaws, including notices of all meetings. Additionally, the Corresponding Secretary shall keep a record of all Area Advisory Council members, their addresses, phone number and other contact information; keep a record of attendance at all meetings; be responsible for a roll call vote as deemed necessary by the Chairperson or the South Area Advisory Council. When necessary he/she shall notify members or officers of the Area Advisory Council of their termination, in writing, in accordance with Article IV Section 2; Termination; or Article V; Section 6; Termination and perform all other duties as delegated by the Chairperson or the Area Advisory Council. The Corresponding Secretary shall be a member of the Executive Board.

ARTICLE VII: COMMITTEES

Section 1: Standing and Special Committees: The South Area Advisory Council may, from time to time, establish and abolish such standing and special committees as it may desire. No standing or special committees shall exercise the authority of the South Area Advisory Council.

Section 2: Membership: Unless otherwise determined by the South Area Advisory Council, the Chairperson shall appoint members to the various standing and special committees. The committee members shall elect the Chairperson of each such committee.

Section 3: Term: Each member of a committee shall serve from the time of his/her appointment until the end of the school year unless determined otherwise by the South Area Advisory Council, or unless the committee shall be sooner abolished, or unless such member shall cease to qualify as a member of the South Area Advisory Council.

Section 4: Vacancy: A vacancy in any committee may be filled by an appointment in the same manner as provided in the original appointment.

ARTICELE VIII: MEETINGS

Section 1: General Meetings: The South Area Advisory Council shall hold General Monthly meetings during the school year. A kickoff meeting may be held at the beginning of the year, and a recognition meeting may be held for the close of the year.

Section 2: Special Meetings: Special meetings may be called by the Chairperson or by notice of any three (3) members in writing to the Chair of the South Area Advisory Council having voting rights.

Section 3: Notice of Meetings: Meetings shall be scheduled at least ten (10) days in advance and duly publicized through the newspaper(s) by the School Board; and via pony, fax, e-mail or by the US mail when appropriate. South Area Advisory Council members must be advised of a change in the established date, time, or location. Special meetings shall be scheduled at least seven (7) days in advance, and will require special notification to each member. This may be done by telephone or in writing.

Section 4: Open Meetings: All meetings of the South Area Advisory Council, and of its standing and special committees, shall be open to the public.

Section 5: Decisions of the South Area Advisory Council: All decisions of the South Area Advisory Council shall be made only after affirmative vote of the majority of voting members present. (Article IV, Section 4, Quorum).

Section 6: Rules: All meetings of the South Area Advisory Council shall be conducted in accordance with Robert's Rules of Order, New Revised, when not in conflict with these bylaws.

Section 7. Guests: All meetings are open to the public under the Florida Sunshine Law; however, nonmembers/guests may not vote on Committee issues.

Section 8. Attendance of members will be kept for all meetings. The secretary or a designee will take attendance. Attendance records will be sent to the South Area Office.

Section 9. Minutes of all meetings will be recorded by the Secretary or a designee. Approved minutes will be sent to the Area Office, kept on file and posted for public view. Minutes of the previous meeting will be approved at the next meeting, with any additions or corrections noted. Minutes will reflect all motions (including the maker of the motion, person seconding and the results of the vote) and any decisions reached by consensus.

Section 10. Meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present. Meeting discussions will be restricted to those topics on the agenda.

Section 11. When consensus cannot be reached, voting will be by roll call. Official votes will become part of the minutes. Alternates and proxy votes' are not permitted (per Florida's Sunshine Law).

ARTICLE IX STEERING COMMITTEE

Section 1: The **South** Area Advisory Council shall hold Steering Committee meetings monthly during the school year for the purpose of conducting business and training.

Section 2: Membership: Composition of the Steering Committee shall include the following:

Officers of the South Area Advisory Council
- Chairperson
- Vice-Chairpersons (2)
- Recording Secretary
- Corresponding Secretary

School Advisory Forum Chairperson or his/her appointed designees, from each school in the South Area

All representatives elected to the District Advisory Council
- See Article XI, District Advisory Council Representatives

Ex-Officio members
- The South Area Superintendent
- The South Area Directors

Section 3: All provisions of Article VIII, Sections 2 -**11** apply to Steering Committee.

ARTICLE X: EXECUTIVE BOARD OF THE SOUTH AREA ADVISORY COUNCIL

Section 1: Duties:

A. The primary purpose of the Executive Board is to assist the Chairperson in setting the agenda for all upcoming meetings. This shall be accomplished by perusing the minutes of the previous meeting.

B. The Executive Board shall establish the dates, in advance, for the Steering Committee and Executive Board meetings of the South Area Advisory Council. A calendar shall be planned at the August meeting of the Executive Board for the new school year. The Executive Board shall establish the dates, in advance, for the General meetings of the South Area Advisory Council, with the Area Superintendent.

C. The Executive Board shall perform such other duties as may be delegated by the Area Advisory Council.

D. The Executive Board shall assist in establishing the agenda of a Special meeting called by the Chairperson or the Area Advisory Council if time permits.

E. The Executive Board shall not exercise the authority of the Area Advisory Council unless specifically directed to do so by the Area Advisory Council.

Section 2: Membership: Composition of the Executive Board shall include the following:

Officers of the Council
Chairperson
Vice-Chairpersons (2)
Recording Secretary
Corresponding Secretary

Section 3: All provisions of Article VIII, Sections 2-~~6~~ **11** apply to the Executive Board as applicable.

ARTICLE XI: DISTRICT ADVISORY COUNCIL REPRESENTATIVES

Section 1: The Chairperson of the South Area Advisory Council. If the Chairperson is unable to be the District Advisory Council representative, membership is delegated to the next eligible elected officer.

Section 2: The South Area Advisory Council General Membership shall elect (except as otherwise indicated) the following members a representatives to the District Advisory Council:

A. One Teacher from the South Area elected from teacher nominations submitted by individual schools.
B. One High School Student from the South Area elected by the Student Representatives committee of the Broward County Association of Student Government
C. One Parent *(at-large)* from the South Area from parent nominations submitted by individual schools
D. Six Parent Representatives from the South Area, two (2) elementary school representative, two (2) middle school representative and two(2) high school representative.
E. One Citizen at Large from the South Area community. This representative will not have any children enrolled in grades K-12 in the Broward County School District with benefits.
F. One Business Representative from the South Area community. This representative shall not be an employee of the Broward County School District.
G. One Facilities Representative from the South Area (who is not a School Board employee with benefits)
H. One Legislative Representative form the South Area

Section 3: Term Membership: The Area Advisory Council representatives to the District Advisory Council shall be elected and/or appointed for one (1) year and may be elected and/or appointed for additional terms not to exceed a total service of four (4) consecutive years, in any one position. This does not apply to the Area Advisory Council Chairperson. Term shall begin in June and end with the election and appointments of new membership in the June of the following year. These appointments are to be presented to the School Board for approval on or before June 15 of each year.

Section 4: All members of the District Advisory Council shall be officially approved by the School Board of Broward County, Florida.

Section 5. In the event a District Advisory Council representative is no longer considered a member in good standing and the Area Advisor Council has been notified of the termination by the District

Advisory Council, then the Area Advisory Council Chair must then elect/appoint a new representative to the District Advisory Council.

ARTICLE XII: AMENDMENTS

Section 1: These Bylaws may be amended at any General meeting, provided two (2) weeks notice, in writing, has been given to each member, by a two-thirds vote of a quorum of the voting members of the South Area Advisory Council. Any amendment must conform to the School Board Policy currently in effect.

Section 2: A bylaws Committee shall be appointed in October and these Bylaws shall be reviewed every two years or at such time that legislation or School Board action occurs that would require a review. The Chair shall appoint a chairperson or the Parliamentarian shall serve as the Chairperson of the Bylaws Committee.

Section 3: The reviewed and amended Bylaws shall be presented at a General meeting **no later than April** following the completion of the review, and shall be presented for a second reading and voted on at the following General meeting.

Section 4: The Bylaws Committee shall date and initial the amended Bylaws. The Officers shall initial the amended Bylaws after adoption.

ARTICLE XIII: EFFECTIVE DATE

All Bylaws and subsequent change(s) shall require School Board approval prior to being implemented by the Committee.

The amended Bylaws shall become effective immediately upon adoption by the School Board.

Established Date: September 1998
Amendments of May 2000
Amendments of March 2004
Amendments of May 2007
Amendments of April 2009
Amendments of May 2010

By-Laws Committee Members 2010

Chair- Maria Trotto-Mark _____ Date:_____

Donna Green: _____ Date:_____

Esther Mizell:_____ Date: _____

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
AUDIT COMMITTEE
BYLAWS

ARTICLE I: NAME

The name of this committee shall be the Audit Committee of the School Board of Broward County, Florida.

ARTICLE II: PURPOSE

The general purpose of the Audit Committee is to assist and advise The School Board of Broward County, Florida, and its Superintendent in matters pertaining to the fiscal management of the School System.

Section 1. The Audit Committee is advisory in nature. Its recommendations will be provided in writing to the School Board and to the Superintendent. The Superintendent or his/her staff will arrange for clerical services to assist the Committee. All books, records, reports, documents, tapes, minutes and other information, including special analyses, requested by the Committee will be promptly provided by the Superintendent or his/her staff.

The Audit Committee is empowered to investigate any financial matters which are of concern to the Committee. Additionally, the Committee may be requested by the School Board or the Superintendent to investigate and report on other financial matters.

The following listing of duties is not intended to be all inclusive and other duties may be subsequently added by the School Board:

a) Review in depth the financial reports prepared by the staff of the Associate Superintendent, Financial Management & Support Services and prepare appropriate commentary to assist the Board in interpreting these reports.
b) Review and evaluate the format of financial reports and make recommendations for changes that will enhance the effectiveness of financial reporting.
c) Participate in the selection of independent auditing firms, determine areas to be emphasized in the external audits, review proposals by competing firms, prepare appropriate comments for the Board to consider, and assist in the development of the audit contract with the firm selected by the Board.
d) Review the Office of the Chief Auditor's plan for the annual audits and make recommendations concerning areas to be emphasized.
e) Review the independent accountant's annual management letter recommendations on internal control and accounting procedures; and hold timely meetings with the Superintendent and his/her staff

as needed. Determine which audit findings should be corrected and the time and/or funding required, and make appropriate recommendations to the Superintendent and the Board.

f) Review all reports from the Chief Auditor of the Office of the Chief Auditor; hold timely meetings with the Superintendent and his/her staff as needed; discuss any deficiencies noted and ascertain the timeline and action plan as well as any funding required to correct the problem; and make appropriate recommendations or comments to the Superintendent and the Board.
g) Periodically evaluate the effectiveness of the Internal Audit Plan from the standpoint of how effectively the Office of the Chief Auditor's available time is being utilized and make appropriate recommendations to the Superintendent and the Board.
h) Monitor corrective action agreed to be taken on internal and external audit recommendations; and advise the Board of any deviations, the reasons therefore, and the possible consequences.
i) Review policies and procedures affecting the financial areas, and make recommendations to the Superintendent and the Board, as deemed appropriate.
j) Provide an effective communications link between the external, internal auditors and the School Board.

The responsibilities and duties of the Audit Committee will be in accordance with Florida State Statutes and Broward County School Board Policy.

ARTICLE III: COMMITTEE MEMBERSHIP

The Committee consists of twelve appointees. The nine School Board Members each selected one appointee. THE SCHOOL BOARD MEMBERS' APPOINTEES TO THE AUDIT COMMITTEE DO NOT NEED TO RESIDE WITHIN THEIR ELECTED DISTRICT. The Superintendent selects one appointee and the District Advisory Committee (DAC) and Broward County Council of PTA each appoint one committee member. Appointees shall be independent* of Broward County Public Schools. *Not receiving any compensation, including any consulting, advisory or other compensatory fee.

The Audit Committee shall be representative of the ethnic diversity of the school's/district's student population. In order to satisfy this requirement, the minimum standards for representation shall be as follows:

Section 1. Voting: When a consensus cannot be reached, a vote of the membership will be taken. All members of the Audit Committee shall have one vote

each. A voting member must be present to vote. (See Article VI. Meetings, Section 9 for official voting rules.)

Section 2. Terms of Membership: Members of the Audit Committee should attend meetings on a regular basis. A member will be removed from membership after three (3) consecutive unexcused absences in one calendar year from properly noticed meetings. Vacancies will be filled as per School Board policy.

Section 3. Length of Term: Board appointees shall serve two year terms, for the Board member's tenure. The two at-large members shall serve two year terms, based upon reappointment by the DAC and/or PTA. The Chairperson and Vice-Chairperson shall serve a two-year term, with the option of continuing in this position. All members may be reappointed indefinitely. The following may be used as a guide in selecting the Committee Members:

Experienced Business persons, Accountants, Representatives from financial institutions, Consultants from management consulting firms (including management consulting divisions of CPA firms), Attorneys, Internal Auditors (from major firms), Data processing professionals, At-large members from Broward County Council of PTA and District Advisory Council. Committee members selected may have backgrounds different from those listed above.

Section 4. One non-voting senior staff person or designee, who will work with the Chair on setting the agenda and conducting the business of the Audit Committee.

Section 5. Each new member shall receive training on the Audit Committee's history, mission, purpose, and related School Board Policy statement(s) from appropriate District staff.

Section 6. Each member shall sign off on a School Board approved statement which validates that the member accepts and will abide by proper professional conduct and the Nondiscrimination Policy Statement (4000.1). The statement will also acknowledge that the member has received training by staff on Robert's Rules of Order, Newly Revised, the Florida Sunshine Laws and School Board Policies that affect the group of which he/she is a member.

Section 7. Parliamentarian, non-voter, shall be a part of the Audit Committee.

ARTICLE IV: OFFICERS

Section 1. Officers of this committee will consist of a Chair and Vice Chair and any other deemed necessary by the function of the Audit Committee.

Section 2. The officers shall be elected every two years at the June meeting.

Section 3. Installation of new officers will be held at the first meeting of the school year.

Section 4. If for any reason, an officer is unable to complete the term of office, a new election will be held at the next meeting.

Section 5. Nominating Committee:

a. To be determined by the Audit Committee.

b. The Nominating Committee will present a slate of candidates for each office at which time nominations from the floor will be taken.

ARTICLE V: DUTIES OF THE OFFICERS

A. The Chair shall preside at all meetings of the Audit Committee and will be an ex-officio member of all committees except the Nominating Committee. The Chair will prepare an agenda at least 7 days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests it.

B. The Vice Chair will assume all duties of the Chair in his/her absence.

ARTICLE VI: MEETINGS

The Audit Committee shall meet regularly and the schedule of meetings for the year will be determined and published in July for the current school year. Notification of all regular meeting places will be included in the minutes.

Section 1. Guests: All meetings are open to the public under the Florida Sunshine Law; however, nonmembers / guests may not vote on Audit Committee issues.

Section 2. Attendance of members will be kept for all meetings. The Secretary or a designee will take attendance. Attendance records will be kept by the

Office of the Chief Auditor. Attendance records will be sent to the Audit Committee and appropriate staff.

Section 3. Minutes of all meetings will be recorded by the Secretary or a designee. Approved minutes will be sent to the Audit Committee and kept on file at the Office of the Chief Auditor and posted for public view. Minutes of the previous meeting will be approved at the next meeting, with any additions or corrections noted.

Minutes will reflect all motions (including: maker of the motion, person seconding and the results of the vote) and any decisions reached by consensus.

Section 4. Special meetings may be called by the Chair or by notice of any three (3) members in writing to the Chair.

Section 5. All scheduled meetings, meeting times, and places will be announced at least one week in advance. Any matter that is scheduled to come before the Audit Committee for a vote requires at least 3 days advance written notice to all members. Members must be advised of a change in the established date, time or location. All special meetings will require notification.

Section 6. Seven meetings will be scheduled at times and locations convenient for all stakeholders.

Section 7. A quorum is the minimum number of members who must be present at a meeting for business to be conducted and for voting to take place. A majority of the membership of the Audit Committee (50% plus 1) constitutes a quorum.

Section 8. Meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present. Meeting discussions will be restricted to those topics on the agenda.

Section 9. Voting will be by roll call. Official votes will become part of the minutes. Alternates and proxy votes are not permitted (per Florida's Sunshine Law).

ARTICLE VII: COMMITTEES

The Chair shall create such committees as may be required in School Board Policy to promote the objectives of the Committee.

ARTICLE VIII: AMENDMENTS

A. Bylaws must conform with the State of Florida Statutes and School Board Policy.

B. Amendments to the bylaws will be approved by a majority of the Audit Committee members. Bylaws will be reviewed every two years or at such time that legislation or School Board action occurs that would require a review.

C. All bylaws and subsequent change(s) shall require School Board approval prior to being implemented by the Audit Committee.

This item is based on the approval of the district bylaws template (11/8/05 RSBM, Item I-5) for use by all committees/councils that have School Board Member appointees and Exceptional Student Education, English for Speakers of Other Languages, Area Advisories, and School Advisory Forums.

Ratified _____
Date

Amended _____
Date

RESOLUTION 15-106
OF THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

WHEREAS, The School Board of Broward County, Florida recognizes the importance of establishing a mechanism to encourage greater accountability, transparency, public support, and confidence in the use of general obligation bond funds; and

WHEREAS, The School Board of Broward County, Florida, in response to community interest in the effective and efficient use of bond proceeds, will create a Bond Oversight Committee pursuant to Part V.A.1 of School Board Policy 1070 – "District Committees and their Membership" to act as an independent Broward County citizens advisory committee to The School Board; and

WHEREAS, The School Board of Broward County, Florida, recognizes that the Bond Oversight Committee will be essential in supporting the School District in meeting its key strategic goals of high quality instruction, continuous improvement, and effective communication; and

WHEREAS, The School Board of Broward County, Florida, desires that the Bond Oversight Committee will hold public meetings in Broward County and report their findings to the Superintendent and The School Board during the committee report Regular School Board Meeting agenda item; and

NOW THEREFORE BE IT RESOLVED THAT The School Board of Broward County, Florida, hereby creates the Bond Oversight Committee:

SECTION 1. CREATION OF THE BOND OVERSIGHT COMMITTEE. There is hereby created an advisory committee to be known as the Bond Oversight Committee, hereinafter referred to as the "Committee".

SECTION 2. GUIDELINES FOR COMMITTEE MEMBER PARTICIPATION. The following are Broward County School Board (hereinafter referred to as "School Board") goals for organizations (see Section 3. Membership) to consider as guidelines when appointing a member to the Committee:

1) Consideration of racially and ethnically diverse Broward County residents to serve as Committee members;
2) Consideration of Broward County residents with professional backgrounds in finance to serve as Committee members;

3) Consideration of parents and/or grandparents of students enrolled in the School District of Broward County to serve as Committee members;
4) Consideration of Broward County residents that play an active role in recognized civic and community organizations to serve as Committee members;
5) Consideration of retired Broward County residents from identified industries/organizations;
6) Exclusion of persons who have a current or pending working relationship, contract, or sub-contract with The School Board; are employed by The School Board;, or are otherwise stated as being excluded in Section 3. Membership; and
7) Exclusion of persons who are currently serving on any School District business or advisory committee.

SECTION 3. MEMBERSHIP. The Committee shall consist of no more than seven (7) persons.

1) The Committee will consist of seven (7) Committee Members residing in Broward County selected by the following School Board-identified organizations or having qualifications listed below:
    a. One member from Florida Government Finance Officers Association;
    b. One member from the Broward County Parent Teachers Association;
    c. One member from the Fire Chiefs Association of Broward County;
    d. One member shall have experience with building code compliance;
    e. One member shall have experience with engineering;
    f. One member shall have experience with construction contracting; and
    g. One member shall have experience as a minority builder.

A quorum of the Bond Oversight Committee necessary for the Committee to conduct business would be comprised of four (4) Committee Members who are physically present at the Committee meeting Unless the physical presence requirement has been excused by Executive Order from the governor.

2) School Board identified organizations listed heretofore will select their representative to serve on the Committee. If an organization does not want to have representation on the Committee, or if the identified organization cannot find an eligible and willing

person to appoint to the Committee, then The School Board may amend this resolution to identify a new organization to be represented on the Committee.

3) The Committee's Chairperson and Vice-Chairperson will be elected from among the Committee members.
4) The Authority conferred by The School Board upon the Committee under this Resolution requires any actions to be approved by a majority vote of the Committee as a body corporate and not by actions of individual Committee members.
5) Committee members will not receive direct or indirect compensation from The School Board. Committee members also may not accept compensation, honoraria, or money of any amount from entities with whom The School Board does business. Tangible gifts (including tickets to a sporting or entertainment event) may not be accepted either (see Section 112.3148, Florida Statutes, and Section 9. Ethics & Code of Conduct).
6) Committee members may not have an active contract or be seeking a contract with the School District or with any contractor or sub-contractor associated with the Capital and/or Bond Programs for the duration of the Bond and once no longer a Committee member, restrictions will apply for a two (2) year period.
7) Committee members may not be an employee or official of the School District, or of any vendor, contractor, sub-contractor, or consultant of the School District.
8) Committee members who are also admitted to The Florida Bar must not be currently representing or will represent any client who or which is doing business with The School Board or has been retained to represent any client against or pertaining to The School Board in any matter.
9) Committee members may not be currently serving as an appointed or elected government official.
10) Committee members may not be currently serving as an appointed member of any School District advisory committee.
11) Committee members may not be lobbyists as defined by School Board Policy 1100B – "Lobbyist Activities for Economic Gain", meaning, any natural person who was registered with the School District as a lobbyist during the preceding twelve (12) months or who, for compensation, seeks, or sought during the preceding twelve (12) months, to influence the governmental decision-making of The School Board or an

official of the School District, or who, for compensation, sought during the preceding twelve (12) months, to encourage the passage, defeat, or modification of any proposal or recommendation by The School Board or an official of the School District.

12) Committee members only serve in a monitoring and reporting capacity role.
13) Committee members serve the general interest of the public as opposed to any personal interest or special interest group.
14) If a Committee member moves outside Broward County, resigns, violates Section 9: Ethics & Code of Conduct of this Resolution, fails to attend two consecutive Committee meetings without reasonable excuse as determined by the Committee Chairperson, or otherwise becomes unable to serve on the Committee, the Committee Chairperson may declare the position on the Committee to be vacant and request another qualified person to be appointed to the Committee from that organization.

SECTION 4. DUTIES, RESPONSIBILITIES, AND GUIDELINES. The Committee shall inform The School Board, Superintendent, and general public concerning the School District's overall project management of all Bond Programs including but not limited to:

1) Review quarterly reports produced to verify effective use of bond proceeds and compliance with the purposes set forth in the Bond Programs as approved by The School Board;
2) Ensure that bond revenues are expended for the purpose set forth in the Bond Programs as approved by The School Board, and that any deferred proposals or changes of plans are executed after appropriate approval of The School Board;
3) Validate that no bond funds are used for any teacher or administrative salaries or other school operating expense;
4) Review efforts by the School District to maximize bond revenues by balancing best value, quality, and efficiency in meeting the School District's Bond Programs as approved by The School Board;
5) Hold quarterly public hearings within the School District for the purpose of presenting findings and receiving public comment; and
6) All Committee members will annually sign a conflict of interest statement disclosing any existing conflicts and must sign an agreement to abide by Section 9: Ethics & Code of Conduct of this Resolution.

SECTION 5. VACANCIES. In the event of a vacancy on the Committee due to relocation, resignation, death, disability, or any other cause, a new member will be designated by the organization that appointed the exiting Committee member and the new member shall be approved by the Committee through the Committee Chairperson.

SECTION 6. MEETINGS AND PUBLIC HEARINGS. The Committee shall hold public meetings at least quarterly, at the call of the Committee Chairperson and at the time and place designated by the Committee Chairperson coordinated through School District staff or the Superintendent's designee, to review the School District's Bond Program's status and related information, and to perform other duties as provided herein. The Committee's public meetings and public hearings shall be conducted in the following manner:

1) All public meetings and public hearings shall be duly noticed pursuant to Section 50.031 or 50.0311, Florida Statutes, and published on School District website in advance of the scheduled date and open to the public.
2) A public hearing shall hereby be defined as any meeting held by the Committee in which the public is afforded an opportunity to comment on any proposed recommendations. The Committee may reasonably limit the time each member of the public can speak at a public hearing.
3) A public meeting shall hereby be defined as any meeting held by the Committee in which the Committee will deliberate in public regarding the status of School Board approved Bond Projects. The Committee Chairperson may reasonably limit the time each member of the Committee can speak at a time upon an issue under deliberation. Unlike public hearings, the public meetings are an opportunity for the Committee to work in the Sunshine, not an opportunity for community comment. All public meetings will be open to the public - however, public comment will not be permitted. Public comment will be received at the public hearings described above.
4) The Committee shall present its reports and findings quarterly to the public at a public hearing.
5) The Committee shall present its reports and findings, as well as a general summary of community comments, at a School Board Workshop that is conducted closely after the public hearing, ensuring that adequate time will be provided for preparing necessary materials to be made available to the public.

6) Appropriate representatives of existing School Board Appointed Business Advisory Committees (examples include: Facilities Task Force, Diversity Committee, etc.) will be afforded an opportunity to provide comments at the Committee public hearings relating to general obligation bond projects. The Chairperson of the Bond Oversight Committee may reasonably limit the time each School Board-Appointed Business Advisory Committee representative may speak at a Bond Oversight Committee public hearing. The Chairperson of the Bond Oversight Committee, or his/her designee, will be provided the opportunity to present at reasonably scheduled meetings of School Board Appointed Business Advisory Committees. The Bond Oversight Committee Chairperson will be provided the opportunity to share Bond Oversight Committee meeting deliberations and work products at reasonably scheduled meetings of the School Board Appointed Business Advisory Committees.
7) The Chairperson or Vice-Chairperson may convene additional public meetings and public hearings, if necessary.
8) All Committee meetings and public hearings shall be held within Broward County.
9) All Committee meetings and public hearings will adhere to Robert's Rules of Order.
10) Drafts of Committee meeting and Committee hearing minutes will be prepared and distributed to the Committee within fifteen (15) business days. The minutes will be voted upon for the record at the next scheduled Committee meeting and upon approval will be posted to the School District's website within seven (7) business days.
11) As an advisory committee, the Committee is subject to the State of Florida's Government in the Sunshine Law as well as Florida's Public Records Laws, as prescribed by Florida law.

SECTION 7. SUPPORT. The Committee will work collaboratively with School District staff, especially with agenda and meeting development. The Committee shall be provided the following School District support services in its endeavors to review each project:

1) The School District's Chief Operations and Facilities Officer and the Chief Financial Officer shall attend the Bond Oversight Committee meetings to provide support services to the Committee. These administrators are not Committee members and, as such, are not made subject to the Sunshine Law by this Resolution.

2) The Superintendent or the Superintendent's designee shall oversee management's action plan to respond to any written report from the Committee with findings or suggestions for improvement within fifteen (15) business days. All recommendations from the Committee's establishment to the current date will be tracked and made available to the Committee, The School Board, and the Superintendent. The School District's website and other communication avenues will also publicize the Committee's report for use by the general public.

3) The School District shall have a commitment to provide open communication to the Committee, and provide the Committee with necessary technical and administrative assistance in a timely fashion as follows:

   a. Provision of a meeting room, including any necessary audio/visual equipment;

   b. Preparation and copies of any written meeting materials, such as agendas and reports; and distribution of those materials to the Committee in a timely manner;

   c. Provision of a quarterly summary progress report covering the Bond Programs;

   d. Access to other information as allowable by law and necessary for the Committee to effectively perform its oversight function;

   e. Retention of all Committee meeting records, and provision of public access to such records on the School District's website; and

   f. Public notification of Committee meeting and Committee hearing times and locations pursuant to Section 50.031 or 50.0311, Florida Statutes. The meetings and hearings shall be open to the public.

4) Summary progress reports from School District departments will communicate and provide an explanation for the following attributes in a clear and concise manner. As part of reporting, the School District will identify projects that experience a significant impact to schedule, budget, or scope of work. Detailed reports can be provided upon the Committee's request and may include:

   a. Project schedules with anticipated completion dates and current status;
   b. Project scope;
   c. Contingency reports (change allowance, encumbrances, and available budget);
   d. Expenditure reports; and
   e. Status of Minority/or Woman Owned Business Enterprise (M/WBE).

5) The appropriate School District staff, School District consultants, and/or designees shall attend all Committee meetings and hearings in order to provide a status update for their area of responsibility as it relates to the Bond Programs and to respond to any questions from Committee members.
6) The School District acknowledges that the Committee may request certain information that is sensitive or legally privileged, confidential, or exempt. The School District will consult with the Office of the General Counsel to ensure compliance with such requests within the constraints of applicable law and in a manner serving the best interests of the School District.

SECTION 8. ADVISORY NATURE OF THE COMMITTEE. The Committee provides external oversight for the bond projects only. Also, the Committee only serves an advisory role to the School District or The School Board, and its members are not personally liable to the District or Board for actions within the scope of their appointment. The following list is not exhaustive, but simply illustrates the areas over which the Committee will lack responsibility. The Committee is **not** responsible for:

a. Approval of construction contracts or change orders;
b. Appropriation of construction funds;
c. Handling of legal matters for The School Board;
d. Approval of construction plans and schedules;
e. Approval of the School District's maintenance plan;
f. Approval of the sale of bonds;
g. Establishment of priorities and order of construction for the bond projects;
h. Selection of architects, engineers, construction managers, project managers, and such other firms providing professional services to The School Board;
i. Approval of the design for each School District project including exterior materials, paint color, interior finishes, site plan and construction, means or methods;
j. Selection of independent audit firm(s), performance audit consultants, and such other consultants as are necessary to support the performance of the Bond Programs;
k. Setting or approving schedules of design and construction activities; and

l. Investigations of alleged wrongdoing, potential waste, fraud, misuse or abuse, or non-compliance with Local, State, Federal laws/regulations, or School District policies.

SECTION 9. ETHICS & CODE OF CONDUCT. Committee members are public officers who must comply with the applicable provisions of Florida's Code of Ethics, Chapter 112, Florida Statutes. The Committee members also shall agree to conduct themselves in accordance with the highest ethical principles while in the course of participating in School Board related activities. Committee members further agree at all times to act in the best interests of The School Board, the community; and of the education of the School District's students; to avoid conflicts of interests; to vote on behalf of their appointing organization; and to challenge the judgment of others when necessary; yet to be willing to support the majority decisions of the Committee and to work with fellow members in a spirit of cooperation. In this regard, Committee members acknowledge and understand that they ***shall***:

1) Maintain compliance with Section 3: Membership of this Resolution. Committee members must notify the Committee Chairperson of any change that may prohibit them from serving on the Committee. The Chairperson may declare a Committee member's position on the Committee to have become vacant and request another qualified person to be appointed to the Committee from that organization;
2) Abide by regulations set forth in the State of Florida's Government in the Sunshine Law (Section 286.011, Florida Statutes) and Florida's Public Records Laws (Section 119.07, Florida Statutes) to ensure that Committee meetings and Committee Hearings are conducive to open and candid discussion;
3) Become familiar with and be committed to the responsibilities of the Committee, and adhere to the principles of fairness, honesty, integrity, and good faith in all Committee business and interactions;
4) Carefully prepare for, regularly attend, and actively participate in Committee meetings, Committee hearings, and assignments;
5) Refrain from corruptly using or attempting to use his or her official position or any property or resource which may be within his or her trust, or perform his or her official duties, to secure a special privilege, benefit, or exemption for himself, herself, or others;

6) Refrain from acting as a spokesperson for the entire Committee unless specifically authorized to do so by the Committee;
7) Refrain from accepting any compensation, payment, or thing of value when such Committee member knows, or, with the exercise of reasonable care, should know, that it was given to influence a vote or other action in which the Committee member was expected to participate in his or her official capacity;
8) Refrain from taking any actions that create a perception that favorable treatment of outside entities by the Committee was sought, received or given in exchange for courtesies. "Courtesies" include gifts, gratuities, meals, refreshments, entertainment, or other benefits from persons or companies doing business with the School District. The Committee shall not accept courtesies that constitute, or could reasonably be perceived as constituting, unfair business inducements that would violate The School Board's governing laws, rules or policies;
9) Respect the rights of others when performing Committee responsibilities and refrain from actions that might compromise the School District's reputation or standing in the education community;
10) In the event of a potential conflict of interest, a Committee member will promptly disclose the known potential conflict and, until such time that a determination is made by the Office of the General Counsel and/or the Florida Commission on Ethics, the Committee member will remove himself or herself from all discussion and voting on the matter in question;
11) Exercise proper authority and judgment when dealing with Committee staff, contractors, and the general public, and respond to the needs of fellow Committee members in a responsible, respectful, and professional manner; and
12) Support the decisions and action of the Committee, even if they differ from such Committee member's personal views, unless such decisions and actions are unlawful, unethical, or otherwise improper.
13) A Committee Member shall promptly notify the Office of the General Counsel of a potential conflict of interest or voting conflict. If appropriate, the Committee Member may request an advisory opinion from the Florida Commission on Ethics. If a

determination is made that a prohibited conflict exists, the Committee Member will be required to resign from the Committee.

SECTION 10. TERMINATION AND CESSATION OF THE COMMITTEE. Unless otherwise terminated sooner by The School Board, the Committee shall sunset upon the completion of all projects funded by the general obligation bond as approved by the voting public on November 4, 2014.

SECTION 11. EFFECTIVE DATE. This Resolution shall become effective upon approval by The School Board of Broward County, Florida.

_____ _____

Debra Hixon, Chair Dr. Howard Hepburn, Superintendent

SCHOOL BOARD OF
BROWARD COUNTY, FLORIDA
DISTRICT ADVISORY COUNCIL BYLAWS

ARTICLE I: NAME OF COUNCIL

The name of this council shall be the District Advisory Council of the School Board of Broward County, Florida and shall be known as the District Advisory Council (DAC). Authority for the establishment of the District Advisory Council shall be School Board Policy 1.2 as currently amended.

ARTICLE II: PURPOSE

Section 1:
The primary objective of the District Advisory Council shall be to review and address the educational needs of the Broward County School System so that the assessed needs are identified for the annual District Plan, in accordance with School Board Policy 1.2

1. The District Advisory Council shall assist the School Board and the Superintendent of Schools in the identification and assessment of the needs of the Broward County School system.

2. The District Advisory Council shall foster and promote communication among School Advisory Forums, School Advisory Councils, Area Advisory Councils, the District Advisory Council, the Superintendent of Broward County Schools, and the Broward County School Board. The District Advisory Council shall act as a forum for Area Advisory Councils and others to propose recommendations and discuss issues that are germane to the District. The DAC shall bring these recommendations before the School Board and Superintendent of Schools based on this intercommunication.

3. The District Advisory Council shall also promote and encourage parent and community involvement in the schools.

4. The DAC shall assess and translate needs into district wide long and short ranges plans and evaluate programs, which are designed to meet assessed needs.

Section 2:
In achieving these objectives, the District Advisory Council may provide advice and assistance to the School Board and the Superintendent of Schools in:

(a) Coordinating community input on key issues from a wide variety of citizen and parent groups;
(b) Acting as a hearing board for the community and various organizations from the community such as but not limited to concerned citizen groups, School Advisory Councils (SAC), School Advisory Forums (SAF), Area Advisory Councils, Exceptional Student Education (ESE) Advisory Council, ~~or~~ English of Other Languages (ESOL) Leadership Council (as per Consent Order), or Gifted Advisory Council, who propose additions or changes to educational programs;
(c) Alerting the School Board and Superintendent of vital issues which affect the quality of education.

Section 3:
Duties of the District Advisory Council shall be advisory in nature. The objectives, duties and actions of the District Advisory Council may not conflict with any of the powers and duties reserved by law to the School Board or to the Superintendent of Schools. As the District Advisory Council and its subordinate organizations are apolitical, officers and members are prohibited from using their titles and/or their positions to endorse, or give the impression of endorsing,

candidates for public office. However an officer or member may recite such membership or office when he/she is a candidate for public office.

ARTICLE III: MEMBERS

Composition of District Advisory Council

The needs and resources of the school district require that membership be obtained from a broad range of interested community representatives, ethnic diversity and that there be maximum effort to involve lay citizens and parents of children who participate in public school education. In order to satisfy this requirement the composition of membership in the Broward County District Advisory Council shall be as follows:

(a) 5	The officers of the District Advisory Council: The Chair*, Vice-Chair*, Recording Secretary, Corresponding Secretary and Communication Chair
(b) ~~4~~ 3	The Chair from each of the Area Advisory Councils; if the Chair is unable to serve as the District Advisory Council representative, membership is delegated to the next eligible elected officer and shall not be an employee*****. This position is considered elected to the DAC.
(c) ~~4~~3	Teachers: One teacher from each area elected by the Area membership at-large from teacher nominations submitted by individual schools.
(d) ~~5~~4	Students: The Student Advisor to the School Board (or his/her designee). The Broward County Association of Student Councils selects one student from each area.
(e) ~~4~~3	Parents: One parent (with a student in the BCPS system) from each area elected by each Areas at-large membership from parent nominations submitted by individual schools.
(f) ~~12~~18	~~Three~~ Six parent representatives (two from an elementary school, ~~one~~ two from a middle school and ~~one~~ two from a high school elected from each Area's at-large membership. Parent representatives must have a student in the level and the area they are representing.
(g) ~~4~~3	One citizen-at-large from each area elected by the Area's at-large membership. These representatives will not have any children enrolled in grades K-12 in the Broward County Public School System and shall not be an employee* of the Broward County School District.
(h) ~~4~~3	One business representative from each area elected by the Area's at-large membership. These representatives shall not be an employee* of the Broward County School District.
(i) ~~4~~3	One facilities representative from each area elected from the Area's at-large membership. These representatives shall not be an employee* of the Broward County School District.
(j) ~~4~~3	One legislative representative from each area elected from the Area's at-large member-ship. These representatives shall not be an employee* of the Broward County School District.
(k) 1	One Charter School Representative ~~shall be elected from the North Central Area Advisory Council~~. This representative must have a student in the Charter School system.
(l) 9	Board Appointees: One lay citizen shall be appointed by each School Board Member (from said Board Member's district) during the Board's organizational meeting in November of each year. Newly elected or appointed School Board Members may appoint a representative during any part of a calendar year, provided that the appointment ends immediately prior to the appointment of the successive representative(per policy 1.7)
(m) 1	One City government representative appointed by League of Cities.
(n) 1	One representative appointed by Broward Alliance.
(o) 1	One representative appointed by Workforce One.
(p) 4	Four school-based principals representing, respectively, elementary, middle, high schools, and centers appointed by their respective associations.
(q) 1	One assistant principal appointed by the Broward Assistant Principals Association (BAPA).

(r) 1	One representative appointed by the president of the Educational Support & Management Assoc. of Broward Inc.
(s) 1	One representative from Broward County Council Parent Teacher Association appointed by the Broward County Council PTA.
(t) 1	One representative appointed by the Broward Teachers' Union (BTU).
(u) ~~2~~3	The Chair (or their designee) from each of the following councils: English Speakers of Other Languages (ESOL), ~~and~~ Exceptional Student Education (ESE) and Gifted Advisory Council These positions are considered elected to DAC.
(v) 1	The immediate past District Advisory Council Chair will be an appointed member of the Council for a term of one year.
(w) (1)	One representative selected by Title I Parent Executive Advisory Council
(x) 1	One representative selected by the Urban League of Broward County

Non-voting positions:

(aa) 1	Superintendent's Liaison designated by the Superintendent of Schools.
(bb)-1	Parliamentarian appointed by the Chair of the DAC – support provided as necessary by district staff

*Denotes the requirement – that these individuals shall not be an employee of the School Board of Broward County, Florida, per the criteria of that position in accordance with applicable School Board Policy; except for a person whose employment is as a temporary substitute teacher.

**The District Advisory Council Chair and Vice-chair shall be a parent of a student in the Broward County School System.

All members of the DAC shall be officially approved by the School Board. Council members shall enjoy the full rights and obligations of membership. Only those that hold an elected position to the District Advisory Council in the current year, or are the newly elected members of the DAC are eligible to run for an office of the District Advisory Council.

Section 1: Voting Rights

Each position shall be entitled to one voice and one vote on each matter submitted to a vote of the District Advisory Council. An individual may hold ~~more than~~ only one position on the DAC, except for officers who may also hold one (1) current term elected/appointed position from the group they represent. Each individual, including officers holding two (2) positions, whether elected or appointed, shall cast only one vote on each matter submitted to a vote of the DAC. A member must be a member in Good Standing and the member must be present to vote. When necessary, the Recording Secretary shall tally the votes according to the roll call of members present. Under the guidelines of the Florida Sunshine Law a member may not abstain from voting on an issue at any meeting that is meeting under the Sunshine Law's provisions.

Section 2: Terms of Membership

a) If a member ~~is absent from~~ has three (3) consecutive or 4 absences in one school calendar year from properly noticed general DAC meetings, the member is no longer considered a member in Good Standing. The Corresponding Secretary, at the direction of the Chair, shall send notice of termination to the individual and the appointing agency/electing body. The agency/body must then appoint/select/elect or reappoint/reselect/re-elect a new representative to the District Advisory Council. (See Vacancy, Section 8).

b) In the event a member's action or circumstance is found to be in conflict with state laws, policies and/or bylaws of the District Advisory Council or any of its subordinate organizations the member may be removed from office for the current year and/or one additional year. Notice shall be sent to the member, the represented entity and the School Board with all grounds stated in writing, in the event of termination. All sides shall be heard. The Council, by affirmative vote of two/thirds of all the members present may suspend or expel a member. (See District Advisory Council's Standard Operating Procedures).

Section 3: Length of Term

District Advisory Council members shall be elected and/or appointed for one (1) year and may be elected and/or appointed for additional terms not to exceed a total service of four consecutive years in any one position. Term shall begin July 1 and end on June 30 of the following year. See exception, Article III, item (l) Board Appointees.

Section 4: Agenda

One non-voting senior staff person or designee will work with the Steering Committee on setting the agenda and conducting the business of the Council/Committee.

Section 5: Training

Each new member shall be provided training, by appropriate district staff, on Robert's Rules of Order, Newly Revised ~~and~~ , on the Sunshine Laws of the State of Florida, on Open Records law, on the Council's history, mission, purpose, and on related School Board Policy statement(s)~~.at a regularly scheduled DAC meeting~~ and shall acknowledge such training.

Section 5.1: Standing Committee on Training

Training for DAC members and SAF Chairs shall be provided in conjunction with a Standing Committee in charge of training issues.

Section 5.2: Validation

Each member shall sign off on a School Board approved statement which validates that the member accepts and will abide by proper professional conduct and the Nondiscrimination Policy Statement (4000.1). The statement also will acknowledge that the member has received training by staff on Robert's Rules of Order, Newly Revised, the Florida Sunshine Laws, Open Records law, and School Board Policies that affect the group of which he/she is a member.

Section 6: Transfer of Membership

Membership in the District Advisory Council is not transferable or assignable except as noted under Article III, Composition of District Advisory Council, (b), (d), and (u).

Section 7: Resignation

Any member may resign by submitting a written resignation addressed to the Chair of the District Advisory Council, with copies to the School Board and the appointing, electing, selecting body or agency. If an appointee must resign from office during his/her term, then the position will be filled by the person/group who originally selected the affected person. The new appointee shall complete the original term of office.

Section 8: Vacancy

Any vacancy of the District Advisory Council shall be filled for the remainder of the unexpired term through appointment/election/selection, by the appointing/electing/selecting body or agency. If the term exceeds six (6) months, this will be considered having served a full term.

ARTICLE IV: OFFICERS

Section 1: Officers

The elected officers of the District Advisory Council shall be Chair, Vice-Chair, Communications Chair, Recording Secretary, and Corresponding Secretary. In addition, the Chair shall appoint a Parliamentarian.

Section 2: Election and Term of Office

The Officers of the District Advisory Council shall be elected annually at the final meeting of the school year, a quorum being present. Elected members shall serve a period of one (1) year and may be reelected annually. No officer shall serve more than three (3) consecutive terms in any one office. The term shall be from July 1 to June 30 of the following year.

Section 3: Removal

Any officer elected by the District Advisory Council may be removed by a two-thirds affirmative vote of members present at a meeting of the District Advisory Council whenever, in the judgment of the Council, the best interests of the Council thereby would be served. Two weeks notice must be given to all members with all grounds stated in writing. All sides shall be heard.

Section 4: Nominating Committee

The Chair will appoint, at least one (1) month prior to the election, a nominating committee composed of one (1) District Advisory Council representative from each of the areas of the district. In addition, one member from the Steering Committee shall serve on the nominating committee. The nominating committee will elect a chair. The recommendations (slate) of the nominating committee shall be presented two weeks prior to the election meeting to the membership. The nominating committee chair, or designee from the nominating committee, shall open the floor for additional nominations and conduct the elections. The Chair of the District Advisory Council shall not be an ex-officio member of the nominating committee.

Section 5: Vacancy

If a vacancy should occur in the office of the Chair, the Vice-Chair shall automatically fill the position. If a vacancy shall occur in the offices of the Vice-Chair, Recording Secretary, Corresponding Secretary, or Communications Chair, the position (vacancy) shall be filled by election at the next general meeting. Members shall be notified at least two (2) weeks prior to the meeting that the vacancy (ies) exists. Nominations will be accepted from the floor and the majority vote of the members present at the meeting shall elect the person to fill the vacant position for the remainder of the term. If the remaining term of the position to be filled is for a period of less than six (6) months the newly elected officer shall not be precluded from three (3) consecutive terms thereafter. If the term exceeds six (6) months, this will be considered as having served a full term.

ARTICLE V: DUTIES OF THE OFFICERS

Chair

The Chair shall preside at all meetings of the District Advisory Council and may sign all letters, reports, and other communications of the District Advisory Council. The Chair shall share with the School Board verbally all motions, whether passed or not, and shall post a written report to the School Board. In addition, he/she shall be an ex-officio member of all committees except the nominating committee and shall perform all duties incident to the office of the Chair and such other

duties as may be prescribed by the District Advisory Council from time to time. The Chair will form two Standing Committees, one to deal with training issues and one to deal with legislative affairs. The Chair will prepare an agenda at least 7 days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests it. As per School Board policy 1.2, the Chair shall not be an employee of the Broward County School District. Refer to District Advisory Council Standard Operating Procedures for additional information on the duties and responsibilities of this position.

Vice-Chair

The duties of the Vice-Chair shall be to represent the Chair in assigned duties and to substitute and act as the Chair during his/her absence, and shall perform such other duties as from time to time may be assigned to him/her by the Chair or by the District Advisory Council. The Vice-Chair shall not be an employee of the Broward County School District. If the Chair position becomes vacant the Vice- Chair shall automatically assume the position. Refer to District Advisory Council Standard Operating Procedures for additional information on the duties and responsibilities of this position.

Communications Chair

The Communications Chair shall be responsible for assisting the Chair with communication and outreach to the county, state and national communities, shall maintain the District Advisory Council website and any other technology used by the District Advisory Council for communication, and shall assist the Corresponding Secretary in using electronic communication programs such as a Yahoo Group or any similar type communication tool. ~~the communication and coordination of legislative issues relevant to education through established channels of communications~~ The Communications Chair also shall ~~and to~~ perform other duties from time to time that may be assigned to him/her by the Chair, the District Advisory Steering Committee or by the District Advisory Council. Refer to District Advisory Council Standard Operating Procedures for additional information on the duties and responsibilities of this position.

Recording Secretary

The Recording Secretary shall keep the minutes of all general and special meetings of the District Advisory Council and of all meetings of the steering committee. The recording secretary shall retain minutes of any committee or sub-committee where applicable. The Recording Secretary shall prepare and transmit to each of the members, to the Superintendent and to such other persons as the council may direct, true and correct copies of the minutes of such meetings. Refer to District Advisory Council Standard Operating Procedures for additional information on the duties and responsibilities of this position.

Corresponding Secretary

The Corresponding Secretary shall see that all notices are duly given in accordance with the provisions of the Sunshine Laws of the state of Florida and of these bylaws and shall write letters and other correspondence as directed by an action of the District Advisory Council, by an action of the steering committee or by the Chair. The Corresponding Secretary shall keep attendance for all meetings and will develop a register of contact information for each member of the council. These shall be furnished as necessary to the Recording Secretary, other members of the DAC, School Board Members, or the Superintendent. Refer to District Advisory Council Standard Operating Procedures for additional information on the duties and responsibilities of this position.

Parliamentarian

The Parliamentarian shall be responsible for advising the Chair on matters of parliamentary procedure according to Robert's Rules of Order, Newly Revised, current edition. The Parliamentarian maintains the bylaws. Refer to District Advisory Council Standard Operating Procedures for additional information on the duties and responsibilities of this position.

ARTICLE VI: MEETINGS OF THE DISTRICT ADVISORY COUNCIL

Section 1: General Meetings

The District Advisory Council shall meet regularly once each month during the regular school year, and will operate pursuant to Florida Sunshine Laws. The District Advisory Council shall hold its monthly general and steering committee meetings and its special meetings in a facility provided by the school district. A quorum must be present to open a general meeting of the council in order to conduct business of the District Advisory Council.

Section 2: Special Meetings

Special meetings may be called by the Chair, the Steering Committee or by a majority vote of the membership of the District Advisory Council. Refer to Robert's Rules of Order, Newly Revised, and Current edition.

Section 3: Notice of Meetings

All general and steering committee meetings must be scheduled and officially advertised in advance. Council members must be advised of a change in the established date, time or location.

Section 4: Quorum

A quorum necessary for the transaction of the business of the District Advisory Council consists of at least twenty-one (21) members of the total membership as listed in Article III Membership, Composition of the District Advisory Council. An official quorum of committee members must be physically present at the meeting location for the committee to conduct official business, provided a quorum is required for this purpose. Individuals participating from remote locations though the use of technology cannot be employed to constitute a quorum for the committee to conduct official business.

Section 5: Decisions of the District Advisory Council

All decisions of the District Advisory Council shall be made only after an affirmative vote of a majority of the members in good standing in attendance for the regular business of the council.

Section 6: Conduct of Meetings

All general, steering and special meetings of the District Advisory Council are open to the public and shall be conducted in accordance with Robert's Rules of Order, newly revised, Current Edition and in accordance with an appropriate adaptation and operate pursuant to the Florida Sunshine Laws. Meetings will follow the approved agenda.

Section 7: Sunshine Laws

The District Advisory Council shall operate pursuant to and in compliance with the Florida State Sunshine Laws.

ARTICLE VII: THE STEERING COMMITTEE OF THE DISTRICT ADVISORY COUNCIL

Section 1: Membership

Composition of the Steering Committee will include the elected officers of the council and the Chair²s for the Areas, standing committees, Gifted, ESE, and ESOL. Each member of the Steering Committee is entitled to one voice and one vote on all matters that come before the Steering Committee. The Superintendent of Schools or his/her designee will serve on the board as an ex-officio member.

Section 2: Duties

(a) The primary purpose of the Steering Committee is to assist the Chair in setting the agenda for the Council meetings and to assist in the presentation of issues that arise from the General Meeting, to the Superintendent.

(b) Steering Committee will publish a calendar specifying the dates of meetings for both the Steering Committee and the Council prior to the first meeting of the Council of each year.

(c) If time permits, the Steering Committee shall assist in establishing the agenda of special meetings called by the Council or Chair.

(d) Additional duties shall be performed as delegated by the Council.

(e)Authority of the District Advisory Council is not granted to the Steering Committee unless authorized.

(f) The Steering Committee shall define and maintain the rules and regulations of the Council, with changes and amendments approved by a vote of the Council.

(g) The Steering Committee shall review all area bylaws for consistency with district policy, District Advisory Council bylaws and the district guideline template before submitting to the School Board of Broward County.

ARTICLE VIII: COMMITTEES:

Section 1: Standing and Special Committees

District Advisory Council and or the Steering Committee may from time to time establish and abolish such standing or special committees as needed. The Chair of each standing or special committee and at least two other members of each standing or special committee shall be members of the District Advisory Council. No standing or special committee may exercise the authority of the District Advisory Council.

Section 2: Membership

Unless otherwise determined by the District Advisory Council, the Chair shall appoint the Chair of the various standing and special committees.

Section 3: Term of Office

Each member of a committee shall continue as such for the term of his/her appointment and until his/her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

Section 4: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the District Advisory Council.

Section 5: Quorum of Committees

Unless the DAC decides otherwise a majority of the committee shall constitute a quorum and the act of the majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6: Vacancy

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointment.

ARTICLE IX: AMENDMENTS

Thirty days notice of any proposed bylaws amendments shall be given to the membership. A two-thirds affirmation vote of the members present, of the District Advisory Council, with the help of the legal staff of The School Board of Broward County, Florida, is necessary to amend the bylaws. The bylaws shall be reviewed every two years.

Any amendments must conform to the School Board policy currently in effect, and shall be effective upon approval of the School Board. Therefore, these bylaws are submitted to the membership of the District Advisory Council of Broward County for the membership's vote of acceptance or to be sent back to the bylaws committee for additional revisions.

* School Board employee is defined as a person employed by the School Board of Broward County, Florida, except for a person whose employment is as a temporary substitute teacher.

Amendments of 12/11/96 approved on 12/11/96
Amendments of September 10, 1997
Amendments of August 24, 1999
Amendments of November 10, 1999
Amendments of April 18, 2001
Amendments of February 13, 2002
Amendments of December 8, 2004
Amendments of August 26, 2006
Amendments of April 2010

Accepting amended bylaws for the District Advisory Council of the School Board of Broward County, Florida

Chair: _____ **Date:** _____

Vice Chair: _____ **Date:** _____

Communications Chair: _____ **Date:** _____

Recording Secretary: _____ **Date:** _____

Corresponding Secretary: _____ **Date:** _____

As the afore written Bylaws of and for the District Advisory council of Broward County have been presented to the membership and approved the council hereby submits their Bylaws to the School Board of Broward County members for their review and endorsement:

School Board Member: _____ **Date:** _____

School Board Member: _____ **Date:** _____

School Board Member: _____ **Date:** _____

School Board Member: _____ **Date:** _____

School Board Member: _____ **Date:** _____

School Board Member: _____ **Date:** _____

School Board Member: _____ **Date:** _____

School Board Member: _____ **Date:** _____

School Board Member: _____ **Date:** _____

Please note that after proof reading and checking all Articles, it was necessary to renumber certain Sections and Articles, and some cut and pasting as well. The underlined sections in Article III were added from the template as they were missing.

DIVERSITY COMMITTEE
BY-LAWS

ARTICLE I. *NAME*

The name of the Committee shall be The School Board of Broward County Diversity Committee, and shall be known as the Diversity Committee. Authority for establishment of the Diversity Committee shall be the BCSB Policy 1.5 and in accordance with Florida Statute F.S. 1001.41.

ARTICLE II. *PURPOSE*

The primary objectives/functions of the Diversity Committee shall be to:

A. Make recommendations through the Superintendent to the School Board regarding policies to promote diversity and cultural outreach.
B. Work to establish the Broward County School System as a model to promote and encourage respect for ethnic and cultural diversity within its student population and staff and communities within Broward County.
C. Ensure that diversity is being promoted by monitoring the terms of the CCC Agreement and making recommendations through the Superintendent to the School Board**.**

The responsibilities and duties of the Diversity Committee will be in accordance with Florida Statutes and Broward County School Board Policy.

ARTICLE III. *MEMBERSHIP*

The Diversity Committee shall be representative of the ethnic/racial diversity of the school's/district's student population. The Diversity Committee shall consist of 31 members appointed by the School Board. Each School Board member will have 3 appointees of his/her choice. The Student Advisor to the School Board or his/her designee shall serve on the Committee, representing his/her geographical area. The Student Advisor shall appoint 3 student Committee members representing the remaining three geographical areas.

The Diversity & Cultural Outreach Department Director shall oversee the membership and notify the School Board member of the status of their representation.

Section 1. Voting: All members of the Committee shall have one vote each. A voting member shall be present to vote.

Section 2. Terms of membership: Members are appointed in accordance with School Board Policy 1.7. Members of the Diversity Committee shall attend meetings on a regular basis. A member will be removed from membership after (3) consecutive absences or (4) absences in the appointed year (December to November), from properly noticed meetings.
Removal will be conducted and vacancies will be filled in accordance with School Board policy 1.7.

Section 3. The term of the member appointment shall adhere to School Board Policy 1.7 and shall expire on the day of the next School Board Organizational Meeting. A member may resign by providing written notification to the Chair and the appointing School Board member.

Section 4. The Director of the Diversity & Cultural Outreach Department or designee will work with the Diversity Committee Chair to facilitate preparing the agenda and conducting the business of the Diversity Committee.

Section 5. Each new member shall receive training on the Diversity Committee's history, mission, purpose, and related School Board Policy statement(s) from appropriate district staff.

Section 6. Each member shall sign-off on a School Board approved statement, which validates that the member accepts and will abide by proper professional conduct and actively supports the mission, purpose, and related School Board Policy statements. Also, the statement will acknowledge that the member has received training on Robert's Rules of Order (Newly Revised), School Board Policy 1.5 & 1.7, and the Florida Sunshine Laws.

Section 7. The staff member assigned to the Diversity Committee shall be trained in parliamentary procedures and serve as parliamentarian. The parliamentarian shall be responsible for advising the Chair on matters of parliamentary procedure according to Robert Rules of Order (Newly Revised). The parliamentarian shall be a person recognized as having expertise.

ARTICLE IV. *OFFICERS*

Section 1. Officers of the Committee will consist of a Chair and Vice-Chair.

Section 2. The officers shall be elected annually at the January meeting. A slate of candidates for Chair and Vice-Chair will be presented by the Nominating Committee with additional nominations solicited from the floor at the January meeting. Voting shall be conducted following Robert's Rules of Order (Newly Revised).

Section 3. Installation of officers will be held following elections at the January meeting.

Section 4. If for any reason the Chair is unable to complete the term of office, the currently elected Vice-Chair will replace the Chair. A new election will then be held at the next regular meeting for Vice-Chair. If the Vice-Chair is unable to complete the term, a new election will be held at the next regular meeting.

Section 5. Nominating Committee:

A nominating committee will present a slate of officers for consideration by the Diversity Committee. The Nominating Committee, to be seated in December, will be an odd-number committee composed of volunteers from the membership. This does not preclude nominations from the floor.

ARTICLE V: *DUTIES OF THE OFFICERS*

A. The Chair shall preside at all meetings of the Diversity Committee and will be an ex-officio member of all subcommittees. Chair or a designee will represent the Diversity Committee at all District committees. The Chair or Vice-Chair shall not be an employee of the School District of Broward County. Chair shall have the discretion of creating subcommittees. Said subcommittee's members shall elect its chair. The Chair will prepare the agenda and shall distribute it at least 7 days in advance of meetings. A copy of the agenda shall be available to the public if requested. The Chair shall present a monthly report to the School Board.

B. The Vice-Chair shall substitute for the Chair during his/her absence, and shall perform such other duties from time to time as may be assigned by the Chair.

ARTICLE VI: *MEETINGS*

The Diversity Committee shall meet regularly. The schedule of the meetings for the year shall be published at the December meeting for the year. Notification of meeting date and place shall be included in the agenda.

Section 1. Guests: All meetings are open to the public and adhere to the Florida Sunshine Law; however, nonmembers/guests may not vote on issues at the Diversity Committee.

Section 2. Attendance: Attendance of all members will be kept for all meetings by the Diversity & Cultural Outreach Department and will be available at the office.

Section 3. Minutes of all meetings will be recorded and summarized by the Diversity & Cultural Outreach Department staff. Approved minutes will be kept at the Diversity & Cultural Outreach Department and posted for public view. Minutes will reflect a summary of meeting including all motions, maker of the motions, seconding, and any decision reached by consensus. All requests for information shall be germane to the business of the Diversity

Committee and/or sub-committee and may require Committee approval if deemed necessary.

Section 4. Special meetings: may be called by the Chair or by majority (50% +1) of the membership.

Section 5: Meeting scheduled: all meeting times and places shall be appropriately announced according to Sunshine Law. Members must be advised of change in the established date, time, or location. All meetings require notification.

Section 6. Diversity Committee meetings will be scheduled with times and locations convenient for all stakeholders.

Section 7. A quorum: constitutes the majority of the current membership of the Diversity Committee (50% + 1). Student membership will not affect quorum.

Section 8. Meetings shall follow the approved agenda.

Section 9. Voting will be by show of hands. Votes will become part of the minutes. Alternate or a proxy is not permitted (per Florida Sunshine Law).

ARTICLE VII. COMMITTEES

A. The *Chair* shall create such committees as may be required in School Board Policy 1.5 to promote the objectives of the Committee.

ARTICLE VIII: AMENDMENTS

A. By-laws must conform to State of Florida Statutes and School Board Policy.

B. Amendments to the By-laws will be approved by a majority of the Diversity Committee members. By-laws shall be reviewed as deemed necessary as required by School Board action or legislation.

C. All By-laws and subsequent change(s) shall require School Board approval prior to being implemented by the Diversity Committee.

Approved as amended at the 6/06/06 Regular School Board meeting.

ESOL LEADERSHIP COUNCIL

BY-LAWS

ARTICLE I. NAME

The name of this Council shall be the ESOL PARENT LEADERSHIP COUNCIL (English for Speakers of Other Languages Parent Leadership Council).

ARTICLE II. PURPOSE

The primary purpose of the ESOL PARENT LEADERSHIP COUNCIL shall be to serve and perform the duties of the Parent Leadership Council (PLC) as required by the Consent Decree by order of the United States District Court for the Southern District of Florida, Case Number 90-1913, also known as the ***Meta Consent Decree***.
(Authority: F.S. 230.22)

The Council duties shall be to:

1. Perform all duties of the ESOL Parent Leadership Council that will be advisory in nature, none of which will conflict with any of the powers and duties reserved by law, policy or administrative guidelines to the Superintendent or the Broward County School Board.
2. Perform all duties pertaining to the Parent Leadership Council as required by The META Consent Decree.
3. The ESOL Parent Leadership Council shall be consulted prior to submission of the District ELL Plan to the State.
4. Assist in the identification of the educational needs and priorities of ELL students.
5. Communicate community resources and secure support for ESOL Programs.
6. Participate in leadership training as well as orientation to the State approved ELL Plan.
7. Promote and inform ELL parents of the Broward County Educational System and the opportunity to be represented on existing school and district advisory committees.
8. Support proposed legislation addressing ESOL funding and/or program development during the Florida and National Legislative Sessions.
9. Assist in securing legislative support for fully funded ESOL Programs.
10. Adopt ESOL Parent Leadership Council procedural by-laws.

The responsibilities and duties of the Council will be in accordance with Florida State Statutes and Broward County School Board Policy.

ARTICLE III. MEMBERSHIP

The Council shall be comprised of members present that are representative, in the majority, by parents of ELL students from the Broward County Public Schools.

Section 1. Voting: All members of the Council shall have one vote each and must be present to vote.

Section 2. Membership shall be open to all parents of ELL students. Members of the ESOL Parent Leadership Council should attend meetings on a regular basis and be provided with properly noticed meetings.

Section 3. Length of Term: There are no term limits for membership. Term limits for the Chair are provided for in a subsequent section.

Section 4. The Bilingual/ESOL Department shall provide assistance and support to the ESOL Parent Leadership Council and the Steering Committee on setting the agenda and conducting the business of the Council.

Section 5. Leadership training shall be provided by the Bilingual/ESOL Department to all interested members on the Council's history, mission, purpose, related School Board Policy statement(s) and State and Federal Legislation as required by the Meta Consent Decree.

Section 6. Each member shall sign off on a School Board approved statement, which validates that the member accepts and will abide by proper professional conduct and actively support the purpose of the Council as herein stated. The statement will acknowledge that the members can receive training on Robert's Rules of Order, Newly Revised. Florida Sunshine Laws shall prevail in all ESOL Leadership Council and related Committee and Steering Meetings.

ARTICLE IV. OFFICERS

Section 1. Officers of this committee will consist of a Chair, Vice Chair, and Secretary and any other deemed necessary by the function of the Council.

Section 2. The officers shall be elected annually at the May meeting and shall immediately take office.

Section 3: If for any reason an officer is unable to complete the term of office, the Vice Chair shall take on the duties of the Chair and a new election will be held at the next meeting.

Section 4. Nominating Committee:

A. To be determined by the Council.

B. The nominating committee will present a slate of candidates for each office at which time nominations from the floor will be taken.

ARTICLE V: DUTIES OF THE OFFICERS

A. The Chair shall preside at all meetings of the Council and will be an ex-officio member of all committees except the nominating committee. The Chair, in collaboration with the Steering Committee, shall prepare an agenda at least 7 days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests it. The Chairperson shall not be an employee or contracted by the

School Board of Broward County. The Chairperson shall be elected for no more than Three (3) consecutive years.

B. The Vice Chair will perform the duties of the Chair at any moment that the Chair cannot perform his/her duties.

C. The Secretary shall take the minutes and provide a summary of all meetings to the Chair, who will make them available to anyone who requests them. The Secretary shall be responsible for maintaining copies of minutes in the offices of the Bilingual/ESOL Department for purposes of monitoring by the State Department of Education. All records shall be available to the public for review.

ARTICLE VI. MEETINGS

The ESOL Parent Leadership Council shall meet regularly and the schedule of meetings for the year will be determined and published in August for the current school year. Notification of all regular meetings shall be provided to the Office of the School Board of Broward County to comply with announcement regulations established by the Board. All meetings are open to the public under the Florida Sunshine Law.

Section 1. There will be a minimum of five (6) general meetings a year, starting in September and the last one being in May.

Section 2. Attendance of members will be kept for all meetings. The Secretary or a designee will maintain written documentation of attendance. Attendance records will be kept on file at the Bilingual/ESOL Department as required by the monitoring department of the State Department of Education.

Section 3. The Secretary or a designee will record minutes of all meetings. Minutes will be kept on file at the Bilingual/ESOL Department and available for public view. Minutes will reflect all motions (including the maker of the motion, person seconding and the results of the vote) and any decisions reached by consensus.

Section 4. Special meetings may be called by the Chair or by notice of any three (3) members in writing to the Chair.

Section 5. All scheduled meetings, meeting times, and places will be announced at least one week in advance. Members must be advised of a change in the established date, time or location. All special meetings will require notification.

Section 6. Meetings will be scheduled at times and locations convenient for all stakeholders.

Section 7. A quorum is the minimum number of members who must be present at a meeting for business to be conducted and for voting to take place. A majority of the membership present will constitute a quorum.

Section 8. Meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present. Meeting discussions will be restricted to those topics on the agenda.

Section 9. Official votes will become part of the minutes. Alternates and proxy votes are not permitted as per Florida's Sunshine Law.

ARTICLE VII. COMMITTEES

A. The Chair shall create such committees as may be required in School Board Policy to promote the objectives of the Council.

ARTICLE VIII. AMENDMENTS

A. Bylaws must conform to the State of Florida statutes School Board Policy.

B. Amendments to the bylaws will be approved by a majority of the members. Bylaws will be reviewed every two years or at such time that legislation or School Board action occurs that would require a review.

C. All bylaws and subsequent change(s) shall require School Board approval prior to being implemented by the Council.

Ratified _____
Date

Amended _____
Date

AGENDA REQUEST FORM
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Meeting Date	Open Agenda	Time Certain Request	Agenda Item Number
March 18, 2008	___Yes _X_ No	___Yes _X_ No	F- 2

TITLE:

Gifted Advisory Council Bylaws

REQUESTED ACTION:

Approve Gifted Advisory Council Bylaws.

SUMMARY EXPLANATION AND BACKGROUND:

In April 2007, the Gifted Advisory Council approved its draft bylaws, voted on by the current general membership. The approved district bylaws template was used, except where noted on the *Executive Summary of Differences from the District Bylaws Template*.

SCHOOL BOARD GOALS:

__•Goal One: All students will achieve at their highest potential.
__•Goal Two: All schools will have equitable resources.
__•Goal Three: All operations of the school system will demonstrate best practices while supporting student achievement.
_X•Goal Four: All stakeholders will work together to build a better school system.

FINANCIAL IMPACT:

There is no financial impact to the District.

EXHIBITS: (List)

Gifted Advisory Council Bylaws
Gifted Advisory Council Executive Summary of Differences from the District Bylaws template

BOARD ACTION:	SOURCE OF ADDITIONAL INFORMATION:	
APPROVED AS AMENDED (See amendment attached)	Diane Carr	754-321-1850
	Cynthia Park	754-322-2870
(For Official School Board Records' Office Only)	Name	Phone

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
CURRICULUM & INSTRUCTION/STUDENT SUPPORT
DR. EARLEAN C. SMILEY, DEPUTY SUPERINTENDENT

Approved in Open Board Meeting on: MAR 18 2008

By: _____ School Board Chair

Revised November 28, 2006
JFN/ECS/DC/CP:cp

F-2 Amendment – March 18, 2008 Regular School Board Meeting

Motion to Amend (Carried)

Motion was made by Mrs. Bartleman, seconded by Ms. Dinnen and carried, to amend Policy, Article VII. Committees, B. , second sentence to read: Other standing committees will be designated using the same protocol as contained in Article ~~VI~~ VII, ~~Section 10~~, Section A.

GIFTED ADVISORY COUNCIL

BY-LAWS

ARTICLE I. NAME

The name of this Council shall be the Gifted Advisory Council.

ARTICLE II. PURPOSE

The primary objective of the Gifted Advisory Council shall be to represent all students who are gifted in an advisory capacity through collaboration, consultation, and participation on school, District, and community-derived committees and organizations.

The Council functions shall include:

A. To assist in developing, identifying, and assessing the educational needs, systemic issues, and priorities of gifted students and programs.

B. To provide a forum for information about school and community programs, advocacy, support, procedural guidelines, Education Plans (EP), procedures, school board initiatives, educational enrichment, resources, and data.

C. To provide suggestions for proposed legislation and tracking of new and existing federal, state, and county legislation addressing educational issues and programs.

D. To seek legislative support for fully funded gifted programs.

E. To promote and encourage parent and community involvement concerning gifted education issues and initiatives.

F. To promote diversity so that students who are gifted are representative of the population of Broward County Public Schools.

G. To implement and maintain School Board approved Gifted Advisory Council procedural by-laws and guidelines. These by-laws will follow the district by-laws template.

The responsibilities and duties of the Gifted Advisory Council will be in accordance with Florida State Statutes and Broward County School Board Policies. Officers and members are prohibited from using their titles and /or their positions to endorse, or give the impression of endorsing candidates for public office. In addition, public monies and/or materials may not be used to endorse candidates or further their campaigns.

ARTICLE III. MEMBERSHIP

The membership of the Gifted Advisory Council shall consist primarily of parents, relatives, guardians, and surrogates of students who are gifted. However, all interested parties are welcome, including school district personnel and students.

Section 1. Voting: When a consensus cannot be reached, a vote of the membership will be taken. All members of the Gifted Advisory Council shall have one vote each. A voting member must be present to vote.

Section 2. Terms of Membership: Members of the Gifted Advisory Council should attend meetings on a regular basis. However, there are no minimum attendance requirements.

Section 3. Length of Term: There is no specified limit to the length of membership.

Section 4. The Director of Advanced Academics or a designee will work with the Chair on setting the agenda and conducting the business of the Gifted Advisory Council.

Section 5. Each new elected officer or other elected person shall receive training on the Gifted Advisory Council's history, mission, purpose, and related School Board Policy statement(s) from appropriate district staff and the outgoing officer or designee.

Section 6. Each elected officer or elected member shall sign off on a School Board approved statement, which validates that the member accepts and will abide by proper professional conduct and actively supports the mission, purpose, and related Gifted Advisory Council and School Board Policy statement. Also, the statement will acknowledge that the member has received staff training on Robert's Rules of Order, Newly Revised, and the Florida Sunshine Laws.

Section 7. A Parliamentarian shall be a part of the Gifted Advisory Council as an appointed officer position.

ARTICLE IV. OFFICERS

Section 1. Officers of this Council will consist of a Chair, Vice Chairs, Recording Secretar(ies), and Corresponding Secretar(ies). The Parliamentarian position is appointed by the Chair and is a non-voting member of the Steering Committee.

Section 2. The officers shall be elected annually at the last meeting of the school year.

Section 3. Installation of new officers will be held immediately following the election.

Section 4. If for any reason an elected officer is unable to complete the term of office, a new election will be held at the next meeting. An office will become vacant after three consecutive or four absences in one calendar year from properly notified general membership or steering meetings, and a new election will be held at the next meeting. If the Chair is unable to complete the term of office or is removed from office, then the Vice Chair will be asked to become the Chair and an election will be held for the Vice Chair position. Should the Vice Chair decline to take the Chair position, immediate elections will be held for an interim Chair. Elections for any and all vacant positions resulting from the officers(s) removal will take place at the next general meeting.

Section 5. Nominating Committee:

A. The Chair of the Gifted Advisory Council shall appoint a Nominating Committee Chair at the General Membership meeting held three months prior to the last General Membership meeting of the year. The Committee Chair shall recruit at least two (2) additional members (resulting in an odd number) and the Committee should be as representative as possible of the District in terms of geography, diversity, and grade levels.

B. The nominating committee will present a slate of candidates for each office at the second to the last General Membership meeting of the year. Nominations will also be taken from the floor at the election.

ARTICLE V: DUTIES OF THE OFFICERS

A. The Chair shall preside at all meetings of Gifted Advisory Council and will be an ex-officio member of all committees except the nominating committee. The Chair will prepare an agenda at least 7 days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests it. The Chair shall review and sign all letters, reports and other Gifted Advisory Council communications. The Chair shall perform all duties incidental to the 'Office of Chair' and any other duties as from time to time may be assigned to him/her by the Gifted Advisory Council. The Chair shall represent the majority vote of the Gifted Advisory Council. The Chair shall be a member of and preside over the meetings of the Steering Committee, and either represent, or designate a designee to represent, the Gifted Advisory Council at District Meetings. The Chair must be a parent or guardian of a legally identified gifted child currently enrolled in the Broward County Schools. A Broward County School Board employee may not serve as Chairperson, Co-Chairperson, or Vice Chairperson.

B. The Vice-Chair shall preside at the meetings of the Gifted Advisory Council in the absence of the Chair; represent the Chair in assigned duties; and perform such duties as may be assigned to him/her by the Chair of the Gifted Advisory Council. The Vice-Chair shall be a member of the Steering Committee.

C. The Recording Secretar(ies) shall keep the minutes of all meetings both regular and special meetings, as well as the Steering Committee meetings, and shall transcribe them in a timely manner. Copies of the minutes will be maintained and will be made available for public view. They shall also be provided to all members and to other such persons as the Council may direct. The Recording Secretary shall also be the custodian of all committee reports and correspondence. The Recording Secretary shall be a member of the Steering Committee.

D. The Corresponding Secretary or his/her designee shall prepare all correspondence as necessary. He/she shall be responsible for all notices duly given in accordance with these by-laws, including notices of all meetings. He/she shall distribute notices of meetings and agendas to the general membership by email distribution based on the current email distribution list. He / she will perform all other duties as delegated by the Chair or the Council. The Corresponding Secretary shall be a member of the Steering Committee.

ARTICLE VI: MEETINGS

The Gifted Advisory Council shall meet on a regular monthly basis during the calendar school year. The schedule of meetings for the year will be determined and published in August for the current school year. Notification of all regular meeting places will be included in the minutes.

Section 1. Guests: All meetings are open to the public under the Florida Sunshine Law.

Section 2. Attendance of members will be kept for all meetings. The Recording Secretary(ies) or designee will take attendance. Attendance records will be sent to the Department of Advanced Academics.

Section 3. Minutes of all meetings will be recorded by the Recording Secretary(ies) or a designee. Approved minutes will be sent to the Department of Advanced Academics, kept on file at the office of Advanced Academics and posted for public view. Minutes of the previous meeting will be approved at the next meeting, with any additions or corrections noted.

Minutes will reflect all motions (including: maker of the motion, person seconding and the results of the vote) and any decisions reached by consensus.

Section 4. Special meetings may be called by the Chair or by notice of any three (3) members in writing to the Chair.

Section 5. All scheduled meetings, meeting times, and places will be announced at least one week in advance. Members must be advised of a change in the established date, time or location. All special meetings will require notification.

Section 6. Gifted Advisory Council meetings will be scheduled at times and locations convenient for all stakeholders.

Section 7. A quorum is the minimum number of members who must be present at a meeting for business to be conducted and for voting to take place. A majority of the membership of the Gifted Advisory Council Steering Committee (Executive Council) (50% plus 1) constitutes a quorum. The quorum for a general Gifted Advisory Council meeting is ten (10) members, one of whom is an officer.

Section 8. Meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present.

Section 9. Voting will be by voice or by the raising of hands when there is a discrepancy. Official votes will become part of the minutes. Alternates and proxy votes are not permitted (per Florida's Sunshine Law).

Section 10. All motions which will be brought to the attention of the School Board require two consecutive votes, one each in two consecutive general meetings, with both consecutive votes reflecting the same outcome. The exception is when a situation is deemed "time sensitive" where the waiting time for the second vote would render an affirmative vote ineffectual. A 2/3 vote is necessary to determine a "time sensitive" situation.

ARTICLE VII. COMMITTEES

A. The Chair shall create by appointments such committees as may be required in School Board Policy to promote the objectives of the Gifted Advisory Council. Additionally, the Chair shall create committees that a majority of the Steering Committee or the general membership voting at a general meeting deems advisable. The Gifted Advisory Chair will appoint a temporary Committee Chair for the purpose of calling the first meetings. Membership of a committee will consist of those council members who volunteer to serve on the committee. All persons who sign up to serve on a committee shall be notified of the meeting dates of the committee. The committee members shall elect the Chairperson of each such committee at their first committee meeting. Each Committee Chair (or his/her designee) shall have the duty to update the Gifted Advisory Council membership, as necessary, at the monthly general meeting. No standing or special committee shall exercise the authority of the Gifted Advisory Council.

B. The Steering Committee is a permanent standing committee of the Gifted Advisory Council. Other standing committees will be designated using the same protocol as contained in Article VI, Section 10.

Section 1. Duties:

a. The purpose of the Steering Committee is to act on behalf of the organization between general meetings. Additionally, the steering committee will assist the Chair in setting the agenda for all upcoming meetings. The Steering Committee will assist the Chair in developing suggested direction and priorities for the organization, which will then be reported to the general membership.

b. The Steering Committee shall establish the dates, in advance, for the regular meetings of the Council and the Steering Committee. A calendar shall be planned no later than the first meeting of the school year for the new school year.

c. The Steering Committee shall assist in establishing the agenda of a special meeting called by the Council or the Chair if time permits.

d. The Steering Committee shall perform such other duties as may be delegated by the Council.

Section 2. Membership: Composition of the Executive (Steering) Board shall include the following:

<u>Officers of the Council</u>

Chair

Vice-Chair

Recording Secretary(ies)

Corresponding Secretary

Chairs of Standing Committees

<u>Nonvoting Support:</u>

The Director of Advanced Academics

The Gifted Coordinator

Parliamentarian

ARTICLE VIII: AMENDMENTS

A. Bylaws must conform with the State of Florida statutes and School Board Policy.

B. Amendments to the bylaws will be approved by a majority of the members of the Gifted Advisory Council in attendance at two successive general meetings. Bylaws will be reviewed every two years or at such time that legislation or School Board action occurs that would require a review. A bylaws committee shall be formed in the same manner as stated in Article VII, Section A. This committee shall review the by-laws and make recommended changes. The recommended changes shall be presented to the membership for a first reading and for comments/amendments made by the membership. A second reading shall occur at the next general membership meeting and a vote taken. After approval at the second reading, the bylaws will be presented to the School Board.

C. The officers shall date and initial the amended By-Laws after adoption.

D. All bylaws and subsequent change(s) shall require School Board approval prior to being implemented by the Gifted Advisory Council.

Ratified _____
Date

Amended _____
Date

Gifted Advisory Council

EXECUTIVE SUMMARY OF DIFFERENCES FROM THE DISTRICT BYLAWS TEMPLATE

Template Verbiage	Differences	Rationale
The Council functions shall include: A - E	A – E are taken directly from the Gifted Advisory policy.	To align with policy.
None	Officers and members are prohibited from using their titles and / or their positions to endorse, or give the impression of endorsing candidates for public office. In addition, public monies and / or materials may not be used to endorse candidates or further their campaigns.	The majority of the group felt this statement should be made although some felt it was implied in the first sentence of the paragraph.
The Council shall be representative of the ethnic diversity of the district's student population.	The membership of the Gifted Advisory Council shall consist primarily of parents, relatives, guardians, and surrogates of students who are gifted. However, all interested parties are welcome, including school district personnel.	To align with policy. Wording taken directly from policy.
Terms of Membership: Members of the Council should attend meetings on a regular basis. A member will be removed from membership after three (3) consecutive absences in one calendar year from properly noticed meetings. Vacancies will be filled as per School Board policy.	Terms of Membership: Members of the Gifted Advisory Council should attend meetings on a regular basis. However, there are no minimum attendance requirements.	The members of the Gifted Advisory Council are not elected or appointed and per policy anyone can be a member. Therefore, it is difficult to monitor absences. Because the membership does not consist of elected or appointed positions (other than officers), there can be no vacant positions to be filled. The Gifted Advisory is more similar to a SAF than an Area Advisory or the DAC (where all the positions are elected or appointed). The group purposely did not delineate between general members and voting members, but instead agreed on a compromise situation which allows an alternate voting scenario that meets our needs. This scenario is described later in the matrix.

Template Verbiage	Differences	Rationale
Each new member shall receive training on the Council's history, mission, purpose, and related School Board Policy statement(s) from appropriate district staff.	Each new elected officer or other elected person shall receive training .	Because members are not elected and because it is impossible to know all possible members since anyone can be a member and since anyone can become a member at any time, it is impossible to provide training to all members. However, elected officers, who are identifiable and who have responsibilities, will receive the training. However, there is a question as to whether the Chairs of Standing Committees should be subject to this requirement . The situation is discussed later in this matrix.
Each member shall sign off on a School Board approved statement, which validates that the member accepts and will abide by proper professional conduct . . .	Each elected officer or elected member shall sign off on a School Board approved statement, which validates that the member accepts and will abide by proper professional conduct . . .	Same reasoning as above. It is impossible to know all members. Only elected members (officers) are subject to this requirement.
Parliamentarian, non-voter, shall be a part of the council.	A Parliamentarian shall be a part of the Gifted Advisory Council as an appointed officer position.	Since anyone can be a member and can vote, no one would agree to be a parliamentarian because no one would want to give up their vote to be parliamentarian.
Officers of this committee will consist of a Chair, Vice Chair, and Secretary, and any other deemed necessary by the function of the Council.	Officers of this Council will consist of a Chair, Vice Chairs, Recording Secretar(ies), and Corresponding Secretar(ies). The Parliamentarian position is appointed by the Chair and is a non-voting member of the Steering Committee.	The additional officer position of Parliamentarian is identified and the secretary position is divided into two positions. While the parliamentarian is allowed to vote at a general meeting (see above), the parliamentarian cannot vote at a steering meeting. Because the Advisory has both day and night meetings, the group felt there might need to be more than one secretary for each position.

Template Verbiage	Differences	Rationale
If for any reason an officer is unable to complete the term of office, a new election will be held at the next meeting.	If for any reason an officer is unable to complete the term of office, a new election will be held at the next meeting. An office will become vacant after three consecutive or four absences in one calendar year from properly notified general membership or steering meetings, and a new election will be held at the next meeting. If the Chair is unable to complete the term of office or is removed from office, then the Vice Chair will be asked to become the Chair and an election will be held for the Vice Chair position. Should the Vice Chair decline to take the Chair position, immediate elections will be held for an interim Chair. Elections for any and all vacant positions resulting from the officer(s) removal will take place at the next general meeting.	This section clarifies how vacated positions are filled.
Section 5. Nominating Committee: A. To be determined by the Council.	A. The Chair of the Gifted Advisory Council shall appoint a Nominating Committee Chair at the General Membership meeting held three months prior to the last General Membership meeting of the year. The Committee Chair shall recruit at least two (2) additional members (resulting in an odd number) and the Committee should be as representative as possible of the District in terms of geography, diversity, and grade levels.	The selection process of the Nominating Committee is specified per template instructions.
Article V. Duties of The Officers	A. The Chair shall preside at all meetings of the Gifted Advisory Council and will be an ex-officio member of all committees except the nominating committee. The Chair will prepare an agenda at least 7 days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests it. The Chair shall review and sign all letters, reports and other Gifted Advisory Council communications. The Chair shall perform all duties incidental to the 'Office of Chair' and any other duties as from time to time may be assigned to him/her by the Gifted Advisory Council. The Chair shall represent the majority vote of the Gifted Advisory Council. The Chair shall be a member of and preside over the meetings of the Steering Committee, and either represent, or designate a designee to represent, the Gifted Advisory Council at District Meetings. The Chair must be a parent or guardian of a legally identified gifted child currently enrolled in the Broward County Schools. A Broward County School Board employee may not serve as Chairperson, Co-Chairperson, or Vice Chairperson.	This section reads as per the template with officer duties added as per instructions on the template.

Template Verbiage	Differences	Rationale
	B. The Vice-Chair shall preside at the meetings of the Gifted Advisory Council in the absence of the Chair; represent the Chair in assigned duties; and perform such duties as may be assigned to him/her by the Chair of the Gifted Advisory Council. The Vice-Chair shall be a member of the Steering Committee. C. The Recording Secretary shall keep the minutes of all meetings both regular and special meetings, as well as the Steering Committee meetings, and transcribe them in a timely manner. Copies of the minutes will be maintained and will be made available for public view. They shall also be provided to all members and to other such persons as the Council may direct. The Recording Secretary shall also be the custodian of all committee reports and correspondence. The Recording Secretary shall be a member of the Steering Committee. D. The Corresponding Secretary shall prepare all correspondence as necessary. He/she shall be responsible for all notices duly given in accordance with these by-laws, including notices of all meetings. He/she shall distribute notices of meetings and agendas to the general membership by email distribution based on the current email distribution list. He / she will perform all other duties as delegated by the Chair or the Council. The Corresponding Secretary shall be a member of the Steering Committee	
Guests: All meetings are open to the public under the Florida sunshine Law, however, nonmembers / guests may not vote on Council issues.	Guests: All meetings are open to the public under the Florida Sunshine Law.	Because the Advisory membership is open, there is no need to separate members from guests at a general meeting. Please see discussion on voting later in the matrix.

Template Verbiage	Differences	Rationale
Any matter that is scheduled to come before the Council for a vote requires at least 3 days advance written notice to all members.	Sentence deleted.	Policy states that the Advisory must provide a forum for information, advocacy, support, procedural guidelines, etc. There was debate on what the word forum means. A forum is defined in Webster's New Collegiate Dictionary as "a medium of open discussion" or "a public meeting or lecture involving audience discussion." There was concern that open discussion cannot occur if information presented at the meeting leads to a motion, but the motion can't be made or discussed without advance notice; the majority felt motions should be able to come out of discussion in a forum situation. Members view the Gifted Advisory similarly to the School Advisory Forum, as opposed to DAC, where motions come from the floor without previous written notice. Because the Advisory does not have a specific defined membership and is not an elected or appointed body, providing notice would allow a member who wants a particular outcome regarding a motion to flood the meeting with friends who have no interest in the Gifted Advisory but are only attending at the request of the member who wants to insure the defeat or passage of a motion. This is similar to the way schools used to infiltrate neighboring school SAFs in boundary battles before the SAF policy was re-written to prevent this occurrence. A compromise situation that prevents these abuses and which allows both for notice before a final vote and for motions to be brought from the floor is found in Article VI, section 10 as presented later in this matrix.
A majority of the membership of the Council (50% plus 1) constitutes a quorum.	A majority of the membership of the Gifted Advisory Council Steering Committee (Executive Council) (50% plus 1) constitutes a quorum. The quorum for a general Gifted Advisory meeting is ten (10) members, one of whom is an officer.	Because the membership of the Advisory is unknown, it is impossible to know what number of members equates to 50% of the membership for a general meeting. The thought is that even if only ten members show up with an officer, the members should be able to reap the benefits of showing up. Participation is encouraged and the setting of a high quorum number would discourage participation. However, the distinction is made between the Steering Committee quorum and the general meeting quorum since the Steering Committee is an elected body with responsibility.

Template Verbiage	Differences	Rationale
Meeting discussions will be restricted to those topics on the agenda.	Sentence deleted.	To align with policy. See comments made regarding a forum previously stated.
Voting will be by roll call.	Voting will be by voice or by the raising of hands when there is a discrepancy.	Due to the lack of a defined membership, there is no roll from which to make a roll call vote.
None	Section 10. All motions which will be brought to the attention of the School Board require two consecutive votes, one each in two consecutive general meetings, with both consecutive votes reflecting the same outcome. The exception is when a situation is deemed "time sensitive" where the waiting time for the second vote would render an affirmative vote ineffectual. A 2/3 vote is necessary to determine a "time sensitive" situation.	This section addresses three problems foreseen by the group: first, that some protection is necessary to prevent a member from flooding a meeting to insure the outcome of a vote; second that some vetting of motions before presenting them to the School Board is desirable; and third, that the group needed to address the desire of not wanting to define a voting membership as separate from general membership. In the first situation, by requiring two consecutive votes with the same outcome on any motion allows a type of notice to be given on a motion since the motion must be considered again after its original consideration. Therefore, this section provides a compromise situation from the situation described above regarding the definition of a forum and the requirement of notice. A motion can both be brought up from the floor and be given notice. The two vote system also protects against the flooding of one particular meeting by non-interested persons as two consecutive meetings must be flooded for the attempt to succeed. It would be more difficult for one person to flood at least two, and maybe more, meetings. In the second situation, the group recognized that most motions in the DAC advisory system begin in a SAF and then are also considered by the Area Advisory and the DAC before being brought to the School Board. These motions are well-vetted before being heard by Board members. However, the Gifted Advisory does not bring its motions to an Area Advisory or to the DAC, but directly to the School Board. In order to prevent impulsive motions not thought out thoroughly or otherwise vetted as with the SAF, Area, DAC system, the group thought it wise to add a layer of "vetting" before motions are brought to the Board. Furthermore, the Advisory has been meeting on an every other month day meeting alternated with a night meeting. We find we are able to reach more parents with this system, but different members tend to attend each set of meetings. Therefore, the two consecutive vote requirement allows

Template Verbiage	Differences	Rationale
		both groups to hear and vote on the motion. This requirement of two readings is similar to the School Board's procedure in passing Policies. The group considered other methods of vetting and preventing the flooding of meetings including 1) forming a voting council with the main membership being non-voting and 2) requiring a certain attendance in order to vote and 3) only allowing those with gifted students in the Broward County schools to vote. The group rejected these ideas because 1) finding enough people to run for a voting council would be difficult and many members were opposed to not having voting rights and 2) keeping tabs on membership for a fluid membership would be tedious and more difficult than members thought was reasonable and 3) proving a child's gifted status at a meeting is difficult and may violate privacy considerations. The compromise situation also prevents new members from feeling disenfranchised under scenario 2 where previous attendance is required. The group wants to encourage participation and does not want new members to become discouraged when they first attend a meeting but then are told they cannot vote on something that may directly affect the education of their child.
None	Additionally, the Chair shall create committees that a majority of the Steering Committee or the general membership voting at a general meeting deems advisable. The Gifted Advisory Chair will appoint a temporary Committee Chair for the purpose of calling the first meetings. Membership of a committee will consist of those council members who volunteer to serve on the committee. All persons who sign up to serve on a committee shall be notified of the meeting dates of the committee. The committee members shall elect the Chairperson of each such committee at their first committee meeting. Each Committee Chair (or his/her designee) shall have the duty to update the Gifted Advisory Council membership, as necessary, at the monthly general meeting. No standing or special committee shall exercise the authority of the Gifted Advisory Council.	Added to Article VII, A. To add detail on how committees are formed.
None	B. The Steering Committee is a permanent standing committee of the Gifted Advisory Council. Other standing committees will be designated using the same protocol as contained in Article ~~VI,~~ VII Section ~~10.~~ A	Added to create the Steering Committee similarly to the Area Advisories, the DAC, and the ESE Advisory.

Template Verbiage	Differences	Rationale
	Section 1. Duties: a. The purpose of the Steering Committee is to act on behalf of the organization between general meetings. Additionally, the steering committee will assist the Chair in developing suggested direction and priorities for the organization, which will then be reported to the general membership. b. The Steering Committee shall establish the dates, in advance, for the regular meetings of the Council and the Steering Committee. A calendar shall be planned no later than the first meeting of the school year for the new school year. c. The Steering Committee shall assist in establishing the agenda of a special meeting called by the Council or the Chair if time permits. d. The Steering Committee shall perform such other duties as may be delegated by the Council.	
	Section 2: Membership: Composition of the Executive (Steering) Board shall include the following: <u>Officers of the Council</u> Chair Vice-Chair Recording Secretar(ies) Corresponding Secretar(ies) Chairs of Standing Committees <u>Nonvoting Support:</u> The Director of Advanced Academics The Gifted Coordinator Parliamentarian	There is a concern on whether or not School Board requirements were met in this section where Standing Committee Chairs are added to the list of voting members of the Steering Committee, and so we are asking for the guidance of the School Board on this particular issue. The group voted to create committees, but did not delineate a difference between Standing Committees and Special Committees. The Chairs of Standing Committees are included as voting members of the Steering Committee, yet in Article VII, Section A it is stated that committee membership consists of council members who <u>volunteer</u> to serve on the committee. Only the volunteer committee members elect the committee chair, yet this chair would have a vote on the Steering Committee despite not being elected by the entire group. There is no minimum number of people required to sit on a committee, so a very few, possibly only one person, could determine a Steering Committee vote. In fact, a scenario has been presented whereby one person convinces the group to form a standing committee and then ends up being the only person on the committee, thus using the system as a way to vote on steering without being elected by anyone. Although this section was approved by the

Template Verbiage	Differences	Rationale
		majority of the group voting on these bylaws, some are not sure whether these bylaws definitively indicate whether this volunteer committee member would be subject to receiving training and signing off on a School Board approved statement as indicated in Article III, Section since the chair is not elected by the entire group. Therefore, we are asking for direction on whether we can leave this section as written and as voted upon by the group, or whether we need to bring the bylaws back to the group and require that Standing Committee chairs be elected by the entire group and/or definitely state if the committee chair should be subject to the training and sign-off provisions so as to acknowledge accountability and responsibility for the good of the group and not as an individual or possibly for a personal agenda.
Amendments will be approved by a majority of the Gifted Advisory Council members. Bylaws will be reviewed every two years or at such time that legislation or School Board action occurs that would require a review.	Amendments to the bylaws will be approved by a majority of the members of the Gifted Advisory Council in attendance at two successive general meetings. Bylaws will be reviewed every two years or at such time that legislation or School Board action occurs that would require a review. A bylaws committee shall be formed in the same manner as stated in Article VII, Section A. This committee shall review the bylaws and make recommended changes. The recommended changes shall be presented to the membership for a first reading and for comments / amendments made by the membership. A second reading shall occur at the next general membership meeting and a vote taken. After approval at the second reading, the bylaws will be presented to the School Board. The officers shall date and initial the amended bylaws after adoption.	To make consistent with the voting requirements for all motions and to provide details on the template statement that Bylaws will be reviewed every two years.

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

HUMAN RELATIONS COMMITTEE

BYLAWS- SCHOOL BOARD-ESTABLISHED COMMITTEES

ARTICLE I: NAME

The name of this Council/Committee shall be the [Human Relations Committee]

ARTICLE II: PURPOSE

These standard bylaws are applicable to all advisory committees that are established by The School Board or Superintendent to exercise delegated decision-making authority. The areas of delegated authority, along with any prescribed committee goals and objectives, shall be specified within ~~the~~ir advisory committee's individual establishing policies, resolutions, or the School District's strategic plan.

The recommendations and opinions of advisory committees are not binding upon The School Board and do not necessarily reflect the positions and opinions of The School Board or of individual School Board Members or the Superintendent.

The primary objectives of the HUMAN RELATIONS COMMITTEE, as outlined in School Board Policy 1250 shall be to:

1. MAKE RECOMMENDATIONS THROUGH THE SUPERINTENDANT TO THE SCHOOL BOARD ON MATTERS THAT FORESTER MUTUAL RESPECT AND UNDERSTANDING AMONG PEOPLE WITHIN BROWARD COUNTY PUBLIC SCHOOLS.
2. WORK TOGETHER TO ADDRESS THE ISSUES OF HUMAN RELATIONS THAT WILL FOSTER AND PROMOTE A POSITIVE SCHOOL COMMUNITY IN BROWARD COUNTY PUBLIC SCHOOLS.
3. ADDRESS THE SPECIFIC COMMITTEE FUNCTIONS LISTED IN POLICY#1250 SECTION III, SUBSECTION A.

The responsibilities and duties of the Human Relations Committee will be in accordance with applicable law and all applicable rules and School Board policies.

ARTICLE III: MEMBERSHIP

The School Board is committed to reflecting the diversity and community at large within the membership of the district's committees. In order to achieve this objective, the minimum standards for representation in committee membership shall be as follows:

Section 1. All School Board Established Advisory Committees shall have a finite and set number of members as specified in the School Board-Established Advisory's policy.

(Committee Composition: The Human Relations Committee shall consist of 21 members. Each School Board Member shall appoint 1 member (adult or student), pursuant to guidelines established in School Board Policy 1070. The remaining members shall consist as follows: six (6) Human Relations Council students, two (2) students to be selected at-large, three (3) Human Relations Council Advisors, and one (1) Superintendent appointee. In making these appointments, there should be consideration to the composition of the committee, ensuring diverse backgrounds and geographic areas are represented. The Superintendent will bring forward final recommendations of non-School Board Member appointees. All members must participate in annual committee training as outlined in Policy 1070.

Section 2. School district designees serving as liaisons or facilitators to committees and members of the Office of the General Counsel shall only serve as support resources to committees and shall not be designated as non-voting members of any committee and shall not be counted toward achieving a quorum at any committee meeting.

Section 3. Any designation of such persons as non-voting members would subject them to the restrictions of the Sunshine Law and preclude their ability to consult with and provide the guidance they are intended offer to individual committee members. In the event of any conflict between this subsection and any existing policy, this subsection shall govern.

Section 4. Members may not abstain from voting. All members must vote unless there is a voting conflict under Sections 286.012 and 112.3143 (3)(a), Florida Statues

Section 5. Any abstentions from voting require the timely filing of Form 8B MEMORANDUM OF VOTING CONFLICT FOR COUNTY, MUNICIPAL, AND OTHER LOCAL PUBLIC OFFICERS.

Section 6. School Board Members shall designate their appointments and/or reappointments to School Board-Established Advisory Committees for the upcoming school/fiscal year prior to June 30th of the prior school/fiscal year or as soon as possible thereafter.

Section 7. Term of Committee Membership

Unless otherwise provided by School Board policy, the term of membership for each member of a School Board-Established Advisory Committee shall be from July 1 to June 30 or until a successor committee member is elected/appointed/selected.

Section 8. The [HUMAN RELATIONS COMMITTEE] will be assigned a staff liaison or district facilitator to facilitate the committee's activities. Each Director of a school district department who assigns a facilitator will ensure that:

a. committee meetings are publicly noticed in accordance with applicable laws and rules,
b. supporting meeting materials are timely made available and provided to committee members at least seven (7) calendar days in advance of the scheduled meeting.

Public notice of committee meetings should be submitted and placed on the district calendar for the upcoming school year. The Superintendent or her/his designee shall determine the appropriate extent of staff support necessary for each individual School Board-Established Advisory Committee.

Section 9. Committee Membership Vacancies

Vacancies on School Board-Established Advisory Committees will be filled pursuant to School Board Policy 1070 and/or the establishing policy or resolution of the committee.

a. In the event a School Board Member is unable to fill a vacancy within a committee, the committee may submit a name(s) for that School Board Member's consideration

b. The names are to be forwarded to the School Board Member and to the Chief of Staff or the latter's designee

Section 10. Removal of Committee Members

Removal of School Board Member appointee

a. If an appointee of a School Board-Established Advisory Committee exhibits behavior or conduct in violation of applicable law, rules, or School Board Policy, or for other material reasons as determined by the appointing School Board Member or Superintendent, as appropriate, her/his appointment may be rescinded at any time by that appointing School Board Member (or by the Superintendent in the event of a vacancy in the office of the appointing School Board Member).
b. In such instances, the appointing School Board Member or Superintendent shall provide written notice to the committee appointee of the effective date of the conclusion of the appointee's committee service.
c. Copies of said notice shall be provided to the Chair, all School Board Members and to the Chief of Staff and to the committee's district liaison or district facilitator. In addition to the other appointee replacement procedures within these bylaws, a newly elected or newly appointed School Board Member may, upon assuming office, replace any appointments to committees made by the new School Board Member's predecessor.

Removal of Committee Members Other than School Board Appointees

a. The Superintendent has the authority to rescind the membership of a committee member who is in direct violation with applicable law, rules, School Board policies and/or committee bylaws.

Section 11. Annual Ethics Training

Each member of the [HUMAN RELATIONS COMMITTEE]is required to complete the school district's annual ethics training program for School Board-Established Advisory Committees prior to the second meeting following their appointment to the committee.

a. The training will cover the following topics:
    i. The Code of Ethics for Public Officers and Employees (which applies to advisory committee members),
    ii. The Sunshine Law,
    iii. The Open Public Records Law, and
    iv. Robert Rules of Order

    This does not preclude members of the public from attending [HUMAN RELARTIONS COMITTEE] meetings.
b. School district liaisons and district facilitators are required to complete the training program prior to commencement of their service to such committees so they will be enabled to provide appropriate guidance to committee members.
c. Exemption from Training Program for Elected Officials and Public Officers- Any committee member who is also an elected official or public officer and who has already completed training regarding The Sunshine Law, Open Public Records Law and Code of Ethics for Public Officers and Employees due to the requirements of the member's other official positions is exempt from the school district's training program for committee members, provided that said committee member has completed the member's outside agency's required training by the second committee meeting of each year.

Section 12 Each member of a committee as defined in School Board Policy 1070, Article II, is a public officer as defined in Sections 112.313(1) and 112.3143(1), Fla. Stat., which are part of the Florida Code of Ethics for Public Officers and Employees. Accordingly, each member of the [HUMAN RELATIONS COMMITTEE] is required to execute the school district's Conflict of Interest form for School Board-Established Advisory Committees prior to serving on any advisory committee.

Section 13. Committee Membership Vacancies

a. Committee member vacancies on committees other than School Board-Established Committees will be filled by the Superintendent or her/his designee.
b. Vacancies on School Board-Established Advisory Committees will be filled pursuant to these bylaws and/or the establishing policy of that committee.

c. In the event a School Board Member is unable to fill a vacancy within a committee, the committee may submit a name(s) for that School Board Member's consideration.
d. The names of potential appointees are to be forwarded to the School Board Member and also to the Chief of Staff or the latter's designee.
e. This subsection shall not apply to ad hoc bid protest committees assembled pursuant to School Board policy. Members of those committees will be designated by the Superintendent or her/his designee.

Section 14. Attendance

a. If a member is absent from (3 consecutive or 4 absences; 30% percent) based on the number of meetings held) in one school calendar year from properly noticed meetings, the member is no longer considered a member in Good Standing.
b. The Chair/Recording/Corresponding Secretary, at the direction of the Chair, shall send a notice of termination of appointment to the individual who is not in Good Standing and to the appointing agency/electing body. The agency/body must then appoint/select/elect or reappoint/reselect/re-elect a new representative to the committee.
c. 100% attendance at committee meetings is the goal.
d. A committee member shall make a reasonable effort to notify the chair at least seven (7) calendar days prior to the scheduled meeting date as to whether they will or will not attend the committee meeting.
e. Meeting Sign-in Sheets will be forwarded to the Office of Chief of Staff or her/his designee registering the attendance record of School Board Members' appointees.
f. A committee member who has not completed the district's training program will not be considered a member in good standing.

Section 15. A committee may incorporate additional provisions regarding membership providing they are not in conflict with School Board Policy 1070, the committee's enacting policy or resolution, or serve to usurp any intended purpose of the committee.

Section 16. Appointees to the Audit Committee shall be independent of the school district. No appointee to the Audit Committee shall receive any compensation, including any consulting, advisory, or other

compensatory fees from or on behalf of the school district of The School Board.

ARTICLE IV: OFFICERS

Officers of each School Board-Established Advisory Committee shall be elected by the membership, as outlined within its enacting policy or resolution.

Section 1. At a minimum, each such advisory committee shall annually elect a Chair, Vice Chair, and Recording Secretary, or someone designated to record minutes unless that function is being performed for the committee by support staff provided by the school district.

Section 2. Each advisory committee shall have the authority to annually elect its officers to serve up to four (4) one-year terms. Thereafter, an advisory committee appointee or member may not serve as a Chair of that advisory committee for a period of two (2) years following the conclusion of their term as chair.

a. A two-thirds (2/3) majority vote of the members in good standing in attendance is required to extend any chair's term beyond that described in ARTICLE IV, Section 2

Section 3. The advisory committee's bylaws must identify if the officers are elected from the membership and must hold a position from their electing/appointing body for the next school year when their position would take effect.

Section 4. The advisory committee's bylaws must identify if the Chair and Vice-chair shall be a parent of a student in the Broward County School System.

Section 5. Officer(s) may be removed from office on any School Board-Established Advisory Committee upon a two-thirds (2/3) vote by the committee membership.

Section 6. An advisory committee may incorporate additional provisions regarding officers providing those provisions are not in conflict with School Board Policy 1070, the committee's enacting policy or resolution, or serve to usurp any intended purpose of the committee.

Section 7. The officers shall be elected annually at the [September meeting of the school year.

Section 8. The nominating committee should be elected by the organization wherever possible, or else by its executive board.

Section 9. If for any reason, an officer is unable to complete the term of office, a new election will be held at the next meeting.

ARTICLE V: DUTIES OF THE OFFICERS

Section 1. The Chair shall preside at all meetings of the Council/Committee and will be an ex-officio member of all committees except the nominating committee. The Chair will prepare an agenda at least seven (7) calendar days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests same.

Section 2. The Chair of each School Board-Established Advisory Committee may meet annually with the Superintendent or her/his designee to collaborate upon any issues, matters, and concerns for the school year that are not outlined in the committee's establishing policy or resolution. (The Audit Committee's areas of focus for the school year shall be The School Board-approved audit plan)

Section 3. A committee may incorporate additional provisions regarding duties of the officers providing those provisions are not in conflict with School Board Policy 1070, the committee's enacting policy or resolution, the committee's enacting policy, or serve to usurp any intended purpose of the committee.

ARTICLE VI: MEETINGS

Section 1. Publication of Committee Meeting Notices – Generally. The schedule of committee meetings for the year will be determined and published on the school district calendar. Except as otherwise provided herein or permitted by applicable law and rules, public notices of committee meetings shall be published in a newspaper of

general circulation at least two (2) calendar days in advance of the scheduled meeting in accordance with Section 1001.372, Fla. Stat.

Section 2. [HUMAN RELATIONS COMMITTEE] will publish a calendar specifying the dates of meetings for both the General and Steering/Executive Committee prior to the first meeting of each year.

a. Sub-committee and/or executive/steering committees of Advisory Committees must to be published in the newspaper and on the District's website calendar.

Section 3. Each Advisory Committee's first meeting of each school year shall be conducted as early as August, and no later than September except as specified in the committees' governing documents. School Board-Established Advisory Committees may not conduct any meetings in July unless one of the following conditions are met:

a. The need for the committee to meet in July is described in the committee's governing policy.
b. The Superintendent or her/his designee approves in advance a request from the committee's Chair and one other committee officer for the conduct of a meeting in July.
c. Committee members are exempt from any attendance requirements for any July special meetings provided that they notify the chair in advance of their inability to attend the special meeting. However, the committee's normal quorum requirements shall remain applicable to the conduct of any July meeting.
d. The requirements of this subsection shall not apply to ad hoc bid protest committees assembled pursuant to School Board policy.

Section 4. Guests: All meetings are open to the public under the Florida Sunshine Law; however, nonmembers/guests may not vote on Council/Committee issues.

Section 5. Attendance must be taken at each meeting to ensure that participation of the representatives on the committee is recorded, and that a quorum is present. Attendance records will be sent to the appropriate assigned staff liaison or staff facilitator.

Section 6. Minutes of all meetings (General, Steering, Executive, or Workshops) will be recorded by the Secretary or a designee. Approved minutes

will be sent to the Chair and assigned staff liaison or staff facilitator, kept on file, and be made available for public view. Minutes of the previous meeting will be approved at the next meeting, with any additions or corrections noted. Minutes will reflect all motions including maker of the motion, person seconding and the results of the vote) and any discussion reached by consensus

Section 7. Special meetings or workshops may be called by the Chair and the Steering/Executive Committee or by a majority vote of the membership of the committee.

Refer to current edition of Robert's Rules of Order. 9:13-16

ARTICLE VII: APPLICATION OF THE SUNSHINE LAW TO COMMITTEES

Section 1. Meetings of committees as defined in School Board Policy 1070, Article II shall be conducted in accordance with the provisions of and exemptions from the Florida Sunshine Law (Section 286.011, Fla. Stat.) which includes:

a. Requirements for public notices of meetings,
b. Minutes of such meetings, (*including informal/workshop meetings),* and
c. That such meetings be open to the public at all times.

The Chair will work through the assigned staff liaison or staff facilitator to coordinate all meeting notices with the Superintendent's Office. Members must be advised of a change in the established date, time or location. All special meetings also require appropriate notice.

Section 2. All meetings will be scheduled at times and locations convenient for all stakeholders.

ARTICLE VIII. Quorum for the Conduct of Committee Business.

The presence at the meeting's physical location of a majority (50% plus one) of the number of committee members specified in the establishing policy or bylaws of a School Board-Established Advisory Committee shall constitute a quorum for the transaction of business;

provided, however, that the members constituting a quorum are all in good standing.

a. Whenever for any reason a vacancy exists in the committee membership, a quorum shall consist of a majority of the remaining filled committee membership positions until such time as the vacancy has been filled.
b. Unless otherwise provided by applicable law, rule, emergency order or School Board policy; a physical quorum must be present at the physical meeting location identified in the meeting notice in order for the committee to conduct any business or to vote upon any matter.
c. If the committee fails to establish a physical quorum at a properly noticed meeting, the meeting may be adjourned or may become an informational meeting only. Member attendance will be recorded, but no motions will be considered, or votes take.

ARTICLE IX: MEETINGS

Meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present. Meeting discussions will be restricted to those topics on the agenda.

Section 1. Voting may be by roll call, voice vote or show of hands. Official votes will become part of the minutes. Alternates, abstentions, and proxy votes are not permitted (pursuant to Florida's Sunshine Law).

Section 2. This committee may incorporate additional provisions regarding meetings providing they are not in conflict with School Board Policy 1070, the committee's enacting policy or resolution, or serve to usurp any intended purpose of the committee.

ARTICLE X. COMMITTEES

Section 1. The Steering/Executive Committee- The Chair shall create sub-committees as may be required in School Board policy or as necessary to achieve the objectives of the committee.

a. Membership- Composition of the Steering/Executive Committee will include the elected officers of the council and (identify any

other members), The Superintendent of Schools or his/her designee will serve on the board as a support resource.

b. Duties
    i. The primary purpose of the Steering/Executive Committee is to assist the Chair in setting the agenda for the ~~Council~~ committee meetings; and to
    ii. and to assist in the identification of issues to be considered at the General Meeting which will require presentation to the Superintendent.
    iii. The Steering/Executive Committee will publish a calendar prior to the first meeting of the Council of each year specifying the dates of meetings for both the General and Steering Committee prior to the first meeting of the Council of each year.
    iv. If time permits, the Steering/Executive Committee shall assist in establishing the agenda of special meetings called by the Committee or Chair.
    v. Additional duties shall be performed as delegated by the Committee.
    vi. No authority is delegated to the Steering unless authorized by the advisory committee.
    vii. The Steering Committee shall define and maintain the rules and regulations of the Committee, with changes and amendments as approved by a vote of the [Human Relations Committee].
    viii. The Steering/Executive Committee shall review the bylaws for consistency with district policy and the district guideline template before their submission for approval to The School Board.

Section 2. Standing and Special Committees- The [Human Relations Committee] and/or the Steering Committee may from time to time establish and abolish such standing or special committees as needed. The Chair of each standing or special committee and at least two (2) other members of each standing or special committee shall be members of Committee. No standing or special committee may exercise the authority of the [Human Relations Committee].

a. Membership- Unless otherwise determined by the [Human Relations Committee], the Chair shall appoint the Chair of the various standing and special committees.

b. Term of Office- Each member of a committee shall continue as such for the term of his/her appointment and until his/her successor is appointed, unless the committee shall be terminated or abolished, or unless such member shall cease to qualify as a member thereof.
c. Rules- Each committee may adopt rules for its own governance provided that they are consistent with these bylaws and with any applicable rules.
d. Quorum of Committees- A majority of the committee shall constitute a quorum. Unless otherwise permitted by applicable law, rule, or executive order, a physical quorum of the committee shall be present in order to conduct business.

ARTICLE XI: AMENDMENTS

Section 1. By-Laws must conform to applicable state law, rules, and School Board policy.

Section 2. Amendments to the By-Laws will be approved by a majority of the membership, as outlined in the enacting policy or resolution.

Section 3. Policies and By-Laws will be reviewed every two (2) years or at such time that legislation or School Board action occurs that would require review, or subsequent to The School Board's approval of an amended By-Laws Template.

Section 4. All policies and By-Laws and subsequent change(s) shall require School Board approval prior to being implemented by the Council/Committee

ARTICLE XII: OTHER

A committee may incorporate other articles providing they are not in conflict with School Board Policy 1070, the committee's enacting policy or resolution, or serve to usurp any intended purpose of the committee

Bylaws Ratified _____
Date

Bylaws Amended _____
Date

Templated approved: 10/11/2022, Regular School Board Meeting

BYLAWS OF THE MULTILINGUAL ADVISORY COMMITTEE
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ARTICLE I: NAME

The name of this committee shall be the School Board of Broward County Multilingual Advisory Committee and shall be known as MAC. Authority for establishment of MAC shall be the BCSB Policy 1440 and in accordance with Florida Statues Sections 120.52(6), 120.54, 120.81(1)(a), 1001.41(1), (2), and (3), 1001.42(28), and 1003.432; and Section 6A-1.09951, Florida Administrative Code. For purposes of the foregoing bylaws, the Multilingual Advisory Committee may also be referred to as the “Committee”.

ARTICLE II: PURPOSE

This purpose will be achieved through fostering strong relationships among all Dual Language students and their parents/guardians, teachers, administrators, and the School District Bilingual/ESOL Department by:

1. Advocating for excellence in the Dual Language Program through the identification of best practices in multilingual education.
2. Highlighting successes within the School District’s Dual Language Program.
3. Identifying program gaps and areas for improvement.
4. Making recommendations regarding policies and guidelines will enhance the School District’s Dual Language Program and similar programs.
5. Providing a forum for students, parents/guardians, teachers, administrators, and the Bilingual/ESOL Department to share information, solve problems, and discuss matters relevant to the Dual Language Program.
6. Communicating information regarding the Dual Language Program to students and families, in partnership with District leaders.

7. Developing and promoting programs, events, and networking opportunities for the Dual Language community.

ARTICLE III: MEMBERSHIP

Section 1: General Membership Rules

A. All MAC committee members shall be governed by the provisions outlined in Policy 1070.

B. Membership shall consist of 7 members, including:

- 3 parents of students enrolled in an elementary school Dual Language Program.
- 1 parent of a student enrolled in a middle school Dual Language Program.
- 1 parent of a student enrolled in a high school Dual Language Program.
- 1 School District Administrator/Teacher/Staff with experience in multilingual education.
- 1 representative appointed by the Superintendent.

C. The Director of Bilingual/ESOL or a designated staff member shall serve as a resource person or liaison to the MAC but shall not be considered a committee member or subject to the Sunshine Law.

D. If a MAC member whose eligibility for a seat on the Committee stems from being a parent of a student enrolled in the Dual Language Program in Broward County Public Schools and such student leaves the Dual Language: (a) the MAC member must promptly alert the fellow Committee members of this development, and (b) notify in writing the Chair or Vice Chair within seven (7) days of his/her child leaving the Dual Language Program whether the MAC member chooses to remain on the Committee and faithfully carry out his/her duties until the end of the academic year, or whether he/she will resign from MAC.

Section 2: Term Limits

No term limits shall be imposed on any individual's service as a committee member.

Section 3: Quorum **and Good Standing**

A. “Quorum” shall be defined as sixty percent (60%) of the committee members of MAC who are in good standing.
B. A MAC committee member will not be in “good standing” if such member fails to attend, in person, two (2) consecutive MAC meetings in a row. The foregoing is a minimum attendance requirement on all MAC members. For avoidance of doubt, MAC members may attend meetings virtually, and if in good standing, may vote at such meetings, but such attend shall not count towards Quorum, and shall not count towards the foregoing minimum attendance requirement.

Section 4: Vacancies

A. If there is a vacancy on MAC of any of the seats reserved for parents of Dual Language students, the Chair and/or Vice-Chair will collect names of eligible parents interested, willing, and able to serve of the MAC for the remainder of the term. The Chair and/or Vice Chair will present the names to the MAC at the next committee meeting, and the committee will vote on the replacement committee member by simple majority.

ARTICLE IV: OFFICERS AND ELECTIONS

Section 1: Officer Roles

A. The officers of the MAC shall consist of a Chair, Vice-Chair, and Recording Secretary.
B. The Chair shall preside over meetings, represent the MAC at the District Advisory Committee (DAC), create subcommittees, and prepare the agenda for meetings.
C. The Vice-Chair shall perform the duties of the Chair in their absence and assist with other duties as needed.
D. The Recording Secretary shall keep minutes of all meetings, maintain attendance records, and ensure compliance with the Florida Public Records Act.

Section 2: Election Process

A. Officers shall be elected annually at the final meeting of the school year, with a quorum required for the election. B. Officers shall serve a maximum of three consecutive one-year terms. C. An officer missing two consecutive

meetings shall be subject to removal. D. The Chair and Vice-Chair shall not be employees of the School District; however, a School District employee may serve as the Recording Secretary. E. Committee officer(s) membership shall be presented to the board within thirty (30) calendar days of annual election or appointment.

ARTICLE V: DUTIES

A. The MAC serves an advisory role and does not conflict with the duties and powers reserved for The School Board. B. The MAC shall provide strategic input, advice, and assistance regarding the School District's Dual Language Program and multilingual education, including program planning, funding, staffing, design, and evaluation. C. The MAC shall support legislative and funding initiatives for multilingual education, advising and collaborating with the School Board in lobbying and campaigning for legislative changes with the Florida state government. D. The MAC shall advocate for the Dual Language Program and multilingual education within the broader Broward community. E. The MAC shall meet at least four times per school year, and any member missing three consecutive meetings shall be removed.

ARTICLE VI: SCHOOL SITE VISITS

A. School site visits allow the MAC to understand how the Dual Language Program functions across participating schools. B. Visits may also be performed at non-participating schools to share information about the program. C. School site visits can be requested by a School Board member through the Superintendent or by the MAC Chair or Vice-Chair, coordinated through the Bilingual/ESOL Department Director or designee. D. Findings from school site visits shall be documented and reported to the Bilingual/ESOL Department Director or shared with other stakeholders as needed.

B. Every member of MAC who is not a full-time BCPS staff member shall complete a minimum of three (3) school site visits on behalf of the Committee per academic year, and of those three (3), at least one (1) must be completed by the end of November. For purposes of the foregoing requirement only, the "academic year" shall end on the last day that school is in session in the Broward County School District. For those MAC members to whom it applies, failure to perform the foregoing minimum site visit requirement shall result in the member

losing the status of “good standing”, and shall preclude the member from running for an officer position for the next academic year.

C. Each MAC member who performs school site visits will use the official MAC site visit form, approved by this Committee. Within three (3) business days of performing a site visit, such form shall be filled out and submitted by the MAC member to: (a) this Committee, (b) the District Liaison to MAC, and (c) the administration of the host school of the site visit.

ARTICLE VII: REPORTING

A. The MAC shall determine if a meeting is needed in July on a year-by-year basis with the approval of the Superintendent. B. The MAC Chair will meet annually with the Superintendent to discuss the committee’s goals and objectives for the school year. C. The MAC will develop an annual report of its accomplishments, current goals, and projected goals aligned with the District Strategic Plan.

ARTICLE VIII: AMENDMENTS

These bylaws may be amended by a majority vote of the MAC members at any regular meeting, provided that notice of the proposed amendment(s) has been given to all members at least seven days prior to the meeting.

Policy Custodian: Bilingual/ESOL Department
Policy Status: Active
Authority: Sections 120.52(6), 120.54, 120.81(1)(a), 1001.41(1), (2), and (3), 1001.42(28), and 1003.432, Florida Statutes; and Section 6A-1.09951, Florida Administrative Code.
History: Adopted 3/12/2024

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
SMALL BUSINESS ADVISORY COMMITTEE

BYLAWS- SCHOOL BOARD-ESTABLISHED COMMITTEES

ARTICLE I: NAME

The name of this Council/Committee shall be the Small Business Advisory Committee.

ARTICLE II: PURPOSE

These standard bylaws are applicable to all advisory committees that are established by The School Board or Superintendent to exercise delegated decision-making authority. The areas of delegated authority, along with any prescribed committee goals and objectives, shall be specified within the~~ir~~ advisory committee's individual establishing policies, resolutions, or the School District's strategic plan.

The recommendations and opinions of advisory committees are not binding upon The School Board and do not necessarily reflect the positions and opinions of The School Board or of individual School Board Members or the Superintendent.

The primary objectives of the Small Business Advisory Committee, as outlined in School Board Policy 3330 shall be to:

1. Assist the Officer, EDDC or designee, the Superintendent or designee, and SBBC in reviewing the continuing programs for contractors and prime contractors and subcontractors that promote E/S/M/V/WBE participation;
2. Coordinate activities and actions with SBBC or any advisory committees designated or established by SBBC or the Superintendent; and
3. Make recommendations to the Officer, EDDC, the Superintendent or designee, and SBBC concerning modifications of such programs and procedures established pursuant to this Policy. Advisory committee members may participate as advisory non-voting members of Goal Setting Committees. Regardless of their voting status, all members of Goal Setting Committees are subject to the requirements of the Sunshine Law.

The responsibilities and duties of the Small Business Advisory Committee will be in accordance with applicable law and all applicable rules and School Board policies.

ARTICLE III: MEMBERSHIP

The School Board is committed to reflecting the diversity and community at large within the membership of the district's committees. In order to achieve this objective, the minimum standards for representation in committee membership shall be as follows:

Section 1. All School-Board Established Advisory Committees shall have a finite and set number of members as specified in the School Board-Established Advisory's policy.

Membership: 11 member citizens committee made up of representatives of trade groups and members of the general business community and appointed by SBBC

Section 2. School district designees serving as liaisons or facilitators to committees and members of the Office of the General Counsel shall only serve as support resources to committees and shall not be designated as non-voting members of any committee and shall not be counted toward achieving a quorum at any committee meeting.

Section 3. Any designation of such persons as non-voting members would subject them to the restrictions of the Sunshine Law and preclude their ability to consult with and provide the guidance, they are intended offer to individual committee members. In the event of any conflict between this subsection and any existing policy, this subsection shall govern.

Section 4. Members may not abstain from voting. All members must vote unless there is a voting conflict under Sections 286.012 and 112.3143 (3)(a), Florida Statues

Section 5. Any abstentions from voting require the timely filing of Form 8B MEMORANDUM OF VOTING CONFLICT FOR COUNTY, MUNICIPAL, AND OTHER LOCAL PUBLIC OFFICERS.

Section 6. School Board Members shall designate their appointments and/or reappointments to School Board-Established Advisory Committees for the upcoming school/fiscal year prior to June 30th of the prior school/fiscal year or as soon as possible thereafter.

Section 7. Term of Committee Membership

Unless otherwise provided by School Board policy, the term of membership for each member of a School Board-Established Advisory Committee shall be from July 1 to June 30 or until a successor committee member is elected/appointed/selected.

Section 8. The Small Business Advisory Committee will be assigned a staff liaison or district facilitator to facilitate the committee's activities. Each Director of a school district department who assigns a facilitator will ensure that:

a. committee meetings are publicly noticed in accordance with applicable laws and rules,
b. supporting meeting materials are timely made available and provided to committee members at least seven (7) calendar days in advance of the scheduled meeting.

Public notice of committee meetings should be submitted and placed on the district calendar for the upcoming school year. The Superintendent or her/his designee shall determine the appropriate extent of staff support necessary for each individual School Board-Established Advisory Committee.

Section 9. Committee Membership Vacancies

Vacancies on School Board-Established Advisory Committees will be filled pursuant to School Board Policy 1070 and/or the establishing policy or resolution of the committee.

a. In the event a School Board Member is unable to fill a vacancy within a committee, the committee may submit a name(s) for that School Board Member's consideration
b. The names are to be forwarded to the School Board Member and to the Chief of Staff or the latter's designee

Section 10. Removal of Committee Members

Removal of School Board Member appointee

a. If an appointee of a School Board-Established Advisory Committee exhibits behavior or conduct in violation of applicable law, rules, or School Board Policy, or for other

material reasons as determined by the appointing School Board Member or Superintendent, as appropriate, her/his appointment may be rescinded at any time by that appointing School Board Member (or by the Superintendent in the event of a vacancy in the office of the appointing School Board Member).

b. In such instances, the appointing School Board Member or Superintendent shall provide written notice to the committee appointee of the effective date of the conclusion of the appointee's committee service.
c. Copies of said notice shall be provided to the Chair, all School Board Members and to the Chief of Staff and to the committee's district liaison or district facilitator. In addition to the other appointee replacement procedures within these bylaws, a newly elected or newly appointed School Board Member may, upon assuming office, replace any appointments to committees made by the new School Board Member's predecessor.

Removal of Committee Members Other than School Board Appointees

a. The Superintendent has the authority to rescind the membership of a committee member who is in direct violation with applicable law, rules, School Board policies and/or committee bylaws.

Section 11. Annual Ethics Training

Each member of the Small Business Advisory Committee is required to complete the school district's annual ethics training program for School Board-Established Advisory Committees prior to the second meeting following their appointment to the committee.

a. The training will cover the following topics:
    i. The Code of Ethics for Public Officers and Employees (which applies to advisory committee members),
    ii. The Sunshine Law,
    iii. The Open Public Records Law, and
    iv. Robert Rules of Order

    This does not preclude members of the public from attending Small Business Advisory Committee meetings.

b. School district liaisons and district facilitators are required to complete the training program prior to commencement of their service to such committees so they will be enabled to provide appropriate guidance to committee members.
c. Exemption from Training Program for Elected Officials and Public Officers- Any committee member who is also an elected official or public officer and who has already completed training regarding The Sunshine Law, Open Public Records Law and Code of Ethics for Public Officers and Employees due to the requirements of the member's other official positions is exempt from the school district's training program for committee members, provided that said committee member has completed the member's outside agency's required training by the second committee meeting of each year.

Section 12 Each member of a committee as defined in School Board Policy 1070, Article II, is a public officer as defined in Sections 112.313(1) and 112.3143(1), Fla. Stat., which are part of the Florida Code of Ethics for Public Officers and Employees. Accordingly, each member of the Small Business Advisory Committee is required to execute the school district's Conflict of Interest form for School Board-Established Advisory Committees prior to serving on any advisory committee.

Section 13. Committee Membership Vacancies

a. Committee member vacancies on committees other than School Board-Established Committees will be filled by the Superintendent or her/his designee.
b. Vacancies on School Board-Established Advisory Committees will be filled pursuant to these bylaws and/or the establishing policy of that committee.
c. In the event a School Board Member is unable to fill a vacancy within a committee, the committee may submit a name(s) for that School Board Member's consideration.
d. The names of potential appointees are to be forwarded to the School Board Member and also to the Chief of Staff or the latter's designee.
e. This subsection shall not apply to ad hoc bid protest committees assembled pursuant to School Board policy. Members of those committees will be designated by the Superintendent or her/his designee.

Section 14. Attendance

a. If a member is absent from 3 consecutive meetings or 3 meetings; 30% held in one school calendar year from properly noticed meetings, the member is no longer considered a member in Good Standing.
b. The Chair/Recording/Corresponding Secretary, at the direction of the Chair, shall send a notice of termination of appointment to the individual who is not in Good Standing and to the appointing agency/electing body. The agency/body must then appoint/select/elect or reappoint/reselect/re-elect a new representative to the committee.
c. 100% attendance at committee meetings is the goal.
d. A committee member shall make a reasonable effort to notify the chair at least seven (7) calendar days prior to the scheduled meeting date as to whether they will or will not attend the committee meeting.
e. Meeting Sign-in Sheets will be forwarded to the Office of Chief of Staff or her/his designee registering the attendance record of School Board Members' appointees.
f. A committee member who has not completed the district's training program will not be considered a member in good standing.

Section 15. A committee may incorporate additional provisions regarding membership providing they are not in conflict with School Board Policy 1070, the committee's enacting policy or resolution, or serve to usurp any intended purpose of the committee.

Section 16. Appointees to the Audit Committee shall be independent of the school district. No appointee to the Audit Committee shall receive any compensation, including any consulting, advisory, or other compensatory fees from or on behalf of the school district of The School Board.

ARTICLE IV: OFFICERS

Officers of each School Board-Established Advisory Committee shall be elected by the membership, as outlined within its enacting policy or resolution.

Section 1. At a minimum, each such advisory committee shall annually elect a Chair, Vice Chair, and Recording Secretary, or someone designated to record minutes unless that function is being performed for the committee by support staff provided by the school district.

Section 2. Each advisory committee shall have the authority to annually elect its officers to serve up to four (4) one-year terms. Thereafter, an advisory committee appointee or member may not serve as a Chair of that advisory committee for a period of two (2) years following the conclusion of their term as chair.

a. A two-thirds (2/3) majority vote of the members in good standing in attendance is required to extend any chair's term beyond that described in ARTICLE IV, Section 2

Section 3. The advisory committee's bylaws must identify if the officers are elected from the membership and must hold a position from their electing/appointing body for the next school year when their position would take effect.

Section 4. The advisory committee's bylaws must identify if the Chair and Vice-chair shall be a parent of a student in the Broward County School System.

Section 5. Officer(s) may be removed from office on any School Board-Established Advisory Committee upon a two-thirds (2/3) vote by the committee membership.

Section 6. An advisory committee may incorporate additional provisions regarding officers providing those provisions are not in conflict with School Board Policy 1070, the committee's enacting policy or resolution, or serve to usurp any intended purpose of the committee.

Section 7. The officers shall be elected annually at the August meeting of the school year.

Section 8. The nominating committee should be elected by the organization wherever possible, or else by its executive board.

Section 9. If for any reason, an officer is unable to complete the term of office, a new election will be held at the next meeting.

ARTICLE V: DUTIES OF THE OFFICERS

Section 1. The Chair shall preside at all meetings of the Council/Committee and will be an ex-officio member of all committees except the nominating committee. The Chair will prepare an agenda at least seven (7) calendar days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests same.

Section 2. The Chair of each School Board-Established Advisory Committee may meet annually with the Superintendent or her/his designee to collaborate upon any issues, matters, and concerns for the school year that are not outlined in the committee's establishing policy or resolution. (The Audit Committee's areas of focus for the school year shall be The School Board-approved audit plan)

Section 3. A committee may incorporate additional provisions regarding duties of the officers providing those provisions are not in conflict with School Board Policy 1070, the committee's enacting policy or resolution, the committee's enacting policy, or serve to usurp any intended purpose of the committee.

ARTICLE VI: MEETINGS

Section 1. Publication of Committee Meeting Notices – Generally. The schedule of committee meetings for the year will be determined and published on the school district calendar. Except as otherwise provided herein or permitted by applicable law and rules, public notices of committee meetings shall be published in a newspaper of general circulation at least two (2) calendar days in advance of the scheduled meeting in accordance with Section 1001.372, Fla. Stat.

Section 2. Small Business Advisory Committee will publish a calendar specifying the dates of meetings for both the General and Steering/Executive Committee prior to the first meeting of each year.

a. Sub-committee and/or executive/steering committees of Advisory Committees must to be published in the newspaper and on the District's website calendar.

Section 3. Each Advisory Committee's first meeting of each school year shall be conducted as early as August, and no later than September except as specified in the committees' governing documents. School Board-Established Advisory Committees may not conduct any meetings in July unless one of the following conditions are met:

a. The need for the committee to meet in July is described in the committee's governing policy.
b. The Superintendent or her/his designee approves in advance a request from the committee's Chair and one other committee officer for the conduct of a meeting in July.
c. Committee members are exempt from any attendance requirements for any July special meetings provided that they notify the chair in advance of their inability to attend the special meeting. However, the committee's normal quorum requirements shall remain applicable to the conduct of any July meeting.
d. The requirements of this subsection shall not apply to ad hoc bid protest committees assembled pursuant to School Board policy.

Section 4. Guests: All meetings are open to the public under the Florida Sunshine Law; however, nonmembers/guests may not vote on Council/Committee issues.

Section 5. Attendance must be taken at each meeting to ensure that participation of the representatives on the committee is recorded, and that a quorum is present. Attendance records will be sent to the appropriate assigned staff liaison or staff facilitator.

Section 6. Minutes of all meetings (General, Steering, Executive, or Workshops) will be recorded by the Secretary or a designee. Approved minutes will be sent to the Chair and assigned staff liaison or staff facilitator, kept on file, and be made available for public view. Minutes of the previous meeting will be approved at the next meeting, with any additions or corrections noted. Minutes will reflect all motions including maker of the motion, person seconding and the results of the vote) and any discussion reached by consensus

Section 7. Special meetings or workshops may be called by the Chair and the Steering/Executive Committee or by a majority vote of the membership of the committee.

Refer to current edition of Robert's Rules of Order. 9:13-16

ARTICLE VII: APPLICATION OF THE SUNSHINE LAW TO COMMITTEES

Section 1. Meetings of committees as defined in School Board Policy 1070, Article II shall be conducted in accordance with the provisions of and exemptions from the Florida Sunshine Law (Section 286.011, Fla. Stat.) which includes:

a. Requirements for public notices of meetings,
b. Minutes of such meetings, (*including informal/workshop meetings),* and
c. That such meetings be open to the public at all times.

The Chair will work through the assigned staff liaison or staff facilitator to coordinate all meeting notices with the Superintendent's Office. Members must be advised of a change in the established date, time or location. All special meetings also require appropriate notice.

Section 2. All meetings will be scheduled at times and locations convenient for all stakeholders.

ARTICLE VIII. Quorum for the Conduct of Committee Business.

The presence at the meeting's physical location of a majority (50% plus one) of the number of committee members specified in the establishing policy or bylaws of a School Board-Established Advisory Committee shall constitute a quorum for the transaction of business; provided, however, that the members constituting a quorum are all in good standing.

a. Whenever for any reason a vacancy exists in the committee membership, a quorum shall consist of a majority of the remaining filled committee membership positions until such time as the vacancy has been filled.
b. Unless otherwise provided by applicable law, rule, emergency order or School Board policy; a physical quorum must be present at the physical meeting location identified in the

meeting notice in order for the committee to conduct any business or to vote upon any matter.

c. If the committee fails to establish a physical quorum at a properly noticed meeting, the meeting may be adjourned or may become an informational meeting only. Member attendance will be recorded, but no motions will be considered, or votes take.

ARTICLE IX: MEETINGS

Meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present. Meeting discussions will be restricted to those topics on the agenda.

Section 1. Voting may be by roll call, voice vote or show of hands. Official votes will become part of the minutes. Alternates, abstentions, and proxy votes are not permitted (pursuant to Florida's Sunshine Law).

Section 2. This committee may incorporate additional provisions regarding meetings providing they are not in conflict with School Board Policy 1070, the committee's enacting policy or resolution, or serve to usurp any intended purpose of the committee.

ARTICLE X. COMMITTEES

Section 1. The Steering/Executive Committee- The Chair shall create sub-committees as may be required in School Board policy or as necessary to achieve the objectives of the committee.

a. Membership- Composition of the Steering/Executive Committee will include the elected officers of the council and (identify any other members), The Superintendent of Schools or his/her designee will serve on the board as a support resource.
b. Duties
    i. The primary purpose of the Steering/Executive Committee is to assist the Chair in setting the agenda for the ~~Council~~ committee meetings; and to
    ii. and to assist in the identification of issues to be considered at the General Meeting which will require presentation to the Superintendent.
    iii. The Steering/Executive Committee will publish a calendar prior to the first meeting of the Council of each year

specifying the dates of meetings for both the General and Steering Committee prior to the first meeting of the Council of each year.

iv. If time permits, the Steering/Executive Committee shall assist in establishing the agenda of special meetings called by the Committee or Chair.

v. Additional duties shall be performed as delegated by the Committee.

vi. No authority is delegated to the Steering unless authorized by the advisory committee.

vii. The Steering Committee shall define and maintain the rules and regulations of the Committee, with changes and amendments as approved by a vote of the Small Business Advisory Committee.

viii. The Steering/Executive Committee shall review the bylaws for consistency with district policy and the district guideline template before their submission for approval to The School Board.

Section 2. Standing and Special Committees- The Small Business Advisory Committee and/or the Steering Committee may from time to time establish and abolish such standing or special committees as needed. The Chair of each standing or special committee and at least two (2) other members of each standing or special committee shall be members of Committee. No standing or special committee may exercise the authority of the Small Business Advisory Committee.

a. Membership- Unless otherwise determined by the Small Business Advisory Committee, the Chair shall appoint the Chair of the various standing and special committees.
b. Term of Office- Each member of a committee shall continue as such for the term of his/her appointment and until his/her successor is appointed, unless the committee shall be terminated or abolished, or unless such member shall cease to qualify as a member thereof.
c. Rules- Each committee may adopt rules for its own governance provided that they are consistent with these bylaws and with any applicable rules.
d. Quorum of Committees- A majority of the committee shall constitute a quorum. Unless otherwise permitted by applicable law, rule, or executive order, a physical quorum of the committee shall be present in order to conduct business.

ARTICLE XI: AMENDMENTS

Section 1. By-Laws must conform to applicable state law, rules, and School Board policy.

Section 2. Amendments to the By-Laws will be approved by a majority of the membership, as outlined in the enacting policy or resolution.

Section 3. Policies and By-Laws will be reviewed every two (2) years or at such time that legislation or School Board action occurs that would require review, or subsequent to The School Board's approval of an amended By-Laws Template.

Section 4. All policies and By-Laws and subsequent change(s) shall require School Board approval prior to being implemented by the Council/Committee

ARTICLE XII: OTHER

A committee may incorporate other articles providing they are not in conflict with School Board Policy 1070, the committee's enacting policy or resolution, or serve to usurp any intended purpose of the committee

Bylaws Ratified _____
November 14, 2024

Bylaws Amended _____
Date

TECHNOLOGY ADVISORY COMMITTEE BYLAWS

ARTICLE I. NAME

The name of this Committee shall be the TECHNOLOGY ADVISORY COMMITTEE (TAC).

ARTICLE II. PURPOSE

Advisory committees are established by The School Board to provide recommendations to it on issues within certain standing areas of responsibility. Advisory committees are intended to provide recommendations from a community perspective on specific areas as directed by The School Board or Superintendent and may inform The School Board of issues that are brought to the attention of committees by members of the community. The recommendations and opinions of advisory committees are not binding upon The School Board and do not necessarily reflect the positions and opinions of The School Board or of individual School Board Members or the Superintendent.

The primary objectives of the TECHNOLOGY ADVISORY COMMITTEE as outlined in School Board Policy 5306.1 shall be to:

- Provide strategic input, advice, assistance and recommendations in the procurement of technology.
- Ensure alignment with The School Board of Broward County, Florida's Mission and Goals along with all documents that govern the use of technology in The Broward County Public School (BCPS) system.
- Maintain strategic relationships and communications with all BCPS departments and divisions involved in systemic technology related initiatives and purchases, as identified in district flowcharts.
- Play a significant role in the planning and evaluation of current and new technology initiatives, especially those related to all documents that govern the use of technology in BCPS (i.e. District Technology Strategic Plan) to provide recommendations to The School Board of Broward County, Florida.

The Committee functions shall include:

A. The Technology Advisory Committee will serve in an advisory capacity to The School Board of Broward County, Florida. The objectives, duties and actions of the Technology Advisory Committee may not conflict with any of the powers and duties reserved by law to The School Board or to the Superintendent of schools.

B. The Committee will make recommendations regarding the alignment of technology initiatives and the District's Technology Plan.

The responsibilities and duties of the Committee will be in accordance with The Florida Statutes and Broward County School Board Policies.

Article III. MEMBERSHIP

The Committee shall be representative of the ethnic diversity of the school's/District's student population. All members as per policy 5306.1 should have an expertise in technology and its uses and issues related to education.

Section 1: Voting: All School-Board Established Advisory Committees shall have a finite and set number of members. This number shall include all School Board-appointed representatives to the TECHNOLOGY ADVISORY COMMITTEE and all individuals entitled to vote, as outlined in the enacting Policy #5306.1. All voting must comply with Sections 286.012 and 112.3143 (3)(a) of Florida Statutes. All members must vote, unless there is a voting conflict. All abstentions require the form for voting conflicts to be completed.

Section 2: Terms of Membership: Members of the TECHNOLOGY ADVISORY COMMITTEE are required, to attend regular meetings. The appointment of any appointee or member shall automatically conclude and a vacancy upon the advisory committee shall exist if that appointee or member is absent from three (3) consecutive meetings of the TECHNOLOGY ADVISORY COMMITTEE or is absent from a total of four (4) meetings of the TECHNOLOGY ADVISORY COMMITTEE during the school year of the appointment. Vacancies will be filled pursuant to School Board Policy. A term shall begin July 1 and end on June 30 of the following year or as directed by School Board Action. Each designated group listed in Policy 5306.1, Section B, Item 1a (Voting Membership) shall elect or appoint its representative to this Committee no later than August 31st of the current year.

Section 3: Length of Term: No term limits shall be imposed upon any individual's service as an appointee or member of the TECHNOLOGY ADVISORY COMMITTEE.

Section 4: The TECHNOLOGY ADVISORY COMMITTEE will be assigned a staff liaison to facilitate the committee's activities. The staff liaison will collaborate with the committee chair to schedule and publicly notice all committee meetings and shall provide other similar administrative support. The Superintendent or her/his designee shall determine the appropriate amount of staff support to be provided to each Advisory Committee.

Section 5: Each member of the TECHNOLOGY ADVISORY COMMITTEE is required to complete the annual training program for School Board-Established Advisory Committees before the second meeting following their appointment to the TECHNOLOGY ADVISORY COMMITTEE. The training will cover the following topics: ethics standards for public officers, The Sunshine Law, public records laws and Robert Rules of Order. This does not preclude members of the public (whom are not members of the TECHNOLOGY ADVISORY COMMITTEE) from attending meetings. Attendees from the public who are not members of the TECHNOLOGY ADVISORY COMMITTEE are not required to participate in this training.

Section 6: Each member of the TECHNOLOGY ADVISORY COMMITTEE is a public officer as defined in Sections 112.313(1) and 112.3143(1), Florida Statutes, and is subject to state ethics requirements and The Sunshine Law. Accordingly, each member of the TECHNOLOGY ADVISORY COMMITTEE is required to execute the Conflict of

Interest form for School Board-Established Advisory Committees before serving on any advisory committee.

ARTICLE IV. OFFICERS

Officers of each School Board-Established Advisory Committee shall be elected by the membership, as outlined within its enacting policy. At a minimum, each such advisory committee shall annually elect a Chair and Vice Chair. Neither of those offices may be held by an advisory committee appointee or member for more than two (2) consecutive years. After serving as its Chair for two years, an advisory committee appointee or member may not serve as an officer of that advisory committee for a period of at least two (2) years without a waiver from the School Board.

Section 1. Officers of this Committee will consist of a Chair, Vice Chair, and Secretary, and any other deemed necessary by the function of the Committee.

A. The TECHNOLOGY ADVISORY COMMITTEE will make every effort to elect a Chair who is a non-SBBC employee from the full TAC membership to a term of one year starting on July 1 and end on June 30 of the following year or as directed by School Board Action.

B. Any officer elected by the TECHNOLOGY ADVISORY COMMITTEE may be removed by a two-thirds affirmative vote of all members sitting on the TECHNOLOGY ADVISORY COMMITTEE whenever, in the judgment of the Committee, the best interests of the Committee thereby would be served. Two (2) weeks notice must be given to all members with all grounds stated in writing. The officer subject to the removal procedure, and/or representative, shall be provided time, as per district guidelines, to respond to the allegations and to be heard prior to the Committee taking a vote on this matter.

Section 2. The officers shall be elected annually at the May meeting. Nominations and elections processes shall be conducted as outlined in the current edition Robert's Rules of Order.

Section 3. Installation of new officers will be held at the last meeting of the school year or as soon thereafter as possible.

Section 4. If for any reason, an officer is unable to complete the term of office, a new election will be held at the next meeting.

Section 5. Nominating Committee:

The Chair will appoint, at least one (1) month prior to the election, a nominating committee composed of an odd number, no less than three (3) and no greater than five (5) members who shall select a Chair for the Nominating Committee. The Chair of the TECHNOLOGY ADVISORY COMMITTEE shall not be a member of the nominating committee. The recommendations (slate) of the nominating committee shall be published two weeks before the election meeting to the membership and to the general public as part of the meeting agenda. The Chair shall open the floor for additional nominations.

ARTICLE V. DUTIES OF THE OFFICERS

Section 1. The Chair shall preside at all meetings of the Committee and will be an ex-officio member of all committees except the nominating committee. The Chair will prepare and publish an agenda at least seven (7) days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests same.

Section 2: The Chair will meet annually with the Superintendent or her/his designee to collaborate on the goals and objectives for the school year. The TECHNOLOGY ADVISORY COMMITTEE will finalize its goals and objectives for the school year by its second meeting of the school year. Subsequently, the goals and objectives will be provided to the School Board through the Superintendent

Section 3. Duties of Officers

A. The Chair shall preside at all meetings of the TECHNOLOGY ADVISORY COMMITTEE and may sign all letters, reports, and other communications of the TECHNOLOGY ADVISORY COMMITTEE. In addition, he/she shall perform all duties incident to the office of the Chair and such other duties as may be prescribed by the TECHNOLOGY ADVISORY COMMITTEE from time to time. The Chair will be responsible for reporting to The School Board at the regular School Board meetings under committee reports.

B. The duties of the Vice-Chair shall be to represent the Chair during his/her absence, and shall perform such other duties from time to time as may be assigned to him/her by the Chair.

C. The Recording Secretary shall be the official "Custodian of Records" and keep the minutes of all general and special meetings of the TECHNOLOGY ADVISORY COMMITTEE. Official minutes of any and all committee meetings must be approved by the general membership of TAC prior to transmission to other parties. The Recording Secretary shall promptly transmit to the staff-assigned liaison true and correct copies of the official minutes of such meetings (staff-assigned liaison will ensure proper posting of minutes to the District's website and other documentation repositories). The recording secretary will be responsible for keeping the official attendance records. It is the duty of the Recording Secretary to comply with the Florida Public Records Act.

ARTICLE VI. MEETINGS

The TECHNOLOGY ADVISORY COMMITTEE shall meet regularly and the schedule of meetings for the year will be determined and published in August for the current school year. Notification of all regular meeting places will be included in the minutes.

Section 1. Guests: All meetings are open to the public under the Florida Sunshine Law; however, non-members/guests may not vote on Committee issues. Members of the public may not participate in the Committee discussions unless permission to speak is specifically granted to the individual who requests to speak by the Chair.

Section 2. Attendance of members will be kept for all meetings. The Secretary or a designee will take attendance. Attendance records will be sent to the assigned staff liaison.

Section 3. Minutes of all meetings will be recorded by the Secretary or a designee. Approved minutes will be sent to the assigned staff liaison, kept on file, and be made available for public view. Minutes of the previous meeting will be approved at the next meeting, with any additions or corrections noted. Minutes will reflect all motions (including: maker of the motion, person seconding and the results of the vote) and any decisions reached by consensus.

Section 4. Special meetings may be called by the Chair or by notice of any three (3) members in writing to the Chair.

Section 5. All scheduled meetings, meeting times, and places must be appropriately noticed in accordance with applicable statutory requirements. The Chair will work through the assigned staff liaison to coordinate all meeting notices with the Superintendent's Office. Members must be advised of a change in the established date, time or location. All special meetings also require appropriate notice.

Section 6. All meetings will be scheduled at times and locations convenient for all stakeholders. All meetings must be scheduled and officially advertised in advance and in compliance with Sunshine Law. Any change in the established date, time or location shall be re-advertised. Meetings shall not be conducted in July without receiving prior approval from the Superintendent, as public participation and staff support for committee meetings in July will be limited in availability.

Section 7. A quorum is the minimum number of members who must be present at a meeting for business to be conducted and for voting to take place. A majority of the membership of the TECHNOLOGY ADVISORY COMMITTEE (50% plus one) constitutes a quorum.

Section 8. Meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present. Meeting discussions will be restricted to those topics on the agenda and in compliance with Robert's Rules of Order.

Section 9. Each member shall be entitled to cast a vote and to speak on each item submitted for a vote before the TECHNOLOGY ADVISORY COMMITTEE. An individual holding more than one (1) position on the TAC, either elected or appointed, shall cast only one (1) vote on each matter submitted. A member must be present to vote. When necessary, the Recording Secretary shall tally the votes according to the roll call of members present. Official votes will become part of the minutes. Alternates and proxy votes are not permitted (per Florida's Sunshine Law).

ARTICLE VII. COMMITTEES

Section 1: The Chair shall create such committees as may be required in School Board Policy to promote the objectives of the Committee.

ARTICLE VIII. AMENDMENTS

Section 1: By-Laws must conform to State of Florida Statutes and School Board Policy.

Section 2: Amendments to the By-Laws will be approved by a majority of the membership, as outlined in the enacting Policy #5306.1. By-Laws will be reviewed every two (2) years or at such time that legislation or School Board action occurs that would require review, or there is an amended By-Laws Template created by the District.

Section 3: All By-Laws and subsequent change(s) shall require School Board approval prior to being implemented by the Committee.

Ratified ____10/06/2020_____
(Date)

Amended _____
(Date)

To my knowledge - I asked when I started - The Wellness & Learning Supports Committee does not have bylaws.

Purpose of the Wellness and Learning Supports Committee:

Federal Law: USDA requires each local education agencies participating in the National School Breakfast and National School Lunch Programs to establish a Wellness Policy with stakeholder participation in the development, update, and periodic assessment of this policy.

Broward County Rule: The Broward County School Wellness and Learning Supports Committee determines and monitors all wellness initiatives of the School Board of Broward County, including obesity prevention. The Broward School Board Wellness and Learning Supports Committee will recommend and monitor objectives for the Wellness Policy.

Thus, USDA mandates an individualized District Wellness Policy that includes community and District stakeholder input. Stakeholders are required to provide input for development, update, and periodic assessment.

~Elizabeth Seeley 4/29/25

ACKNOWLEDGEMENT OF SCHOOL BOARD ADVISORY COMMITTEE MEMBER'S RESPONSIBILITIES

(Revised March 19, 2019)

I hereby acknowledge my following responsibilities as a member of an advisory committee established by The School Board of Broward County, Florida ["SBBC"]:

1. DUTIES OF PUBLIC OFFICERS: As an advisory committee member, I am a public officer who must comply with the applicable provisions of Florida's Code of Ethics for Public Officers and Employees - Chapter 112, Florida Statutes. I agree to conduct myself in accordance with the highest ethical principles in the course of my participation as an advisory committee member. I further agree to act at all times, in the best interests of SBBC and to avoid prohibited conflicts of interests. I acknowledge and understand that I may not corruptly use or attempt to use my official position or any property or resource that may be within my trust, or perform my official duties to secure a special privilege, benefit, or exemption for myself or others.

2. SOLICITATION OR ACCEPTANCE OF GIFTS: As an advisory committee member, I may not solicit or accept anything of value, including a gift, loan, reward, promise of future employment, favor or service based upon any understanding that any vote, official action or judgment made by me as an advisory committee member would be influenced by said gift, loan, reward, promise of future employment, favor or service. I further acknowledge that no compensation, payment or thing or value shall be accepted at any time by me or by my spouse or minor child when I know, or with the exercise of reasonable care, should know, that it was given to influence my vote or other action in which I was expected to participate in my official capacity as an advisory committee member.

3. DISCLOSURE OF CONFIDENTIAL INFORMATION: I acknowledge that any information [except for information relating exclusively to governmental practices] that was gained by reason of my official position as an advisory committee member and that is not available to members of the general public may not be disclosed or used for my personal gain or benefit or for the personal gain or benefit of any other person or business entity.

4. CONTRACTUAL / BUSINESS RELATIONSHIPS: I acknowledge that, except as expressly waived by SBBC, I may not have or hold any employment or contractual relationship with any business entity or any agency which is subject to the regulation of, or is doing business with, while serving as an SBBC advisory committee member. I further acknowledge that, except as expressly waived by SBBC, I shall not have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between my private interests and the performance of my public duties or that would impede the full and faithful discharge of my public duties while serving as an SBBC advisory committee member. I understand that I may contact the

Florida Commission of Ethics and request a formal or informal opinion, whichever is more appropriate, if I have a question regarding a potential conflict of interest.

5. **VOTING REQUIREMENTS & VOTING CONFLICTS:** I acknowledge that when present at a meeting of my advisory committee, I may not abstain from voting and that a vote shall be recorded for me upon each proposition appearing before my advisory committee unless I have a voting conflict under the Code of Ethics for Public Officers and Employees (Chapter 112, Florida Statutes). I understand that a voting conflict would exist if I were to vote in an official capacity upon any measure which would inure to my special private gain or loss; which I know would inure to the special private gain or loss of any principal by whom I am retained or to the parent organization or subsidiary of a corporate principal by which I am retained, or which I know would inure to the special private gain or loss of my relative or business associate. In the event of a voting conflict, I understand that I must publicly state to the advisory committee the nature of my interest in the matter from which I am abstaining from voting and shall file a CE Form 8B - Memorandum of Voting Conflict with the person responsible for recording the minutes of my advisory committee within fifteen (15) calendar days after the vote occurs.

6. **ADVISORY COMMITTEE MEMBER REQUIREMENTS:** I acknowledge that I have read, understand and agree to the foregoing requirements as well as those contained in School Board Policy 1.7 and those summarized in the handbook on *Training for Members of District Appointed Committees, Councils, and Task Forces*. I acknowledge that a failure to satisfy these requirements may result in my removal from the advisory committee and such other penalties as are applicable by law.

_____ _____

Date Signature

_____

Printed Name

_____

Name of Advisory Committee

s:/v/allwork-use/sbbc/memos/internal/1819year/190319advisoryacknowledgement

SUPERINTENDENT'S TASK FORCE – COMMITTEE STRUCTURE REVIEW AND POLICY 1070

POLICY 1070 MATRIX

The Superintendent's Task Force – Committee Structure Review and Policy 1070 created this document while reviewing Policy 1070, identifying areas of concern, and voting on specific recommendations. This matrix should be referenced in conjunction with the Task Force's June 24, 2025 presentation to the Board, which contains numerous related recommendations.

This Policy 1070 Matrix contains the current Policy 1070 in the left column. The middle column contains the Superintendent's redline changes to Policy 1070 in black and red. The middle column also contains relevant notes from Task Force discussions in blue. The right column contains the Task Force's Recommendations for consideration by the School Board. (Last updated May 28, 2025)

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
		Change "Chief of Staff" language to the "Superintendent or his/her designee" throughout Policy 1070 to accommodate BCPS organizational chart changes.
Except as otherwise provided herein, all school advisory and evaluation committees to whom decision-making authority have been delegated are governed by the provisions of this policy. "Decision-making authority" is defined as the ability to review options available to the school district and to narrow the range of options to be considered or to recommend that one or more options be considered by The School Board or the Superintendent. This policy does not apply to workgroups created by the Superintendent to which no decision-making authority has been	Ensure Policy 1070 applies to all committees, regardless of how they are created or constituted. The Task Force discussed some language changes, including removing the following sentence: "This policy does not apply to workgroups created by the Superintendent to which no decision-making authority has been delegated and whose functions are	The Task Force recommends that the introductory language of Policy 1070 be amended to make clear that it applies to any group making changes to policy or making recommendations to the Superintendent or School Board, including internal workgroups.

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
delegated and whose functions are limited in scope only to fact-finding or information-gathering and if such workgroups only perform such limited functions. The purpose of this policy is to identify the roles and responsibilities of School Board of Broward County committees as it pertains to Florida's Government in the Sunshine Law. Committees subject to this policy are those established by The School Board or Superintendent to provide recommendations on delegated areas of responsibility. The areas of responsibility, along with any prescribed committee goals and objectives, shall be specified within their individual establishing policies, resolutions, or the School District's strategic plan. (See Article IV) Department committees that are delegated to provide recommendations to the School Board or Superintendent and are not established by policy, shall be provided resources for conducting those meetings.	limited in scope only to fact-finding or information-gathering and if such workgroups only perform such limited functions." Ultimately the Task Force did not vote for a specific recommendation and leaves it to the Board to determine which changes would clarify applicability to all committees making recommendations, such as this current Superintendent Task Force, Calendar Committee, etc.	
I. Scope A. In the event of a conflict between the provisions of this policy and those contained within any other policy or within any advisory committee bylaws or within any other document related to any advisory committee, the provisions of this policy shall govern. All provisions of this policy, any other School Board		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
Policy or resolution, any advisory committee bylaws, or any other document shall be applied consistently to each committee to the extent applicable to its delegated responsibilities. Section 286.011 Fla. Stat.		
II. Definitions A. “Committees” refers to groups of persons to whom decision-making authority has been delegated and which review options available to the school district and narrow the range of options to be considered or recommend that one or more available options be considered by The School Board or the Superintendent and which perform functions other than mere information-gathering or fact-finding B. “Groups of persons” includes employees and non-employees/volunteers of the school district. C. Types of committees: Advisory committees, subcommittees, competitive solicitation evaluation committees, advisory councils, workgroups, and task forces (collectively "committees") created by policies, resolutions, Superintendent, or departments as required. D. Committees may be identified as, but not limited to, the following descriptions:		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
1. School Board Established Advisory committees with School Board appointees 2. Competitive solicitation evaluation committees, which is a committee that has been assembled to review, evaluate and make recommendations upon a competitive solicitation that has been publicly released by the school district pursuant to Section 120.57(3), Fla. Stat.; Section 6A-1.012, F.A.C., and School Board Policy 3320 – Purchasing Policies. 3. School Board Advisory committees without School Board appointees 4. School Board Advisory committees established by resolution 5. Committees Identified within School Board established policies that make recommendations for policy changes including workgroups 6. Refer to Section 286.011, Fla. Stat. Public meetings, and records; public inspection; criminal and civil penalties and Office of the General Counsel if uncertain your committee needs to follow this policy. 7. Subcommittees of full committees, which makes recommendations to the full committee E. Each member of a committee is a public officer. See Section V (C). F. Advisory committees other than those that have an establishing policy or resolution adopted	Suggestion for Subsection D Reorganize for coherency Move #7 into #6 position. Make Subsection F the new D.7. Move D.6 Florida statute reference to D.8 or into F. The language in the right column was approved by Task Force vote.	6. Subcommittees of full committees, which makes recommendations to the full committee. 7. Advisory committees other than those that have an establishing policy or resolution adopted by The School Board may be created by the Superintendent or her/his designees to perform various decision-making functions. Those committees do not require an establishing policy and their function and membership composition will be determined administratively by the Superintendent and/or her/his designees based upon their function.

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
by The School Board may be created by the Superintendent or her/his designees to perform various decision-making functions. Those committees do not require an establishing policy and their function and membership composition will be determined administratively by the Superintendent and/or her/his designees based upon their function.		E. Each member of a committee is a public officer. See Section V (C). F. Refer to Section 286.011, Fla. Stat. Public meetings, and records; public inspection; criminal and civil penalties and Office of the General Counsel if uncertain your committee needs to follow this policy.
III. Department Committees Delegated to Provide Recommendations to The School Board or the Superintendent A. Membership/Composition of Committee(s)		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
1. When a member of the staff is appointed to a committee that has been delegated authority that normally is exercised by The School Board, the staff member loses her/his identity as a staff member while participating as a committee member and is accordingly subject to the Sunshine Law. 2. A finite and set number of committee members must be specified in each committee's bylaws. 3. Membership may include committees with staff and/or stakeholder participation. 4. The department creating a committee shall identify in the committee's bylaws those department(s), advisory committee(s), teacher(s), principal(s), outside agency(ies) and/or any other stakeholder(s), that are to participate on the committee and their role. 5. All stakeholder groups having a representative as a committee member will be allowed to send a designee/alternate to ensure that each stakeholder group is represented.	Task Force discussion regarding Section III.A.2: The Task Force notes that this paragraph 2 language may require adjustment to accommodate advisories with different membership structures – i.e. ESOL, ESE, Gifted The alternative language suggested was as follows: 2. A finite and set number of committee members or membership structure must be specified in each committee's bylaws. Ultimately public input indicated change is not necessary and we did not vote on this item. The Board can still consider the language offered in this column.	
B. Each member must regularly communicate with his/her appointing stakeholder group to provide updates about committee discussions or motions and to exchange views upon relevant issues.		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
C. Annual Training – See Training Program for Members of Other Committees Article V (C. 5)		
D. Attendance 1. A committee member is strongly encouraged to attend all properly noticed meetings. 2. Attendance must be taken at each meeting to ensure that participation of the representatives on the committee is recorded, and that a quorum is present. 3. In the event a committee member is unable to attend, the member must notify the member's stakeholder group so that a designee/alternate may be sent.		
E. Committee Liaison and Facilitator(s) – See School District Liaisons, Facilitators and General Counsel (See Article VI (A)) 1. Each Director of a school district department who assigns a Facilitator will ensure that: a. committee meetings are publicly noticed in accordance with applicable laws and rules; b. supporting meeting materials are available and provided to committee members at least seven (7) calendar days in advance of the scheduled meeting; and c. notice of committee meetings should be submitted and placed on the district calendar.		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
F. Bylaws 1. If any administratively created committee is performing a decision-making function, it will conduct its meetings in accordance with the requirements of The Sunshine Law and adopt a basic template of Bylaws outlining the requirements of The Sunshine Law and adopting the current edition of Robert's Rules of Order.	The Task Force discussed the "decision-making function" language and that a number of committees are not public-facing (not following sunshine laws re public notice, option for public to attend, etc)	
2. Departments that convene committees to review and make recommendations to policies must have their bylaws approved by two-thirds (2/3) of the membership every two (2) years.	The Task Force discussed that 2 years is too often for review and recommends changing this to "at least every 5 years" which allows for review sooner than 5 years but does not require unnecessarily frequent review.	2. Departments that convene committees to review and make recommendations to policies must have their bylaws approved by two-thirds (2/3) of the membership at least every five (5) years.
IV. Establishment and Dissolution of School Board-Established Advisory Committees and Committees Established by School Board Resolution		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
A. The following procedures shall be used to establish and dissolve a School Board-Established Advisory Committee: 1. All School Board-Established Advisory Committees shall be established by adoption of a School Board Policy, passage of a resolution or statute. A School Board Member may place an item on the agenda of a Regular or Special School Board meeting to request the establishment of a new School Board-Established Advisory Committee in accordance with School Board Policy 1000, (RULE DEVELOPMENT AND RULEMAKING). The agenda item shall outline the intended purpose of said proposed advisory committee. 2. Prior to The School Board's approval of an agenda item proposing an establishing policy or resolution for a School Board-Established Advisory Committee or resolution forming a committee, the proposed policy or resolution will be timely placed upon a School Board Workshop agenda for discussion about the proposed advisory committee's composition, function, and other organizational features. 3. The proposed policy or resolution establishing the new School Board-Established Advisory Committee will thereafter be submitted to the Office of the General Counsel for review prior to its formal submission as an agenda item for School Board approval and adoption in	Superintendent Redline: 4. Any School Board Policy or resolution establishing an advisory committee must be in compliance with applicable law, rules and other School Board Policies and must be reviewed every ~~two~~ five (~~2~~ 5) years by the members of the School Board, advisory committee	4. Any School Board Policy or resolution establishing an advisory committee must be in compliance with applicable law, rules and other School Board Policies and must be reviewed every five (5) years by the members of the School Board, advisory committee itself, and department, if

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
accordance with its governing laws, rules, and policies. 4. Any School Board Policy or resolution establishing an advisory committee must be in compliance with applicable law, rules and other School Board Policies and must be reviewed every two (2) years by the advisory committee itself and department if applicable.	itself, and department, if applicable, in accordance with School Board Policy 1000. The Task Force agrees with the Superintendent's redline and recommends the same language in right column.	applicable, in accordance with School Board Policy 1000.
B. Dissolution of a School Board-Established Advisory Committee: 1. The Superintendent shall place an item on the agenda of a Regular or Special School Board Meeting recommending the School Board-Established Advisory Committee's dissolution if in her/his opinion the committee's purpose has been satisfied or if its function is being accomplished through other means. 2. If The School Board approves such a recommendation, it shall take any necessary action in accordance with School Board Policy 1001 and its governing laws and rules to repeal or amend any existing School Board policies concerning the advisory committee.		
V. APPLICATION OF LAW TO COMMITTEES. A. THE SUNSHINE LAW		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
1. Meetings of committees as defined above in Article II shall be conducted in accordance with the provisions of and exemptions from the Florida Sunshine Law (Section 286.011, Fla. Stat.) which includes: a. Requirements for public notices of meetings, b. Minutes of such meetings, (*including informal/workshop meetings),* and c. That such meetings be open to the public at all times. 2. The minutes of each committee meeting shall be promptly recorded, and such records shall be open to public inspection. 3. Each member of a committee as defined above in Article II is subject to The Sunshine Law and may not discuss with another committee member any matter or issue that may foreseeably come before the committee for its consideration except during a publicly noticed meeting conducted in compliance with The Sunshine Law. 4. If additional guidance is required upon the application of the Sunshine Law, a request for guidance should be made to the Office of the General Counsel through the committee's school district liaison or district facilitator.	Task Force discussion regarding V.A. 4.: This should be included in future Liaison Training sessions.	
B. OPEN PUBLIC RECORDS LAWS		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
1. Records of committees as defined above in Article II and their committee members are subject to the provisions of and exemptions from the Florida Open Public Records Law (Section 119.07, Fla. Stat.). 2. Each committee member has a duty to retain such records and to forward such records to the committee's school district liaison or district facilitator for retention in accordance with applicable state records retention schedules. 3. All agendas, minutes, correspondence, documents, information, and emails sent or received regarding the conduct of the committee's business shall be transmitted to the committee's school district liaison or district facilitator for purposes of record retention. 4. A committee member may not distribute or disseminate any information received in the performance of her/his official duties if that information is exempt from public inspection or is otherwise confidential or privileged pursuant to applicable law. 5. If additional guidance is required upon the application of the Open Public Records Law or the applicable records retention schedules, a request for assistance should be made to the Office of the General Counsel through the	Discussion Note re V.B.2.: District-provided committee websites would assist in storing/organizing/archiving records. District-provided committee websites would also enable the District to access committee information, which staff have identified as an issue. Some committee chairs have been personally paying without reimbursement to set up and maintain their committee webpages and archives.	

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
committee's school district liaison or district facilitator. 6. No fee shall be assessed for public records request made by committee chairs for documents related to the subject of the committees' responsibilities.		
C. CODE OF ETHICS 1. Each member of a committee as defined above in Article II, is a public officer as defined in Sections 112.313(1) and 112.3143(1), Fla. Stat., which are part of the Florida Code of Ethics for Public Officers and Employees.	The Task Force discussed that the word "training" is used in a vague manner. In addition to the required ethics training, committees have their own separate training for members. The Task Force believes that reorganizing this subsection would clarify the intention.	Recommendation to rename this Subsection C. from "Code of Ethics" to "Ethics and Training" 1. Code of Ethics 2. Training for Committee Members 3. Training for Liaisons/Facilitators
2. Each committee member will have access to an orientation package that includes: a. The committee's establishing Policy, b. The committee's Bylaws, c. A sample Memorandum of Voting Conflict for County, Municipal, and other Local Public Officers (Commission on Ethics Form 8B*),* d. A sample Disclosure of Business Transaction, Relationship, or Interest (Commission on Ethics Form 4A), and e. Access to District Ethics Training.		
3. Ethics Training Program Content. a. Except as provided herein, each member of any committee shall complete a district ethics		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
training program. The training program will cover the following topics: i i. The Code of Ethics for Public Officers and Employees (which applies to advisory committee members), ii ii. The Sunshine Law, iii iii. The Open Public Records Law, and iv iv. Robert Rules of Order. This training program is not required for members of School Advisory Forums, of the Exceptional Student Advisory Council, ESOL Leadership Council, or of the Gifted Advisory Council and a lack of such training shall not preclude members of the public from attending and participating in meetings of those committees. However, officers and Executive/Steering committee members of these specified exempt Committees are required to complete the training program. School district liaisons and district facilitators are required to complete the training program prior to commencement of their service to such committees so they will be enabled to provide appropriate guidance to committee members.		
4. Training Program a. Except as otherwise provided in this policy, each member of a School Board-Established Advisory Committee, or committee created by resolution are annually required to complete the		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
school district's training program for School Board-Established Advisory Committees. b. Such training must be completed prior to the second committee meeting following appointment/election to the committee. c. Members of any ad hoc bid protest committees assembled pursuant to School Board policy shall complete such training prior to the first bid protest committee meeting they attend each year.		
5. Training Program for Members of Other Committees. a. Each member of a committee other than (a) a School Board-Established Advisory Committee or (b) a committee assembled to evaluate, negotiate, and recommend the award or rejection of a competitive solicitation is annually required to complete the school district's training program prior to their committee service.		
6. Training Program for Committee Liaisons and Facilitators. a. Each district liaison to a committee and each district facilitator shall complete the ethics training prior to providing support to their committees.		
7. Exemption from Training Program for Elected Officials and Public Officers. a. Any committee member who is also an elected official or public officer and who has already completed training regarding The Sunshine Law,	Task Force discussed clarification of this section's use of the word "training," in line with the previous discussions about vague references to training.	

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
Open Public Records Law and Code of Ethics for Public Officers and Employees due to the requirements of the member's other official positions is exempt from the school district's training program for committee members, provided that said committee member has completed the member's outside agency's required training by the second committee meeting of each year.		
8. Record of Completion of Training Program. a. Each committee member required to complete the school district's training program must execute an Acknowledgment of Ethics Training form which shall be submitted to the committee's school district liaison or district facilitator for record retention. b. A committee member must timely complete the school district's training program to maintain good standing. c. The district's training program is not required for members of School Advisory Forums, of the Exceptional Student Educational Advisory Council, ESOL Leadership Council, or of the Gifted Advisory Council and a lack of such training shall not preclude members of the public from attending and participating in meetings of those committees. However, officers/executive/steering committee appointees of such exempt committees must annually complete the district training program. d. The district liaison or district facilitator for each committee shall keep track of who has	The Task Force discussed the Acknowledgement of Ethics Form--suggests the process be automated and that the form along with the list of members who completed training be more readily available to committees. The end of section V.C.8(c) references "training" but does not specify the type of training. To clarify this point, the Task Force recommends adding to the end of subsection (c) "the District ethics training and committee trainings." This will be consistent with language and organization recommended by the Task Force elsewhere in Policy 1070.	c. The District's training program is not required for members of School Advisory Forums, of the Exceptional Student Educational Advisory Council, ESOL Leadership Council, or of the Gifted Advisory Council and a lack of such training shall not preclude members of the public from attending and participating in meetings of those committees. However, officers/executive/steering committee appointees of such exempt committees must annually complete the District ethics training and committee trainings.

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
completed training and report to the committee chair the completion of district training by committee members and of those members not in good standing. (See Article VI, C. 3 Maintaining Good Standing)		
VI. MEMBERSHIP The School Board is committed to reflecting the diversity and community at large within the membership of the district's committees. A. School District Liaisons, District Facilitators and General Counsel. 1. School district designees serving as liaisons or facilitators to committees and members of the Office of the General Counsel shall only serve as support resources to committees and shall not be designated as non-voting members of any committee and shall not be counted toward achieving a quorum at any committee meeting. 2. The designation of such persons as non-voting members would subject them to the restrictions of the Sunshine Law and preclude their ability to consult with and provide guidance to individual committee members. In the event of any conflict between this subsection and any existing policy, this subsection shall govern.		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
3. Each School Board-Established Advisory Committee will be assigned a district liaison or district facilitator to facilitate the committee's activities. 4. Each Director of a school district department who assigns a facilitator will ensure that: a. committee meetings are publicly noticed in accordance with applicable laws and rules, b. supporting meeting materials are timely made available and provided to committee members at least seven (7) calendar days in advance of the scheduled meeting. 5. The Superintendent or her/his designee shall determine the appropriate extent of staff support necessary for each individual School Board-Established Advisory Committee, and 6. Notice of committee meetings should be submitted and placed on the district calendar for the upcoming school year.	5. The Task Force discussed attempting to build in a minimum "floor" of supports to be provided to committees to ensure they operate as intended. The Task Force declined to vote on the matter and said it would include findings in the final recommendations.	
B. School District Conflict of Interest Form. 1. Each member of a committee as defined in Article II is required to execute the school district's Conflict of Interest form for School Board-Established Advisory Committees prior to serving on any advisory committee.	The Task Force discussed that this is an error. The form that committees should use is called the "Acknowledgement of School Board Advisory Committee Members Responsibilities."	B. Acknowledgement of School Board Advisory Committee Members Responsibilities

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
2. The form must be provided to the committee's district liaison or district facilitator for retention in accordance with applicable records retention schedules. 3. The foregoing provisions apply only to officers and executive/steering committee members of School Advisory Forums, of the Exceptional Student Education Advisory Council, ESOL Leadership Council, or of the Gifted Advisory Council. 4. The foregoing provisions do not preclude members of the public from attending and participating in meetings of those committees.	The Task Force recommends correcting the name in Policy 1070 and will include a recommendation that it be provided to committee members in the final report. The Task Force voted for the language in the column to the right.	1. Each member of a committee as defined in Article II is required to execute the school district's Acknowledgement of School Board Advisory Committee Member Responsibility form prior to serving on any advisory committee.
C. Composition of Advisory Committees. The following provisions do not apply to members of School Advisory Forums, of the Exceptional Student Education Advisory Council, ESOL Leadership Council, or of the Gifted Advisory Council or preclude members of the public from attending and participating in meetings of those committees. 1. Composition of School Board-Established Advisory Committees. a. A finite and set number of committee members must be specified in the establishing policy or resolution for each School Board-Established Advisory Committee. b. The number of committee members specified in the establishing policy or resolution for a School Board-Established Advisory Committee		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
shall include each person entitled to vote at any meeting of the committee. c. Voting requirements shall be identified in the committees' policies & bylaws.		
2. Composition of Other Advisory Committees. a. Advisory committees other than those that have an establishing policy or resolution adopted by The School Board may be created by the Superintendent or her/his designees to perform various decision-making functions. In addition, the Superintendent may create workgroups to perform fact-finding or information-gathering functions. Those committees and work groups do not require an establishing policy, or the adoption of by-laws and their function and membership composition will be determined administratively by the Superintendent and/or her/his designees based upon their function. b. If any such administratively created workgroup is performing a decision-making function, it will conduct its meetings in accordance with the requirements of The Sunshine Law.		
3. Maintaining Good Standing a. Each School Board-Established Advisory Committee's membership fluctuates, and the number of meetings conducted varies throughout the school year. b. Each School Board-Established Advisory Committee shall establish a minimum meeting		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
attendance standard within its bylaws to ensure that a quorum (minimum number of attendees) of its members are in attendance at each meeting to enable the committee to conduct official business. c. A committee member must meet or exceed this minimum attendance standard to remain in good standing. One Hundred percent (100%) attendance at committee meetings is the goal. d. A committee member shall make a reasonable effort to notify the chair at least seven (7) calendar days prior to the scheduled meeting date as to whether they will or will not attend the committee meeting. e. Meeting Sign-in Sheets will be forwarded to the Office of Chief of Staff or her/his designee registering the attendance record of School Board Members' appointees. f. With the exception of officers and members of their executive/steering committees, the attendance requirements of this subsection shall not apply to meetings of School Advisory Forums, of the Exceptional Student Advisory Council, ESOL Leadership Council, or of the Gifted Advisory Council, or of ad hoc bid protest committees assembled pursuant to School Board policy. g. A committee member who has not completed the district's training program will not be considered a member in good standing.	Change "Chief of Staff" to "the Superintendent or his/her designee" The Task Force discussed adding Broward County residency requirement for committee members. We concluded that this issue is sufficiently covered by other	e. Meeting Sign-in Sheets will be forwarded to the Superintendent or her/his designee registering the attendance record of School Board Members' appointees.

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
	provisions of Policy 1070 and advisory bylaws.	
4. Term of Committee Membership. a. Unless otherwise provided by School Board policy, the term of membership for each member of a School Board-Established Advisory Committee shall be from July 1 to June 30 or until a successor committee member is elected/appointed/selected. b. The attendance requirements of this subsection shall not apply to ad hoc bid protest committees assembled pursuant to School Board policy.		
5. Committee Membership Vacancies. a. Committee member vacancies on committees other than School Board-Established Committees will be filled by the Superintendent or her/his designee. b. Vacancies on School Board-Established Advisory Committees will be filled pursuant to this policy and/or the establishing policy of that committee. c. In the event a School Board Member is unable to fill a vacancy within a committee, the committee may submit a name(s) for that School Board Member's consideration.		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
d. The names of potential appointees are to be forwarded to the School Board Member and also to the Chief of Staff or the latter's designee. e. This subsection shall not apply to ad hoc bid protest committees assembled pursuant to School Board policy. Members of those committees will be designated by the Superintendent or her/his designee	Change "Chief of Staff" to "the Superintendent or his/her designee"	d. The names of potential appointees are to be forwarded to the School Board Member and also to the Superintendent or his/her designee.
VII. School Board Member Appointments to School Board-Established Advisory Committees. The following procedures shall be used by School Board Members when making their appointments to any School Board-Established Advisory Committee: A. School Board Members shall designate their appointments and/or reappointments to School Board-Established Advisory Committees for the upcoming school/fiscal year prior to June 30th of the prior school/fiscal year or as soon as possible thereafter. 1. Each appointment and/or reappointment shall conclude at the end of the fiscal year (June 30th) for which the appointment was made unless the appointee is unable to complete the term of appointment for any reason or the appointment is concluded earlier in accordance with this policy or the committee's bylaws.	The Task Force discussed the issue of board appointees who do not/cannot attend committee meetings and/or are not interested in the advisory's subject matter. Suggestion from several members to adopt a similar method to that of municipalities for creating a pool of willing and specialized volunteers. Board members would not be required to appoint from the pool of volunteer applications, but would have the list made available to them. The Task Force believes this process will diversify public participation, fill vacancies, ease Board member's burden of making many appointments, and enhance the effectiveness of advisories.	A. The district shall maintain an Advisory Appointee Interest List. From the first day of March through the last day of May of each school year, the District shall open an application window whereby members of the public can express their desire to serve as a School Board Member Appointee to an advisory of interest. The application shall collect the following information: 1. The individual's full name and contact information 2. District of residence 3. Any relevant qualifications, including but not limited to

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
	The Task Force voted to recommend the language in the column to the right.	education, experience, and prior appointments. 4. Any relationship to BCPS, including whether they are an employee, parent of an enrolled student, and 5. Reasons for interest. The application shall also indicate the approximate commitment level necessary for each advisory and state that submittal of the application represents a commitment by the applicant to attend and participate in the advisory, if selected.
B. A person may not be appointed to more than two (2) advisory committees by the same School Board Member. However, this does not preclude a School Board Member from appointing a person to serve on an advisory committee if that person is already serving on multiple advisory committees as the appointee of other School Board Members.	The Task Force recommends reducing this number from 2 to 1 advisory committee. This will promote diversification of public input and perspectives. We recommend adding the term "established by policy" so as to allow appointing the same person to a temporary committee, such as the instant task force.	B. A person may not be appointed to more than one (1) advisory committee established by policy by the same School Board Member. However, this does not preclude a School Board Member from appointing a person to serve on an advisory committee if that person is already serving on multiple advisory committees as the appointee of other School Board Members.
C. When appointing an individual to serve on a School Board-Established Advisory Committee, a School Board Member shall select an individual who will serve in the best interests of		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
the school district and its students and community. 1. An appointee should possess experience, qualifications, or interests that are aligned with the function and purpose of the respective advisory committee. 2. School Board Members are encouraged to appoint individuals residing within their representative district and not employed by Broward County Schools. However, a School Board Member may appoint individuals who physically reside and maintain their prime residency within Broward County, Florida, but reside outside of the appointing School Board Member's representative district. 3. Persons who previously served as committee appointees who are not currently in good standing may not be reappointed. 4. Each School Board-Established Advisory Committee appointee must regularly communicate with her/his appointing School Board Member to provide updates about advisory committee activities and to exchange views upon relevant issues. The means of this communication shall be specified by the respective School Board Member. 5. Appointees to the Audit Committee shall be independent of the school district. No appointee to the Audit Committee shall receive any compensation, including any consulting, advisory, or other compensatory fees from or on behalf of the school district or The School Board.	The Task Force discussed the following language change: 1. An appointee ~~should~~ **shall** possess experience, qualifications, or interests that are aligned with the function and purpose of the respective advisory committee. Ultimately the Task Force concluded it was a subjective issue and not appropriate for policy. The Task Force discussed the following: 3. Suggestion to add language about pattern of non attendance or lack of regular communication. We voted to recommend the addition of a sentence to the end of subsection 3. See the language in column to the right. Task Force Discussed the following: 4. Each School Board-Established Advisory Committee appointee must ~~regularly~~ communicate **at least monthly** with her/his appointing School Board Member to provide updates about advisory committee activities and to	3. Persons who previously served as committee appointees who are not currently in good standing may not be reappointed. Someone who is removed for not being in good standing cannot be appointed to any committee within the same year for the following year.

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
	exchange views upon relevant issues. The means of this communication shall be specified by the respective School Board Member. The Task Force decided that there is too much variation in committee meeting schedules to have a blanket rule. The Task Force included consistent communication between Board members and appointees in its final recommendations.	
D. School Board Members shall notify the Chief of Staff of any appointments to School Board-Established Advisory Committees and of any reappointments filling any vacancies that occur during the school year. 1. An appointing School Board Member may also officially recognize her/his new committee appointee(s) during the Reports section of a regular School Board meeting. 2. If a committee appointee does not complete the term of her/his appointment for any reason and the appointing School Board Member's office is also vacant, a replacement appointee shall be named by the Superintendent. 3. The Chief of Staff will maintain a record of the appointees to each School Board-Established Advisory Committee and share it with the Chair of each committee	Change "Chief of Staff" to "the Superintendent or his/her designee" Change "Chief of Staff" to "the Superintendent or his/her designee"	D. School Board Members shall notify the Superintendent or his/her designee of any appointments to School Board-Established Advisory Committees and of any reappointments filling any vacancies that occur during the school year. 3. The Superintendent or his/her designee will maintain a record of the appointees to each School Board-Established Advisory

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
		Committee and share it with the Chair of each committee
E. Removal of School Board Member Committee Appointees. 1. If an appointee of a School Board-Established Advisory Committee exhibits behavior or conduct in violation of applicable law, rules, or School Board Policy, or for other material reasons as determined by the appointing School Board Member or Superintendent, as appropriate, her/his appointment may be rescinded at any time by that appointing School Board Member (or by the Superintendent in the event of a vacancy in the office of the appointing School Board Member). 2. In such instances, the appointing School Board Member or Superintendent shall provide written notice to the committee appointee of the effective date of the conclusion of the appointee's committee service. 3. Copies of said notice shall be provided to the Chair, all School Board Members and to the Chief of Staff and to the committee's district liaison or district facilitator. In addition to the other appointee replacement procedures within this policy, a newly elected or newly appointed School Board Member may, upon assuming office, replace any appointments to committees		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
made by the new School Board Member's predecessor.		
F. Removal of Committee Members Other than School Board Appointees 1. The Superintendent has the authority to rescind the membership of a committee member who is in direct violation with applicable law, rules, School Board policies and/or committee bylaws.	Many advisory chairs, committee members, and Task Force members expressed concerns regarding the lack of due process in the context of removal from a committee. The Task Force discussed at length the following language developed by the 1.7 workgroup in collaboration with BCPS General Counsel (August 2021-May 2022): *F. Removal of Committee Members Other than School Board Appointees.* *1. In the event that the actions, conduct or circumstances of a committee member other than a School Board Member appointee are found to conflict with applicable law, rules, School Board Policies and/or committee bylaws, the Superintendent may recommend the removal of that committee member from office for the current year and/or one additional year.* *2. The Superintendent shall provide the committee member, any entity represented by the committee member, and the Chair of that*	F. Removal of Committee Members Other than School Board Appointees. 1. In the event, that the actions, conduct or circumstances of a committee member other than a School Board Member appointee are found to conflict with applicable law, rules, School Board Policies and/or committee bylaws, the Superintendent may recommend the removal of that committee member from office for the current year and/or one additional year. 2. The Superintendent shall provide the committee member, any entity represented by the committee member, and the Chair of that committee with written notice of such proposed committee member removal. 3. The notice shall specify all grounds for which removal of membership is proposed. 4. The member up for removal can appeal the Superintendent's decision. 5. The proposed member up for removal shall be placed on a public School Board agenda that is advertised to the public where all sides shall be heard upon the proposed removal. 6. The School Board will hear the case and vote whether the member will remain or be removed from the

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
	committee with written notice of such proposed committee member removal. *3. The notice shall specify all grounds for which removal of membership is proposed.* *4. The proposed member removal shall be placed upon an agenda of the committee and all sides shall be heard upon the prosed removal.* *5. By an affirmative vote of two-thirds of all the committee members, the committee may choose to suspend or remove a member.* The Task Force voted unanimously to recommend the language in the right column:	advisory. 7. During the due process period, the committee member will remain on the committee unless their removal was due to physical harm to another member or they have been arrested and accused of a crime, in this instance they will be suspended from the committee until the due process is completed.
VIII. COMMITTEE BYLAWS. A. Each School Board-Established Advisory Committee will establish bylaws utilizing the current standard template approved by The School Board. School Board-Established Advisory Committees may only modify those areas of the bylaws template that are not restricted by the provisions of this policy or by the committee's establishing policy.		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
B. The bylaws of each School Board-Established Advisory Committee, as well as any subsequent modifications, must be approved by the membership of the committee. Upon approval of the membership, the bylaws will be forwarded to the committee's district liaison/ or district facilitator, to be transmitted to the Chief of Staff and placed on a School Board agenda for approval.		
C. The bylaws of each School Board-Established Advisory Committee, as well as any subsequent modifications, must be approved by The School Board.	The Task Force voted to add language to the end of this subsection to encourage timely approval of bylaws and ensure uninterrupted operation of committees.	C. The bylaws of each School Board-Established Advisory Committee, as well as any subsequent modifications, must be approved by The School Board. The School Board shall vote on bylaws within three (3) months of submission for vote by a committee.
D. Bylaws must specify an effective date and be reviewed every two (2) years by the committee and conform to applicable law, rules, and School Board policies.	The Task Force discussed that every 2 years is too often. Voted to recommend 5 year intervals.	D. Bylaws must specify an effective date and be reviewed at least every five (5) years by the committee and conform to applicable law, rules, and School Board policies.
E. The bylaw requirements of this subsection shall not apply to ad hoc bid protest committees assembled pursuant to the School Board's purchasing policy.		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
IX. Committee Meetings A. Public Attendance at Committee Meetings. All meetings of decision-making committees are open to the public pursuant to Section 286.011, Fla. Stat. (The Sunshine Law) and shall be conducted in accordance with the current edition of Robert's Rules of Order, newly revised, and in accordance with any adaptations that are appropriate under the committee's establishing policy and bylaws. 1. Except for any committee meetings that are permitted by applicable law, rule, emergency order, or School Board Policy to be conducted remotely, each committee meeting at which official business is to be conducted shall be held at an appropriate physical location in Broward County, Florida that is open to the general public with a quorum of its members present at the physical location.	Recommendation to correct the structure of the first sentence of Section IX. A. by creating a new paragraph A containing information about the application of Robert's Rules of Order and moving the subject of Public Attendance at Committee Meetings to a new paragraph B and re-lettering subsequent subsections.	A. Meetings shall be conducted in accordance with the current edition of Robert's Rules of Order, newly revised, and in accordance with any adaptations that are appropriate under the committee's establishing policy and bylaws. B. Public Attendance at Committee Meetings. All meetings of decision-making committees are open to the public pursuant to Section 286.011, Fla. Stat. (The Sunshine Law). 1. Except for any committee meetings that are permitted by applicable law, rule, emergency order, or School Board Policy to be conducted remotely, each committee meeting at which official business is to be conducted shall be held at an appropriate physical location in Broward County, Florida that is open to the general public with a quorum of its members present at the physical location.
B. Public Comment at Committee Meetings- Committee meetings are not required to provide members of the public with an opportunity to be heard upon matters before the committee. Such an opportunity to be heard will be provided to the public as required by Section 286.0014, Fla. Stat., within reasonable proximity in time prior		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
to action by The School Board at the meeting at which it will take official action upon any matters that were earlier considered by a committee.		
C. Publication of Committee Meeting Notices – Generally. The schedule of committee meetings for the year will be determined and published on the district calendar. Except as otherwise provided herein or permitted by applicable law and rules, public notices of committee meetings shall be published in a newspaper of general circulation at least three (3) calendar days in advance of the scheduled meeting in accordance with Section 1001.372, Fla. Stat. 1. Sub-committee and/or executive/steering committees of Advisory Committees needs to be published in the newspaper and on the District's website calendar. 2. Notices of meetings of competitive solicitation evaluation committees and of the Bid Protest Committee existing under School Board Policy 3320 are not subject to the requirements of Section 1001.372, Fla. Stat., but instead shall be electronically posted in accordance with Section 120.57(3), Fla. Stat.		
D. Publication of Meeting Notices – School Advisory Councils. Notice of meetings of a school advisory council do not require newspaper publication, but instead shall be communicated to members of that school community through reasonable means that are		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
normally used to communicate matters of importance to the community regarding that particular school. Section 1001.452(1)(d)2, Fla. Stat., requires that all members of a school advisory council be provided at least three (3) days' advance written notice of any matter that is scheduled to come before the council for a vote. (See School Board Policy 1403)		
E. Publication of Meeting Notices – Competitive Solicitation Committees. 1. Meetings of committees that are assembled solely for the purpose of evaluating, negotiating, and making recommendations for the award or rejection of a competitive solicitation shall be published or posted in accordance with the district's governing laws and rules. 2. Notices of meetings of committees that also perform other decision-making functions in addition to serving a competitive solicitation function must be published or posted in accordance with the district's governing laws and rules.		
F. Scheduling of Meetings of School Board-Established Advisory Committees. Each Advisory Committee's first meeting of each school year shall be conducted as early as August, and no later than September except as		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
specified in the committees' governing documents. School Board-Established Advisory Committees may not conduct any meetings in July unless one of the following conditions are met: 1. The need for the committee to meet in July is described in the committee's governing policy. 2. The Superintendent or her/his designee approves in advance a request from the committee's Chair and one other committee officer for the conduct of a meeting in July. 3. Committee members are exempt from any attendance requirements for any July special meetings provided that they notify the chair in advance of their inability to attend the special meeting. However, the committee's normal quorum requirements shall remain applicable to the conduct of any July meeting. 4. The requirements of this subsection shall not apply to ad hoc bid protest committees assembled pursuant to School Board policy.		
G. Quorum for the Conduct of Committee Business. The presence at the meeting's physical location of a majority of the number of committee members specified in the establishing policy or bylaws of a School Board-Established Advisory Committee shall constitute a quorum for the transaction of business; provided, however, that		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
the members constituting a quorum are all in good standing. 1. Whenever for any reason a vacancy exists in the committee membership, a quorum shall consist of a majority of the remaining filled committee membership positions until such time as the vacancy has been filled. 2. Unless otherwise provided by applicable law, rule, emergency order or School Board policy; a physical quorum must be present at the physical meeting location identified in the meeting notice in order for the committee to conduct any business or to vote upon any matter. 3. The quorum requirements of this subsection shall be identified in individual policy and bylaws and shall not apply to meetings of School Advisory Forums, of the Exceptional Student Advisory Council, ESOL Leadership Council, and of the Gifted Advisory Council. 4. If the committee fails to establish a physical quorum at a properly noticed meeting, the meeting may be adjourned or may become an informational meeting only. Member attendance will be recorded, but no motions will be considered, or votes taken. (See Article IX, G)		
H. Use of Technology for Committee Meetings. Any technology used in conducting a meeting must allow all participating committee members to be heard by one another and to be heard by the public at the same time. Provision also may		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
be made for the use of additional collaborative technology to aid in the conduct of a committee meeting. Physical quorum requirements must be met in order for an advisory committee to conduct business. Advisory committee members who are participating remotely using technology can and must vote unless they have a voting conflict. Advisory committee members participating remotely cannot be counted towards meeting the quorum requirements unless otherwise authorized by applicable law, rules, or emergency orders.		
X. APPROVED COMMITTEE MOTIONS. A. Approved motions requiring a response by assigned staff/department(s) shall be sent in writing by the committee chair to the committee's district liaison or district facilitator and also to the Chief of Staff or her/his designee. B. Approved motions shall be catalogued by district staff. Appropriate district staff shall respond in writing to such approved motions within twenty-one (21) business days after their receipt to the Chief of Staff/designee, copied to committee's liaison/facilitator and committee's chair. C. The Chief of Staff or her/his designee will provide School Board Members with a quarterly	**Superintendent Redline:** **X. APPROVED COMMITTEE ~~MOTIONS~~ RECOMMENDATIONS.** A. Approved ~~motions~~ recommendations requiring ~~a response by assigned staff/department(s)~~ a review and consideration by the members of the School Board shall by presented to the School Board within their respective committee reports in accordance with School Board Policy 1020, Art. VII., Section A (3). ~~shall be sent in writing by the committee chair to the committee's district liaison or district facilitator~~	X. APPROVED COMMITTEE RECOMMENDATIONS A. Approved recommendations shall be sent to the committee's district liaison. The district liaison shall forward approved recommendations to all School Board Members, the Superintendent of Schools, and the relevant Department Director, copied to the committee Chair. B. Appropriate district staff shall confirm receipt within two (2) business days and respond in writing to such approved motions within twenty-one (21) business days after their receipt to the

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
summary of school district responses to approved committee motions.	~~and also to the Chief of Staff or her/his designee~~ ~~B. Approved motions shall be catalogued by district staff. Appropriate district staff shall respond in writing to such approved motions within twenty-one (21) business days after their receipt to the Chief of Staff /designee, copied to committee's liaison/facilitator and committee's chair.~~ ~~C. The Chief of Staff or her/his designee will provide School Board Members with a quarterly summary of school district responses to approved committee motions.~~ Committee chairs have overwhelmingly found the current 1070 process to be inadequate. The above Redline would go further, to remove motion/recommendation procedures altogether. The Task Force spent considerable time discussing the issue and formulating a recommendations process aimed at enhancing accountability, responsiveness, and transparency. The Task Force's Recommendation is in the column to the right:	Superintendent of Schools or their designee, copied to the committee's liaison, the committee's Chair, and each School Board Member. Written responses shall include the following: 1. The name and contact information of the department responsible for the response. 2. A clear indication of whether the District supports the recommendation. 3. A specific explanation and reasoning for supporting or not supporting the recommendation. C. Approved motions and corresponding responses shall be catalogued by district staff and be made available on a district webpage.
XI. Election of Officers		

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
A. Officers of each School Board-Established Advisory Committee shall be elected by the membership. 1. At a minimum, each such advisory committee shall annually elect a Chair, Vice Chair and Recording Secretary, or someone designated to record minutes unless that function is being performed for the committee by support staff provided by the school district. 2. All officer positions shall be defined in each School Board-Established Advisory Committee's policy. 3. Each advisory committee shall have the authority to annually elect their officers to serve up to four (4) one-year terms , Thereafter, an advisory committee appointee or member may not serve as a Chair of that advisory committee for a period of two (2) years following the conclusion of their term as chair.	**Superintendent Redline:** 3. Each advisory committee shall have the authority to annually elect their officers to serve up to ~~four~~ two (42) one-year terms. ~~Thereafter, an advisory committee appointee or member may not serve as a Chair of that advisory committee for a period of two (2) years following the conclusion of their term as chair.~~ No individual may serve in the capacity of Chair, Vice Chair, Recording Secretary, or their equivalent for more than a combined period of two (2) consecutive years without a break of at least two (2) years. If an individual has served in one of	3. Each advisory committee shall have the authority to annually elect their officers to serve up to four (4) one-year terms in each position. Thereafter, an advisory committee appointee or member may not serve as a Chair of that advisory committee for a period of two (2) years following the conclusion of their term as chair.

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
	these positions for two (2) consecutive years, their term will conclude on June 30 of that respective academic year. The Task Force found a need to build leadership and plan for succession within committees. To do so, the Task Force recommends the language in the column to the right:	
4. A two-thirds (2/3) majority vote of the members in good standing in attendance is required to extend any chair's term beyond that described in Section XI, A (3).	4. ~~A two-thirds (2/3) majority vote of the members in good standing in attendance is required to extend any chair's term beyond that described in Section XI, A (3)~~ In the subsequent committee election cycle, individuals who have served two (2) consecutive years as Chair, Vice Chair, or Recording Secretary will not be eligible for recommendation for the next academic year. Committee elected officers to School Board-Established Advisory Committees may not serve as chair/vice chair on more than one (1) committee at the same time.	4. A two-thirds (2/3) majority vote of the members in good standing in attendance is required to extend any chair's term beyond that described in Section XI, A (3).

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
5. This subsection shall not apply to ad hoc bid protest committees assembled pursuant to School Board policy. A chair will be designated at the beginning of each meeting of a bid protest committee. B. Removal of Officers: Officer(s) may be removed from office on any School Board-Established Advisory Committee upon a two-thirds (2/3) vote by the committee membership. C. Duties of the Officers will be outlined in the committee's policy & bylaws.	The Task Force recommends to retain current language of Section XI.A.4:	
XII. COMMITTEE CHAIR CONSULTATION WITH SUPERINTENDENT. A. The Chair of each School Board-Established Advisory Committee may meet annually with the Superintendent or her/his designee to collaborate upon any issues, matters and concerns for the school year that are not outlined in the committee's establishing policy 1. The Audit Committee's areas of focus for the school year shall be The School Board-approved audit plan.	The Task Force discussed several suggestions that committee chairs have scheduled meetings with Superintendent and/or appropriate cabinet-level department to gather insights and direction to aid in planning their committee's business. The Task Force voted on the language in the column to the right:	A. The Superintendent and/or the appropriate cabinet-level department head shall meet with the Chair of each School Board-Established Advisory Committee once in September and once in January of each academic school year to collaborate upon any issues, matters, and concern that may or may not be outlined in the committee's establishing policy.

CURRENT POLICY 1070	DISCUSSION/SUPT REDLINE	TASK FORCE RECOMMENDATION
2. This subsection shall not apply to ad hoc bid protest committees assembled pursuant to School Board policy.		
XIII. OPINIONS OF THE COMMITTEE ARE NOT BINDING A. All public documentation, electronic and social media containing the opinions and recommendations of any School Board-Established Advisory Committees shall include a statement that the opinions of the advisory committee are not binding upon The School Board or the Superintendent and do not necessarily represent the views and opinions of The School Board or those of any individual School Board Member or of the Superintendent. B. An individual committee member may not represent her/his personal positions as those of the committee upon which she/he serves unless a majority vote of the advisory committee has approved that position during a public meeting. C. Additionally, an advisory committee member may not distribute or disseminate any information received in the performance of her/his official duties if that information is exempt from public inspection or is otherwise confidential or privileged pursuant to applicable law.		

FACILITY CONDITION ASSESSMENTS AND SPACE UTILIZATION STUDIES

Broward County Public Schools

Presenters:
Jeff Fox
Bill Champion
Ahmed Alawsi
Jennifer White



Successful Asset Management:
Managing assets and budgets through predictive and focused strategies, rather than by unpredictable or reactive actions.

AGENDA

ABOUT BUREAU VERITAS

APPROACH / METHODOLOGY

STATUS AND DELIVERABLES

QUESTIONS AND ANSWERS

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BUREAU VERITAS NORTH AMERICA

- Oil & Gas
- Building & Infrastructure
  - Building Assessment & Project Mgmt.
    - Project Management
    - Transactional
    - Asset Management
  - Elevators & Escalators
  - Commissioning
  - Pressure Vessel Jurisdiction
  - Construction Compliance
- Power & Utilities

K-12 EDUCATIONAL























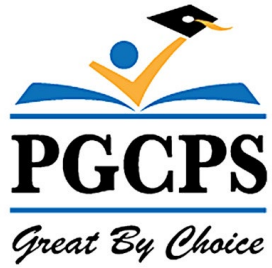





















FACILITY ASSESSMENT APPROACH

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METHODOLOGY

01

PRE-SURVEY

- PRE-SURVEY QUESTIONNAIRE
- POST OCCUPANCY SURVEY
- REVIEW EXISTING DATA
- GATHER ADDITIONAL ASSESSMENTS
- LOGISTICS
- SCHEDULING

02

PILOT

- CONDUCT PILOT ASSESSMENT
- DELIVER PILOT REPORT
- DRAFT PILOT APPROVAL

03

ASSESSMENT

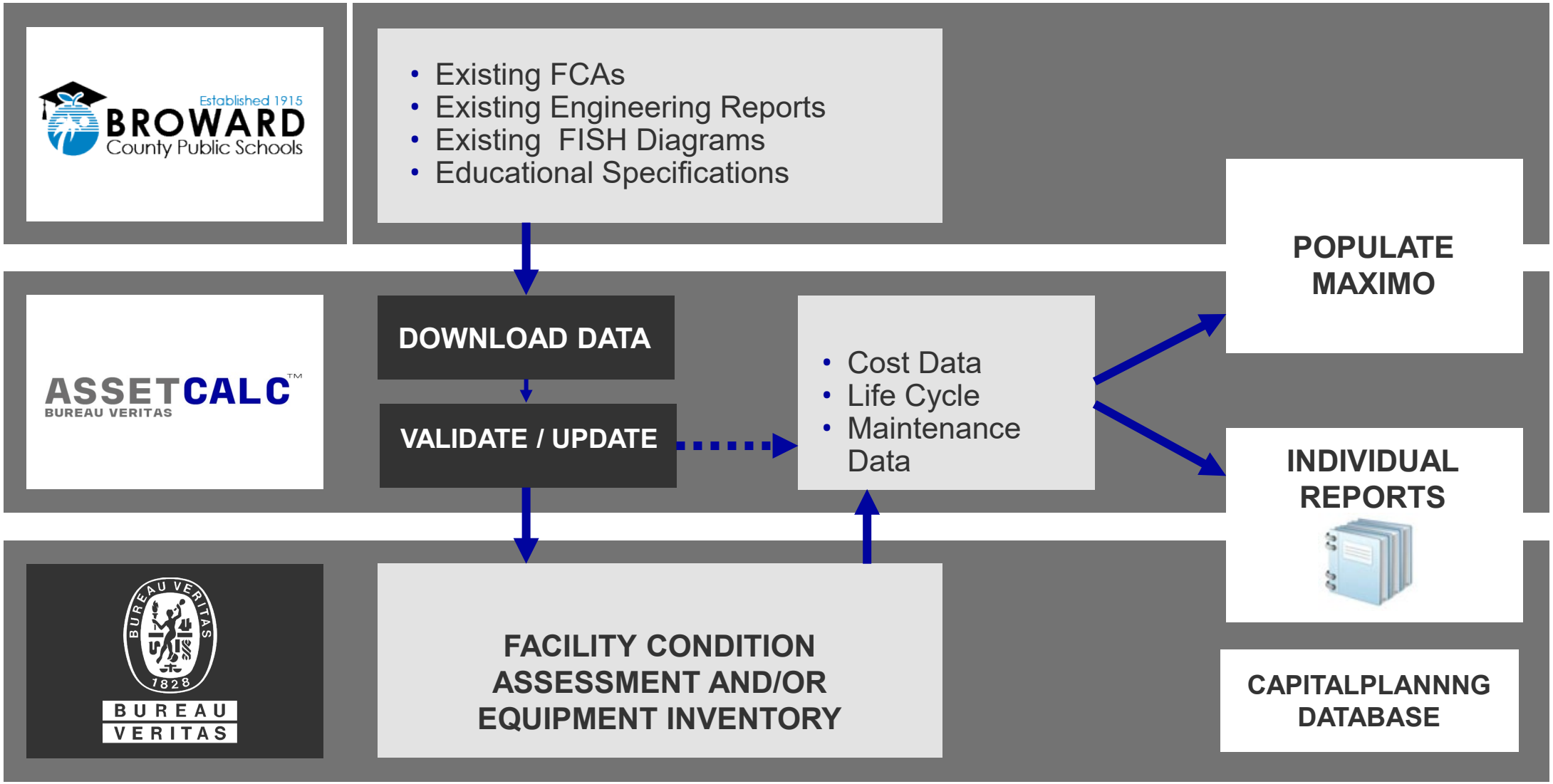
- BUILDING SYSTEM INSPECTIONS
- INDENTIFICATION OF DEFICIENCIES
- INVENTORY OF ASSETS
- REPAIR / REPLACE RECOMMENDATIONS
- COST ESTIMATING

04

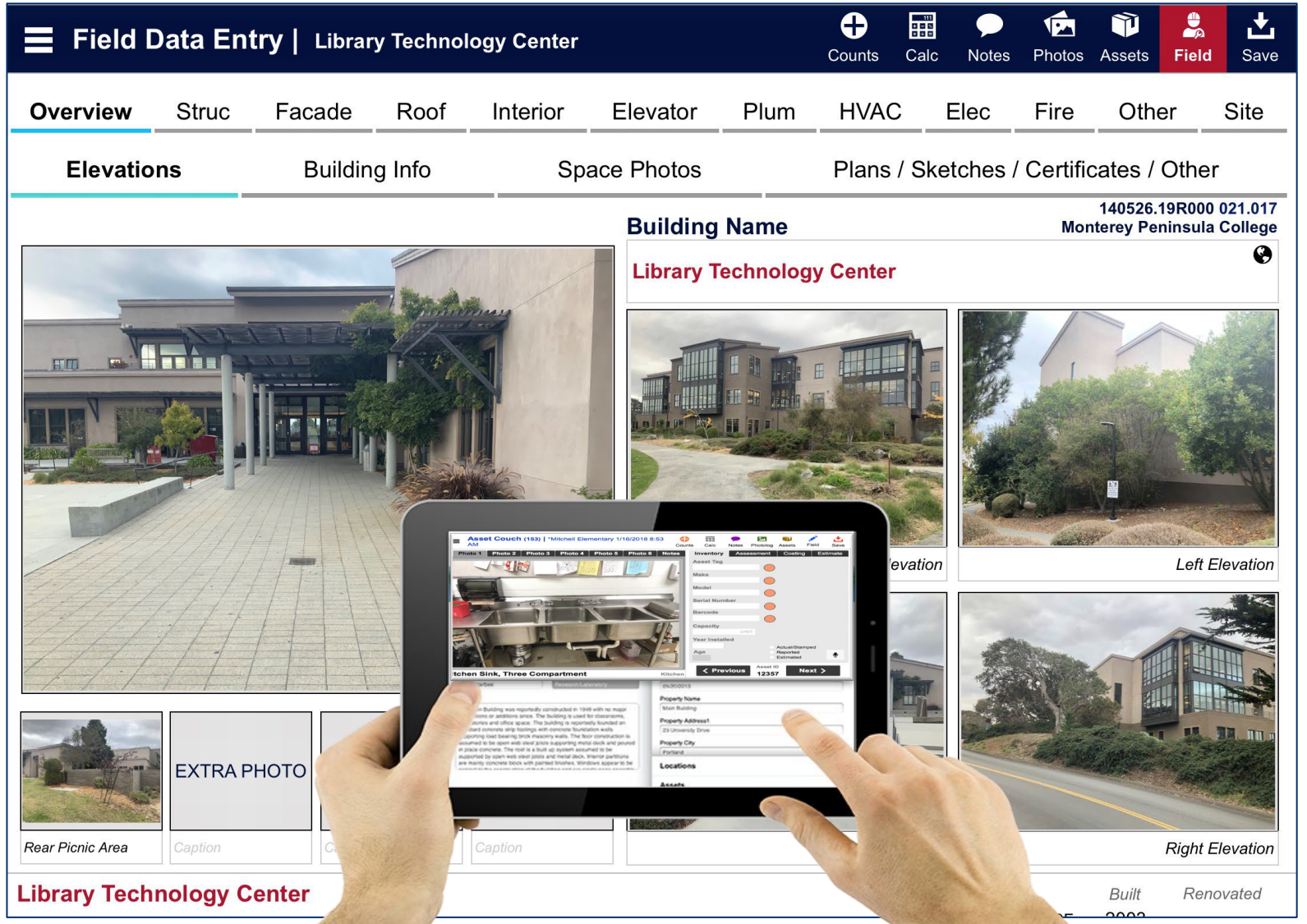
DELIVERABLE

- FACILITY ASSESSMENT REPORTS
- CAPITAL PLANNING AND ASSET DATA
- PORTFOLIO PRIORITIZATION
- FACILITY CONDITION INDEX (FCI)
- MAXIMO INTEGRATION

ASSETCALC™ : INTEGRATION PLAN



UNIVERSAL DATA COLLECTION TOOL



ROOFING DETAIL (RUL)

B3011 - Roof, Built-Up, Bitumen

EUL 20 Years

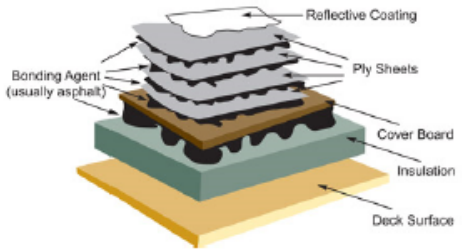


Excellent

RUL 20 to 19 (>95% of EUL)

- New (or indistinguishable from new)

No anticipated maintenance required.





Good

RUL 18 to 13 (>66% EUL left)

- Aside from age there is little directly observable that will show degradation of the Asset from "Excellent" down to "Good" condition

Periodic inspection of flashing, parapets, curbs, and drainage components is recommended as part of routine maintenance.



Fair

RUL 12 to 3

- Isolated instances of bubbles/blisters, soft areas, fish mouth openings at seams
- No significant or systemic leaks observed/reported
- No systemic instances of bubbles/blisters, soft areas, fish mouth openings at seams

Isolated repairs may be required.



Poor

RUL 2 to 1

- Significant or systemic alligator cracking
- Systemic instances of bubbles/blisters, soft areas, fish mouth openings at seams
- Significant or systemic leaks observed/reported

Anticipate replacement. Replace roofing system only after substrate has been verified as acceptable.



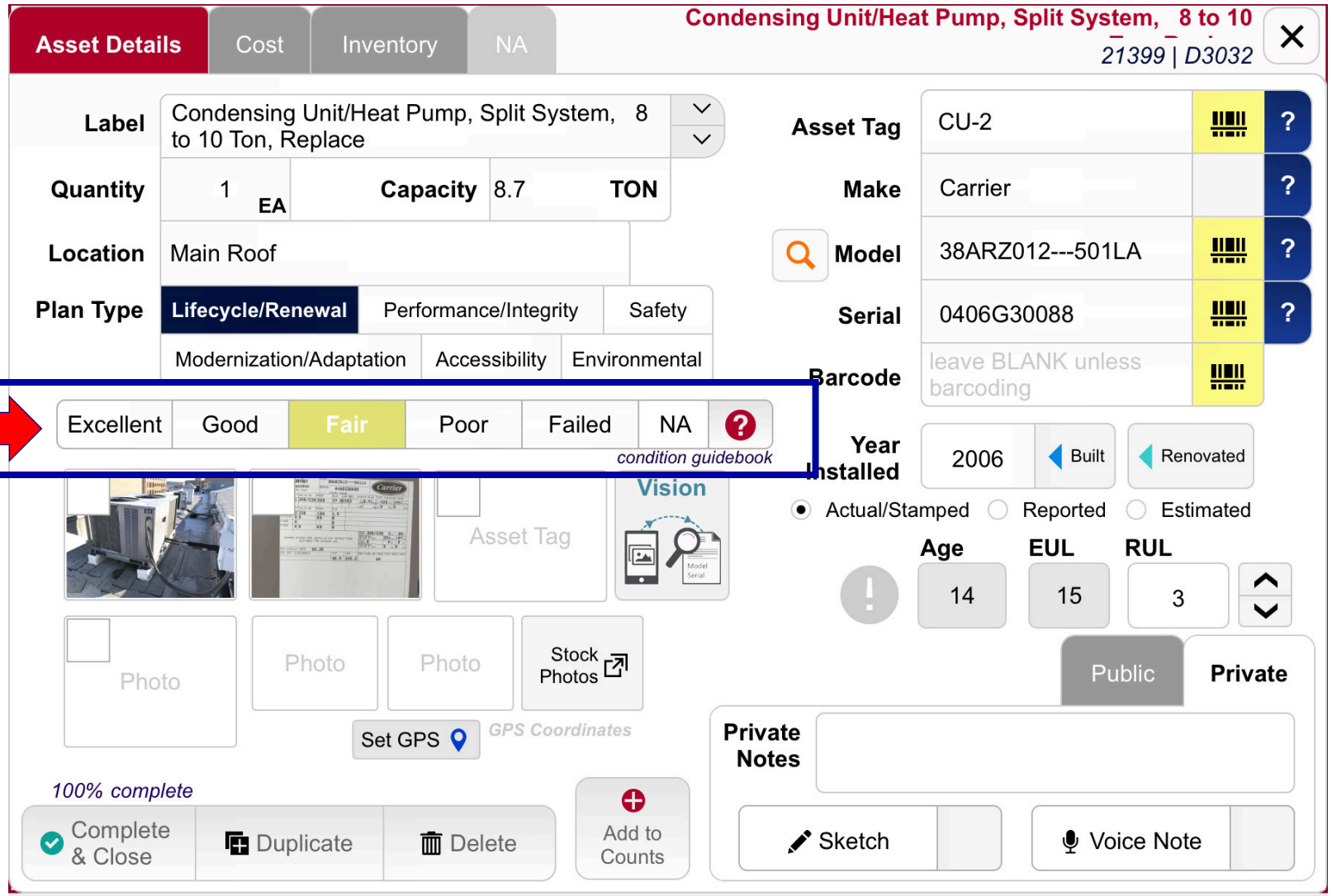
Failed

RUL 0

- Asset needs repairs, but (Repair $) ≥ (Replacement $)

Replace roofing system. roofing system only after substrate has been verified as acceptable. Anticipate replacement of at least some substrate.

CONDITION RANKING OF SYSTEMS / EQUIPMENT





EXPANDED DATA COLLECTION

CATEGORIES

- Functional Deficiency
- Educational Adequacy
  - Spaces and Equity
  - Requirements of Space
- Preventive Maintenance Plans
- FISH Updates

- Optional:
  - Energy Audits
  - Computer Aided Design Drawings (CADD)

DATA CHECKLIST

- ❑ Post Occupancy Online Survey
- ❑ Access Control Checklist
- ❑ Life Safety and Security



STATUS AND DELIVERABLES

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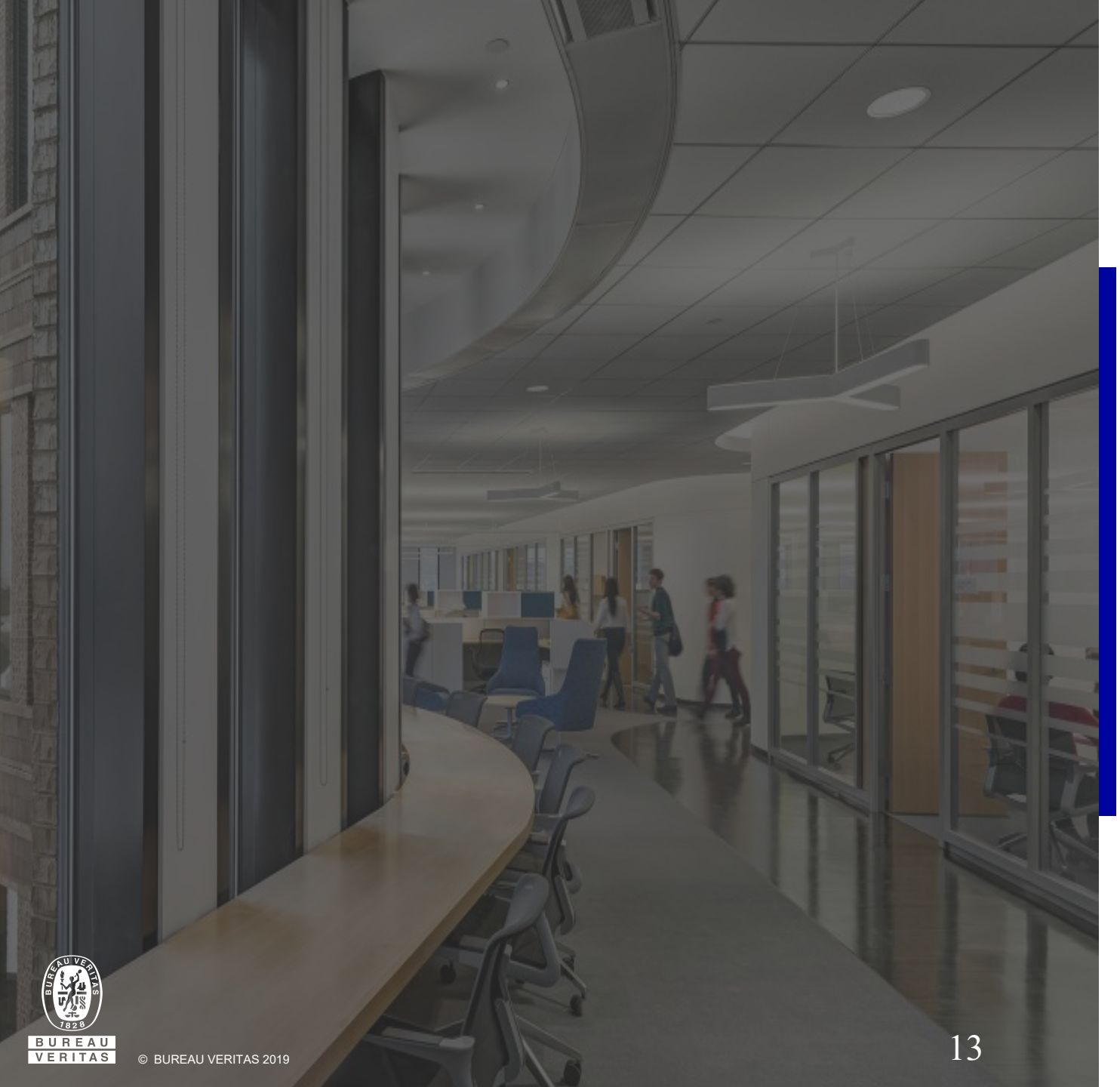

PROJECT STATUS

- Assessment Phase Completed
- All Draft Data Submitted June 15th
- Draft Data in Review
- Review and Comment Phase Underway
- Draft Reporting and Deliverables Developed
- Draft Reports to be Submitted by August 1st

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DRAFT FCA REPORTS

FACILITY CONDITION ASSESSMENT

prepared for

City Public Schools
123 ABC Avenue
Green, MA 12345
Susan Brown



Blue High School
25 Orange Street
Blue, MA 12345

PREPARED BY:
Bureau Veritas
6021 University Boulevard, Suite 200
Ellicott City, Maryland 21043
800.733.0660
www.us.bureauveritas.com

BV CONTACT:
Tom Bart
Program Manager
800.733.0660 x7540
Tom.Bart@buresauveritas.com

BV PROJECT #:
154129.22R000-005.354

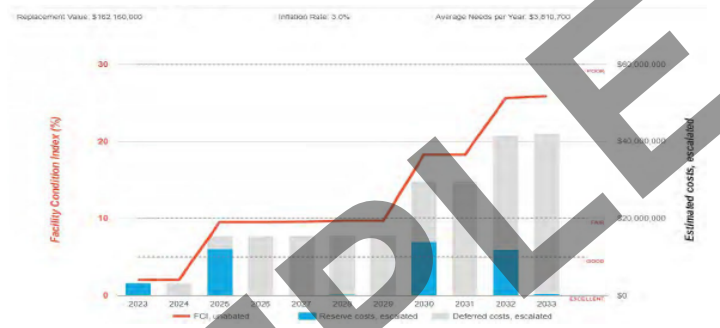
DATE OF REPORT:
July 18, 2022

ON SITE DATE:
May 24, 2022

Bureau Veritas
6021 University Boulevard | Ellicott City, MD 21043 | www.us.bureauveritas.com | p 800.733.0660

The vertical bars below represent the year-by-year needs identified for the site. The Blue line in the graph below forecasts what would happen to the FCI (left Y axis) over time, assuming zero capital expenditures over the next ten years. The dollar amounts allocated for each year (blue bars) are associated with the values along the right Y axis.

Needs by Year with Unaddressed FCI Over Time

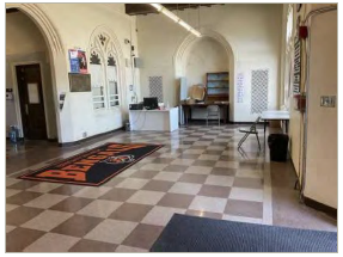


Immediate Needs

Location Description	UF Code	Description	Condition	Plan Type	Cost
Roof	B3010	Roofing, Built-Up, Replace	Poor	Performance/Integrity	$45,400
Throughout building	C2010	Wall Finishes, any surface, Prep & Paint	Poor	Performance/Integrity	$22,900
Ceilings	C2050	Ceiling Finishes, any flat surface, Prep & Paint	Poor	Performance/Integrity	$57,800
Building exterior	D3030	Split System, Condensing Unit/Heat Pump, Replace	Poor	Performance/Integrity	$9,800
Building exterior	D3030	Split System, Condensing Unit/Heat Pump, Replace	Poor	Performance/Integrity	$11,500
Building exterior	D3030	Split System, Condensing Unit/Heat Pump, Replace	Poor	Performance/Integrity	$11,800
Building exterior	D3030	Split System, Condensing Unit/Heat Pump, Replace	Poor	Performance/Integrity	$11,500
Roof	D3060	Exhaust Fan, Roof or Wall-Mounted, 16" Damper, Replace	Poor	Performance/Integrity	$6,900
Roof	D3060	Exhaust Fan, Roof or Wall-Mounted, 16" Damper, Replace	Poor	Performance/Integrity	$6,900
Electrical room	D5020	Switchboard, 120/208 V, Replace	Poor	Performance/Integrity	$150,100
Electrical room	D5020	Switchboard, 120/208 V, Replace	Poor	Performance/Integrity	$118,200
Throughout building	D5010	BAS/HVAC Controls, Basic System or Legacy Upgrades, Upgrade/Install	Poor	Performance/Integrity	$1,886,700
Auditorium	E2010	Fixed Seating, Auditorium/Theater, Metal Cushioned Deluxe, Replace	Poor	Performance/Integrity	$676,000
Site	G2030	Sidewalk, Brick/Masonry Pavers, Replace	Poor	Performance/Integrity	$641,500
					$3,293,700

2. Building and Site Information





Systems Summary

System	Description	Condition
Structure	Steel frame with concrete-topped metal decks over concrete pad column footings	Fair
Façade	Primary Wall Finish: Stone veneer Secondary Wall Finish: Brick Windows: Aluminum	Fair
Roof	Primary: Flat construction with modified bituminous finish with ballast Secondary: Flat construction with green vegetation roofing assembly	Fair
Interiors	Walls: Painted gypsum board, glazed CMU, wood paneling, ceramic tile Floors: Carpet, VCT, ceramic tile, quarry tile, wood strip, terrazzo, coated concrete Ceilings: Painted gypsum board and ACT, painted exposed structure	Fair
Elevators	Passenger: One hydraulic car serving all four levels	Fair
Plumbing	Distribution: Copper supply and cast-iron waste & venting Hot Water: Gas domestic boiler with storage tanks and gas and electric water heaters with integral tanks Fixtures: Toilets and sinks in all restrooms; Urinals in boy's restrooms; Showers in locker rooms	Fair

SAMPLE

NEEDS BREAKDOWN - SUMMARY

SITE NAME	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	TOTAL
School 1	$1,600,856	$18,000		$33,254	$35,121	$60,700	$20,800				$1,768,731
School 2	$1,485,730	$12,000		$1,800			$50,800				$1,550,330
School 3	$1,458,325	$11,000			$40,900						$1,510,225
School 4	$26,780	$227,200				$245,000	$250,000		$80,900	$90,800	$820,680
School 5	$12,010	$455,100			$250,000		$150,000	$300,200	$180,000	$60,800	$1,068,110
School 6	$63,606	$440,100		$6,892				$80,900	$150,000	$60,900	$502,398
School 7	$59,021		$60,800			$80,200		$72,000		$290,000	$562,021
School 8				$150,000	$80,980		$200,000		$150,000	$80,890	$661,870
School 9				$25,800		$35,000		$250,000		$150,000	$460,800
School 10	$30,224					$45,800		$500,000		$150,000	$726,024
School 11	$420,500				$420,258				$60,200		$900,958
School 12	$15,500			$4,890				$158,090	$150,800		$329,280
School 13		$20,900				$50,800		$150,800		$201,000	$423,500
School 14	$79,450		$25,000						$80,200	$150,800	$335,450
School 15	$60,850							$250,800		$200,100	$511,750
School 16	$3,520			$5,900			$200,800		$100,200	$80,900	$391,320
School 17	$6,040		$9,000					$258,000	$300,200	$120,000	$693,240
School 18	$63,220	$6,980			$6,000			$150,000	$280,500		$506,700
School 19	$6,526					$80,800				$250,000	$337,326
School 20				$20,800				$25,800	$20,200	$35,500	$102,300
TOTAL	**$5,392,158**	**$1,191,280**	**$193,014**	**$328,336**	**$1,033,259**	**$598,300**	**$872,400**	**$2,196,590**	**$1,553,200**	**$1,921,690**	**$14,163,013**

SAMPLE

NEEDS BREAKDOWN - DETAIL

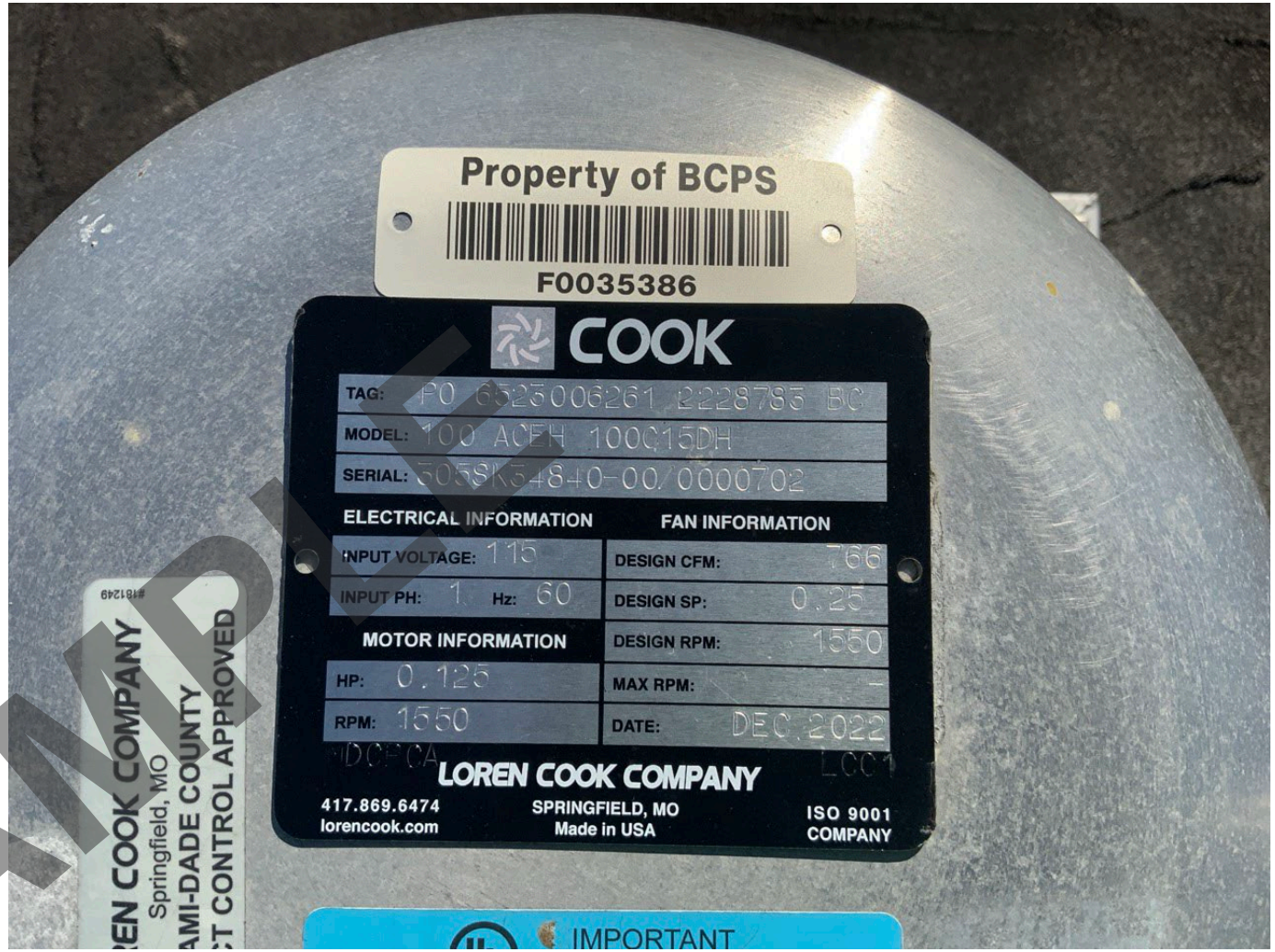
Facility	Uniformat Code	ID	Cost Description	Lifespan (EUL)	EAge	RUL	Quantity	Unit	Unit Cost	w/ Markup*	Subtotal	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	Deficiency Repair Estimate
Sample Middle School	B2020	7830145	Glazing, any type, by SF, Replace	30	17	13	600	SF	$55.00	$94.25	$56,549														$56,549								$56,549
Sample Middle School	B2050	7830155	Exterior Door, Steel, Standard, Replace	30	17	13	6	EA	$600.00	$1,028.16	$6,169														$6,169								$6,169
Sample Middle School	B2050	7830168	Exterior Door, Aluminum-Framed & Glazed, Standard Swing, Replace	30	17	13	2	EA	$1,300.00	$2,227.68	$4,455														$4,455								$4,455
Sample Middle School	B3010	7830152	Roofing, Asphalt Shingle, 30-Year Premium, Replace	30	17	13	10875	SF	$5.50	$10.08	$109,672														$109,672								$109,672
Sample Middle School	B3010	7830142	Roofing, Modified Bitumen, Replace	20	17	3	1987	SF	$10.00	$17.14	$34,049				$34,049																		$34,049
Sample Middle School	C1010	8113423	Media/Tech Classroom Addition, Budgetary Cost, Construct	0	0	0	1000	SF	$700.00	$1,199.52	$1,199,520	$1,199,520																					$1,199,520
Sample Middle School	C1010	8113456	Performing Arts Room, Budgetary Cost, Construct	0	0	0	600	SF	$700.00	$1,199.52	$719,712	$719,712																					$719,712
Sample Middle School	C1010	8113421	Student Lunchroom, Budgetary Cost, Construct	0	0	0	1500	SF	$700.00	$1,199.52	$1,799,280	$1,799,280																					$1,799,280
Sample Middle School	C1010	8113457	Art Room Renovation, Budgetary Cost, Renovate	0	0	0	1000	SF	$50.00	$85.68	$85,680	$85,680																					$85,680
Sample Middle School	C1010	8113417	CTE Space, Budgetary Cost, Construct	0	0	0	1000	SF	$2,000.00	$3,427.20	$3,427,200	$3,427,200																					$3,427,200
Sample Middle School	C1010	8113419	Staff Lunch/Workroom Area, Budgetary Cost, Construct	0	0	0	500	SF	$700.00	$1,199.52	$599,760	$599,760																					$599,760
Sample Middle School	C1010	8113420	Classroom Addition, Budgetary Cost, Construct	0	0	0	1000	SF	$700.00	$1,199.52	$1,199,520	$1,199,520																					$1,199,520
Sample Middle School	C1010	8113418	Classroom Addition, Budgetary Cost, Construct	0	0	0	1000	SF	$700.00	$1,199.52	$1,199,520	$1,199,520																					$1,199,520
Sample Middle School	C1010	8113422	Classroom Addition, Budgetary Cost, Construct	0	0	0	1000	SF	$700.00	$1,199.52	$1,199,520	$1,199,520																					$1,199,520
Sample Middle School	C1010	8113459	Classroom Addition, Budgetary Cost, Construct	0	0	0	1000	SF	$700.00	$1,199.52	$1,199,520	$1,199,520																					$1,199,520
Sample Middle School	C1010	8113424	Mental Health Spaces(Social worker, School psychologist, School counselor, clinical therapist), Budgetary Cost, Construct	0	0	0	600	SF	$700.00	$1,199.52	$719,712	$719,712																					$719,712
Sample Middle School	C1070	7830159	Suspended Ceilings, Acoustical Tile (ACT), Replace	25	17	8	4000	SF	$3.50	$6.00	$23,990									$23,990													$23,990
Sample Middle School	C2010	7830166	Wall Finishes, any surface, Prep & Paint	10	6	4	19866	SF	$1.50	$2.57	$51,064					$51,064										$51,064							$102,127
Sample Middle School	C2030	7830146	Flooring, any surface, w/ Epoxy Coating, Prep & Paint	10	6	4	1300	SF	$12.00	$20.56	$26,732					$26,732										$26,732							$53,464
Sample Middle School	C2030	7830139	Flooring, any surface, w/ Paint or Sealant, Prep & Paint	10	6	4	1300	SF	$1.50	$2.57	$3,342					$3,342										$3,342							$6,683
Sample Middle School	C2030	7866970	Asbestos Abatement, , Replace	15	13	2	500	SF	$8.00	$13.71	$6,854			$6,854																			$6,854
Sample Middle School	C2030	7830134	Flooring, Vinyl Tile (VCT), Replace	15	11	4	9900	SF	$5.00	$8.57	$84,823					$84,823																$84,823	$169,646
Sample Middle School	C2030	7830167	Flooring, Rubber Tile, Replace	15	6	9	1300	SF	$9.00	$15.42	$20,049										$20,049												$20,049
Sample Middle School	C2050	7830141	Ceiling Finishes, any flat surface, Prep & Paint	10	7	3	3400	SF	$2.00	$3.43	$11,652				$11,652										$11,652								$23,305
Sample Middle School	C2050	7830148	Ceiling Finishes, any flat surface, Prep & Paint	10	6	4	1500	SF	$2.00	$3.43	$5,141					$5,141										$5,141							$10,282
Sample Middle School	C2050	7830144	Ceiling Finishes, exposed irregular elements, Prep & Paint	10	6	4	1445	SF	$2.50	$4.28	$6,190					$6,190										$6,190							$12,381
Sample Middle School	D1010	7830293	Elevator Controls, Automatic, 1 Car, Replace	20	17	3	1	EA	$5,000.00	$8,568.00	$8,568				$8,568																		$8,568
Sample Middle School	D1010	7830171	Passenger Elevator, Overhead Traction, 2-5 Floors, Renovate	35	23	12	1	EA	$140,000.00	$239,904.00	$239,904												$239,904										$239,904
Sample Middle School	D2010	7830320	Water Heater, Gas, Commercial (125 MBH), Replace	20	3	17	1	EA	$12,400.00	$21,248.64	$21,249																		$21,249				$21,249
Sample Middle School	D2010	7830289	Backflow Preventer, Domestic Water, Replace	30	17	13	1	EA	$5,200.00	$8,910.72	$8,911														$8,911								$8,911
Sample Middle School	D2010	7830254	Sink/Lavatory, Service Sink, Floor, Replace	35	32	3	1	EA	$800.00	$1,370.88	$1,371				$1,371																		$1,371
Sample Middle School	D2010	7830287	Emergency Plumbing Fixtures, Eye Wash & Shower Station, Replace	20	17	3	1	EA	$2,300.00	$3,941.28	$3,941				$3,941																		$3,941
Sample Middle School	D2010	7830286	Drinking Fountain, Wall-Mounted, Single-Level, Replace	15	6	9	2	EA	$1,200.00	$2,056.32	$4,113										$4,113												$4,113
Sample Middle School	D2010	7830263	Sink/Lavatory, Vanity Top, Stainless Steel, Replace	30	17	13	1	EA	$1,200.00	$2,056.32	$2,056														$2,056								$2,056
Sample Middle School	D2010	7830280	Toilet, Commercial Water Closet, Replace	30	17	13	12	EA	$1,300.00	$2,227.68	$26,732														$26,732								$26,732
Sample Middle School	D2010	7830313	Shower, Valve & Showerhead, Replace	30	17	13	1	EA	$800.00	$1,370.88	$1,371														$1,371								$1,371
Sample Middle School	D2010	7830310	Urinal, Standard, Replace	30	17	13	4	EA	$1,100.00	$1,884.96	$7,540														$7,540								$7,540
Sample Middle School	D2010	7830305	Sink/Lavatory, Wall-Hung, Vitreous China, Replace	30	17	13	11	EA	$1,500.00	$2,570.40	$28,274														$28,274								$28,274
Sample Middle School	D3020	7830266	Radiator, Hydronic, Baseboard (per LF), Replace	30	27	3	578	LF	$150.00	$257.04	$148,569				$148,569																		$148,569
Sample Middle School	D3020	7830261	Unit Heater, Electric, Replace	20	17	3	1	EA	$1,200.00	$2,056.32	$2,056				$2,056																		$2,056
Sample Middle School	D3020	7830296	Unit Heater, Electric, Replace	20	17	3	2	EA	$1,200.00	$2,056.32	$4,113				$4,113																		$4,113
Sample Middle School	D3020	7830242	Unit Heater, Hydronic, Replace	20	17	3	1	EA	$1,700.00	$2,913.12	$2,913				$2,913																		$2,913
Sample Middle School	D3020	7830259	Cabinet Heater, Electric, 3 to 4 LF, Replace	25	17	8	3	EA	$3,500.00	$5,997.60	$17,993									$17,993													$17,993
Sample Middle School	D3030	7830290	Split System, Condensing Unit/Heat Pump, Replace	15	14	1	1	EA	$7,100.00	$12,166.56	$12,167		$12,167																$12,167				$24,333
Sample Middle School	D3030	7830312	Split System, Condensing Unit/Heat Pump, Replace	15	14	1	1	EA	$12,800.00	$21,934.08	$21,934		$21,934																$21,934				$43,868
Sample Middle School	D3030	7830251	Split System, Condensing Unit/Heat Pump, Replace	15	14	1	1	EA	$12,800.00	$21,934.08	$21,934		$21,934																$21,934				$43,868

SAMPLE

41,000 BARCODES

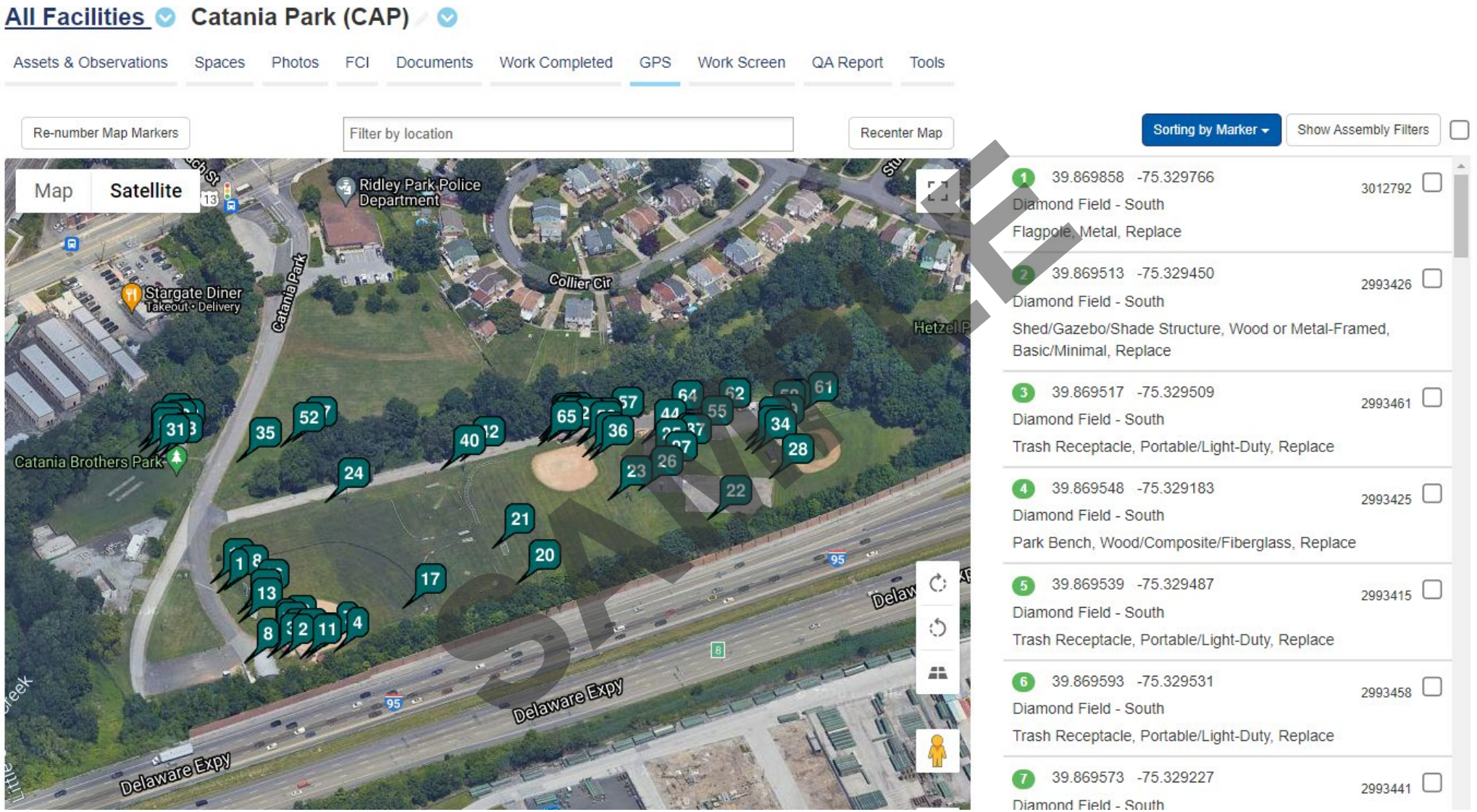
COMPONENT LEVEL TAGGING

- Make, model, serial number
- Equipment tagging best practices
- Uses clarified Tagging Scope
- Taxonomy, hierarchy, and nomenclature
- All fields required for work order system
- Tags Supplied by BCPS



856

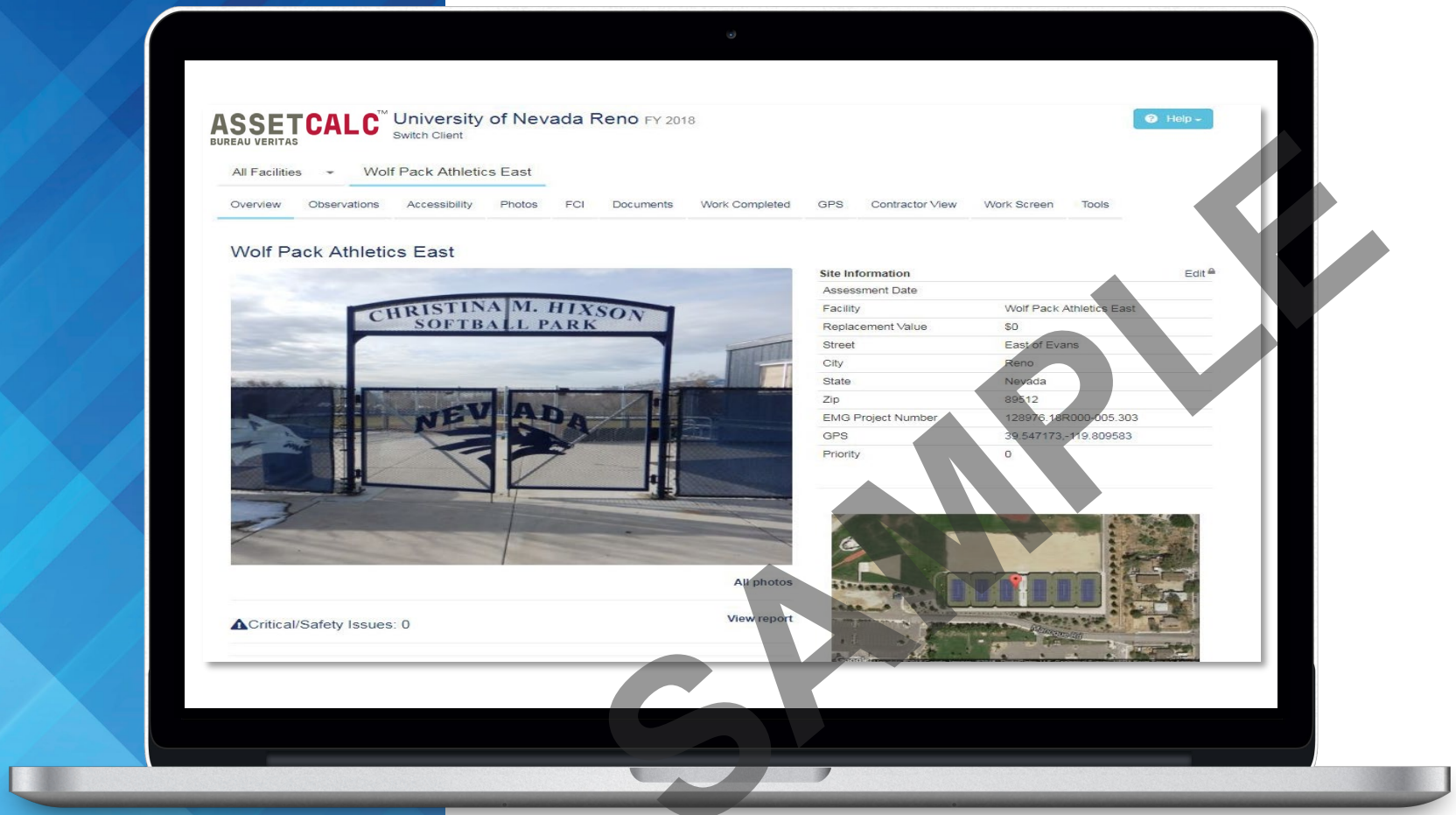
18,530 GPS-LOCATED ASSETS



SAMPLE

CAPITAL PLANNING SOLUTION : ASSETCALC™

ASSETCALC™
BUREAU VERITAS



SAMPLE

INTEGRATION

- Single User
- Multi-User
- Unlimited Seats
- Cloud Based

FEATURES

- Tailored Reports
- Standard Reports
- Benchmarking
- FCI Index

EXPORT CAPABILITIES

- Excel CSV
- ODBC Files or Equivalent
- CMMS Export

TRAINING

KEY FINDINGS / PRIORITY



Primary Transformer in Poor condition.

Liquid Filled, 50 kVA
City Hall Electrical Vault

Uniformat Code: D5011
Recommendation: **Replace in 2020**

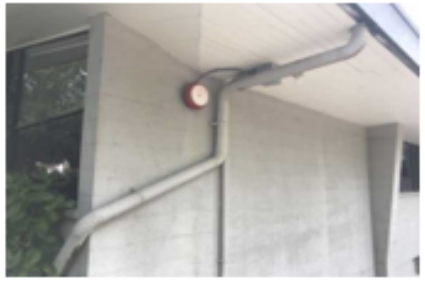
Priority Score: **98.0**

Plan Type: Safety

Cost Estimate: $31,800

**$$**$$

Current transformers are considered an arc flash risk. Utility has deemed them city responsibility. Current transformers are past twice the anticipated lifetime. - AssetCALC ID: 1356165



Gutters & Downspouts in Poor condition.

Aluminum w/ Fittings
City Hall Roof

Uniformat Code: B3016
Recommendation: **Replace in 2020**

Priority Score: **88.0**

Plan Type: Performance/Integrity

Cost Estimate: $12,300

**$$**$$

Drains are reported to leak. - AssetCALC ID: 1356164



Plumbing System in Poor condition.

Supply & Sanitary, Low Density (excl fixtures)
City Hall Throughout building

Uniformat Code: D2029
Recommendation: **Replace in 2021**

Priority Score: **87.0**

Plan Type: Performance/Integrity

Cost Estimate: $111,700

$$$$

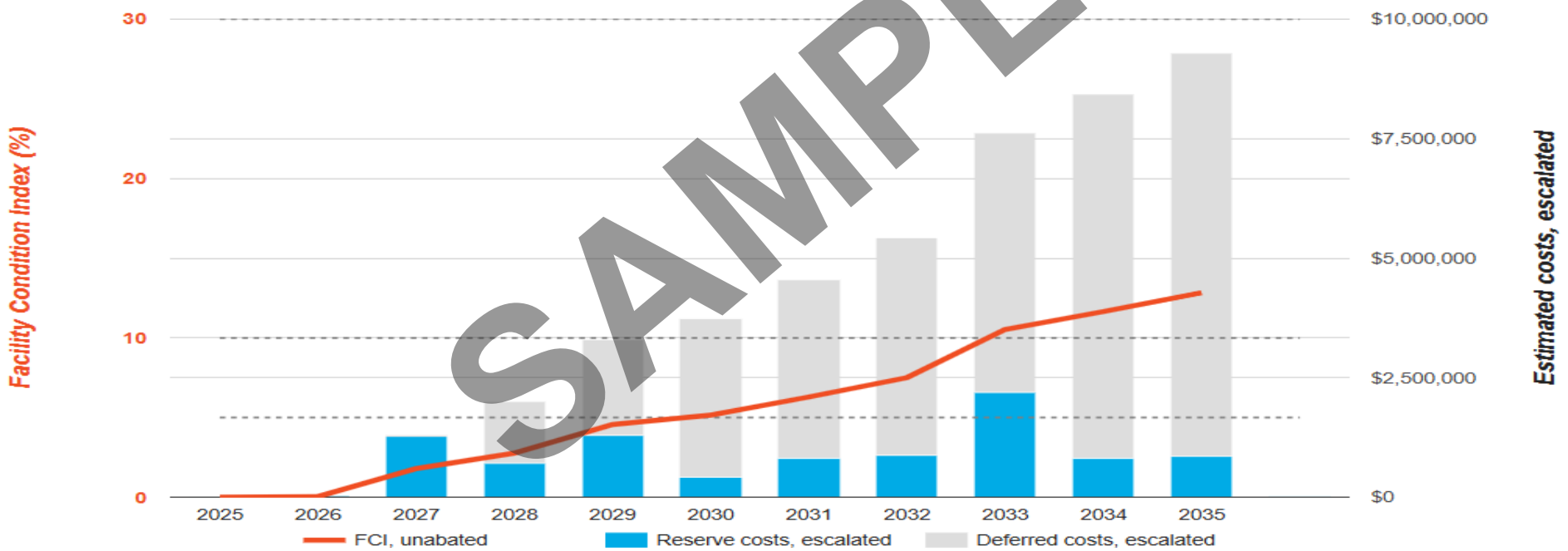
SAMPLE

2,272 FCI RANKINGS

Replacement Value	*Total SF*	*Cost/SF*
$ 72,338,400	*120,564*	*$ 600*

	Est Reserve Cost	FCI
Current	$ 600	0.0 %
3-Year	$ 2,003,700	2.8 %
5-Year	$ 3,729,100	5.2 %
10-Year	$ 9,280,200	12.8 %

Replacement Value: $72,338,400 Inflation Rate: 3.5% Average Needs per Year: $843,700



SAMPLE

2,272 SYSTEM EXPENDITURES

System	Immediate	Short Term (3 yr)	Near Term (5 yr)	Med Term (10 yr)	Long Term (20 yr)	TOTAL
Structure	-	-	-	-	$77,878	$77,878
Facade	-	-	-	$117,006	$305,562	$422,568
Roofing	-	-	$201,623	$2,133	-	$203,756
Interiors	-	-	$153,565	$277,090	$643,084	$1,073,739
Elevators	-	$87,788	-	-	$7,486	$95,274
Plumbing	$1,287	-	-	$39,200	$798,212	$838,699
Fire Suppression	-	-	-	$1,991	$3,566	$5,557
HVAC	-	$6,688	$181,363	-	$1,211,402	$1,399,453
Electrical	-	-	-	$339,379	$263,654	$603,033
Fire Alarm & Comm	-	-	$281,112	-	$383,939	$665,051
TOTALS	**$1,287**	**$94,476**	**$817,663**	**$776,799**	**$3,694,783**	**$5,385,008**

SAMPLE

CONCLUSION

- Assessment Phase Complete
- Total of 240 draft reports Webposted (uploaded to AssetCALC)
- Completed detailed condition reports for over 200 schools to 90%
- Currently reviewing and refining data and drafts reports



Questions:

Jeff Fox
Project Executive
P 800.733.0660 x7296683
F 443.413.4293
E jeff.fox@bureauveritas.com

Established 1915
BROWARD
County Public Schools







SCHOOL BOARD POLICY PROJECT

Rule Development: Exceptional Student Education Policy 4900

Exceptional Student Education
June 24, 2025

INTRODUCTION

POLICY NO. 4900

A local policy that would allow audio and video recordings of self-contained ESE Classrooms.

During the three-year Pilot Program (2021-2024) of F.S., 1003.574, the district received 320 camera installation requests and 32 parent requests that required redaction within F.S.,1002.22.

The total cost of the three-year Pilot Program was $774,194

Purpose

To promote the health and safety of students in self-contained exceptional student education classrooms.

2022-2027 STRATEGIC PLAN

GUARDRAIL: SAFETY

The Superintendent may not allow a breach of safety policies and procedures that compromises the safety of students and staff.

Request of School Board

Please review the policy presented in this presentation, provide guidance and direction to the Superintendent for Rulemaking at a subsequent Board meeting, and provide input on the financial impact and the Parents' Bill of Rights.

Policy 4900

Agenda

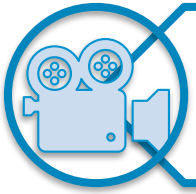
- Policy 4900 Overview
- Policy 4900 stakeholder feedback
- Understanding the Parents' Bill of Rights
- Stakeholder Feedback on Forms and the Family Flyer
- Next Steps

Policy 4900

Policy 4900 Overview



Allows for audio and video recording of self-contained ESE Classrooms with Parent Consent.



The School Board of Broward County would be the first district in the state of Florida to adopt a local policy for classroom cameras.



If approved at the July RSBM, available cameras can be active once parental consent is received.



Multi-Division Collaboration
(i.e.,Data Intelligence, ESE, and Safety & Security)

Policy 4900

Policy 4900 Feedback

INITIAL DRAFT LANGUAGE	**SUGGESTED CHANGES** per ESE Advisory & DAC Policy committee in red. District responses in PURPLE.
Policy 4900 **AUDIO AND VIDEO RECORDING OF SELF-CONTAINED ESE CLASSROOMS.** TO ENSURE THE HEALTH AND SAFETY OF STUDENTS IN A SELF-CONTAINED EXCEPTIONAL STUDENT EDUCATION CLASSROOM. I. With the currently available 300 audio-visual cameras, The School Board of Broward County shall provide a video camera to a school with a self-contained classroom upon the written request of a parent of a student in the classroom on a first come first serve basis. A. A parent must complete and the [Request for Audio and Video Recording of a Self-Contained ESE Classroom] [via the Policy 4900 website] for a camera to be operational in his/her student's self- contained classroom. 1. The Policy 4900 website will be made available each year on July 1st for the academic year. B. After receipt of the request from a parent, a video camera' shall be operational in each self-contained classroom in which the parent's student is in regular attendance for the remainder of the school year, unless the parent withdraws his or her request in writing. C. If the student who is the subject of the initial request is no longer in attendance in the classroom and a school discontinues operation of a video camera during a school year, no later than the 5th school day before the date the operation of the video camera is discontinued, the school must notify the parents of each student in regular attendance in the classroom that operation of the video camera will cease unless the continued use of the camera is requested by a parent. ~~D. No later than the 10th school day before the end of each school year, the school must notify the parents of each student in regular attendance in the classroom that operation of the video camera will not continue during the following school year unless a parent submits a written request for the next school year~~	**AUDIO AND VIDEO RECORDING OF PRE-K to 12th GRADE SELF-CONTAINED ESE CLASSROOMS.** TO ENSURE THE HEALTH AND SAFETY OF STUDENTS IN A SELF-CONTAINED EXCEPTIONAL STUDENT EDUCATION CLASSROOM. **(updated in policy)** I. ~~With the currently available 300 audio-visual cameras~~, The School Board of Broward County shall provide a video camera to a school with a self-contained classroom upon the written request of a parent of a student in the classroom ~~on a first come first serve basis.~~ **(Policy no longer requires a process to request the camera. Cameras will be placed and activated upon the written consent of all students in the classroom.)** A. A parent must complete and submit… **(Policy no longer requires a process to request the camera).** ~~1. The Policy 4900 website will be made available each year on July 1st for the academic year.~~ **(Policy no longer requires a process to request the camera)** Within 30 days after receipt of the request from a parent, a video camera' shall be operational in each self-contained classroom in which the parent's student is in regular attendance for the remainder of the school year, unless the parent withdraws his or her request in writing. **(Cameras being placed and activated will be ongoing based on parent consent).** No later than the 10th school day before the end of each school year, the school must notify the parents of each student in regular attendance in the classroom that operation of the video camera will not continue during the following school year unless a parent submits a written request for the next school year **(Policy no longer requires a process to request the camera).**

Policy 4900

Policy 4900 Feedback

INITIAL DRAFT LANGUAGE	**SUGGESSUGGESTED CHANGES** per ESE Advisory & DAC Policy committee in red. Notes in blue. District responses in PURPLE.
II. A video camera placed in a self-contained classroom must be capable of all of the following A. Monitoring all areas of the self-contained classroom, including, without limitation, any room attached to the self-contained classroom which is used for other purposes. B. Recording audio from all areas of the self-contained classroom, including, without limitation, any room attached to the self- contained classroom which is used for other purposes C. A video camera placed in a self-contained classroom may not monitor a restroom or any other area in the self-contained classroom where a student changes his or her clothes, except for the entryway, exit way, or hallway outside a restroom or other area where a student changes his or her clothes because of the layout of the self-contained classroom. D. A video camera placed in a self-contained classroom is not required to be in operation when students are not present in the self-contained classroom. 1. If there is an interruption in the operation of the video camera for any reason, an explanation must be submitted in writing to the school principal and the district school board which explains the reason for and duration of the interruption. The written explanation must be maintained at the district school board office for at least 1 year.	**Monitoring was replaced with viewing (throughout) the policy as per legal.**
III. Before a video camera is placed in a self-contained classroom the school shall provide written notice of the placement of such video camera to all of the following: A. The parent of each student who is assigned to the self-contained classroom. B. Each student who is assigned to the self-contained classroom. C. The school district. D. Each school employee who is assigned to work with one or more students in the self-contained classroom.	III. Before a video camera is activated in a self-contained classroom... **Updated to reflect verbiage for Parents' Bill of Rights. Before a video camera is ~~placed~~ activated in a self-contained classroom the parent of each student assigned to the self-contained classroom must provide written consent through the Policy 4900 Parent Consent form. ~~and~~ The school shall provide written notice of the ~~placement~~ activation of such audio and video camera to all of the following:**

Policy 4900

Policy 4900 Feedback

INITIAL DRAFT LANGUAGE	SUGGESSUGGESTED CHANGES per ESE Advisory & DAC Policy committee in red. Notes in blue. District responses in PURPLE.
1. A school shall: a. Retain video recorded from a video camera placed pursuant to this section for 30 days after the date the video was recorded, after which the recording shall be deleted or otherwise made unretrievable; or b. Retain the recording until the conclusion of any investigation or any administrative or legal proceedings that result from the recording have been completed. 2. A school or school district **may not**: a. Allow regular, continuous, or continual monitoring of video recorded under this section; or b. Use video recorded under this section for teacher evaluations or any purpose other than for ensuring the health, safety, and well- being of students receiving special education services in a self- contained classroom.	**Section was replaced with policy (throughout) as per legal.** 1. A school shall: a. Retain video recorded from a video camera placed pursuant to this section for ~~30~~ 90 days after the date the video was recorded, after which the recording shall be deleted or otherwise made unretrievable; or **remain 30 days to align with all other safety and security footage.** A school or ~~**school district**~~ **may not: (school district was omitted by legal as the policy only pertains to BCPS)**
IV. The principal of the school is the custodian of a video camera operated pursuant to this section, all recordings generated by that video camera, and access to such recordings. A. The release or viewing of any video recording under this section must comply with s.1002.22, Florida Statutes. 1. A school or school district shall conceal the identity of any student who appears in a video recording but is not involved in the alleged incident documented by the video recording, which the school allows to be viewed under Rule V., by blurring the face of the uninvolved student(s). B. The Principal must protect the confidentiality of all student records contained in a video recording in accordance with s. 1002.22, Florida Statutes.	1.A school or school district shall conceal the identity of any student who appears in a video recording but is not involved in the alleged incident documented by the video recording, which the school allows to be viewed under Rule V., by blurring the face of the uninvolved student(s). The faces of staff are not to be concealed or blurred and audio shall not be modified or muted. **Updated the policy.** The ~~**Principal must protect the**~~ confidentiality of all student records contained in a video recording must be protected in accordance with s. 1002.22, Florida Statutes. **Reworded to use verbiage from legal. The Principal must protect the confidentiality of all student ~~records~~ personally identifiable information contained in a video recording in accordance with 1002.22, Florida Statutes.**
V. Within 7 school days after receiving a request to view a video recording, a school or school district shall allow the following individuals to view a video recording made under this section: A. A school or school district employee who is involved in an alleged incident that is documented by the video recording as part of the investigative process;	**V.** Within 7 school days after receiving a request to view a video recording, ~~a~~ the school ~~**or school district shall**~~ **may** allow the following individuals to view a video recording made under this ~~section~~ **policy if an incident occurred**: **(verbiage updated to create continuity with the subsections below)**

Policy 4900

Policy 4900 Feedback

INITIAL DRAFT LANGUAGE	**SUGGESTED CHANGES** per ESE Advisory & DAC Policy committee in red. District responses in PURPLE.
B. A parent of a student who is involved in an alleged incident that is documented by the video recording and has been reported to the school or school district subject to the following requirements; 1. Completion of the [Incident Request Form] within 5 calendar days of the date of the alleged incident, exclusive of school holidays, describing the alleged incident that is the subject of the request; 2. The District will review the video to determine whether the alleged incident was captured on the video; 3. Parental review of the video of the incident will be limited to solely the incident. If no incident was captured, no review shall occur. C. A school or school district employee as part of an investigation into an alleged incident that is documented by the video recording and has been reported to the school or school district; D. A law enforcement officer as part of an investigation into an alleged incident that is documented by the video recording and has been reported to the law enforcement agency; or E. The Department of Children and Families as part of a child abuse or neglect investigation. ~~VI. Viewing of the Recording~~	1. Completion of the [Incident Request Form] within ~~5~~ 30 calendar days of the date of the alleged incident, exclusive of school holidays, describing the alleged incident that is the subject of the request; **policy updated to reflect 30 days.** 3.Parental review of the video of the incident will be limited to solely the incident and to a period of 30 minutes before and 30 minutes after the incident. **Policy was changed to read: Parental review of the incident ~~video will be limited to the~~ may include up to 30 minutes before the incident and up to 30 minutes after the incident.** ~~itself~~. ~~If no incident was captured, no review shall occur.~~ **An appeals process has been added for instances in which the parent disagrees with the decision.** 4.The video record made available to the parent will become an educational record of the student. **Added to the policy.** ~~5.If no incident was captured, no review shall occur.~~ **An appeals process has been added for instances in which the parent disagrees with the decision.** 5. **Appeals to review footage, when an alleged incident is not made available for viewing, can be made in writing to the appropriate Regional Superintendent's Office within 5 days of the written denial to review. The recording shall be maintained for four (4) years. The Regional Superintendent's Office will review the footage and provide the parents with a written response within 5 school days of receiving the written request. The decision from the appropriate Regional Superintendent's Office can be appealed to the Superintendent/designee's office. The Superintendent/designee will schedule a meeting to resolve the matter. After the date of this meeting, the Superintendent/designee has five (5) school days to send a written response. The decision of the Superintendent/designee shall be final.**

Policy 4900

Policy 4900 Feedback

INITIAL DRAFT LANGUAGE	SUGGESTED CHANGES per ESE Advisory & DAC Policy committee in red. District responses in PURPLE.
~~VI. Viewing of the Recording~~ F. A person who requests to view a recording of an incident shall make himself or herself available for viewing the recording within 5 calendar days, exclusive of school holidays days, after being notified by the school or school district that the person's request has been granted. 1. Review by a parent is subject to Rules B.1.-3. G. A person who views the recording and suspects that child abuse has occurred must report the suspected child abuse to the Department of Children and Families. H. A person who views the recording and suspects that child abuse has occurred must report the suspected child abuse to the Department of Children and Families. VII. A school or school district does not violate Rule IV.A. if a contractor or other employee of the school or school district incidentally views a video recording made under this section in connection with the performance of his or her duties related to either of the following: A. The installation, operation, or maintenance of video equipment; or B. The retention of video recordings. VIII. This policy does not: A. Limit the access of the parent of a student, under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. s.1232g, or any other law, to a video recording regarding his or her student. B. Waive any immunity from liability of a school district or an employee of a school district. C. Create any liability for a cause of action against a school or school district or an employee of a school or school district carrying out the duties and responsibilities required by this section. D. Apply to self-contained classrooms in which the only students receiving special education services are those who have been deemed gifted. VIII. Definitions: A. "Incident" means an event, a circumstance, an act, or an omission that results in the abuse or neglect of a student by an employee of a public school or school district, or another student. B. "Self-contained classroom" means a classroom at a public school in which a majority of the students in regular attendance are provided special education services and are assigned to one or more such classrooms for at least 50 percent of the instructional day. Policy Custodian: Exceptional Student Education Authority: F.S. §§ 120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2); 1001.42	VI. Viewing of the Recording F. A person who requests to view a recording of an incident shall make himself or herself available for viewing the recording within ~~5~~ 30 **(updated in the policy)** calendar days, exclusive of school holiday~~s~~ days, after being notified by the school or school district that the person's request has been granted. G. Review by a parent is subject to Rules B.1.-3. H. A ~~person~~ **mandatory reporter under Chapter 39, Florida Statute**, who views the recording and suspects that child abuse has occurred must report the suspected child abuse to the Department of Children and Families. (verbiage updated by legal) C. Create ~~any liability for a~~ **an independent cause** of action **or liability** against a school or school district or an employee of a school or school district carrying out the duties and responsibilities required by this ~~section.~~ **policy. (verbiage updated by legal)** Policy Custodian: Exceptional Student Education Authority: F.S. §§ 120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2); 1001.42 1014 was included.

Policy 4900

Policy 4900 Feedback

Committee	Inquiry	Considerations
ESE Advisory	Site implementation manual requires review in collaboration with ESE Advisory (rewriting of parent letter, protocols/criteria for how reviews & viewings will be conducted, etc.).	Following a policy workgroup on 6/4/2025, a survey was sent to the four community participants to schedule dates for working on the Site Implementation Guide and community communications.
	Letters to be sent before the start of the school year and at the start of each semester, informing parents of their right to request a camera.	The draft community resource flyer was preliminarily shared at the 6/4/2025 meeting; a survey was sent to the four community participants to schedule dates to continue developing the community resource.
	Needs to be specified in policy who will review video and provide training for them.	The policy identifies who will review the footage and the appeal process.
	Why is the installation of cameras being put out to external contractors, incurring extra cost, instead of managed in-house?	The safety and security department has an RFP for vendors to meet the scope of work for camera installations across all district projects.
	All camera requests during the regular school year must be applied to the Extended School Year, too (without parents having to make a separate request). The site manual needs to set the ESY installation timeline.	Based on the draft policy, all ESE classrooms will have a camera; therefore, the Policy 4900 Parent Consent Form from the active school year will remain in effect for ESY and drive the activation of the camera.
	Camera requests need to follow the student from classroom to classroom.	The Policy 4900 Parent Consent Form will follow the student from class to class and site-based changes within the same school year.
	Ensure attention to redaction of students' privates during diaper changes, toileting etc.	The proposed policy does not allow for recording where there is a reasonable expectation of privacy.

Policy 4900

Policy 4900 Feedback

Committee	Inquiry	Considerations
DAC Policy Review Committee	Need protocol/procedure for if/how/when video recording may be switched off once students have left the classroom for the day. Need to define whose responsibility it is and how oversight will be exercised to ensure cameras are on when they should be.	The proposed policy requires the cameras to be on throughout the day.
	(from ESE chair) The Florida Dept of Education Bureau of Exceptional Education & Student Services carried out an investigation in 2022 in response to a formal complaint by a parent alleging that BCPS violated state law relating to the state-run Cameras in Classrooms program (case #BEESS 1003.574-2022-1; report dated 10/6/22). The investigation found that BCPS violated Florida statute by improperly denying a parent's request to view video footage of an incident. The report made recommendations regarding policy & procedures that should be reviewed and considered for incorporation in this new policy.	The Response of Inquiry provided was in relation to the pilot program.

Policy 4900

Policy 4900 Feedback

Committee	Inquiry	Considerations
TAC Committee	Can cameras be set to off as opposed to uninstalled?	During the meeting, Information Technology clarified that summer moves were for ESY, as needed.
	Could the cameras used in COVID-19 be utilized?	During the meeting, Information Technology responded, no.
	Can a parent reject having a student recorded? (ESE responded under statute, no.)	During the meeting, ESE responded under the pilot program "no." Since the TAC meeting, legal has clarified that under the Parents' Bill of Rights, parents must provide written consent.
	Can the data of redactions be broken down from 0-30, 31-59, 60-90? BECON will review.	BECON provided results, available for review in the appendix.
	How many times were requests made beyond 30 days? What was the most elapsed time that passed from incident to request?	BECON provided the results, available for review in the appendix.
	How many complaints were made in classrooms with no camera?	The data collected by Professional Standards could not be filtered by classrooms with and without cameras.

Policy 4900

Understanding the Parents' Bill of Rights

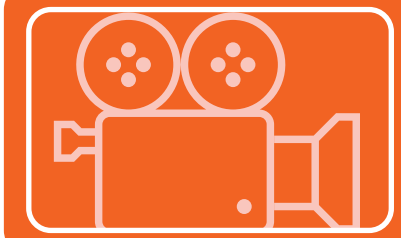
Parents' Bill of Rights provides parents the right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of his/her minor child (F.S.1014).

"Footage of buildings/grounds for security or surveillance is exempt from written consent." (F.S.1014).
Classrooms are not included in the exemption.

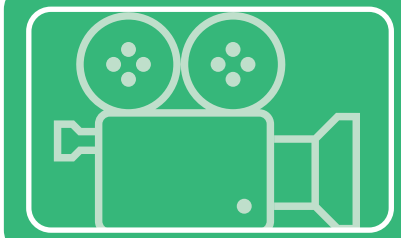


Policy 4900

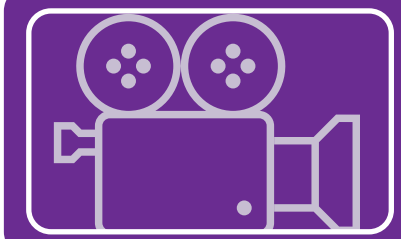
Understanding the Parents' Bill of Rights



The Parents' Bill of Rights did not impact the pilot program because the pilot was a statutory program.



The Parents' Bill of Rights requires written consent before audio and video recording can begin within the classroom.



Parents will be provided with electronic and written opportunities to provide written consent.

Policy 4900

Communicating the Parents' Bill of Rights

- Provide families with electronic and paper-based opportunities to provide written consent (permission) to allow audio and video recording of their child's classroom.
- Classrooms without unanimous consent will not be able to operate a camera.

Policy 4900 *Stakeholder Feedback on Forms and Community Flyer*



Policy Workgroup- June 5, 2025

- Announced on the District Calendar
- ParentLink reminder to parents of SWDs (approximately 41,000)
- Four (4) members of the community were in attendance: members of Data Intelligence, Safety and Security, and ESE.



Agenda

- Draft Policy 4900
  - Timelines
- Incident Reporting Form
- Parents' Bill of Rights
- Parent Communication Flyer
- Propose dates for the following:
  - Site Implementation Manual
  - 25-26 work group check-ins

Next Steps

1. Obtain guidance from the board regarding whether the policy should proceed to rulemaking at the next Regular School Board Meeting.
2. Continued multi-divisional collaboration on implementing Policy 4900 following the Regular School Board Meeting approval.
3. Meet with workgroup(s) to develop the Site Implementation Guide and obtain community feedback throughout year one implementation.





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.

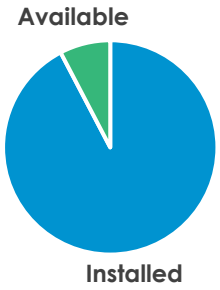
Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

browardschools.com

Policy 4900

Estimated Financial Impact based on Pilot Data

Due to the pilot, 277 cameras are installed and set to inactive(see appendix), and 23 are available for installation in the warehouse.



There are 1,300 classrooms eligible for a camera.*

1,300 Eligible classrooms
-300 SBBC cameras
1,000 cameras needed

1,000 cameras at $1,900.00 =

$1,900,000.00
(based on pilot program costs)

*based on October 2024 FTE Survey 2

The cost of the vendor to install the 23 cameras in the SBBC warehouse is approximately $**14,674.00**.

The approximate cost of installing one camera unit* is $**1,900.00.**

***Camera unit** includes camera, camera installation by vendor, and camera server capacity.*

Cost of installing the 23 cameras: $14,674.00

Cost of installing one camera unit*: $1,900.00

Is the Financial Impact a Fixed Cost?

The financial impact is **NOT** a fixed cost.

It would be based on the growth of IDEA-eligible students and eligible classrooms.

Eligible Classroom Growth
(pilot to present)

School Year*	Number of Eligible Classrooms
2021-2022	896
2022-2023	830
2023-2024	1,100
2024-2025	1,300

Snapshot taken at FTE Survey 2 (October 2024)

Policy 4900

Intention to Request a Camera

Total Requests	705
School has at least one camera installed	481
School does not have at least one camera installed	224

Data as of 5/20//2025

Appendix:
BCPS Redaction Data
7/31/2021-6/30/2024

Date of Alleged Incident	Date Guardian Requested Footage	Calendar Day(s) Lapsed
11/9/2021	11/13/2021	4
11/10/2021	11/12/2021	2
1/26/2022	1/27/2022	1
3/17/2022	4/14/2022	28
5/3/2022	5/6/2022	3
4/22/2022	5/16/2022	24
1/23/2023	1/23/2023	0
2/3/2023	2/3/2023	0
2/3/2023	2/17/2023	14
2/15/2023	2/22/2023	7
1/23/2023	2/7/2023	12
2/23/2023	3/7/2023	12
3/13/2023	3/28/2023	15
4/3/2023	4/6/2023	3
3/16/2023	3/24/2023	8
9/26/2023	9/26/2023	0
10/11/2023	10/11/2023	0
10/10/2023	10/12/2023	2
10/19/2023	10/19/2023	0
10/20/2023	10/26/2023	6
10/16/2023	10/23/2023	7
11/28/2023	11/28/2023	0
12/6/2023	12/11/2023	5
12/6/2023	1/10/2024	35
2/8/2024	2/12/2024	4
5/13/2024	5/14/2024	1
5/16/2024	5/21/2024	5
4/29/2024	5/13/2024	14
5/22/2024	6/3/2024	12
6/3/2024	6/3/2024	0
5/22/2024	6/3/2024	12

Policy 4900

AUDIO AND VIDEO RECORDING OF SELF-CONTAINED ESE CLASSROOMS

TO ~~ENSURE~~ **PROMOTE** THE HEALTH AND SAFETY OF STUDENTS IN A SELF-CONTAINED EXCEPTIONAL STUDENT EDUCATION CLASSROOM.

~~I.~~ **The School Board shall place and activate a classroom camera with audio and video capabilities in a PreK-12 self-contained ESE classroom when all parents of the students in the classroom have provided written consent for audio and video recording.** ~~**With the currently available 300 audio-visual cameras, The School Board of Broward County shall provide a video camera to a school with a self-contained classroom upon the written request of a parent of a student in the classroom on a first come first serve basis.**~~

~~A. A parent must complete and the [Request for Audio and Video Recording of a Self-Contained ESE Classroom] [via the Policy 4900 website] for a camera to be operational in his/her student's self-contained classroom.~~

~~1. The Policy 4900 website will be made available each year on July 1st for the academic year.~~

~~B. After receipt of the request from a parent, a video camera' shall be operational in each self-contained classroom in which the parent's student is in regular attendance for the remainder of the school year, unless the parent withdraws his or her request in writing.~~

~~C. If the student who is the subject of the initial request is no longer in attendance in the classroom and a school discontinues operation of a video camera during a school year, no later than the 5th school day before the date the operation of the video camera is discontinued, the school must notify the parents of each student in regular attendance in the classroom that operation of the video camera will cease unless the continued use of the camera is requested by a parent.~~

~~D. No later than the 10th school day before the end of each school year, the school must notify the parents of each student in regular attendance in the classroom that operation of the video camera will not continue during the following school year unless a parent submits a written request for the next school year.~~

II. A video camera placed in a self-contained classroom must be capable of all of the following:

A. ~~Monitoring~~ **Viewing** all areas of the self-contained classroom, including, without limitation, any room attached to the self-contained classroom which is used for other purposes.

B. Recording audio from all areas of the self-contained classroom, including, without limitation, any room attached to the self-contained classroom which is used for other purposes

C. A video camera placed in a self-contained classroom may not **record where there is a reasonable expectation of privacy;** ~~monitor~~ **view** a restroom or any other area in the self-contained classroom where a student changes his or her clothes, except for the entryway, exit way, or hallway outside a restroom or other area where a student changes his or her clothes because of the layout of the self-contained classroom.

D. A video camera placed in a self-contained classroom is ~~not required to be in operation when students are not present in the self-contained classroom~~ **is to remain operational throughout the school day**.

1. If there is an interruption in the operation of the video camera for any reason, an explanation must be submitted in writing to the school principal and the district school board which explains the reason for and duration of the interruption. The written explanation must be maintained at the district school board office for at least 1 year.

III. **Before a video camera is ~~placed~~ activated in a self-contained classroom the parent of each student assigned to the self-contained classroom must provide written consent through the Policy 4900 Parent Consent form. ~~and~~ The school shall provide written notice of the ~~placement~~ activation of such audio and video camera to all of the following:**

A. The parent of each student who is assigned to the self-contained classroom.
B. Each student who is assigned to the self-contained classroom.
C. The school district.
D. Each school employee who is assigned to work with one or more students in the self-contained classroom.

1. A school shall:
   a. Retain video recorded from a video camera placed pursuant to this ~~section~~ **policy** for 30 days after the date the video was recorded, after which the recording shall be deleted or otherwise made unretrievable; or
   b. Retain the recording until the conclusion of any investigation or any administrative or legal proceedings that result from the recording have been completed.

2. A school ~~or school district~~ **may not**:
   a. Allow regular, continuous, or continual monitoring of video recorded under this ~~section~~ **policy**; or
   b. Use video recorded under this ~~section~~ **policy** for teacher evaluations or any purpose other than ~~for ensuring~~ **to promote** the health, safety, and well- being of students receiving special education services in a self- contained classroom.

IV. **The principal of the school is the custodian of a video camera operated pursuant to this ~~section~~ policy, all recordings generated by that video camera, and access to such recordings.**

A. The release or viewing of any video recording under this section must comply with s.1002.22, Florida Statutes.

1. A school or school district shall conceal the identity of any student who appears in a video recording but is not involved in the alleged incident documented by the video recording, which the school allows to be viewed under ~~Rule~~ Section V., by blurring the face of the uninvolved student(s).
2. **The faces of staff are not to be concealed or blurred and audio shall not be modified or muted.**

B. The Principal must protect the confidentiality of all student ~~records~~ **personally identifiable information** contained in a video recording in accordance with s. 1002.22, Florida Statutes.

V. Within 7 school days after receiving a request to view a video recording, ~~a~~ the school ~~or school district shall~~ may allow the following individuals to view a video recording made under this ~~section~~ policy if an incident occurred:

A. A school or school district employee who is involved in an alleged incident that is documented by the video recording as part of the investigative process;

B. A parent of a student who is involved in an alleged incident that is documented by the video recording and has been reported to the school or school district subject to the following requirements;

1. Completion of the [Incident Request Form] within ~~5~~ **30** calendar days of the date of the alleged incident, exclusive of school holidays, describing the alleged incident that is the subject of the request;
2. The District will review the video to determine whether the alleged incident was captured on the video;
3. Parental review of the incident ~~video will be limited to the~~ **may include up to 30 minutes before and after the incident.** ~~itself~~.If no incident was captured, no review shall occur.
4. **The video record made available to the parent will become an educational record of the student.**
5. **Appeals to review footage, when an alleged incident is not made available for viewing, can be made in writing to the appropriate Regional Superintendent's Office within 5 days of the written denial to review. The recording shall be maintained for four (4) years. The Regional Superintendent's Office will review the footage and provide the parents with a written response within 5 school days of receiving the written request. The decision from the appropriate Regional Superintendent's Office can be appealed to the Superintendent/designee's office. The Superintendent/designee will schedule a meeting to resolve the matter. After the date of this meeting, the Superintendent/designee has five (5) school days to send a written response. The decision of the Superintendent/designee shall be final**.

C. A school or school district employee as part of an investigation into an alleged incident that is documented by the video recording and has been reported to the school or school district;

D. A law enforcement officer as part of an investigation into an alleged incident that is documented by the video recording and has been reported to the law enforcement agency; or

E. The Department of Children and Families as part of a child abuse or neglect investigation.

VI. ~~Viewing of the Recording~~

F. A person who requests to view a recording of an incident shall make himself or herself available for viewing the recording within ~~5~~**30** calendar days, exclusive of school holiday~~s~~ days, after being notified by the school or school district that the person's request has been granted.

G. Review by a parent is subject to ~~Rules~~ **Section** V. B.1.-3.

H. A ~~person~~ **mandatory reporter under Chapter 39, Florida Statute**, who views the recording and suspects that child abuse has occurred must report the suspected child abuse to the Department of Children and Families.

VII. A school or school district does not violate Rule IV.A. if a contractor or other employee of the school or school district incidentally views a video recording made under this ~~section~~ policy in connection with the performance of his or her duties related to either of the following:

A. The installation, operation, or maintenance of video equipment; or

B. The retention of video recordings.

VIII. This policy does not:

A. Limit the access of the parent of a student, under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. s.1232g, or any other law, to a video recording regarding his or her student.

B. Waive any immunity from liability of a school district or an employee of a school district.

C. Create ~~any liability for a~~ **an independent cause** of action **or liability** against a school or school district or an employee of a school or school district carrying out the duties and responsibilities required by this ~~section.~~ **policy.**

D. Apply to self-contained classrooms in which the only students receiving special education services are those who have been deemed gifted.

VIII. Definitions:

A. "Incident" means an event, a circumstance, an act, or an omission that results in the abuse or neglect of a student by an employee of a public school or school district, or another student.

B. "Self-contained classroom" means a classroom at a public school in which a majority of the students in regular attendance are provided special education services and are assigned to one or more such classrooms for at least 50

percent of the instructional day.

Policy Custodian: Exceptional Student Education

Authority: F.S. §§ 120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2); 1001.42; **1014.**

Policy Number:

Policy Status [Active/Inactive]:
History: Adopted:

DRAFT

Policy 4900 Parent Consent Form

Student Name _____ ID Number _____

School _____ Grade _____

E-Form will be prepopulated with Student Demographics.

Policy 4900 allows for Audio and Video Recording in self-contained ESE classrooms to promote the health and safety of students in a self-contained Exceptional Student Education Classroom.

Florida Statute 1014, the Parents' Bill of Rights, requires The School Board to obtain parental consent before audio and video recording of self-contained ESE Classrooms can occur. This consent will be requested annually.

The School Board of Broward County will maintain the recording for 30 days. The school principal is the custodian of the footage. Footage is available for up to 30 days if a principal needs to investigate an alleged incident in the classroom, and parents may also request to view footage of an alleged incident.

Information regarding the policy and the Parents' Bill of Rights can be accessed at [insert website]. If you have questions about Policy 4900 and the request for written consent, you can direct them to your child's school or contact the ESE Department at 754-321-3400.

By selecting YES below, I consent to the audio and video recording of my child in his/her self-contained classroom for the 2025-2026 school year.

- o Yes, I consent to audio and video recording of my child's self-contained classroom.
- o No, I do not consent to audio and video recording of my child's self-contained classroom.

I understand I may change my consent at any time during the year by requesting and completing a new **Policy 4900 Parent Consent Form** from the school principal and/or their designee.

_____
Parent's Name

_____ _____
Parent's Signature Date

Draft Consent Letter is being provided for Draft Policy 4900 at the SBBC for Board Workshop on June 24, 2025.

Policy 4900 Incident Reporting Form

This form should be used to request access to video footage of your child to determine whether an incident occurred. Once your request is submitted, an administrator will review the footage. If an incident is confirmed, a time will be scheduled for you to view the footage with an administrator present. When an alleged incident is not made available for viewing, appeals to review footage can be made in writing to the appropriate Regional Superintendent's Office within 5 days of the written denial to review. The recording shall be maintained for four (4) years. The Regional Superintendent's Office will review the footage and provide the parents with a written response within 5 five school days of receiving the written request. The decision from the appropriate Regional Superintendent's Office can be appealed to the Superintendent/ designee's office. The Superintendent/designee will schedule a meeting to resolve the matter. After the date of this meeting, the Superintendent/designee has five (5) school days to send a written response. The decision of the Superintendent/designee shall be final.

* Required

This form will record your name, please fill your name.

1. Full name of the person completing this form *

   Enter your full name as it appears on official documents.

2. Relationship to the student *

   Please specify your connection to the student.

3. Student's full name *

   Provide the full name of the student involved in the alleged incident.

4. Name of the school *

   Indicate the name of the school where the alleged incident occurred.

5. Date, time, or timeframe of the alleged incident *

   E.g., 9:30-10:30 a.m., before lunch, during reading, after recess, etc. Please provide as much information as possible regarding when the alleged incident occurred.

6. Classroom where the footage is being requested *

Provide information on which classroom or classrooms the alleged incident occurred.

7. Possible witnesses

Provide names or roles of potential witnesses.

8. Additional information

Provide any other details that may assist in reviewing the footage or understanding the alleged incident.

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

Microsoft Forms

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BROWARD
County Public Schools







SCHOOL BOARD POLICY PROJECT

Human Resources Policies

POLICIES

7550 – Standards of Ethics

7560 - Disqualification Reporting and Separation Affidavits

INTRODUCTION

HR Policies

7550 – Standards of Ethics

7560 – Disqualification Reporting and Separation Affidavits

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 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.

Rationale for all Policy Reviews

Assists with giving Broward County Public Schools Purpose and Direction

Creates Tools that Support Teaching and Learning and Operations

SBBC Policies

Increases Organizational Effectiveness, Accountability, and Compliance

Promote Partnerships in Creating Holistic Networks of Support



COLLEGE READY

CAREER READY

POLICY REVIEW



Rulemaking Timeline

June 24, 2025
Rule Development Workshop
(Capture School Board's Input)

July 17, 2025
Advertisement for Rulemaking Published
(CivicPlus Legal Notice Platform- County-wide)

August 19, 2025
Rulemaking School Board Meeting
(Final Approval)

Standards of Ethics
Policy NO. 7550

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
Policy 7550 Standards of Ethical Conduct	To be in compliance with Florida Statute.	To develop and implement a formal policy to ensure compliance with Florida Statutes and State Board of Education Rules according to the Standards of Ethics. This policy differs from policy 1080 and expand to employees

Page(s)	Section	Proposed Revision	Rationale/Looping feedback
1	I. Definitions	Add	Defining verbiage that may be used in Standards of Ethics.
1	II. Policy Application	Add	All employees are to adhere to this policy.
2-3	III. Employee Standards of Conduct	Add	Outline the clean expectations for ethical conduct among all employees
4	IV. Ethics Training Requirements	Add	All employees are required to complete training annually.

Disqualification Reporting and Separation Affidavits
Policy NO 7560

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
Policy 7560 Disqualification Reporting and Separation Affidavits	**To be in compliance with Florida Statute.**	**To develop and implement a formal policy to ensure compliance with Florida Statutes and State Board of Education rules according to the DRSA.**

Page(s)	Section	Proposed Revision	Rationale/Looping feedback
1-2	A. Definitions	Add	Defining verbiage that may be used in investigation and reports
2	B. SBBC Reporting Role	Add	Identify the designated reporting party
2-3	C. Final Order Requirements	Add	Pursuant to Chapter 120, Florida Statutes, a final order must be issued before SBBC may report an individual for inclusion on the Disqualification List. This ensures due process and legal compliance in all reporting.
3	D. Reporting a person for the Disqualification List	Add	Ensure timely compliance with state reporting requirements, SBBC must submit the final order to the Florida Department of Education within forty-eight (48) hours of its approval by the Board.
3	E. Submission of Removal Request	Add	Details on how to remove an item from DOE.
3	F. Separation Affidavit	Add	When an employee is terminated or resigns in lieu of termination, SBBC must complete and retain the "Affidavit of Separation" form.



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.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Employment & Salary Administration Handbook for Meet and Confer Employee Groups (ESMAB, BPAA, and COPA)

This handbook encompasses guidelines and administrative procedures that govern compensation and employment actions of Meet and Confer employees of the Broward County Public Schools. Any major policy beyond this handbook shall not be in effect until adopted by the School Board.

TABLE OF CONTENTS

	Section	Page
I.	Purpose……..	3
II.	Compensation Philosophy……	3
III.	Roles and Responsibilities……	3
IV.	Definitions……..	4
V.	~~Employment~~ Job Studies……	9
VI.	~~Compensation~~ Employment Action Guidelines….	10
VII.	Task Assignments and Acting Assignments……....	13
VIII.	BPAA Provisions…….	16
IX.	COPA Provisions…….	19
X.	ESMAB Provisions……	22

I. PURPOSE

The purpose of this Handbook is to communicate the ~~rules~~ guidelines, procedures and information governing the employment and salary administration ~~to~~ of "Covered Employees" of Broward County Public Schools, as that term is defined herein. ~~employees in positions not covered by a collective bargaining agreement.~~ The School Board ~~These rules~~ may ~~change~~ periodically make changes to the guidelines and procedures contained in this Handbook, in its sole discretion. ~~and shall be revised accordingly.~~ References to elements of compensation identified in this document are intended to be illustrative of those elements for ease of reference, knowing that Covered Employees are not covered by a collective bargaining agreement. To the extent that anything in this Handbook conflicts with a School Board policy on that topic, the language of the School Board policy shall apply. ~~as based upon collective bargaining agreement provisions shall be administered according to the terms specified in the appropriate collective bargaining agreement.~~

~~Unless otherwise stated,~~ ~~this~~ The information contained in this Handbook is applicable only to School Board employees in the following Meet and Confer ~~employee~~ groups (i.e., who are employed in positions not otherwise covered by a collective bargaining agreement, referred to herein as the "Covered Employee"):

- Educational Support and Management Association of Broward, Inc. (ESMAB)
- Broward Principals and Assistants Association (BPAA)
- Confidential Office Personnel Association (COPA)

All Covered Employees are expected to familiarize themselves with the guidelines, procedures, and information contained in this Handbook. Nothing in this Handbook does, or should be interpreted to, create an employment contract or term, or limit the reasons upon which the School Board or a Covered Employee may end their employment relationship. Should any provision in this Handbook be found to be invalid, such finding does not invalidate the entire Handbook but only the subject provisions.

II. COMPENSATION PHILOSOPHY

The compensation philosophy of Broward County Public Schools is to provide competitive pay programs designed to recruit, retain, and reward talented and effective staff. Pay programs are intended to manage compensation through a flexible and non-bureaucratic process that ensures fair and consistent administration.

III. ROLES AND RESPONSIBILITIES

The School Board, ~~Managers/Supervisors,~~ and Human Resources (HR) all have roles to play in managing compensation effectively and consistently. ~~Each of these roles~~ Roles are outlined as follows:

School Board

- Approve and adopt policy that guides compensation administration
- Establish the responsibilities and qualifications for all positions by approving job descriptions
- Approve annual salary schedules
- Approve annual salary budgets
- Approve annual employment contracts

~~Managers and Supervisors~~ Human Resources

- Develop and implement compensation decisions consistent with the District's compensation philosophy, ~~and within policy~~ policies, procedures, and budget.

~~• Use Human Resources as a resource to ensure consistency and appropriateness of decisions.~~
~~Human Resources & Equity (Compensation Department)~~

- Provide expert guidance and support to enable appropriate compensation decisions.
- Conduct analysis and provide advice on proposed pay changes, job descriptions, pay schedules, policies, and compensation practices.
- Review compensation actions to identify significant variations in practices within the District.
- Keep the Board and District management informed of all aspects of the District compensation programs and external trends.

IV. DEFINITIONS

A. **Acting Assignment –** The temporary, Board approved, ~~appointment~~ assignment of an employee to a vacant position for which a Board approved job description exists and for which the employee meets the minimum job qualifications. Any Board approved Acting Assignment shall result in the Covered Employee being compensated at the rate of pay commensurate with the position in which the employee is acting, up to the maximum of 180 consecutive days of increased pay, unless extended.

B. **Assigned Work Calendar –** Annual workdays in effect for positions~~, which may include but not be limited to 186, 196, 216, 244, 251, etc~~ which are identified in the job description for the specific position.

C. **Base Pay –** Regular compensation received by an employee usually as a wage or salary that does not include other forms of compensation such as fringe benefits, bonuses or overtime, and other payments that occur due to "extra" work time, responsibilities, or tasks.

D. **Conditional Employment –** Employment with the Broward County Public Schools is on a conditional basis pending satisfactory completion of the Background Security Check process including receipt of FDLE/FBI review of the employee's fingerprints.

E. **Confidential Office Personnel Association (COPA) –** Clerical positions that are excluded from the clerical bargaining unit and are ~~assigned~~ designated "confidential employee" ~~status by virtue of acting~~ because they act in a confidential capacity to assist or aid select managerial employees, as defined by Section 447.203 (4) and (5) Florida Statutes. Identification of positions which meet these definitions shall be determined on a case-by-case basis by the ~~Chief Human Resources & Equity Officer or assigned designee~~ Chief HR Officer (and/or that person's designee). Covered Employees in positions identified as "confidential" are eligible for membership in the Confidential Office Personnel Association (COPA). ~~One clerical position~~ The Office Manager ~~may~~ shall be designated at each school by the principal as the Confidential school-based office position.

F. **Demotion –** An action resulting in ~~an~~ a Covered Employee moving to a ~~lower-level~~ position which is at a lower paygrade/salary band. ~~as determined by the Compensation Department.~~ Lateral moves, including those involving shifting to a different position or department, that do not move an employee to a position which is at a lower paygrade/salary band, are not demotions.

G. **Exempt –** A term defined by the Fair Labor Standards Act (see below). Jobs are designated as exempt if they are exempt from the overtime provisions of this federal labor law.

H. **Fair Labor Standards Act (FLSA) –** The federal labor law that establishes minimum wage and overtime compensation standards ~~(time and one-half one's regular rate of pay for hours over 40 worked in one week)~~ for most employees. ~~The FLSA defines three types of work that employers may pay on a salaried basis regardless of the number of hours worked: executive, administrative and professional. These jobs are referred to as "exempt" because they are exempt from the overtime provisions of the Act.~~

Fiscal year – The operational period for the School Board ~~Broward County Public Schools.~~ The fiscal year begins on July 1st and ends on June 30th.

I. **Florida Retirement System** - Regular, full-time, or part-time benefited employees are required to be members of the Florida Retirement System**.** Effective July 1, 2011, employees ~~shall be~~ are required to contribute 3% of their salary for retirement purposes. Contributions may be subject to change. Details can be accessed at www.myFRS.com.

J. **K.** **Grandfathered Salary Schedule**– Step-based salary schedule for school-based Principals and Assistant Principals employed prior to July 1, 2014, without a subsequent break in service.

~~J.~~ **L.** **Job –** A specific function or body of work to be performed which is defined under a job description.

~~K.~~ M. **Job Classification –** The assignment of a job to the appropriate salary schedule and pay grade/salary band.

~~L.~~ N. **Job Reclassification –** The reassignment of a job to a different salary schedule, pay grade, step or salary band. Job reclassifications are determined as a result of a job study conducted by the Compensation Department.

~~M.~~ O. **Job Study –** The process of evaluating a job to determine the appropriate salary schedule and pay grade, step, or salary band. The process includes analysis of job responsibilities and knowledge required to perform the job; comparison to jobs of similar scope internally and externally to ensure appropriate pay level. When conducted, a ~~A~~ job study shall be conducted according to the procedural review ~~and approval by the Compensation Department~~.

~~N.~~ P. **Lateral Transfer** - An action resulting in an employee moving to a different position of the same or comparable pay grade, step, or salary band.

~~O.~~ Q. **Market Reference Salary –** The typical salary paid for similar jobs in the external labor market according to salary survey data or, if survey data is not available, on comparisons with benchmarked positions.

~~P.~~ R. **Non-Exempt –** A term defined by the Fair Labor Standards Act (FLSA) (see above). Jobs are designated as "non-exempt" if they are subject to the overtime provisions of this federal labor law. COPA employees are considered non-exempt and are therefore eligible for the overtime provisions of the FLSA.

~~Q.~~ S. **Pay Grade, Salary Band, Step –** The level of the job, for pay purposes, on the assigned salary schedule.

T. **Pay for Performance Compensation Plan –** The compensation plan for ~~Administrators~~ school-based administrators hired on or after July 1, 2014, and ~~which is available upon~~ those ~~a voluntary election by~~ ~~Administrators~~ school-based administrators hired prior

to July 1, 2014, who voluntary elect it.

~~R.~~ U. **Pay Range** – The span between the upper and lower limits of possible base pay compensation representing the earning potential for jobs assigned to the pay grade or salary band. Depending on the employee group ~~one~~ a Covered Employee belongs to (ESMAB, BPAA, COPA), the pay range is defined within a pay grade or salary band.

~~S.~~ V. **Promotion** – An employment action resulting in an employee moving to a different position with a higher pay grade, salary band, or step.

~~T.~~ W. **Salary Schedule** – A compilation of pay grades, steps and salary bands for assigned jobs for Covered Employees . ~~Broward County Public Schools maintains multiple salary schedules based on job functions, i.e. clerical, teachers, maintenance workers, professional/technical as well as union representation.~~

~~U.~~ X. S**alary Compression** – ~~A form of pay inequity~~ Describes a situation relating to pay that occurs when there is only a small difference in pay between employees with different levels of ~~regardless of their skills,~~ experience and/or seniority. ~~Compression is typically the result of the external market compensation for a given job outpacing the increases historically given to internal employees.~~

~~V.~~ Y. **Task Assignment -** The temporary, Board Approved, assignment of additional responsibilities ~~associated with a~~ for a special project or initiative that ~~represent a~~ materially changes ~~in job responsibilities that are~~ a Covered Employee's ~~separate and distinct from the employee's~~ regular job ~~assignment~~ responsibilities.Any Board approved Task Assignment may result in the Covered Employee being compensated at the rate of pay commensurate with the position in which the employee is acting, up to the maximum of 180 consecutive days of increased pay, unless extended.

~~W.~~ ~~Z.~~ ~~**Temporary Assignment** – The short-term designation of additional responsibilities that is the result of a job vacancy, a special project or an initiative. Temporary appointments are~~

~~assigned via an Acting or a Task assignment.~~

~~X.~~ AA. **Workday –** The scheduled daily hours of work for an employee, including the workday beginning and end time.

~~Y.~~ BB. **Year of Service within the District –** The timeframe used to define employment tenure only as it relates to the amount of time spent as an employee of Broward County Public Schools in annual increments. Employees who worked at least one (1) day more than half of their assigned calendar and/or salary schedule in the prior fiscal year shall have attained ~~the required~~ a year of service.

~~CC. **Grandfathered Salary Schedule** – step-based salary schedule for school-based Principals and Assistant Principals employed prior to July 1, 2014.~~

~~DD. **Pay for Performance Compensation Plan** – compensation plan for Administrators hired on or after July 1, 2014 and which is available upon a voluntary election by Administrators hired prior to July 1, 2014.~~

~~EE. **Complexity Factors** – economic and/or student performance criteria measurements of a school's student composition.~~

~~FF. **Quartiles** – classification of schools into four groups based upon student enrollment size and complexity factors.~~

V. JOB STUDIES

Periodically, the School Board may perform a job study~~ies are performed~~ to ensure that certain job descriptions accurately reflect the current requirements to perform the job, and that the job has been accurately classified on the salary schedule. If a job study determines a pay adjustment is warranted and an increase in salary is approved by the Superintendent, the effective dates for the adjustment and any related actions will be noted. Job studies are also utilized to ensure internal equity and competitiveness with external pay opportunities for comparable jobs. New job descriptions are

developed and classified as organizational needs dictate. The following are general guidelines governing the job study process:

1. Annually, the organizational chart is reviewed by the Superintendent and members of senior leadership to ensure that ~~the deployment of~~ positions ~~is~~ are aligned to meet Broward County Public School's strategic needs. This review may determine the need to develop new job descriptions or update existing descriptions, which may result in a job study being requested.

2. Other circumstances that may warrant job studies include business and operational needs that drive the need to create a new job, or when the primary duties of a job significantly increase or decrease in scope or complexity.

3. Requests for job studies, job description creation and revisions must be submitted via the Job Study Request Form and include the required authorizing signatures. However, the submission of a job study request does not guarantee that a job study will be performed, nor does it guarantee that a job study will be completed within a specific period of time. If it is to be completed, it must still be approved by the Superintendent.

4. ~~The~~ When necessary, HR/Compensation ~~Department shall~~ will work in collaboration with senior leaders to develop new or revised job descriptions.

5. The Requesting Administrator is responsible for projecting the financial impact of all job changes and working with the Budget Department to identify the funding source.

6. New or revised job descriptions and associated pay grade/salary band/category recommendations require Board approval.

    a. ~~The~~ HR/Compensation ~~Department~~ ~~is~~ are responsible for evaluating jobs as part of the job study process to determine if they are non-exempt (eligible for overtime payment in accordance with the Department of Labor) or exempt. The classification section listed on each job description indicates whether a job has been identified as exempt or non-exempt from the requirements to pay overtime wages. Broward County Public Schools make every effort to ensure compliance with the provisions outlined by

the Fair Labor Standards Act.

b. Non-material changes (as determined by ~~the~~ HR/Compensation ~~Department,~~ in their sole discretion) in job titles, responsibilities, or minimum qualifications, with an upgrade of no more than one (1) pay grade/salary band, shall not require advertisement of the position.

c. Material changes to job titles, job responsibilities or minimum qualifications (as determined by ~~the~~ HR/Compensation ~~Department~~), with an upgrade of two (2) or more pay grades/salary bands, will require a job to be advertised. These will be treated as new positions so that current incumbents, if any, must apply for the position and compete equally with other job applicants.

Upon completion of a Job Study where an employee is actively performing a T~~t~~ask A~~a~~ssignment or T~~t~~emporary A~~a~~ssignment, the employee may be appointed to the position at the discretion of the Superintendent (or designee).

VI. GENERAL

A. **Annual Employment**: Employment with Broward County Public Schools is on a fiscal year basis. Covered Employees must undergo the reappointment process and be approved for reappointment by the Board each year, to remain employed for the following fiscal year.

B. **Insurance Benefits:** Regular, benefited part-time, and full-time employees are eligible to choose from insurance benefits that are offered by the Board. In some instances, employees may, at their own expense through payroll deduction, purchase additional amounts and types of benefit coverage for themselves, their spouses and/or their dependent children. Insurance benefits become effective the first of the month following a period of up to 90 days of active employment.

VII. EMPLOYMENT ACTION GUIDELINES

Numerous opportunities exist for varied work experiences and career advancement for Covered Employees within Broward County Public Schools. The guidelines provide a framework for managing pay and are written to provide the management with the flexibility necessary to make appropriate decisions. The following outlines how associated pay changes ~~shall~~ are generally ~~be~~ administered based on the employment action.

Pay Changes

Management may propose pay changes within policy guidelines, budget, and salary schedules. The determination of a pay change (increase/decrease) shall be made through analysis conducted by ~~the~~ HR/Compensation ~~Department~~. Consideration shall be given to factors such as the external labor market, the market reference salary, competitiveness, comparability, and internal consistency in making a final pay determination. Under no circumstances shall salary placement be less than the minimum or above the maximum of the salary range for the job.

The following is a list (not intended to be all inclusive) of examples of actions that could affect a pay change:

- New Hire
- Promotion
- Demotion
- Increase in-place
- Lateral Transfers
- Job reclassification
- Task Assignment
- Acting Assignment

There may be times when the uniqueness of an individual job and level of necessary skills may require a higher salary placement than stipulated in this section. Under such circumstances, the Superintendent (or designee) may recommend a higher salary placement or step.

~~A. BPAA ACCEL Promotions - Job changes that result in an employee's assignment to a higher pay grade, salary band or step may warrant an increase in pay.~~

~~1. BPAA ACCEL: Promotions for BPAA employees assigned to the Performance-Based Plan for School Based Administrators (ACCEL) will be determined based on the size and complexity of the school assignment. ACCEL School Based Administrators moving to schools that are greater in size and/or complexity may be eligible for an increase in pay in accordance with the established ACCEL Plan~~

~~Matrix. Additional information on the ACCEL Plan is available via the Plan Administration Guide for ACCESS and ACCEL located on the Compensation & HRIS website.~~

~~B. A year of service is attained by working at least one (1) day more than half of the work calendar to which an employee was assigned during the prior fiscal year. An employee with a break-in-service and a new hire date or who has accepted a position on a different salary schedule shall be treated as a new employee and shall be required to attain a new year of service to be eligible for a future salary increase.~~

A. **Demotions:** ~~An~~ Covered Employees may be reassigned, either voluntarily or involuntarily, to a different position with a lower pay grade, salary band, or step. The information outlined below is specific to demotions into non-bargaining positions. Demotions into positions covered by a collective bargaining agreement are subject to the provisions outlined within the applicable ~~agreement~~ CBA covering that position.

1. **Involuntary Demotions (Re-Organizations):** When an employee is involuntarily reassigned to a non-bargaining unit position with a lower pay grade, salary band, or step, due to reorganization, the employee's salary will remain at the same level for six (6) months following the effective date of the position change. After six (6) months, the employee's salary may be reduced. The amount of the reduction shall be made through consideration of the employee's knowledge, relevant work experience, and skills related to the requirements outlined in the job description, current compensation level, external market competitiveness, and internal pay comparisons. Employees with rates that are above the new salary range will be reduced to the range maximum will be reduced to the range maximum. ~~and will be ineligible for future increases until such time that the salary is below the maximum of the pay range.~~

2. **Involuntary Demotions (Disciplinary/Performance):** When an employee is involuntarily reassigned to a non-bargaining position with a lower pay grade, salary band or step for disciplinary reasons or unsatisfactory job performance, the employee's

salary shall be reduced immediately, ~~following~~ beginning on the effective date of position change. The amount of the reduction shall be made through consideration of the employee's knowledge, relevant work experience, and skills related to the requirements outlined in the job description, current compensation level, external market competitiveness, and internal pay comparisons. Employees whose ~~with~~ rates of pay ~~that are above than~~ exceed the top of their ~~the~~ new salary range, will have their pay ~~be~~ reduced to the range maximum. ~~and will be ineligible for future increases until such time that the salary is below the maximum of the pay range.~~

3. **Voluntary Demotions:** When an employee voluntarily moves to a non- bargaining position with a lower pay grade, salary band or step, the employee's salary shall be reduced immediately, ~~following~~ beginning on the effective date of position change. The amount of the reduction shall be made through consideration of the employee's knowledge, relevant work experience, and skills related to the requirements outlined in the job description, current compensation level, external market competitiveness, and internal pay comparisons. Employees whose rates exceed the top of their new salary range, will have their pay ~~with rates that are above the new salary range will be~~ reduced to the range maximum. ~~and will be ineligible for future increases until such time that the salary is below the maximum of the pay range.~~

VIII. TASK ASSIGNMENTS AND ACTING ASSIGNMENTS

It may be necessary for staff to assume additional and/or different responsibilities ~~for a temporary period of time~~. When the added responsibilities represent a material change in the job responsibilities, Covered Employees may become eligible~~ility~~ for temporary compensation. ~~will apply.~~

1. **Task Assignments:** Covered Employees with a ~~A~~ Task Assignment, as defined above, ~~is defined as the temporary appointment of additional responsibilities for a specific duty, special project or initiative that is distinctly different from the regularly assigned role. Employees assigned task responsibility~~ may perform their regular job in addition to the work associated with the task or may be relieved of their regular job duties to

perform Task Assignments on a full-time basis, at the School Board's discretion. While a Board approved job description is not required prior to a Covered Employee being ~~for a~~ Task Assigned ~~ment~~, a general description of the responsibilities associated with the T~~t~~ask Assignment and the business rationale for the assignment must be included as part of the request.

2. **Acting Assignments:** ~~An Acting Assignment is defined as the temporary appointment of an employee to a vacant position for which a Board approved job description exists and for which the employee meets the minimum job qualifications.~~ Employees appointed to an A~~a~~cting A~~a~~ssignment, as defined above, are relieved of their regular job duties and responsibilities for the duration of the appointment.

3. ~~The following criteria is applicable to Acting and Task Assignments:~~ **Guidelines:**

   a. Acting and Task Assignments must be recommended by the Superintendent and approved by the School Board. The Superintendent is authorized to make temporary A~~a~~cting and T~~t~~ask appointments pending confirmation by the School Board at its next regular or special meeting.

   b. Acting and Task Assignments may only be given to ~~a~~ current ~~Board~~ employees of Broward County Public Schools. Newly hired employees must successfully complete their probationary period prior to becoming eligible for an Acting or Task ~~or Acting~~ Assignment.

   c. Acting and Task Assignments must be for a minimum of thirty (30) calendar days and may not exceed one hundred and eighty (180) calendar days unless recommended by the Superintendent (or designee) and approved by the School Board.

   ~~d. Acting assignments require an approved job description. The job description for an Acting Assignment must have had prior Board approval.~~

   ~~e. Board approved job descriptions are not required for Task Assignments. When a Board approved job description for a Task Assignment is not available, a description of the~~

~~work to be performed must be outlined and submitted as part of the request for Board approval.~~

~~f. When a position is vacated and a recommendation is made to temporarily assign acting or task responsibility, the criteria or reasons used for selection of the candidate shall be furnished to the Board.~~

~~g. Employees appointed to an Acting Assignment will be relieved of their regular job duties for the duration of the appointment.~~

~~h. Employees on Task Assignment may be required to perform their regular job duties in addition to the work associated with the task or may be relieved of their regular job duties to perform Task Assignments on a full-time basis.~~

~~i.~~ d. Covered Employees who are relieved of their regular job duties while on an Acting or Task Assignment will be granted job protection for their regular full-time position during the assignment period. At the conclusion of their temporary assignment, they will be restored to their original job or to an equivalent position.

~~j. Employees temporarily assigned acting, or task responsibility may be eligible for additional compensation in the form of a supplement for the duration of the assignment.~~

~~k.~~ e. Recommendations for ~~pay~~ ~~supplements~~ salary increases shall be made by ~~the~~ HR/Compensation ~~Department~~. Consideration shall be given to external market factors, the market reference salary, competitiveness, comparability, and internal consistency in making the final pay determination.

~~l. Pay supplements associated with temporary Assignments are provisional and are not considered as part of the employee's permanent salary. Pay supplements will end at the conclusion of the assignment~~

~~m. All pay changes associated with temporary assignments must be approved by the~~

~~Superintendent and the Board and will be effective the day following Board approval.~~

~~n.~~ h. ~~Temporary assignments will be systematically processed to end date in accordance with the Board approved request and shall not exceed one hundred eighty (180) calendar days. It is the responsibility of the manager requesting the assignment to ensure that Human Resources Information Systems (HRIS) is notified if the task assignment will end prior to the approved timeframe.~~

~~o.~~ g. For Acting and Task Assignments ~~that report directly to the Superintendent~~ for which a job description exists, the Superintendent (or designee) may assess the employee's performance in the position at the end of six months and has the discretion to ~~recommend~~ to direct appoint the Acting or Task Assigned candidate for the position if the employee meets the minimum qualifications of the position. However, the Superintendent (or designee) is not required to direct appoint the Acting or Task Assigned candidate to the position, even if the employee meets the minimum qualifications of the position.

~~p.~~ f. All employees appointed to temporary assignments shall be under the authority and direction of the Superintendent (or ~~his/her~~ designee) and shall be required to follow all Board policies, as well as State and Federal Laws.

IX. Broward Principals and Assistants Association (BPAA) Provisions

BPAA EMPLOYMENT

The Broward County Public School District is considered to be an employer of choice in South Florida. In order for a job applicant to be considered for employment with Broward County Schools, the applicant must fully meet the ~~H~~high standards ~~must be fully met, as~~ outlined in ~~the~~ job descriptions for the position they are applying for. ~~job applicants to be considered for employment with the District.~~

A. ~~New employees are~~ Employees hired into a position covered under the BPAA are hired on a conditional basis and must successfully complete an initial probationary period. The first 97 workdays of assignment to a BPAA position is the probationary period, which includes current employees of Broward County Schools being hired as an Assistant Principal, or current employees not undergoing a probationary period as an Assistant Principal and being hired as a Principal, or external candidates hired into an Assistant Principal or a Principal position. During the probationary period, the employee may be dismissed without cause or may resign from the position. ~~The probationary period is applicable to newly hired employees and does not apply to job changes for existing staff.~~ Internal employees who have already completed a probationary period are not eligible for a lateral transfer (excluding promotions) for 6 months after accepting a position covered by this handbook unless authorized by the Superintendent (or designee), at his or her sole discretion. External new hires are not eligible for a job transfer for 6 months after the completion of the probationary period unless authorized by the Superintendent (or designee).

~~Continued employment is on a fiscal year basis pending Board approved reappointment for the next fiscal year.~~

B. Salaries are paid on a bi-weekly basis. An employee's first paycheck will normally be received by the second payday following the effective employment date.

C. In accordance with ~~State Legislation~~ Florida Statute 1012.22, effective July 1, 2014, Principals and Assistant Principals shall be assigned to the School-based Administrator's Performance-based compensation plan. For the purpose of this plan, Assistant Principals promoted to the position of Principal on or after July 1, 2014, shall be regarded as a newly hired Principal.

Principals and Assistant Principals employed on or prior to June 30, 2014, will remain on the Grandfathered salary schedule. A one-time irrevocable election is permitted to move to the Performance-based compensation plan. ~~Salary shall be adjusted for a~~ A Principal or Assistant Principal who elects to move to the Performance-based compensation plan shall

have their salary adjusted Salary adjustments shall be determined based upon a fixed amount for every third step attained on the Grandfathered salary schedule. If the annual salary of a Principal or Assistant Principal on the Grandfathered plan is lower than the resulting annual salary on the pay for performance plan (when the Principal or Assistant Principal first elects to move to the Performance-based compensation plan), the salary shall be adjusted to the higher salary. The adjusted salary shall be effective on the first pay cycle of the following fiscal year. If the annual salary of a Principal or Assistant Principal ~~Administrator~~ on the G~~g~~randfathered ~~plan~~ salary schedule is higher than the annual salary on the Performance-based compensation plan, salary shall remain unchanged. ~~Administrators shall remain ineligible for future salary adjustments unless salary is adjusted higher due to the assigned school's size and complexity factors. Salary shall be preserved upon initial election to the Performance-based compensation plan until the plan is reevaluated. Salary adjustments shall be determined in accordance with the previous sections above.~~

~~Plan reevaluation shall include a review of the school size and complexity factors used in the Performance-based compensation plan and shall occur no later than every third year, unless modified by law.~~

The adjusted salary shall be effective on the first pay cycle of the following fiscal year.

D. Regular, benefited part-time, and full-time employees are eligible to choose from insurance benefits that are offered by the Board. In some instances, employees may, at their own expense through payroll deduction, purchase additional amounts and types of benefit coverage for themselves, their spouses and/or their dependent children. Insurance benefits become effective the first of the month following a period of up to 90 days of active employment.

E. The normal workday shall include one (1) hour unpaid lunch for BPAA employees ~~covered by these guidelines~~. The work schedule shall be determined by the supervisor based on department/school need.

BPAA COMPENSATION

A. Salary schedules are reviewed annually to ensure competitiveness of pay opportunities.

B. The Board shall decide annually on the amount, if any, of salary schedule increases and manner of implementation.

C. Employee eligibility to participate in a Board approved salary increase requires ~~the completion of a year of employment service with the District as defined below, in an active, regular status and~~ an overall evaluation rating that is not "Unsatisfactory" and shall be shared through annual discussions with BPAA. The effective date of the increase will be determined by the Board.

D. For newly hired external employees eligible for a salary increase, retroactive payments shall be prorated based upon the employee's start date in the position.

E. Any salary increase administered as the result of a job change will have an effective date consistent with the date the employee becomes active in the job.

F. BPAA Grandfathered Salary Schedule: When an employee is promoted to a higher position within the BPAA "grandfathered" salary schedule, the annual base salary may increase between 5% and 10% to the closest equivalent step. Determination of the salary shall be made by the Compensation Department based on their review of salaries of employees assigned to the same category. The resulting pay shall be no less than the minimum and no more than the maximum of the applicable category. The salary shall be annualized based on the corresponding calendar of the position.

G. Employees in BPAA positions, who possess an advanced degree in a related field that is higher than the minimum education requirement in the job description for their position, are eligible to receive an annual incentive according to the Board adopted salary schedule agreed to between the Board and ~~by~~ the meet and confer representatives for BPAA positions. Consideration to continue the incentives shall be subject to approval by the School Board.

~~H. Principals or Assistant Principals currently assigned to the grandfathered salary schedule are~~

~~classified by salary lanes. School student enrollment count and complexity factors shall be used to determine an Administrator's salary on the Performance-based compensation plan. Complexity factors are subject to change upon Board approval. Salary shall be preserved until further notice for Principals or Assistant Principals who accept an assignment pursuant to the Superintendent's request.~~

X. Confidential Office Personnel Association (COPA) Provisions

COPA EMPLOYMENT

The Broward County Public School District is considered to be an employer of choice in South Florida. In order for a job applicant to be considered for employment with Broward County Schools, the applicant must fully meet the ~~H~~high standards ~~must be fully met, as~~ outlined in ~~the~~ job description~~s~~ for the position they are applying for. ~~High standards must be fully met, as outlined in the job description~~s~~, for job applicants to be considered for employment with the District.~~

A. New~~ly~~ hired external COPA employees are hired on a conditional basis and must successfully complete an initial probationary period. The first 131 workdays of assignment to a position is a probationary period. During the probationary period, the employee may be dismissed without cause or may resign from the position. The probationary period is applicable to newly hired employees from outside the District only and does not apply to job changes for existing staff. An external employee who completes their probationary period is not eligible for any transfer for 6 months after the completion of the probationary period unless authorized by the Superintendent (or designee). For internal employees who are not subject to a probationary period are not eligible for any lateral transfer (excluding promotions) for 6 months after accepting a position covered by this Handbook unless authorized by the Superintendent (or designee).

~~Continued employment is on a fiscal year basis pending Board approved reappointment for~~

~~the next fiscal year.~~

B. Salaries are paid on a bi-weekly basis. An employee's first paycheck will normally be received by the second payday following the effective employment date.

C. The normal workday shall include either a thirty (30) minute unpaid lunch period for school-based COPA employees or a one (1) hour unpaid lunch for District-based COPA employees covered by these guidelines. The work schedule shall be determined by the supervisor based on department or school need.

D. New employees shall enter at the appropriate pay based on their ~~job-related qualifications~~ prior work experience directly related to the position for which the applicant will be considered. Final pay determination for COPA hires shall be made through consideration of the candidate's knowledge, relevant work experience, and skills related to the requirements outlined in the job description, current compensation level, external market competitiveness, and internal pay equity comparisons. The Compensation Department provides guidance and support with establishing new hire rates in accordance with established policies. Under no circumstances shall salary placement be less than the minimum or above the maximum of the salary range for the job position.

F. ~~Regular, full-time employees are eligible to choose from insurance benefits that are offered by the Board. In some instances, employees may, at their own expense through payroll deduction, purchase additional amounts and types of benefit coverage for themselves, their spouses and/or their dependent children. Insurance benefits become effective the first of the month following a period of up to 90 days of active employment.~~

COPA COMPENSATION

A. Salary schedules are reviewed annually to ensure competitiveness of pay opportunities.

B. The Board shall decide annually on the amount, if any, of salary schedule increases and manner of implementation.

C. Eligibility for a Salary Increase: Employee eligibility to participate in a Board approved salary increase requires ~~the completion of a year of employment service with the District as defined below, in an active, regular status and~~ an overall evaluation rating that is not "Unsatisfactory" and shall be through annual discussions with COPA. The effective date of the increase will be determined by the Board.

D. For newly hired external employees eligible for a salary increase, retroactive payments shall be prorated based upon the employee's start date in the position.

E. Employees in Confidential Office Personnel positions (COPA) are eligible to receive Career Incentive Pay, paid annually over twenty-six (26) pay periods, effective beginning the anniversary date of service based on achieving the required years of service* in a clerical position. Payment of the incentive shall be consistent with the terms, conditions, and amounts specified in the Federation of Public Employees (FOPE) Clerical/Secretarial collective bargaining agreement.

* Years of service shall include all years of work as a regular employee in a Confidential Office position plus all years in the Federation of Public Employees secretarial bargaining unit. Employees who worked in a Broward County Public Schools ~~Board~~ bargaining unit other than the secretarial/clerical unit shall be given credit for ~~one~~-half of all such years toward years of service requirements for Confidential secretaries. (i.e., 5 years of credit for 10 years of work in a non-secretarial/clerical work position within Broward County Public Schools).

F. Employees in Confidential Office Personnel positions (COPA) who work the full school year without any absenteeism, excluding vacation, Family Medical Leave, Military Service Active Duty (Reservist/National Guard) leave, Workers Compensation Leave (including Illness in the Line of Duty), Declared Emergency Leave, and Subpoena/Jury Duty, are eligible to receive a Perfect Attendance Award. Payment of the incentive shall be consistent with the terms, conditions, and amounts specified in Federation of Public Employees (FOPE) Clerical/Secretarial collective bargaining agreement (CBA).

G. COPA employees are eligible to participate in the Certified Achievement Program (CAP) consistent with the terms, conditions, and amounts as outlined in the Federation of Public Employees (FOPE) Clerical/Secretarial CBA.

H. Any COPA employee who is displaced due to an administrator being assigned or transferred to a new work site shall be placed in an equivalent position for the remainer of the fiscal year. If no position is available for the upcoming fiscal year, the displaced employee shall be placed on layoff and retain recall rights in a manner that is consistent with the process applicable to FOPE Clerical/Secretarial bargaining unit members under Article 11 of that CBA. This provision is only for displaced COPA employees and does not apply to non-reappointments which occur at the conclusion of the fiscal year.

XI. Educational Support & Management Association of Broward, Inc. (ESMAB) Provisions

ESMAB EMPLOYMENT

The Broward County Public School District is considered to be an employer of choice in South Florida. In order for a job applicant to be considered for employment with Broward County Schools, the applicant must fully meet the ~~H~~high standards ~~must be fully met, as~~ outlined in ~~the~~ job description~~s~~ for the position they are applying for. ~~High standards must be fully met, as outlined in the job description for job applicants to be considered for employment with the District.~~

A. New~~ly~~ hired external ESMAB employees are hired on a conditional basis and must successfully complete an initial probationary period. The first 97 workdays of assignment to an ESMAB position is the probationary period. During the probationary period, the employee may be dismissed without cause or may resign from the position. The probationary period is applicable to newly hired external employees and does not apply to job changes for existing staff. Internal employees who have already completed a probationary are not eligible for a lateral transfer (excluding promotions) for 6 months after accepting a position covered by this handbook unless authorized by the Superintendent (or

designee). External new hires are not eligible for a job transfer for 6 months after the completion of the probationary period unless authorized by the Superintendent (or designee).

B. ~~Continued employment is on a fiscal year basis pending Board approved reappointment for the next fiscal year.~~

C. Salaries are paid on a bi-weekly basis. An employee's first paycheck will normally be received by the second payday following the effective employment date.

D. New employees shall enter at the appropriate pay based on their ~~job-related qualifications~~ prior work experience, directly related to the position for which the applicant will be considered. Final pay determination for ESMAB hires shall be made through consideration of the candidate's knowledge, relevant work experience, and skills related to the requirements outlined in the job description, current compensation level, external market competitiveness, and internal pay equity comparisons. The Compensation Department provides guidance and support with establishing new hire rates in accordance with established policies. Under no circumstances shall salary placement be less than the minimum or above the maximum of the salary range for the job position.

~~E. Regular, full-time employees are eligible to choose from insurance benefits that are offered by the Board. In some instances, employees may, at their own expense through payroll deduction, purchase additional amounts and types of benefit coverage for themselves, their spouses and/or their dependent children. Insurance benefits become effective the first of the month following a period of up to 90 days of active employment.~~

~~F.~~ E. The normal workday shall include one (1) hour unpaid lunch for ESMAB employees ~~covered by these guidelines~~. The work schedule shall be determined by the supervisor based on department need.

ESMAB COMPENSATION

A. Salary schedules are reviewed annually to ensure competitiveness of pay opportunities.

B. The Board shall decide annually on the amount, if any, of salary schedule increases and manner of implementation.

C. Employee eligibility to participate in a Board approved salary increase requires ~~the completion of a year of employment service with the District as defined below, in an active, regular status and~~ an overall evaluation rating that is not "Unsatisfactory" and shall be shared through annual discussions with ESMAB. The effective date of the increase will be determined by the Board.

D. For newly hired external employees eligible for a salary increase, retroactive payments shall be prorated based upon the employee's start date in the position.

E. Employees in ESMAB positions, who possess an advanced degree in a related field that is higher than the minimum education requirement in the job description for their position, are eligible to receive an annual incentive according to the Board adopted salary schedule agreed to between the Board and by the meet and confer representatives for ESMAB. Consideration to continue the incentives shall be subject to approval by the School Board.

Approved: December 12, 2005
Adopted: January 17, 2006
Revised: November 26, 2012
Revised: January 29, 2013
Revised: February 19, 2013
Adopted: February 20, 2013
Revised: December 17, 2013
Adopted: February 4, 2014
Revised: September 27, 2016
Adopted: February 22, 2017

POLICY NO. 7550

STANDARDS OF ETHICAL CONDUCT

I. This policy establishes standards of ethical conduct for educational support employees, instructional personnel, and administrative personnel and works in conjunction with other SBBC policies which define and address conduct expectations. Employees of The School Board of Broward County, Florida (SBBC) are expected to demonstrate and uphold the highest ethical standards and safeguard public trust. SBBC is committed to developing a culture that prioritizes trust, a dedication to excellence and responsible conduct, personal and institutional integrity, and the prevention of conflicts of interest and any appearance of impropriety.

II. DEFINITIONS

A. "Educational support employees" means K-12 employees whose job functions are neither administrative nor instructional, yet whose work supports the educational process.

B. "Instructional personnel" means any K-12 staff member whose function includes the provision of direct instructional services to students. Instructional personnel also include K-12 personnel whose functions provide direct support in the learning process of students. This includes:

1. Classroom teachers
2. Student personnel services
3. Librarians/media specialists
4. Education paraprofessionals
5. Other instructional staff including primary specialists, learning resource specialists, instructional trainers, adjunct education certified pursuant to s. 1012.57, and similar positions.

C. "Administrative personnel" includes K-12 personnel who perform management activities such as developing broad policies for the school district and executing those policies through the direction of personnel at all levels within the district.

III. POLICY APPLICATION

All employees are responsible for adhering to this policy, all applicable statutes, rules, and SBBC policies, and egal frameworks that govern ethical conduct in education.

III. EMPLOYEE STANDARDS OF CONDUCT

1. Exhibit excellence, integrity, and responsibility in the workplace and during all SBBC activities. This includes, but is not limited to:
    a. Fostering an environment of trust, and refraining from discrimination, demeaning, or harassing behavior toward colleagues or students.
    b. Cooperating with others to protect SBBC students and advance SBBC goals.
    c. Cooperating with any inquiry, investigation, or formal proceeding.
    d. Taking responsibility and accountability for one's actions or omissions.

2. Maintain honesty and integrity including but not limited to the following topics: professional qualifications, employment history, criminal history, information submitted to and on behalf of the School Board, and student grades/assessments.
3. Follow all federal and state law, regulations, rules, and SBBC policies and procedures.
4. Provide educational support to employees, instructional personnel, administrative personnel or school officers with employment references or discuss the employees', personnel's, or officers' performance with prospective employers in another educational setting without disclosing the employee's, personnel's, or officers' misconduct.

B. Employees shall not:

1. Enter into any confidentiality agreement regarding terminated or dismissed educational support employees, instructional or administrative personnel, or school officials who resign in lieu of termination, based in whole or in part on misconduct that affects the health safety, or welfare of a student.

While this Code of Ethics provides general guidance, it does not provide a complete listing or a definitive answer to every possible ethical situation. It is the intention of the Board in enacting this policy that the use of good judgment, based on high ethical principles and following such precedent as may be established by the Florida Commission on Ethics and Florida Education Practices Commission, will serveas a guide in determining appropriate conduct in any circumstance. When making decisions, the Superintendent and District employees should use good judgment to fulfill the spirit as well as the letter of this Code of Ethics, and should:

1. Evaluate the situation and identify ethical issues.
2. Consult this Code of Ethics, state laws and regulations, and the School Board's Policies and apply them to the situation.
3. Ask for guidance. In the event an individual is unsure of the proper course of action to be taken in a particular circumstance, guidance may be requested from the Chief Counsel, Chief Academic Officer or Chief of Schools, as appropriate.

D. Each employee agrees and pledges:

i. To demonstrate excellence, integrity, and responsibility in the workplace.
ii. To obey local, state and national laws, codes, and regulations.
iii. To support the principles of due process to protect the civil and human rights of all students and individuals.
iv. To treat all students and individuals with respect and be fair in all matters.
v. To create an environment of trust, respect and non-discrimination, by not permitting discriminatory, demeaning or harassing behavior of students or colleagues.
vi. To take responsibility and be accountable for his or her acts or omissions.
vii. To avoid conflicts of interest or any appearance of impropriety.
viii. To cooperate with others to protect and advance the District's interests and its students' well-being.
ix. To report improper conduct.
x. To be efficient and effective in the delivery of all job duties.
xi. To cooperate during any investigations or proceedings.

IV. ETHICS TRAINING REQUIREMENTS

Every employee hall complete Standards of Ethical Conduct Training annually. SBBC's Online Acknowledgement Form, located within the annual training materials, will be completed by every employee:

I, the undersigned, (employee name) hereby certify as follows:

1. I completed the mandatory annual compliance training on School Board Policy 7750 pertaining to the Standards of Ethical Conduct.
2. I am aware that the School Board Policy 7750 is available to me in print format on The School Board of Broward County's website.
3. I agree to abide by and comply with School Board Policy 7750 (Standards of Ethical Conduct) throughout my employment with The School Board of Broward County Florida.

Original Draft: 05/30/2025

Policy Custodian: Professional Practices Department

Former Policy Number: N/A

Policy Status [Active/Inactive]: ACTIVE

Authority: F.S. §1001.42(6) – is this one appropriate, Rule 6A-10.081

History: Adopted/Amended [Date]

POLICY NO. 7560

DISQUALIFICATION REPORTING AND SEPARATION AFFIDAVITS

This policy outlines the procedures for the School Board of Broward County (SBBC) regarding the submission of reports to the Florida Department of Education's Disqualification List. It encompasses the documentation of employee separations, including instances of termination and resignations in lieu of termination. The policy is designed to ensure compliance with state laws that safeguard students by prohibiting individuals with disqualifying offenses from employment within Broward County Public Schools. Furthermore, it mandates the timely and precise completion of Separation Affidavits.

A. Definitions

1. **"Clear and convincing evidence or material"** means evidence relied upon at a hearing, or the material or information relied upon in the absence of a hearing, such as videos, witness statements, and admissions, is of such weight and credibility that they produce a firm belief without hesitancy of fact.

2. **"Conviction"** means an adjudication of guilt by a court, after a determination of guilt by verdict or a plea of guilt, as well as where a person is found guilty, pleads guilty or pleads nolo contendere and adjudication of guilt was withheld.

3. **"Covered position"** means a position held by instructional personnel, administrative personnel and educational support persons, as defined by §§1012.01(2), (3), and (6), Florida Statutes, and as determined by SBBC.

4. **"DOE"** means the Florida Department of Education.

5. **"Resigned in lieu of termination"** means the voluntary separation or retirement by the employee after receiving any notice, whether formal or informal, that SBBC intends to dismiss or seek removal of the employee for circumstances that constitute cause, or resignation or retirement by the employee while under investigation for sexual misconduct with a student.

6. **"Separated due to termination"** means termination of employment by SBBC for cause. It does not include non-renewal of a professional, annual, or probationary contract unrelated to cause, to a workforce reduction or to another separation instated by SBBC unrelated to cause.

7. **"Sexual misconduct with a student"** means any behavior or act, whether physical, verbal, or electronic, by a person in a covered position with a prekindergarten through 12th grade student, regardless of the age of or consent of the student, which is intended to erotically stimulate either person or which is likely to cause such stimulation. Examples of sexual misconduct include:

    a. Making lewd or lascivious comments to a student or performing such acts in the presence of a student.
    b. Kissing a student, intentionally touching a student's breast(s) or sexual organs, regardless of whether the student is clothed.
    c. Sending, providing, or exchanging nude or semi-nude pictures with a student or a request for same; and
    d. Any attempt to engage, or offer to engage, a student in any behavior or act which would constitute sexual misconduct with a student, if completed.

B. **SBBC Reporting Role**

1. SBBC designates the Director of Professional Practices or designee as the person responsible for providing information and responding to the DOE inquiries related to the Disqualification List.

2. SBBC shall provide written notice to any person submitted for inclusion on the Disqualification List of the following:

Any Person on the Disqualification List maintained by the Florida Department of Education under Section 1001.10(4), Florida Statutes, may not serve or apply to serve as an employee or contracted personnel at a Public School or Private School that participates in a state scholarship program under Chapter 1002., Florida Statutes, a person who knowingly violates this provision commits a felony of the third degree, punishable as provided in Section 775.082, Florida Statutes, or Section 775.083 Florida Statutes.

C. **Final Order Requirements**

1. In order for SBBC to report a person to be included on the Disqualification List, a final order, pursuant to the provisions of Chapter 120, Florida Statutes, must be issued.

2. The final order must include the following information:

    a. A determination that the person is ineligible for employment with the entity based upon a finding, supported by clear and convincing evident or material, that the person committed either sexual misconduct with a student as defined herein, or has been convicted, as defined herein, of one of the crimes listed in §1012.315, Florida Statutes; and

    b. The sexual misconduct or crime occurred on or after June 1, 2022, while the person was employed by SBBC in a covered position.

D. **Reporting a Person for the Disqualification List**

1. SBBC must report a person to the Disqualification List within forty-eight (48) hours after the date the final order is approved by the Board and filed with the Office of School Board Records.

2. To submit a person for the Disqualification List, SBBC will utilize the Department's online reporting tool. and provide the following information:

E. **Submission of Removal Request**

1. A request for removal may be submitted by SBBC or by the person and must:
    a. Be in writing and submitted to the list accessible at http://fldoe.org/disqualificationlist;

    b. Identify which paragraph of §1001.10(4)(c), Florida Statutes, is relied upon for the request for removal and provide details demonstrating the basis for the removal;

    c. Include a copy of the final order which resulted in the placement on the list and SBBC's current address;

    d. Include certified or notarized documentary evidence supporting the request.

F. **Separation Affidavit**

1. When an employee is "separated due to termination" as defined above, or when an employee "resigned in lieu of termination" as defined above, SBBC must complete and maintain a form entitled "Affidavit of Separation from The School Board of Broward County, Florida Due to Termination or Resignation in Lieu of Termination."

2. The Affidavit of Separation is required whether or not the person is submitted for inclusion on the Disqualification List.

Policy Custodian: Professional Practices

Former Policy Number: N/A

Policy Status [Active/Inactive]: ACTIVE

Authority: F.S. §120.52(6), §120.54, §120.81(1)(a), §1001.10(4)(b)(c), §1012.31(2)(a), §1001.41(1) and (2), §1001.42(28), §1001.42(7)(b) 3, §1012.01, §1012.315, §1012.796 (1)(d); F.A.C. Rule 6A-10.084

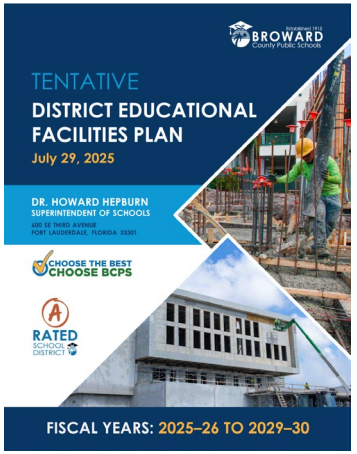
History: N/A






School Board Workshop, June 24, 2025

Fiscal Year 2025-26 Capital Budget Workshop



Prepared by Capital Budget Department

Established 1915
BROWARD
County Public Schools

REVENUE AND FINANCING

Revenue & Financing Sources	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	Total
Local Capital Millage	$498.0	$531.1	$562.1	$589.9	$618.6	$2,799.7
Local Sources (Impact Fees / Land Sale)	12.1	9.1	8.2	7.1	7.1	43.6
Technology Refresh Lease	16.6	16.6	16.6	16.6	16.6	83.0
Vehicle Lease (Bus & White Fleet)	19.4	20.1	20.9	21.7	22.5	104.6
State	46.2	42.6	42.6	42.6	42.6	216.6
Total Revenue Sources	**$592.3**	**$619.5**	**$650.4**	**$677.9**	**$707.4**	**$3,247.5**

Revenue & Financing Sources	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
From FY25 ADEFP	$585.7	$610.5	$638.0	$665.3	$0.0
Increase/(Decrease)	6.6	9.0	12.4	12.6	707.4

Total Increase from previous DEFP **$40.6 Miillion**

CURRENT APPROPRIATIONS

Appropriation Category	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	Total
COPs, Equipment, and Building Leases	$199.4	$197.4	$200.5	$203.8	$158.8	$959.9
Capital /Facilities Salaries, PMOR, and Quality Assurance	16.4	16.4	16.4	16.4	16.4	82.0
Capital Transfer to General Fund	155.6	155.6	155.6	155.6	155.6	778.0
Charter School	56.5	71.0	89.0	96.0	121.4	433.9
Facilities Districtwide Projects	5.6	5.6	7.6	5.0	5.0	28.8
Facilities Projects (School by School)	9.3	0.5	3.4			13.2
Transportation	20.1	20.9	21.7	22.3	22.3	107.3
Athletics	11.0	11.0	11.0	10.3	10.3	53.6
Safety and Security	14.1	13.9	13.9	3.3	3.3	48.5
Environmental Health and Safety	1.5	1.7	0.2	0.2	0.2	3.8
Information and Technology	17.2	16.9	16.8	16.8	16.8	84.5
Equipment	2.4	2.4	2.4	2.4	2.4	12.0
Cost index - Risk Projections		7.1	6.8	6.8	7.0	27.7
Total Appropriations	**$509.1**	**$520.4**	**$545.3**	**$538.9**	**$519.5**	**$2,633.2**

APPROPRIATION CONSIDERATIONS

As we continue this process, we are gathering the needs and costs for the School Board to review and consider for funding at future workshops:

Included in DEFP:

- Safety/Security
- Athletics
  - New Turf Fields
  - Softball/Baseball safety netting
  - Athletic Courts
- Maintenance
- Technology
  - Computer Refresh
  - Intercoms
  - Video Surveillance Equipment

Requires Funding:

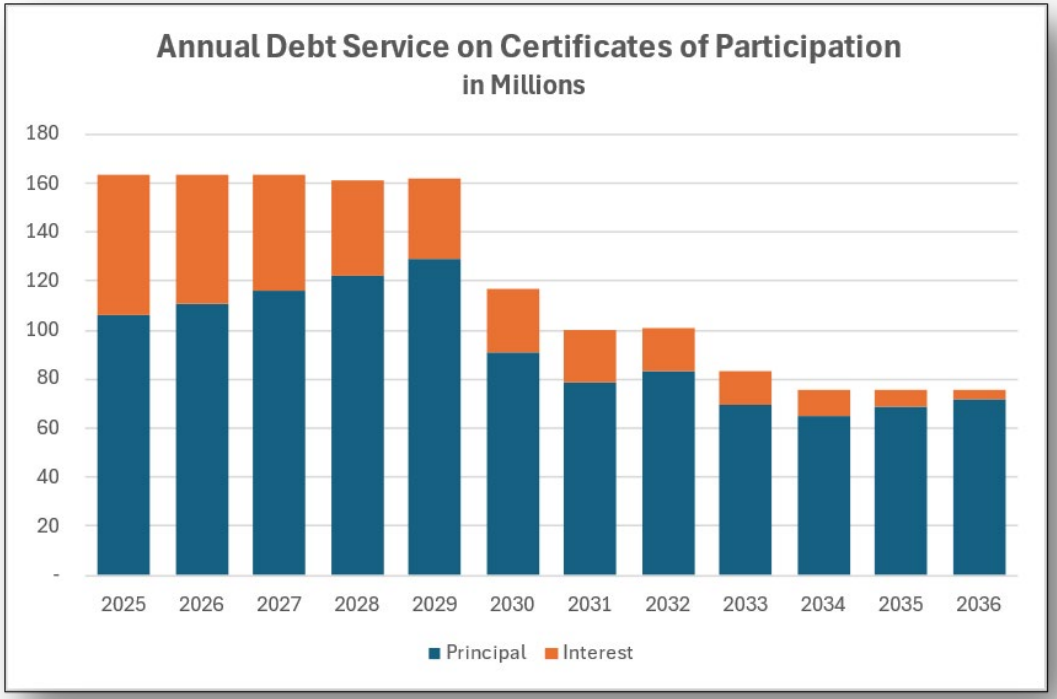
- Project Management/Owner's Representative
- Redefine Schools
- New Facilities Projects
- New Safety/Security
- New maintenance funding
  - Additional Painting, HVAC, etc.
- Music Equipment Replacement
- Increase transfer to the General Fund for Capital eligible projects
- Long-range Facilities Plan (FCA) – Not complete and will be used to amend the DEFP

AVAILABLE RESOURCES

	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	Total
Revenue & Financing	$ 592.3	$ 619.5	$ 650.4	$ 677.9	$ 707.4	$ 3,247.5
Current Appropriations	(509.1)	(520.4)	(545.3)	(538.9)	(519.5)	(2,633.2)
Capital Reserve (Funding required to increase reserve to $50 million)	(6.7)					(6.7)
Available for new appropriations	**$ 76.5**	**$ 99.1**	**$ 105.1**	**$ 139.0**	**$ 187.9**	**$ 607.6**

- Millage revenue growth increased by 5.68% over last year's millage revenues.
- On July 1st, the official certified estimate of 2025 property values will be provided.
- Current appropriations include items previously approved by the Board and fixed costs, such as debt service adjusted to reflect projected costs and the increased capital transfer for eligible general fund costs.
- Increase capital reserve to sustain the ten percent of capital millage required by Fund Balance Policy 3510.

POTENTIAL FINANCING



- Debt payments begin to decline in 2030
- As the projects are being scoped in the Long-Range Plan/FCA, financing options can be developed
- There are potential financing options in the future for projects identified that meet the criteria

DEFP Requests

	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	Total
Revenue & Financing	$592.3	$619.5	$650.4	$677.9	$707.4	$ 3,247.5
Current Appropriations	(509.1)	(520.4)	(545.3)	(538.9)	(519.5)	(2,633.2)
Capital Reserve (Funding required to increase reserve to $50 million)	(6.7)					(6.7)
Available for new appropriations	**$ 76.5**	**$ 99.1**	**$ 105.1**	**$ 139.0**	**$ 187.9**	**$ 607.6**

	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	Total
DEFP Requests	$ 86.1	$ 87.2	$ 83.3	$ 89.2	$ 92.1	$ 437.9
Transfer to General Fund (Additional Funding for school bus drivers)	10.0	10.0	10.0	10.0	10.0	10.0
Total DEFP Requests	**$ 96.1**	**$ 97.2**	**$ 93.3**	**$ 99.2**	**$ 102.1**	**$ 447.9**
Difference	**(19.6)**	**1.9**	**11.8**	**39.8**	**85.8**	**159.7**

DEFP Requests Continued

Division	Fiscal Year 2025-26	Fiscal Year 2026-27	Fiscal Year 2027-28	Fiscal Year 2028-29	Fiscal Year 2029-30	Total
Athletics	$ 600,000	$ (150,000)	$ (150,000)	$ 600,000	$ 600,000	$ 1,500,000
Environmental Health and Safety	4,450,000	5,407,000	5,892,000	7,632,000	10,115,000	33,496,000
Environmental Health and Safety - Flood Mitigation (FEMA)	687,500					687,500
Equipment	3,274,000	2,210,000	1,860,000	1,860,000	1,860,000	11,064,000
Facilities	59,280,750	56,215,250	53,700,000	53,000,000	55,000,000	277,196,000
Information and Technology	2,458,789	593,833	593,833	593,833	593,833	4,834,121
Physical Plant Operations	11,737,834	20,729,533	20,282,533	18,930,300	18,117,500	89,797,700
Portables	2,000,000					2,000,000
Safety and Security	1,330,000	2,210,000	1,085,000	6,535,000	5,835,000	16,995,000
Transportation	300,000					300,000
Grand Total	**$ 86,118,873**	**$ 87,215,616**	**$ 83,263,366**	**$ 89,151,133**	**$ 92,121,333**	**$ 437,870,321**

Description of Requests

The Fiscal Year 2025–2026 Requests by Division Table includes funding for the following:

- **Facilities projects**, including:
  - Mary Bethune replacement buildings – $16.1M
  - Districtwide roofing – $15M
  - Projected PMOR costs – $25M
  - Northeast High School fire alarm upgrade – $1M
- **Additional funding for Physical Plant Operations (PPO)**, primarily for HVAC, school painting, and beautification – $11.7M
- **Additional Environmental Health and Safety projects**, including Building Automation Systems, drainage and stormwater modifications, and AED purchases – $4.5M
- **Additional equipment purchases**, including music equipment and BECON equipment refresh – $3.3M
- **E-Rate infrastructure upgrades** – $2.2M
- **Demolition of portables** – $2M
- **Additional safety projects**, including the installation of vape detection systems – $1.3M
- **Athletic scoreboard replacements districtwide** – $0.6M
- **Replacement of unsafe bus lifts** – $0.3M

Budget Adoption Timeline FY 2025-26

Date	Event
June 24, 2025	Capital Budget Workshop
July 22, 2025	Approve Advertisement of Tentative FY26 District Budget
July 22, 2025	Tentative DEFP Special School Board Meeting
July 25, 2025	Publish Advertisement of Tentative FY26 District Budget
July 29, 2025	1st Public Budget Hearing
September 3, 2025	Final DEFP Adoption at Special School Board Meeting
September 9, 2025	SAFR and Final Budget Reports
September 9, 2025	Final Public Budget Hearing

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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Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

browardschools.com

District Educational Facilities Plan
Requests by Division

Division	Fiscal Year 2025-26	Fiscal Year 2026-27	Fiscal Year 2027-28	Fiscal Year 2028-29	Fiscal Year 2029-30	Total
Athletics	$ 600,000	$ (150,000)	$ (150,000)	$ 600,000	$ 600,000	$ 1,500,000
Environmental Health and Safety	4,450,000	5,407,000	5,892,000	7,632,000	10,115,000	33,496,000
Environmental Health and Safety - Flood Mitigation (FEMA)	687,500					687,500
Equipment	3,274,000	2,210,000	1,860,000	1,860,000	1,860,000	11,064,000
Facilities	59,280,750	56,215,250	53,700,000	53,000,000	55,000,000	277,196,000
Information and Technology	2,458,789	593,833	593,833	593,833	593,833	4,834,121
Physical Plant Operations	11,737,834	20,729,533	20,282,533	18,930,300	18,117,500	89,797,700
Portables	2,000,000					2,000,000
Safety and Security	1,330,000	2,210,000	1,085,000	6,535,000	5,835,000	16,995,000
Transportation	300,000					300,000
Grand Total	**$ 86,118,873**	**$ 87,215,616**	**$ 83,263,366**	**$ 89,151,133**	**$ 92,121,333**	**$ 437,870,321**

District Educational Facilities Plan
Athletics

Division	Athletics

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Athletics	**Protective Netting for Baseball and Softball Fields**	Protective netting safeguards spectators, players, and nearby property from foul balls and errant throws. Netting helps improve the overall spectator experience, encouraging more attendance at games		(750,000)	(750,000)			(1,500,000)
Athletics	**Scoreboard Replacements**	Equitable game experience across the District, enhanced game experience, improved school and community image and revenue generation	600,000	600,000	600,000	600,000	600,000	3,000,000
Grand Total			**600,000**	**(150,000)**	**(150,000)**	**600,000**	**600,000**	**1,500,000**

District Educational Facilities Plan
Environmental Health and Safety

Division	Environmental Health and Safety

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
AED	**Districtwide - AED Units/Cabinets**	Additional AED units to schools for Band, ROTC, and general proximity/accessibiliy could save lives of our students and staff	365,000	237,000	237,000	237,000	500,000	1,576,000
Building Automation Systems	**Cooper City HS - HVAC Building Controls - Cooper City HS**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response			700,000			700,000
Building Automation Systems	**Deerfield Beach HS - HVAC Building Controls - Deerfield Beach HS**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response					700,000	700,000
Building Automation Systems	**Districtwide - BAS HeadEnd Upgrade to ECOSTRUXURE Building Operation (EBO) Network**	IT is transitioning to Windows 11. Current BAS Systems at (61) sites are not supported by Windows11 and require the Head-end or Network Controller to be replaced. This work was started under ESSER for schools, but was stopped. This scope also includes completion at administrative sites which could not be included in the ESSER project.	565,000					565,000
Building Automation Systems	**Flanagan HS - HVAC Building Controls - Flanagan HS**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response	700,000					700,000
Building Automation Systems	**HVAC Building Controls- Park Lakes ES - HVAC Building Controls- Park Lakes ES**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response					700,000	700,000
Building Automation Systems	**Manatee Bay ES - HVAC Building Controls- Manatee Bay Es**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response				700,000		700,000
Building Automation Systems	**Sunset Lakes ES - HVAC Building Controls - Sunset Lakes ES**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response			700,000			700,000
Building Automation Systems	**Western HS - HVAC Building Controls - Western HS**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response		700,000				700,000
Building Automation Systems	**HVAC Building Controls- Districtwide**	Move funding forward			(2,100,000)	(1,400,000)		(3,500,000)
Building Automation Systems	**Floranada ES - HVAC Building Controls - Floranada ES**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response				700,000		700,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Drainage System Modification/Maintenance	**Attucks MS - Drainage System Modification - Attucks MS (April 2023 Flood)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			200,000			200,000
Drainage System Modification/Maintenance	**Boyd Anderson - Drainage System Modification - Boyd Anderson (flooding connected with roof drain downspout)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus		200,000				200,000
Drainage System Modification/Maintenance	**Charles Drew Resource - Drainage System Modification - Charles Drew Resource**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus				200,000		200,000
Drainage System Modification/Maintenance	**Dillard HS - Drainage System Modification - Dillard HS (April 2023 Flood)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			300,000			300,000
Drainage System Modification/Maintenance	**Flamingo ES - Drainage System Modification - Flamingo ES**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus				200,000		200,000
Drainage System Modification/Maintenance	**Harbordale ES - Drainage System Modification - Harbordale ES (June 2024 rain event)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus		200,000				200,000
Drainage System Modification/Maintenance	**Hunt ES - Drainage System Modification - Hunt ES**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus					200,000	200,000
Drainage System Modification/Maintenance	**Larkdale ES - Drainage System Modification - Larkdale ES**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus				200,000		200,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Drainage System Modification/Maintenance	**Lauderdale Lakes - Drainage System Modification - Lauderdale Lakes**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus				200,000		200,000
Drainage System Modification/Maintenance	**Morrow ES - Drainage System Modification - Morrow ES**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus					200,000	200,000
Drainage System Modification/Maintenance	**NEHS - Drainage System Modification - NEHS (flooding connected with roof drain downspout)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus		200,000				200,000
Drainage System Modification/Maintenance	**North Lauderdale K-8 - Drainage System Modification - North Lauderdale K-8**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus					150,000	150,000
Drainage System Modification/Maintenance	**Olsen MS - Drainage System Modification - Olsen MS (April 2023 Flood)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			200,000			200,000
Drainage System Modification/Maintenance	**Park Ridge ES - Drainage System Modification - Park Ridge ES**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus					200,000	200,000
Drainage System Modification/Maintenance	**Peters ES - Drainage System Modification - Peters ES (flooding connected with roof drain downspout)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus	25,000	125,000				150,000
Drainage System Modification/Maintenance	**Riverland ES - Drainage System Modification - Riverland ES**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus					200,000	200,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Drainage System Modification/Maintenance	**Seagull/Whiddon - Drainage System Modification - Seagull/Whiddon (April 2023Flood)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus		300,000				300,000
Drainage System Modification/Maintenance	**Seminole MS - Drainage System Modification - Seminole MS (flooding connected with roof drain downspout)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus		200,000				200,000
Drainage System Modification/Maintenance	**Taravella HS - Drainage System Modification - Taravella HS (flooding connected with roof drain downspout)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus	50,000	295,000				345,000
Drainage System Modification/Maintenance	**Westwood Heights ES - Drainage System Modification - Westwood Heights ES (April 2023 Flood)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			200,000			200,000
Fuel Storage Tanks	**Districtwide - Aging UST Replacements - 3 fuel depots**	Move funding forward 1 year and additional funding of $550,000 to complete PO requests for construction at Twin Lakes/Central Bus and South Bus. This will also allow for necessary POs for North Bus to be requested in early 2026 for equipment and Spring 2026 for installation. This will complete the aging UST projects identified to date. All permit documents have been submitted and approved	2,050,000	(1,500,000)				550,000
Fuel Storage Tanks	**Districtwide - Removal/Replacement non-regulated Aging ASTs (6 locations)**	Ensure emergency readiness and prevent costly environmental cleanup that could be $100,000-$300,000/site	200,000	200,000	200,000			600,000
Lead	**Districtwide - Lead BASed Paint Assessment/ Remediation**	Due to the EPA ban of the use of lead based paint, anytime painted components in buildings built in 1978 or prior are to be altered, a lead based paint assessment must be completed	150,000	250,000	200,000			600,000
Playgrounds	**Districtwide - Playgrounds - Playground Inspections**	Engaging a vendor to perform playground safety inspections including an asset management software will increase the speed at which inspections are able to be performed and globally identify repair/replacement needs specific to equipment, etc, at the sites	100,000	100,000				200,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
SW Modifications	**Additional @ Nova HS/MS (flooding connected with roof drain downspout) - SW Modifications/Flood Control - Additional @ Nova HS/MS (flooding connected with roof drain downspout)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus	80,000					80,000
SW Modifications	**Beachside Motessori Village - Beachside Motessori Village (Cat 3 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus.		60,000				60,000
SW Modifications	**Coconut Palm ES - Coconut Palm ES (Cat 4 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			60,000			60,000
SW Modifications	**Coral Cove ES - Coral Cove ES (Cat 4 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			60,000			60,000
SW Modifications	**Croissant Park ES - 3- Croissant Park ES (April 2023 Flood)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus	15,000	45,000				60,000
SW Modifications	**Floranada ES - Floranada ES (Cat 4 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			60,000			60,000
SW Modifications	**Lakeside ES - Lakeside ES (Cat 4 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus				60,000		60,000
SW Modifications	**Park Lakes ES - Park Lakes ES (Cat 3 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus		60,000				60,000
SW Modifications	**Parkway MS - 4- Parkway MS (April 2023 Flood)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus	20,000	40,000				60,000
SW Modifications	**Pompano Beach MS - 1 - Pompano Beach MS**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus	20,000	40,000				60,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
SW Modifications	**Sanders Park ES - 2 - Sanders Park ES**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus	20,000	40,000				60,000
SW Modifications	**Silver Palms ES - Silver Palms ES (Cat 4 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			60,000			60,000
SW Modifications	**Silver Shores ES - Silver Shores ES (Cat 4 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus				60,000		60,000
SW Modifications	**Sunset Lakes ES - Sunset Lakes ES (Cat 4 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus				60,000		60,000
SW Modifications	**Tradewinds ES - Tradewinds ES (Cat 3 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus		60,000				60,000
Traffic and Pedestrian Management	**Stirling Elementary School -Traffic and Pedestrian Management includes Hollywood Hills High School (no canopy addition)**	Modifications recommended for this road (owned by SBBC) between Stirling ES and Hollywood Hills HS are necessary to ensure the safety of students, parents, and staff during arrival and dismissal activities. There have been many near misses over the years	(150,000)					(150,000)
Trash Compactors	**Districtwide - Trash Compactors**	If a Performance Contracting option is selected, this funding will not be needed	(160,000)	(160,000)	(160,000)	(160,000)	(160,000)	(800,000)

District Educational Facilities Plan
Environmental Health and Safety - Flood Mitigation (FEMA)

Division	Environmental Health and Safety - Flood Mitigation (FEMA)

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Flood Mitigation (FEMA)	**Districtwide - Flood Mitigation (April 2023)**	Request for funds for FEMA mitigation proposals for 11 sites impacted during the April 2023 flood. FEMA will reimburse for 75%	2,750,000					2,750,000
Flood Mitigation (FEMA)	**Flood Mitigation (April 2023) (Reimbursement)**	Request For Funds For FEMA Mitigation Proposals For 11 Sites Impacted During The April 2023 Floods. FEMA Will Reimburse For 75%.	(2,062,500)					(2,062,500)
Grand Total			**687,500**					**687,500**

District Educational Facilities Plan
Environmental Health and Safety - Performance Contracting

Division	Environmental Health and Safety - Performance Contracting

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Performance Contracting - LEASE OPTION B	**Fox Trail ES - Floating Solar - Fox Trail ES (Lease Option B)**	Installation of this solar array would supply power to the school with a savings of > $120,000-$250,000 annually for the life of the system. Could be purchased upfront or leased at $160,000/year for 20 years. Could be utilized as a teaching tool as it is easily visible from the ground level	160,000	160,000	160,000	160,000	160,000	800,000
Performance Contracting OPT B	**Performance Contracting Phase V (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors) - Performance Contracting Phase V (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors)**	These improvements will result in savings on utility (electric, water, refuse) bills. Also FPL rebate payment for LED lighting upgrades	12,750,000	4,250,000				17,000,000
Performance Contracting OPT B	**Performance Contracting Phase VI (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors) - Performance Contracting Phase VI (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors)**	These improvements will result in savings on utility (electric, water, refuse) bills. Also FPL rebate payment for LED lighting upgrades		12,750,000	4,250,000			17,000,000
Performance Contracting OPT B	**Performance Contracting Phase VII (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors) - Performance Contracting Phase VII (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors)**	These improvements will result in savings on utility (electric, water, refuse) bills. Also FPL rebate payment for LED lighting upgrades			12,750,000	4,250,000		17,000,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Performance Contracting OPT B	**Performance Contracting Phase VIII (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors) - Performance Contracting Phase VIII (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors)**	These improvements will result in savings on utility (electric, water, refuse) bills. Also FPL rebate payment for LED lighting upgrades				12,750,000	4,250,000	17,000,000
Performance Contracting OPT B2	**Performance Contracting Phase IX (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors) - Performance Contracting Phase IX (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors)**	These improvements will result in savings on utility (electric, water, refuse) bills. Also FPL rebate payment for LED lighting upgrades					17,000,000	17,000,000
Grand Total			**12,910,000**	**17,160,000**	**17,160,000**	**17,160,000**	**21,410,000**	**85,800,000**

District Educational Facilities Plan
Equipment

Division	Equipment

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Academics	**Districtwide - Music Equipment Replacement**	Replace music equipment at various schools	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	7,500,000
Academics	**K-8 Transition At Pines Middle, Broward Estates, Mlk**	Funding For Grades 7 And 8 Equipment	400,000	350,000				750,000
BECON	**Broadcast Automation System Refresh**	Broadcast automation system runs the TV station while unattended which saves us from having to hire overnight and weekend employees to operate the system. Current system is running on unsupprted operating systems and prone to equipment failure. Having a automation system is an FCC requirement	130,000					130,000
BECON	**Broadcast Equipment refresh**	BECON video equipment is used daily throughout the District and due to wear and tear and age of equipment replacement is needed to avoid additional equipment failures	75,000					75,000
BECON	**IPTV server refresh**	IPTV servers at schools are at end of life and no longer supported. The servers are used to store and record school videos including morning announcements as well as convert live video feeds for use on wireless devices in the classroom. Cost is approx $23K per school; still have 33 schools to do. Schools that do not get the servers will not have announcements, etc.	759,000					759,000
BECON	**KCW Board Room and Control Room Equipment Refresh**	Needed to finalize KCW Board Room project. The amount for FY25-26 is for remaining equipment needs	50,000					50,000
SSEP	**School Replacement Radios**	Schools Must Have Operating Radios To Effectively Communicate During Critical Incidents	100,000	100,000	100,000	100,000	100,000	500,000
Grand Total			**3,274,000**	**2,210,000**	**1,860,000**	**1,860,000**	**1,860,000**	**11,064,000**

District Educational Facilities Plan
Facilities

Division	Facilities

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Athletic Surfaces	**DEFP - 23-Boyd Anderson High-Replace Dugouts-04/17/2025**	Structural Issues With Wood Construction / Safety - PPO Request	165,000					165,000
Building	**DEFP - 10-Mary M. Bethune ES-Phase 2A And 2B-12/17/2024**	The Design Was Funded In A Prior Year, And Now The Plans Are 100% And The Construction Phase Needs To Be Funded	16,100,000					16,100,000
Building	**DEFP - 29-Collins Elementary-Loggia Replacement-04/17/2025**	Structural / Safety Concern - Ppo Request	138,750	786,250				925,000
Capital	**Castaldi Report**	Funding For Castaldi Anlysis To Aid In Master Planning	350,000					350,000
Mechanical	**DEFP - 14-Northeast HS-Buildings 26 And 28 Fire Alarm Upgrade-03/25/2025**	Buildings 26 And 28 Were Not Included As A Part Of The GOB Fire Alarm Replacement Scope For Northeast HS, P.001684. Attempts Were Made To Integrate The New And Old Systems, But They Do Not Work Seamlessly. Additionally, Buildings 26 And 28 Are On Horns, While The Rest Of The School Uses Voice Alarm, Causing A Competing Signal Heard Between The Buildings Which Violates Code	1,012,000					1,012,000
Mechanical	**DEFP - 3-Piper HS-Lift Station Replacement/Relocation-02/19/2025**	The Equipment Is Past Its Useful Life. The Lift Station's Wet Well/Holding Tank'S Concrete Is Disintegrating. The Equipment No Longer Meets Broward County Environmental Protection And Growth Management Department's Specifications. This Project Is Beyond PPO's Limits/Abilities. The Construction Price Provided By Miller Legg Is $1,500,000			1,700,000			1,700,000
Renovation	**DEFP - 25-Broadview Elementary-Restroom Renovation-04/17/2025**	ADA Accessibility Issues - This Project Is Currently In Design P.001638-ADA - $600K Needed - PPO Request	600,000					600,000
Renovation	**DEFP - 47-Fort Lauderdale High-Auditorium Renovation-04/17/2025**	Past Useful Life / Aesthetics / Structural Concern - PPO Request	120,000	1,080,000				1,200,000
Renovation	**DEFP - 52-KCW Admin-Garage Restorations-04/17/2025**	Equipment Is Past Its Useful Life - PPO Request	402,000	3,618,000				4,020,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Roofing	**DEFP - 6-Sunland Park Academy-Replace Existing, Temporary Stairwell Roof-02/19/2025**	Existing Roof Is A Temporary Fix To Remedy A Stairwell Flooding Issue. Permanent Roof Structure Is Necessary. This Used To Be A Skylight. This Is Beyond PPO's Limits/Abilities. PPO Is Requesting OCP To Provide Funding Request, Design, Project Management, And Construction	264,000					264,000
Walkway	**DEFP - 5-Oakridge ES-Covered Walkway Replacement-02/19/2025**	Existing Wood Covered Walkways Are Rotting And Could Pose A Future Safety Issue. One Section Had To Be Completely Removed Due To Structural Deterioration. This Is Beyond PPO's Limits/Abilities. PPO is Requesting OCP To Provide Funding Request, Design, Project Management, And Construction	129,000	731,000				860,000
Grand Total			**59,280,750**	**56,215,250**	**53,700,000**	**53,000,000**	**55,000,000**	**277,196,000**

District Educational Facilities Plan
Information and Technology

Division	Information and Technology

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Consulting	**Safety Technology - Visitor Management Systems (Consultant Services/Support and Devices/Peripherals)**	Previously no funded line item that we know of. We replace/repair special laptops for this sytem as well as peripheral devices for visitor badges, etc. Also, vendor technical enhancements may be requested		50,000	50,000	50,000	50,000	200,000
ERATE	**ERATE Infrastructure upgrades**	Wireless access points, switches, cabling support needed bandwidth for student applications	2,149,827					2,149,827
ERP Software Implementation	**Focus Module - School Choice**	The current School Choice app was built by BCPS staff years ago using now outdated programming languages and infrastructure. There is one Programmer on staff to support it who will be retiring within 2 years. The current app is not sustainable, customizable or scalable. The Focus module integrates directly with our student enrollment platform for ease of use and scalability	258,962					258,962
ERP Software Implementation	**Focus Savings**	The current School Choice app was built by BCPS staff years ago using now outdated programming languages and infrastructure. There is one Programmer on staff to support it who will be retiring within 2 years. The current app is not sustainable, customizable or scalable. The Focus module integrates directly with our student enrollment platform for ease of use and scalability	(350,000)					(350,000)
Hardware Maintenance	**Districtwide - Metrology (Capital Transfer)**	Increase in funding, transfer to Metrology	400,000	400,000	400,000	400,000	400,000	2,000,000
Grand Total			**2,458,789**	**593,833**	**593,833**	**593,833**	**593,833**	**4,834,121**

District Educational Facilities Plan
Physical Plant Operations

Division	Physical Plant Operations

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Athletic Surfaces	**District-Wide - Grade/Resod Sport Fields**	Over Use Of Fields	152,000	212,000	212,000	212,000	212,000	1,000,000
Athletic Surfaces	**District-Wide - Playcourt Maintenance**	School Board Recommendation / Surfaces Are Past Their Useful Life		1,000,000	1,000,000	1,000,000	1,000,000	4,000,000
Athletic Surfaces	**District-Wide - Track Maintenance**	School Board Recommendation / Surfaces Are Past Their Useful Life	1,140,000	1,590,000	1,590,000	1,590,000	1,590,000	7,500,000
Bleachers	**District-Wide - Exterior Bleacher Repair And Replacement**	Safety Issue / Deferred For Years	380,000	530,000	530,000	530,000	530,000	2,500,000
Bleachers	**Pines Middle - Bleacher Replacement**	Bleachers Unsatisfactory	70,000					70,000
Bleachers	**Various - Interior Bleacher Repair/Replacement**	Safety Issue / Deferred For Years	684,000	954,000	954,000	954,000	954,000	4,500,000
Building Envelope	**Annabel C Perry Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Arthur Ashe Center - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Atlantic Technical College - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	200,000					200,000
Building Envelope	**Attucks Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			375,000			375,000
Building Envelope	**Bair Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Banyan Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Beachside Montessori Village - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				250,000		250,000
Building Envelope	**Bennett Elementary (Partial) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	150,000					150,000
Building Envelope	**Bethune Elementary - Roof Replacement**	Roof Is Past Its Useful Life					25,000	25,000
Building Envelope	**Blanche Ely High (Partial) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	400,000					400,000
Building Envelope	**Boyd Anderson High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					800,000	800,000
Building Envelope	**Broadview Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	300,000					300,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Building Envelope	**Broward Estates Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	300,000					300,000
Building Envelope	**Central Park Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		300,000				300,000
Building Envelope	**Chapel Trail Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Charles Drew Resource Center - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Charles Flanagan High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		800,000				800,000
Building Envelope	**Cooper City High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		800,000				800,000
Building Envelope	**Coral Cove Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Coral Park Elementary - Servicing Gutters**	Building Envelope Protection / Prevent Future Iaq Issues				100,000		100,000
Building Envelope	**Coral Springs High - BASeball Dugout Roof Structure Replacement**	Structural / Safety Concern	90,000					90,000
Building Envelope	**Coral Springs High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				800,000		800,000
Building Envelope	**Croissant Park Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Dave Thomas Education Center (West Near Atlantic Vocational) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					275,000	275,000
Building Envelope	**Davie Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		260,000				260,000
Building Envelope	**Deerfield Beach High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					800,000	800,000
Building Envelope	**Deerfield Beach High - Storm Drain Improvements**	Safety Concern				250,000		250,000
Building Envelope	**Deerfield Beach Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		375,000				375,000
Building Envelope	**Deerfield Park Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Dillard Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**District-Wide - Exterior Pressure/Soft Wash**	Curb Appeal / Aesthetics		1,250,000	1,250,000	1,250,000	1,250,000	5,000,000
Building Envelope	**Eagle Point Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Building Envelope	**Eagle Ridge Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**EmBASsy Creek Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		300,000				300,000
Building Envelope	**ESEA Title I - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	45,000					45,000
Building Envelope	**Fairway Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Flamingo Elementary - Roof Replacement**	Roof Is Past Its Useful Life		14,400				14,400
Building Envelope	**Fort Lauderdale High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		800,000				800,000
Building Envelope	**Glades Middle - Roof Replacement**	Roof Is Past Its Useful Life				16,000		16,000
Building Envelope	**Griffin Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Gulfstream Academy (North) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	300,000					300,000
Building Envelope	**Gulfstream Academy (South) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Hallandale High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		700,000				700,000
Building Envelope	**Henry D. Perry Education Center - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			375,000			375,000
Building Envelope	**Indian Trace Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**JP Taravella High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					800,000	800,000
Building Envelope	**Lanier-James Education Center - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				250,000		250,000
Building Envelope	**Lauderhill Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		350,000				350,000
Building Envelope	**Liberty Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Lloyd Estates Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	300,000					300,000
Building Envelope	**Martin Luther King Elementary - Roof Replacement**	Roof Is Past Its Useful Life		14,400				14,400
Building Envelope	**Mcnab Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Millennium Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			375,000			375,000
Building Envelope	**Miramar High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			700,000			700,000
Building Envelope	**Nob Hill Elementary - Exterior Paint**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Building Envelope	**Nob Hill Elementary - Roof Replacement**	Roof Is Past Its Useful Life			14,400			14,400
Building Envelope	**Norcrest Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		300,000				300,000
Building Envelope	**North Fork Elementary - Roof Replacement**	Roof Is Past Its Useful Life		14,400				14,400
Building Envelope	**North Side Elementary - Exterior Paint**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	300,000					300,000
Building Envelope	**Northeast High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	650,000					650,000
Building Envelope	**Nova Eisenhower Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	300,000					300,000
Building Envelope	**Nova High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					800,000	800,000
Building Envelope	**Nova Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					375,000	375,000
Building Envelope	**Oakridge Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	300,000					300,000
Building Envelope	**Parkway Middle And Community School - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	260,000					260,000
Building Envelope	**Physical Plant Operations Zone 2 - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	50,000					50,000
Building Envelope	**Physical Plant Operations Zone 3 - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	50,000					50,000
Building Envelope	**Pines Lakes Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Pines Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			700,000			700,000
Building Envelope	**Plantation Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Plantation Elementary - Repair Exterior Structural Issues**	Structural / Safety Concern	250,000					250,000
Building Envelope	**Plantation High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					800,000	800,000
Building Envelope	**Plantation Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	350,000					350,000
Building Envelope	**Plantation Park Elementary - Roof Replacement**	Roof Is Past Its Useful Life			14,400			14,400
Building Envelope	**Pompano Beach Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Building Envelope	**Quiet Waters Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		350,000				350,000
Building Envelope	**Riverglades Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Riverside Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Rock Island Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Sandpiper Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Sawgrass Elementary - Exterior Paint**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Seagull School - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		250,000				250,000
Building Envelope	**Seminole Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Sheridan Technical High (Sunset) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	250,000					250,000
Building Envelope	**Silver Lakes Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				375,000		375,000
Building Envelope	**Silver Trail Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					375,000	375,000
Building Envelope	**South Broward High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	820,000					820,000
Building Envelope	**Stephen Foster Elementary - Roof Replacement**	Roof Is Past Its Useful Life			14,400			14,400
Building Envelope	**Stirling Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Stoneman Douglas High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			800,000			800,000
Building Envelope	**Sunrise Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			350,000			350,000
Building Envelope	**Tedder Elementary (Partial) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	200,000					200,000
Building Envelope	**Tequesta Trace Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				375,000		375,000
Building Envelope	**Thurgood Marshall Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Tropical Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Tropical Elementary - Roof Replacement**	Roof Is Past Its Useful Life				11,400		11,400
Building Envelope	**Tssc (3 Story) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				250,000		250,000
Building Envelope	**Tssc Annex (Bank Bldg.) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		175,000				175,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Building Envelope	**Twin Lakes Warehouse, Maintenance Building 1 - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		450,000				450,000
Building Envelope	**Vehicle Maintenance At Twin Lakes - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			250,000			250,000
Building Envelope	**Village Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Village Elementary - Roof Replacement**	Roof Is Past Its Useful Life				14,400		14,400
Building Envelope	**Virginia Shuman Young Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Walker Elementary - Exterior Paint**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Walter C. Young Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			375,000			375,000
Building Envelope	**Walter C. Young Middle - Roof Replacement**	Roof Is Past Its Useful Life	18,500					18,500
Building Envelope	**West Broward High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		800,000				800,000
Building Envelope	**West Hollywood Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Western High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	800,000					800,000
Building Envelope	**Westglades Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				375,000		375,000
Building Envelope	**Westglades Middle - Roof Replacement**	Roof Is Past Its Useful Life	12,000					12,000
Building Envelope	**Westpine Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			375,000			375,000
Building Envelope	**Whiddon Rogers Gene Annex - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		300,000				300,000
Building Envelope	**William Dandy Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			375,000			375,000
Ceiling	**Atlantic West Elementary - Ceiling Tile Replacement**	Improve Overall Appearance		100,000				100,000
Ceiling	**Banyan Elementary - Ceiling Tile Replacement**	Improve Overall Appearance			80,000			80,000
Ceiling	**Blanche Ely High - Ceiling Tile Replacement**	Improve Overall Appearance				300,000		300,000
Ceiling	**Coral Springs High - Ceiling Tile Replacement**	Improve Overall Appearance				300,000		300,000
Ceiling	**Crystal Lake Middle - Ceiling Tile Replacement**	Improve Overall Appearance			250,000			250,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Ceiling	**Pompano Beach Middle - Ceiling Tile Replacement**	Improve Overall Appearance		250,000				250,000
Ceiling	**Ramblewood Elementary - Ceiling Tile Replacement**	Improve Overall Appearance			150,000			150,000
Ceiling	**Ramblewood Middle - Ceiling Tile Replacement**	Improve Overall Appearance	250,000					250,000
Custodial Equipment	**District-Wide - Custodial Site Equipment Replacement**	Equipment Is Past Its Useful Life. Some Repair Parts Are Obsolete	900,000	900,000	900,000	900,000	900,000	4,500,000
Doors / Windows	**Broward Fire Academy - Door Replacement**	Doors Are Used For Training And In Poor Condition	200,000					200,000
Doors / Windows	**Central Area Garage - Overhead Door Replacement**	Overhead Doors Are Falling Apart And Becoming Inoperable		110,000				110,000
Doors / Windows	**KC Wright - Roll-Up Door Replacement**	Doors Are Beyond Economical Repair	150,000					150,000
Doors / Windows	**North Area Garage - Overhead Door Replacement**	Overhead Doors Are Falling Apart And Becoming Inoperable			110,000			110,000
Doors / Windows	**Nova Middle - Window Replacement**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		150,000				150,000
Doors / Windows	**Pasadena Lakes Elementary - Door / Window Replacement**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		350,000				350,000
Doors / Windows	**Sheridan Park Elementary - Exterior Door Replacement**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		225,000				225,000
Doors / Windows	**South Area Garage - Overhead Door Replacement**	Overhead Doors Are Falling Apart And Becoming Inoperable			110,000			110,000
Electric	**Annabel C Perry Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	200,000					200,000
Electric	**Atlantic West Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	200,000					200,000
Electric	**Atlantic West Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips	280,000					280,000
Electric	**Boyd Anderson High - New Lighting**	Upgrade To LED For Efficiency		36,000				36,000
Electric	**Broward Estates Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	200,000					200,000
Electric	**Broward Estates Elementary - Replace Exterior Lights**	Upgrade To LED For Efficiency		65,000				65,000
Electric	**Castle Hill Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	240,000					240,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Electric	**Charles Drew Resource Center - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	200,000					200,000
Electric	**Coconut Creek Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	200,000					200,000
Electric	**Collins Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	200,000					200,000
Electric	**Community School North - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	150,000					150,000
Electric	**Cooper City Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	200,000					200,000
Electric	**Coral Springs Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips	280,000					280,000
Electric	**Croissant Park Elementary - Canopy Lighting**	Upgrade To LED For Efficiency		50,000				50,000
Electric	**Croissant Park Elementary - Replace Exterior Lights**	Upgrade To LED For Efficiency		75,000				75,000
Electric	**Cypress Bay High - Replace Exterior Lights**	Upgrade To LED For Efficiency		75,000				75,000
Electric	**Dave Thomas Education Center - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations		200,000				200,000
Electric	**Dillard High - Replace Exterior Lights**	Equipment Is Past Its Useful Life			75,000			75,000
Electric	**Driftwood Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations		200,000				200,000
Electric	**ESEA Title 1 - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations		150,000				150,000
Electric	**Fairway Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations		200,000				200,000
Electric	**Forest Hills Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips			280,000			280,000
Electric	**Gulfstream Middle - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations		200,000				200,000
Electric	**Hallandale Adult Center - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations		300,000				300,000
Electric	**Horizon Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations		200,000				200,000
Electric	**Lake Forest Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations			200,000			200,000
Electric	**Larkdale Elementary - Walkway Lighting**	Upgrade To LED For Efficiency		18,000				18,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Electric	**Lauderdale Manors Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations			200,000			200,000
Electric	**Lauderhill 6-12 - Upgrade Electrical Panels**	Equipment Is Past Its Useful Life	175,000					175,000
Electric	**Lauderhill Paul Turner Elementary - Walkway Lights**	Upgrade To LED For Efficiency			60,000			60,000
Electric	**Maplewood Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips				280,000		280,000
Electric	**Margate Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations			200,000			200,000
Electric	**Martin Luther King Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations			200,000			200,000
Electric	**Martin Luther King Elementary - Replace Exterior Lights**	Upgrade To LED For Efficiency			65,000			65,000
Electric	**Mcarthur High - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations			300,000			300,000
Electric	**Morrow Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips					280,000	280,000
Electric	**New River Middle - Replace Exterior Lights**	Upgrade To LED For Efficiency			65,000			65,000
Electric	**Nob Hill Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations			200,000			200,000
Electric	**Nob Hill Elementary - Upgrade Electrical Panels**	Equipment Is Past Its Useful Life	150,000					150,000
Electric	**North Fork Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations			200,000			200,000
Electric	**North Lauderdale Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips			280,000			280,000
Electric	**Nova Blanche Forman Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations				200,000		200,000
Electric	**Oakland Park Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations				200,000		200,000
Electric	**Oakridge Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations				200,000		200,000
Electric	**Park Lakes Annex - Upgrade Electrical Panels**	Equipment Is Past Its Useful Life				250,000		250,000
Electric	**Peters Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations				200,000		200,000
Electric	**Physical Plant Operations Zone 3 - Generator Replacement**	Equipment Is Past Its Useful Life. Emergency Response	250,000					250,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Electric	**Pine Ridge Alternative Center - Replace Exterior Lights**	Upgrade To LED For Efficiency			65,000			65,000
Electric	**Pinewood Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips			280,000			280,000
Electric	**Plantation Park Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations				200,000		200,000
Electric	**Ramblewood Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips			280,000			280,000
Electric	**Riverland Elementary - Replace Exterior Lights**	Upgrade To LED For Efficiency				65,000		65,000
Electric	**Robert C Markham Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations				200,000		200,000
Electric	**Royal Palm Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations				200,000		200,000
Electric	**Seagull School - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations					200,000	200,000
Electric	**Seagull School - Replace Exterior Lights**	Upgrade To LED For Efficiency	75,000					75,000
Electric	**Seagull School - Upgrade Electrical Panels**	Equipment Is Past Its Useful Life					60,000	60,000
Electric	**Sheridan Hills Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations					200,000	200,000
Electric	**Stephen Foster Elementary - Replace Exterior Lights**	Upgrade To LED For Efficiency					65,000	65,000
Electric	**Sunshine Elementary - Replace Main Switch Gear**	Equipment Is Past Its Useful Life					200,000	200,000
Electric	**Tamarac Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations					200,000	200,000
Electric	**Tamarac Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips			280,000			280,000
Electric	**Tedder Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations					200,000	200,000
Electric	**Thurgood Marshall Elementary - Canopy Lighting**	Upgrade To LED For Efficiency					65,000	65,000
Electric	**Thurgood Marshall Elementary - Replace Exterior Lights**	Upgrade To LED For Efficiency					75,000	75,000
Electric	**Tropical Elementary - Replace Exterior Lights**	Upgrade To LED For Efficiency					65,000	65,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Electric	**Twin Lakes Warehouse & Transportation - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To Building Operations	150,000					150,000
Electric	**Village Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations					200,000	200,000
Electric	**Walter C. Young Middle - Replace Main Switch Gear**	Equipment Is Past Its Useful Life			200,000			200,000
Electric	**West Central Bus Compound - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To Building Operations					300,000	300,000
Electric	**Westchester Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips			280,000			280,000
Electric	**Whiddon Rogers Elementary - Upgrade Electrical Panels**	Equipment Is Past Its Useful Life	150,000					150,000
Elevator	**Atlantic Technical College - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime		160,000				160,000
Elevator	**Blanche Ely High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime		160,000				160,000
Elevator	**Boyd Anderson High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime			160,000			160,000
Elevator	**Coconut Creek High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime				160,000		160,000
Elevator	**Deerfield Beach High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime			160,000			160,000
Elevator	**Eagle Point Elementary - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime	160,000					160,000
Elevator	**Hallandale High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime				160,000		160,000
Elevator	**JP Taravella High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime	160,000					160,000
Elevator	**KC Wright - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime	320,000					320,000
Elevator	**Miramar High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime				160,000		160,000
Elevator	**Physical Plant Operations District Maintenance - Elevator Installation**	Ada Access For 2Nd Floor Office Area	100,000					100,000
Elevator	**South Plantation High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime					160,000	160,000
Elevator	**Stranahan High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime					160,000	160,000
Elevator	**Tssc - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime		480,000				480,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Elevator	**Vehicle Maintenance - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime			160,000			160,000
Elevator	**Western High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime		160,000				160,000
Finishes	**Arthur Ashe Center - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Bair Middle - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Blanche Ely High (Partial) - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	85,000					85,000
Finishes	**Boyd Anderson High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				370,000		370,000
Finishes	**Broadview Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Broward Estates Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Broward Fire Academy - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			40,000			40,000
Finishes	**Charles Drew Resource Center - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Finishes	**Charles Flanagan High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Charles Flanagan High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	60,000					60,000
Finishes	**Charles Flanagan High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		370,000				370,000
Finishes	**Coconut Creek Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Coconut Palm Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Collins Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Community School North - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			42,000			42,000
Finishes	**Coral Glades High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			60,000			60,000
Finishes	**Coral Park Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	175,000					175,000
Finishes	**Coral Springs Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Cresthaven Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Croissant Park Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Finishes	**Crystal Lake Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					275,000	275,000
Finishes	**Cypress Bay High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Cypress Bay High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	60,000					60,000
Finishes	**Cypress Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Davie Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Deerfield Beach Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Deerfield Beach High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Deerfield Beach High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			370,000			370,000
Finishes	**Deerfield Beach Middle - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Dillard Community Center (Museum) - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				42,000		42,000
Finishes	**Dillard High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			50,000			50,000
Finishes	**Dillard High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		85,000				85,000
Finishes	**Driftwood Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				275,000		275,000
Finishes	**Everglades Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Everglades High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Everglades High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	60,000					60,000
Finishes	**Falcon Cove Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				275,000		275,000
Finishes	**Floranada Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Forest Hills Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Fort Lauderdale High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Fox Trail Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Finishes	**Gator Run Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Finishes	**Hawkes Bluff Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Finishes	**Henry D. Perry Education Center - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Hollywood Central Elementary - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Hollywood Hills High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		60,000				60,000
Finishes	**Hollywood Hills High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			370,000			370,000
Finishes	**JP Taravella High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				370,000		370,000
Finishes	**KC Wright - 1st Floor Office Renovation**	Space Improvements	150,000					150,000
Finishes	**Lakeside Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Larkdale Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Lauderdale Lakes Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			275,000			275,000
Finishes	**Lauderhill Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					275,000	275,000
Finishes	**Lloyd Estates Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Lyons Creek Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				275,000		275,000
Finishes	**Mcfatter Technical - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		377,000				377,000
Finishes	**Miramar High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Miramar High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	60,000					60,000
Finishes	**Miramar High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					370,000	370,000
Finishes	**Monarch High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					50,000	50,000
Finishes	**Monarch High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		60,000				60,000
Finishes	**New Renaissance High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Nob Hill Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**North Lauderdale Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Northeast High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					370,000	370,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Finishes	**Nova Eisenhower Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Nova High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			370,000			370,000
Finishes	**Oakland Park Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Oakridge Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Olsen Middle - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Oriole Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Finishes	**Panther Run Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Park Lakes Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Park Ridge Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Park Trails Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Parkside Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Parkway Middle And Community School - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					275,000	275,000
Finishes	**Peters Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Plantation High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		370,000				370,000
Finishes	**Pompano Beach Institute - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Pompano Beach Institute - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		60,000				60,000
Finishes	**Pompano Beach Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			275,000			275,000
Finishes	**Quest Center - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Quiet Waters Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					155,000	155,000
Finishes	**Royal Palm Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Seagull School - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Finishes	**Sheridan Park Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Sheridan Technical College - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			377,000			377,000
Finishes	**Sheridan Technical High (Sunset) - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Silver Lakes Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Silver Lakes Middle - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Silver Lakes Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			275,000			275,000
Finishes	**Silver Ridge Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Finishes	**South Broward High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**South Broward High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		60,000				60,000
Finishes	**South Plantation High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**South Plantation High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		370,000				370,000
Finishes	**Stephen Foster Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Stoneman Douglas High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Stoneman Douglas High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	60,000					60,000
Finishes	**Stoneman Douglas High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				370,000		370,000
Finishes	**Tedder Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Walter C. Young Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					275,000	275,000
Finishes	**Westchester Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Finishes	**Western High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Western High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		60,000				60,000
Finishes	**Western High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			370,000			370,000
Finishes	**Westglades Middle - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Westpine Middle - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Finishes	**Westwood Heights Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Whiddon Rogers Education Center - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Whiddon Rogers Gene Annex - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Whispering Pines - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**William Dandy Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				275,000		275,000
Finishes	**Wilton Manors Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Finishes	**Winston Park Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Flooring	**Apollo Middle - Replace Flooring Throughout School**	Past Its Useful Life	50,000					50,000
Flooring	**Atlantic West Elementary - Replace Flooring Throughout School**	Past Its Useful Life	20,000					20,000
Flooring	**Attucks Middle - Replace Flooring Throughout School**	Past Its Useful Life	35,000					35,000
Flooring	**Bair Middle - Replace Flooring Throughout School**	Past Its Useful Life	200,000	200,000				400,000
Flooring	**Bennett Elementary - Replace Flooring Throughout School**	Past Its Useful Life		35,000				35,000
Flooring	**Blanche Ely High - Replace Flooring Throughout School**	Past Its Useful Life			75,000			75,000
Flooring	**Boulevard Heights Elementary - Replace Flooring Throughout School**	Past Its Useful Life				50,000		50,000
Flooring	**Central Park Elementary - Replace Flooring Throughout School**	Past Its Useful Life	45,000			50,000		95,000
Flooring	**Chapel Trail Elementary - Replace Flooring Throughout School**	Past Its Useful Life	60,000					60,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Flooring	**Charles Drew Elementary - Replace Flooring Throughout School**	Past Its Useful Life		65,000				65,000
Flooring	**Charles W Flanagan Senior High - Replace Flooring Throughout School**	Past Its Useful Life		100,000				100,000
Flooring	**Coconut Creek High - Replace Flooring Throughout School**	Past Its Useful Life		100,000				100,000
Flooring	**Collins Elementary - Replace Flooring Throughout School**	Past Its Useful Life	35,000					35,000
Flooring	**Community School North (Ft Lauderdale Annex) - Replace Flooring Throughout School**	Past Its Useful Life	100,000					100,000
Flooring	**Cooper City Elementary - Replace Flooring Throughout School**	Past Its Useful Life				50,000		50,000
Flooring	**Coral Springs Middle - Replace Flooring Throughout School**	Past Its Useful Life		65,000				65,000
Flooring	**Crystal Lake Middle - Replace Flooring Throughout School**	Past Its Useful Life			50,000		75,000	125,000
Flooring	**Cypress Bay Senior High - Replace Flooring Throughout School**	Past Its Useful Life					75,000	75,000
Flooring	**Cypress Elementary - Replace Flooring Throughout School**	Past Its Useful Life		75,000	100,000			175,000
Flooring	**Dania Elementary - Replace Flooring Throughout School**	Past Its Useful Life			50,000			50,000
Flooring	**Deerfield Beach High - Replace Flooring Throughout School**	Past Its Useful Life	150,000					150,000
Flooring	**Dillard Community Center (Museum) - Replace Flooring Throughout School**	Past Its Useful Life	75,000					75,000
Flooring	**Dillard Elementary - Replace Flooring Throughout School**	Past Its Useful Life				60,000		60,000
Flooring	**District-Wide - Wood Gym Floor Maintenance**	To Maintain And Increase The Life Of The Hardwood Floors	173,000	370,000	85,000	111,500	127,500	867,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Flooring	**District-Wide - Wood Gym Floor Replacement**	Unforseen Floor Replacements Due To Damage	200,000	600,000	700,000	700,000	800,000	3,000,000
Flooring	**Dr. Martin Luther King Jr. Montessori Academy - Replace Flooring Throughout School**	Past Its Useful Life			50,000			50,000
Flooring	**Drew Elementary - Replace Flooring Throughout School**	Past Its Useful Life				40,000		40,000
Flooring	**Driftwood Elementary - Replace Flooring Throughout School**	Past Its Useful Life				20,000		20,000
Flooring	**Eagle Point Elementary - Replace Flooring Throughout School**	Past Its Useful Life		35,000				35,000
Flooring	**Eagle Ridge Elementary - Replace Flooring Throughout School**	Past Its Useful Life			60,000	75,000		135,000
Flooring	**EmBASsy Creek Elementary - Replace Flooring Throughout School**	Past Its Useful Life			50,000			50,000
Flooring	**ESEA Title 1 - Replace Flooring Throughout School**	Past Its Useful Life				60,000		60,000
Flooring	**Everglades Elementary - Replace Flooring Throughout School**	Past Its Useful Life			65,000			65,000
Flooring	**Everglades High - Replace Flooring Throughout School**	Past Its Useful Life			100,000			100,000
Flooring	**Falcon Cove Middle - Replace Flooring Throughout School**	Past Its Useful Life					65,000	65,000
Flooring	**Forest Glen Middle - Replace Flooring Throughout School**	Past Its Useful Life	200,000			200,000		400,000
Flooring	**Griffin Elementary - Replace Flooring Throughout School**	Past Its Useful Life				40,000		40,000
Flooring	**Hallandale High - Replace Flooring Throughout School**	Past Its Useful Life		65,000				65,000
Flooring	**Harbordale Elementary - Replace Carpeting Throughout School**	Past Its Useful Life				65,000		65,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Flooring	**Hollywood Hills High - Replace Flooring Throughout School**	Past Its Useful Life	150,000					150,000
Flooring	**Hrd @ Nova Complex - Replace Flooring Throughout School**	Past Its Useful Life				75,000		75,000
Flooring	**KC Wright - Lobby Floor Replacement**	Past Useful Life / Aesthetics	100,000					100,000
Flooring	**KC Wright - Replace Flooring Throughout Building**	Past Its Useful Life	333,334	333,333	333,333			1,000,000
Flooring	**Larkdale Elementary - Replace Flooring Throughout School**	Past Its Useful Life					25,000	25,000
Flooring	**Lauderdale Lakes Middle - Replace Flooring Throughout School**	Past Its Useful Life				20,000		20,000
Flooring	**Lauderdale Manors Early Learning And Resource Center - Replace Flooring Throughout School**	Past Its Useful Life					50,000	50,000
Flooring	**Mirror Lakes Elementary - Replace Flooring Throughout School**	Past Its Useful Life		65,000				65,000
Flooring	**Northeast High - Replace Flooring Throughout School**	Past Its Useful Life					150,000	150,000
Flooring	**Nova Blanche Forman Elementary - Replace Flooring Throughout School**	Past Its Useful Life				20,000		20,000
Flooring	**Nova High - Replace Flooring Throughout School**	Past Its Useful Life		100,000				100,000
Flooring	**Olsen Middle - Replace Flooring Throughout School**	Past Its Useful Life			75,000			75,000
Flooring	**Peters Elementary - Replace Flooring Throughout School**	Past Its Useful Life					65,000	65,000
Flooring	**Pioneer Middle - Replace Flooring Throughout School**	Past Its Useful Life	75,000					75,000
Flooring	**Plantation High - Replace Flooring Throughout School**	Past Its Useful Life					100,000	100,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Flooring	**Plantation Middle - Replace Flooring Throughout School**	Past Its Useful Life	100,000					100,000
Flooring	**Pompano Beach Elementary - Replace Flooring Throughout School**	Past Its Useful Life					65,000	65,000
Flooring	**Quest Center - Replace Flooring Throughout School**	Past Its Useful Life			150,000			150,000
Flooring	**Ramblewood Elementary - Replace Flooring Throughout School**	Past Its Useful Life					20,000	20,000
Flooring	**Riverland Elementary - Replace Flooring Throughout School**	Past Its Useful Life				50,000		50,000
Flooring	**Sawgrass Middle - Replace Flooring Throughout School**	Past Its Useful Life		150,000				150,000
Flooring	**Sawgrass Springs Middle - Replace Flooring Throughout School**	Past Its Useful Life				125,000		125,000
Flooring	**Seagull School - Replace Flooring Throughout School**	Past Its Useful Life				25,000		25,000
Flooring	**Seminole Middle - Replace Flooring Throughout School**	Past Its Useful Life	65,000	100,000				165,000
Flooring	**Sheridan Hills Elementary - Replace Flooring Throughout School**	Past Its Useful Life					40,000	40,000
Flooring	**Silver Lakes Middle - Replace Flooring Throughout School**	Past Its Useful Life		65,000				65,000
Flooring	**Silver Ridge Elementary - Replace Flooring Throughout School**	Past Its Useful Life			65,000			65,000
Flooring	**Silver Trail Middle - Replace Flooring Throughout School**	Past Its Useful Life		50,000				50,000
Flooring	**South Plantation High - Replace Flooring Throughout School**	Past Its Useful Life		150,000				150,000
Flooring	**Tedder Elementary - Replace Flooring Throughout School**	Past Its Useful Life			40,000			40,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Flooring	**Tropical Elementary - Replace Flooring Throughout School**	Past Its Useful Life					100,000	100,000
Flooring	**Various Schools - District Wide Floor Replacement**	Past Its Useful Life		300,000	400,000	400,000	400,000	1,500,000
Flooring	**Walter C. Young Middle - Replace Flooring Throughout School**	Past Its Useful Life					75,000	75,000
Flooring	**West Broward High School - Replace Flooring Throughout School**	Past Its Useful Life	50,000					50,000
Flooring	**Westchester Elementary - Replace Flooring Throughout School**	Past Its Useful Life			50,000			50,000
Flooring	**Westpine Middle - Replace Flooring Throughout School**	Past Its Useful Life			65,000			65,000
Flooring	**William Dandy Middle - Replace Flooring Throughout School**	Past Its Useful Life			75,000			75,000
HVAC	**Arthur Ashe Center - Air Handling Unit Replacement**	Equipment Is Past Its Useful Life	225,000					225,000
HVAC	**Bennett Elementary - Fan Coil Unit Replacement**	Equipment Is Past Its Useful Life	200,000					200,000
HVAC	**Broward Estates Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life	630,000					630,000
HVAC	**Central Mechanical Plant - Cooling Tower Replacement**	Equipment Is Past Its Useful Life	500,000					500,000
HVAC	**Charles Drew Resource Center - Chiller Replacement**	Equipment Is Past Its Useful Life	400,000					400,000
HVAC	**Coconut Creek Elementary - Fan Coil Unit Replacement**	Equipment Is Past Its Useful Life				125,000		125,000
HVAC	**Coral Glades High - Condenser Coil Replacement**	Equipment Is Past Its Useful Life	50,000					50,000
HVAC	**Cypress Bay High - Cooling Tower Replacement**	Equipment Is Past Its Useful Life			500,000			500,000
HVAC	**Cypress Elementary - Fan Coil Unit Replacement**	Equipment Is Past Its Useful Life				125,000		125,000
HVAC	**Dania Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life		650,000				650,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
HVAC	**Deerfield Beach High - Chiller Replacement**	Equipment Is Past Its Useful Life	450,000					450,000
HVAC	**Dillard High - Chilled Water Pipe Insulation**	Equipment Is Past Its Useful Life		120,000				120,000
HVAC	**Dillard Museum - DX System Replacement**	Equipment Is Past Its Useful Life		300,000				300,000
HVAC	**Falcon Cove Middle - Chiller Replacement**	Equipment Is Past Its Useful Life		950,000				950,000
HVAC	**Falcon Cove Middle - Cooling Tower Replacement**	Equipment Is Past Its Useful Life					400,000	400,000
HVAC	**Fort Lauderdale High - Cooling Tower Replacement**	Equipment Is Past Its Useful Life		650,000				650,000
HVAC	**Gulfstream Academy - Cooling Tower Replacement**	Equipment Is Past Its Useful Life	350,000					350,000
HVAC	**Hallandale High - RTU Replacement (Package Units)**	Equipment Is Past Its Useful Life			150,000			150,000
HVAC	**Lauderdale Manors Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life			200,000			200,000
HVAC	**Lauderhill 6-12 - HVAC Controls**	Repair/Replacement Parts Obsolete	90,000					90,000
HVAC	**Lauderhill Middle - Chiller Replacement**	Equipment Is Past Its Useful Life	400,000					400,000
HVAC	**Lyons Creek Middle - Cooling Tower Replacement**	Equipment Is Past Its Useful Life				450,000		450,000
HVAC	**Maplewood Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life			650,000			650,000
HVAC	**Margate Elementary - Air Handling Unit Replacement**	Equipment Is Past Its Useful Life				300,000		300,000
HVAC	**McNicol Community Center - AHU And Pump Replacement**	Equipment Is Past Its Useful Life	250,000					250,000
HVAC	**McNicol Middle - Cooling Tower Replacement**	Equipment Is Past Its Useful Life				450,000		450,000
HVAC	**Morrow Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life			650,000			650,000
HVAC	**Northeast High - Air Handling Unit Replacement**	Equipment Is Past Its Useful Life				300,000		300,000
HVAC	**Palmview Elementary - Air Handling Unit Replacement**	Equipment Is Past Its Useful Life				200,000		200,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
HVAC	**Piper High - Roof Top Unit Replacement**	Equipment Is Past Its Useful Life		200,000				200,000
HVAC	**Quest Center - Pool Aaon Unit Replacement**	Equipment Is Past Its Useful Life	150,000					150,000
HVAC	**Ramblewood Middle - Air Handling Unit Replacement**	Equipment Is Past Its Useful Life	150,000					150,000
HVAC	**Royal Palm Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life				400,000		400,000
HVAC	**Sanders Park Elementary - Air Handling Unit Replacement**	Equipment Is Past Its Useful Life				360,000		360,000
HVAC	**Sawgrass Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life		850,000				850,000
HVAC	**SBBC Administration Centers - BAS Controllers**	Controllers Are Obsolete And Schools Are At Risk Of Losing Security And HVAC Control	170,000	170,000	170,000	170,000	170,000	850,000
HVAC	**SBBC Elementary Schools - BAS Controllers**	Controllers Are Obsolete And Schools Are At Risk Of Losing Security And HVAC Control	1,300,000	1,865,000	1,930,000	2,115,000	2,115,000	9,325,000
HVAC	**SBBC High Schools - BAS Controllers**	Controllers Are Obsolete And Schools Are At Risk Of Losing Security And HVAC Control	1,000,000	1,336,000	1,336,000	1,504,000	1,504,000	6,680,000
HVAC	**SBBC Middle Schools - BAS Controllers**	Controllers Are Obsolete And Schools Are At Risk Of Losing Security And HVAC Control	535,000	635,000	635,000	685,000	685,000	3,175,000
HVAC	**Silver Ridge Elementary - DX Unit Replacement**	Equipment Is Past Its Useful Life	250,000					250,000
HVAC	**Stoneman Douglas High - Replace 21 Exhaust Fans**	Equipment Is Past Its Useful Life Or Inoperable	135,000					135,000
HVAC	**Tamarac Elementary - Air Handling Unit Replacement**	Equipment Is Past Its Useful Life				300,000		300,000
HVAC	**Village Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life					500,000	500,000
HVAC	**Walter C. Young Middle - Roof Exhaust Fan Replacement**	Equipment Is Past Its Useful Life	250,000					250,000
HVAC	**West Broward High - DX Unit Replacement**	Equipment Is Past Its Useful Life	150,000					150,000
HVAC	**Westpine Middle - Cooling Tower Replacement**	Equipment Is Past Its Useful Life		500,000				500,000
HVAC	**Westpine Middle - Chiller Replacement**	Equipment Is Past Its Useful Life					950,000	950,000
HVAC	**Westwood Heights Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life		400,000	400,000			800,000
Irrigation	**District-Wide - Irrigation Repairs/Upgrades**	Irrigation Resources Were Cut In 2008 And Not Replaced. Repairs/Upgrades Were Deferred	500,000	500,000	500,000	500,000	500,000	2,500,000
Landscaping	**District-Wide - Grounds Beautification**	Curb Appeal / Aesthetics	200,000	200,000	200,000	200,000	200,000	1,000,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Landscaping	**District-Wide - Tree Trimming**	Tree Maintenance Has Been Deferred And Insufficiently Funded	600,000	600,000	600,000	600,000	600,000	3,000,000
Marquee	**Arthur Ashe Center - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**Bair Middle - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**Bayview Elementary - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Broward Estates Elementary - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Castle Hill Elementary - Replace Marquee**	Upgrade To LED For Efficiency		150,000				150,000
Marquee	**Community School North - Replace Marquee**	Upgrade To LED For Efficiency		150,000				150,000
Marquee	**Country Isles Elementary - Replace Marquee**	Upgrade To LED For Efficiency		150,000				150,000
Marquee	**Dillard Elementary - Replace Marquee**	Upgrade To LED For Efficiency		150,000				150,000
Marquee	**Endeavor Learning Center - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**ESEA Title 1 - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**Flamingo Elementary - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**Horizon Elementary - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**Indian Ridge Middle - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**Indian Trace Elementary - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**Lauderdale Manors Elementary - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Lauderhill 6-12 - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Manatee Bay Elementary - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Nob Hill Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**North Side Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**Oriole Elementary - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Peters Elementary - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Marquee	**Plantation High - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Rock Island Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**Stephen Foster Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**Sunland Park Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**Thurgood Marshall Elementary - Replace Marquee**	Upgrade To LED For Efficiency		150,000				150,000
Marquee	**Village Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**Virginia Shuman Young Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**Walker Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**Whiddon Rodgers Elementary - Replace Marquee**	Upgrade To LED For Efficiency		150,000				150,000
Parking Lots	**Central Park Elementary - Existing Staff Parking Lot Has Uneven Surfaces Due To Extensive Tree Root Damage**	Safety Issue	850,000					850,000
Parking Lots	**District-Wide - Incudes Paving, Striping, Sealcoat, And Parking Stops**	Maintenance Required Due To Age Of Lots			1,500,000	1,500,000	1,500,000	4,500,000
Parking Lots	**JP Taravella High - Mill, Pave, Seal, Stripe East & West Parking Lots**	Parking Lot Is In Poor Condition And Past Its Useful Life	700,000					700,000
Parking Lots	**Plantation Middle - Add New Parking Lot With Drainage**	Insufficient Staff Parking Space		600,000				600,000
Parking Lots	**Twin Lakes Bus Lot - Repave Parking Lot**	Parking Lot Is In Poor Condition And Past Its Useful Life		1,000,000				1,000,000
Plumbing	**Bright Horizons - Boiler Replacement**	50-60 Year Old Boiler / Equipment Is Past Its Useful Life	400,000					400,000
Plumbing	**Coconut Creek Elementary - Grease Trap Replacement**	Equipment Is Past Its Useful Life				350,000		350,000
Plumbing	**Fort Lauderdale High - Domestic Water Replacement**	Improve Water Quality	300,000					300,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Plumbing	**Hollywood Hills High - Boiler Replacement**	50-60 Year Old Boiler / Equipment Is Past Its Useful Life			100,000			100,000
Plumbing	**Meadowbrook Elementary - Domestic Water**	Improve Water Quality					350,000	350,000
Plumbing	**Parkway Middle - Domestic Water**	Improve Water Quality		400,000				400,000
Plumbing	**Plantation High - Boiler Replacement**	50-60 Year Old Boiler / Equipment Is Past Its Useful Life				200,000		200,000
Plumbing	**Plantation High - Boiler Replacement**	Equipment Is Past Its Useful Life		120,000				120,000
Plumbing	**Plantation Middle - Boiler Replacement**	50-60 Year Old Boiler / Equipment Is Past Its Useful Life			350,000			350,000
Plumbing	**Quest Center - Boiler Replacement**	50-60 Year Old Boiler / Equipment Is Past Its Useful Life		120,000				120,000
Plumbing	**Stephen Foster Elementary - Domestic Water**	Improve Water Quality	300,000					300,000
Plumbing	**Watkins Elementary - Boiler Replacement**	1969 Boiler / Equipment Is Past Its Useful Life		120,000				120,000
Pool Maintenance	**Athletic Pool Maintenance and Repairs**	(blank)	450,000	450,000	450,000	450,000	450,000	2,250,000
Sidewalks	**Chapel Trail Elementary - Repair/Replace Uneven Walkways**	Safety / Trip Hazard			20,000			20,000
Sidewalks	**Cooper City High - Repair/Replace Uneven Walkways**	Safety / Trip Hazard	400,000	500,000	500,000	500,000	600,000	2,500,000
Sidewalks	**District-Wide - Additional Walkways & Flatwork**	Used For School Hardening Initiative		20,000				20,000
Sidewalks	**Pembroke Lakes Elementary - Repair/Replace Uneven Walkways**	Safety / Trip Hazard	400,000	500,000	500,000	500,000	600,000	2,500,000
Sidewalks	**Physical Plant Operations Zone 1 Sites - Sidewalk Repairs/Replacement**	Safety / Trip Hazard		200,000				200,000
Sidewalks	**Physical Plant Operations Zone 2 Sites - Sidewalk Repairs/Replacement**	Safety / Trip Hazard		300,000	300,000	300,000	350,000	1,250,000
Sidewalks	**Physical Plant Operations Zone 3 Sites - Sidewalk Repairs/Replacement**	Safety / Trip Hazard	400,000	500,000	500,000	500,000	600,000	2,500,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Sidewalks	**Silver Shores Elementary - Repair/Replace Uneven Walkways**	Safety / Trip Hazard				20,000		20,000
Stage Equipment	**Various Schools - Stage Curtain Replacement**	Replace Stage Curtains Per Safety Inspection Violations	100,000	150,000	150,000	175,000	175,000	750,000
Stage Equipment	**Various Schools - Stage Rigging Inspections And Repairs**	Inspect And Repair Stage Rigging Per OSHA Requirements	150,000	200,000	200,000	225,000	225,000	1,000,000
Structure	**Coconut Creek High - Demolition Of Building 8**	Building Has Been Restricted To No Access By Building Dept / Safety	40,000					40,000
Structure	**Coral Springs High - Replace Pressbox**	Structural Concern	25,000					25,000
Structure	**Deerfield Beach High - Replace Pressbox**	Structural Concern			210,000			210,000
Structure	**Sawgrass Elementary - Demolish Modular Unit Fish 857**	Structural / Stormwater Concern				210,000		210,000
Structure	**South Broward High - Replace Pressbox**	Structural Concern	50,000					50,000
Structure	**Stranahan High - Demolition Of Building 17**	Building Has Been Restricted To No Access By Building Dept / Safety		175,000				175,000
zCurrent Funding (Districtwide)	**Current Funding (Districtwide)**	Current funding for PPO Capital Improvement projects. Planned projects only. Additional funding is provided for break-fix and routine safety projects	(20,950,000)	(20,950,000)	(20,950,000)	(20,950,000)	(20,950,000)	(104,750,000)
Grand Total			**11,737,834**	**20,729,533**	**20,282,533**	**18,930,300**	**18,117,500**	**89,797,700**

District Educational Facilities Plan
Portables

Division	Portables

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Portables	**Portable Transition Plan - Portable Demolitions**	Demolition of approximately 300 portables	2,000,000					2,000,000
Grand Total			**2,000,000**					**2,000,000**

District Educational Facilities Plan
Safety and Security

Division	Safety and Security

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Safety, Security and Emergency Preparedness	**Armored Vests**	Armor Vests Refresh. Armored Vests Have An Expiration Date Of Five Years	61,000	61,000	61,000	61,000	61,000	305,000
Safety, Security and Emergency Preparedness	**Drone Program**	Sustain Drone Capabilities As A School Resource During Evacuations, Drills, School Events, Traffic Monitoring, etc.	20,000	10,000	10,000	10,000	10,000	60,000
Safety, Security and Emergency Preparedness	**Electronic Door Access (Access Control Systems)**	This is one of the first lines of defense from intruders. Bringing all Safety Tech systems into agnostic design for integration with other safety technology.	150,000	500,000	500,000	250,000	250,000	1,650,000
Safety, Security and Emergency Preparedness	**Intercom Project (Intercom**	Replace legacy intercom systems to increase integration with other tech, as well as improve speaker performance and install external speakers previously not part of original building design. Inclusive of all electrical, networking, fire aspects				5,000,000	5,000,000	10,000,000
Safety, Security and Emergency Preparedness	**IT - Radio Communications**	Maintain licenses and peripherals of existing 2-way radios and antennas. Inclusive of all infrastructure aspects	100,000	75,000	50,000	750,000	50,000	1,025,000
Safety, Security and Emergency Preparedness	**Knox Boxes**	Ensures Proper Access To Keys For First Responders	(175,000)	25,000	25,000	25,000	25,000	(75,000)
Safety, Security and Emergency Preparedness	**Maintenance Of Equipmen**	Maintain Incident Command Bus To Be Able To Use This Piece Of Equipment For A Large Scale Incident	15,000					15,000
Safety, Security and Emergency Preparedness	**Metal Detectors**	Ensure Availability Of Metal Detectors For Transitional Schools And Stockpile For Inoperable Machines	50,000	80,000	80,000	80,000	80,000	370,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Safety, Security and Emergency Preparedness	**Police Radios**	Current Police Radios Are At End Of Life	100,000	150,000	150,000	150,000	150,000	700,000
Safety, Security and Emergency Preparedness	**Safer Spaces**	Maintain Safer Space Logos In All Instructional Spaces Throughout The District, Which Meets State Requirements For Compliance	9,000	9,000	9,000	9,000	9,000	45,000
Safety, Security and Emergency Preparedness	**Vaping Detectors**	Monitor And Mitigate Students From Vaping On School Campuses. Enhances Security Posture To Address Inappropriate/Illegal Activity On BCPS Property.	1,000,000	1,300,000	200,000	200,000	200,000	2,900,000
Grand Total			**1,330,000**	**2,210,000**	**1,085,000**	**6,535,000**	**5,835,000**	**16,995,000**

District Educational Facilities Plan
Transportation

Division	Transportation

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Transportation	**Bus Lifts**	Bus Lifts Are Over 30Yrs Old And Replacement	100,000					100,000
Transportation	**Bus Wash**	Two (2) Bus Wash Units Need To Be Replaced To Remain In Compliance With EPA Waste Water Treatment Guidelines	160,000					160,000
Transportation	**Water Evaporator**	Equipment Has Been Repaired Multiple Times; However, System Failure Is Imminent Due To Age. Also, Must Remain In Compliance With EPA With Proper Waste Water Disposal	40,000					40,000
Grand Total			**300,000**					**300,000**

District Educational Facilities Plan
Requests by Division

Division	Fiscal Year 2025-26	Fiscal Year 2026-27	Fiscal Year 2027-28	Fiscal Year 2028-29	Fiscal Year 2029-30	Total
Athletics	$ 600,000	$ (150,000)	$ (150,000)	$ 600,000	$ 600,000	$ 1,500,000
Environmental Health and Safety	4,450,000	5,407,000	5,892,000	7,632,000	10,115,000	33,496,000
Environmental Health and Safety - Flood Mitigation (FEMA)	687,500					687,500
Equipment	3,274,000	2,210,000	1,860,000	1,860,000	1,860,000	11,064,000
Facilities	59,280,750	56,215,250	53,700,000	53,000,000	55,000,000	277,196,000
Information and Technology	2,458,789	593,833	593,833	593,833	593,833	4,834,121
Physical Plant Operations	11,737,834	20,729,533	20,282,533	18,930,300	18,117,500	89,797,700
Portables	2,000,000					2,000,000
Safety and Security	1,330,000	2,210,000	1,085,000	6,535,000	5,835,000	16,995,000
Transportation	300,000					300,000
Grand Total	**$ 86,118,873**	**$ 87,215,616**	**$ 83,263,366**	**$ 89,151,133**	**$ 92,121,333**	**$ 437,870,321**

District Educational Facilities Plan
Athletics

Division	Athletics

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Athletics	**Protective Netting for Baseball and Softball Fields**	Protective netting safeguards spectators, players, and nearby property from foul balls and errant throws. Netting helps improve the overall spectator experience, encouraging more attendance at games		(750,000)	(750,000)			(1,500,000)
Athletics	**Scoreboard Replacements**	Equitable game experience across the District, enhanced game experience, improved school and community image and revenue generation	600,000	600,000	600,000	600,000	600,000	3,000,000
Grand Total			**600,000**	**(150,000)**	**(150,000)**	**600,000**	**600,000**	**1,500,000**

District Educational Facilities Plan
Environmental Health and Safety

Division	Environmental Health and Safety

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
AED	**Districtwide - AED Units/Cabinets**	Additional AED units to schools for Band, ROTC, and general proximity/accessibiliy could save lives of our students and staff	365,000	237,000	237,000	237,000	500,000	1,576,000
Building Automation Systems	**Cooper City HS - HVAC Building Controls - Cooper City HS**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response			700,000			700,000
Building Automation Systems	**Deerfield Beach HS - HVAC Building Controls - Deerfield Beach HS**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response					700,000	700,000
Building Automation Systems	**Districtwide - BAS HeadEnd Upgrade to ECOSTRUXURE Building Operation (EBO) Network**	IT is transitioning to Windows 11. Current BAS Systems at (61) sites are not supported by Windows11 and require the Head-end or Network Controller to be replaced. This work was started under ESSER for schools, but was stopped. This scope also includes completion at administrative sites which could not be included in the ESSER project.	565,000					565,000
Building Automation Systems	**Flanagan HS - HVAC Building Controls - Flanagan HS**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response	700,000					700,000
Building Automation Systems	**HVAC Building Controls- Park Lakes ES - HVAC Building Controls- Park Lakes ES**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response					700,000	700,000
Building Automation Systems	**Manatee Bay ES - HVAC Building Controls- Manatee Bay Es**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response				700,000		700,000
Building Automation Systems	**Sunset Lakes ES - HVAC Building Controls - Sunset Lakes ES**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response			700,000			700,000
Building Automation Systems	**Western HS - HVAC Building Controls - Western HS**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response		700,000				700,000
Building Automation Systems	**HVAC Building Controls- Districtwide**	Move funding forward			(2,100,000)	(1,400,000)		(3,500,000)
Building Automation Systems	**Floranada ES - HVAC Building Controls - Floranada ES**	Address relative humidity and temperature issues for occupant comfort and increased energy efficiency. Reduce utility costs, reduce IAQ vendor response				700,000		700,000
Building Renovations	**Districtwide - Existing Covered Walkways Emergency Lighting (PC IV)**	This additional work was not factored into the original scope of work for PCIV. Previous phases of project did not identify this as a requirement but is now code required to complete the upgrades on the exterior canopies		625,000	625,000	625,000	625,000	2,500,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Drainage System Modification/Maintenance	**Attucks MS - Drainage System Modification - Attucks MS (April 2023 Flood)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			200,000			200,000
Drainage System Modification/Maintenance	**Boyd Anderson - Drainage System Modification - Boyd Anderson (flooding connected with roof drain downspout)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus		200,000				200,000
Drainage System Modification/Maintenance	**Charles Drew Resource - Drainage System Modification - Charles Drew Resource**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus				200,000		200,000
Drainage System Modification/Maintenance	**Dillard HS - Drainage System Modification - Dillard HS (April 2023 Flood)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			300,000			300,000
Drainage System Modification/Maintenance	**Flamingo ES - Drainage System Modification - Flamingo ES**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus				200,000		200,000
Drainage System Modification/Maintenance	**Harbordale ES - Drainage System Modification - Harbordale ES (June 2024 rain event)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus		200,000				200,000
Drainage System Modification/Maintenance	**Hunt ES - Drainage System Modification - Hunt ES**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus					200,000	200,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Drainage System Modification/Maintenance	**Larkdale ES - Drainage System Modification - Larkdale ES**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus				200,000		200,000
Drainage System Modification/Maintenance	**Lauderdale Lakes - Drainage System Modification - Lauderdale Lakes**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus				200,000		200,000
Drainage System Modification/Maintenance	**Morrow ES - Drainage System Modification - Morrow ES**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus					200,000	200,000
Drainage System Modification/Maintenance	**NEHS - Drainage System Modification - NEHS (flooding connected with roof drain downspout)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus		200,000				200,000
Drainage System Modification/Maintenance	**North Lauderdale K-8 - Drainage System Modification - North Lauderdale K-8**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus					150,000	150,000
Drainage System Modification/Maintenance	**Olsen MS - Drainage System Modification - Olsen MS (April 2023 Flood)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			200,000			200,000
Drainage System Modification/Maintenance	**Park Ridge ES - Drainage System Modification - Park Ridge ES**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus					200,000	200,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Drainage System Modification/Maintenance	**Peters ES - Drainage System Modification - Peters ES (flooding connected with roof drain downspout)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus	25,000	125,000				150,000
Drainage System Modification/Maintenance	**Riverland ES - Drainage System Modification - Riverland ES**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus					200,000	200,000
Drainage System Modification/Maintenance	**Seagull/Whiddon - Drainage System Modification - Seagull/Whiddon (April 2023Flood)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus		300,000				300,000
Drainage System Modification/Maintenance	**Seminole MS - Drainage System Modification - Seminole MS (flooding connected with roof drain downspout)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus		200,000				200,000
Drainage System Modification/Maintenance	**Taravella HS - Drainage System Modification - Taravella HS (flooding connected with roof drain downspout)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus	50,000	295,000				345,000
Drainage System Modification/Maintenance	**Westwood Heights ES - Drainage System Modification - Westwood Heights ES (April 2023 Flood)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			200,000			200,000
EH & S Performance Contracting Debt Service	**Debt Service**	These improvements will result in savings on utility (electric, water, refuse) bills. Also FPL rebate payment for LED lighting upgrades	600,000	2,000,000	3,600,000	5,200,000	6,800,000	18,200,000
Fuel Storage Tanks	**Districtwide - Aging UST Replacements - 3 fuel depots**	Move funding forward 1 year and additional funding of $550,000 to complete PO requests for construction at Twin Lakes/Central Bus and South Bus. This will also allow for necessary POs for North Bus to be requested in early 2026 for equipment and Spring 2026 for installation. This will complete the aging UST projects identified to date. All permit documents have been submitted and approved	2,050,000	(1,500,000)				550,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Fuel Storage Tanks	**Districtwide - Removal/Replacement non-regulated Aging ASTs (6 locations)**	Ensure emergency readiness and prevent costly environmental cleanup that could be $100,000-$300,000/site	200,000	200,000	200,000			600,000
Lead	**Districtwide - Lead BASed Paint Assessment/ Remediation**	Due to the EPA ban of the use of lead BASed paint, anytime painted components in buildings built in 1978 or prior are to be altered, a lead BASed paint assessment must be completed	150,000	250,000	200,000			600,000
Playgrounds	**Districtwide - Playgrounds - Playground Inspections**	Engaging a vendor to perform playground safety inspections including an asset management software will increase the speed at which inspections are able to be performed and globally identify repair/replacement needs specific to equipment, etc, at the sites	100,000	100,000				200,000
Playgrounds	**Districtwide - Playgrounds - Repairs**	Additional funding for repair of existing playground needs specific to equipment, e		750,000	750,000	750,000		2,250,000
SW Modifications	**Additional @ Nova HS/MS (flooding connected with roof drain downspout) - SW Modifications/Flood Control - Additional @ Nova HS/MS (flooding connected with roof drain downspout)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus	80,000					80,000
SW Modifications	**Beachside Motessori Village - Beachside Motessori Village (Cat 3 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus.		60,000				60,000
SW Modifications	**Coconut Palm ES - Coconut Palm ES (Cat 4 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			60,000			60,000
SW Modifications	**Coral Cove ES - Coral Cove ES (Cat 4 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			60,000			60,000
SW Modifications	**Croissant Park ES - 3-Croissant Park ES (April 2023 Flood)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus	15,000	45,000				60,000
SW Modifications	**Floranada ES - Floranada ES (Cat 4 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			60,000			60,000
SW Modifications	**Lakeside ES - Lakeside ES (Cat 4 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus				60,000		60,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
SW Modifications	**Park Lakes ES - Park Lakes ES (Cat 3 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus		60,000				60,000
SW Modifications	**Parkway MS - 4- Parkway MS (April 2023 Flood)**	Modifications to the existing surface water management system was identified due to onsite standing water following the April 2023 building flood event. Retrofitting the existing system could reduce flooding risk onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus	20,000	40,000				60,000
SW Modifications	**Pompano Beach MS - 1 - Pompano Beach MS**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus	20,000	40,000				60,000
SW Modifications	**Sanders Park ES - 2 - Sanders Park ES**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus	20,000	40,000				60,000
SW Modifications	**Silver Palms ES - Silver Palms ES (Cat 4 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus			60,000			60,000
SW Modifications	**Silver Shores ES - Silver Shores ES (Cat 4 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus				60,000		60,000
SW Modifications	**Sunset Lakes ES - Sunset Lakes ES (Cat 4 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus				60,000		60,000
SW Modifications	**Tradewinds ES - Tradewinds ES (Cat 3 Shelter)**	Proper maintenance and repair of surface water management systems will reduce risk of flooding onsite and into buildings which could result in a remediation cost of $50,000-$500,000 per site. Remediation would likely impact the timely return of students to campus		60,000				60,000
Traffic and Pedestrian Management	**Stirling Elementary School -Traffic and Pedestrian Management includes Hollywood Hills High School (no canopy addition)**	Modifications recommended for this road (owned by SBBC) between Stirling ES and Hollywood Hills HS are necessary to ensure the safety of students, parents, and staff during arrival and dismissal activities. There have been many near misses over the years	(150,000)					(150,000)
Trash Compactors	**Districtwide - Trash Compactors**	If a Performance Contracting option is selected, this funding will not be needed	(160,000)	(160,000)	(160,000)	(160,000)	(160,000)	(800,000)
Grand Total			**4,450,000**	**5,407,000**	**5,892,000**	**7,632,000**	**10,115,000**	**33,496,000**

District Educational Facilities Plan
Environmental Health and Safety - Flood Mitigation (FEMA)

Division	Environmental Health and Safety - Flood Mitigation (FEMA)

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Flood Mitigation (FEMA)	**Districtwide - Flood Mitigation (April 2023)**	Request for funds for FEMA mitigation proposals for 11 sites impacted during the April 2023 flood. FEMA will reimburse for 75%	2,750,000					2,750,000
Flood Mitigation (FEMA)	**Flood Mitigation (April 2023) (Reimbursement)**	Request For Funds For FEMA Mitigation Proposals For 11 Sites Impacted During The April 2023 Floods. FEMA Will Reimburse For 75%.	(2,062,500)					(2,062,500)
Grand Total			**687,500**					**687,500**

District Educational Facilities Plan
Environmental Health and Safety - Performance Contracting

Division	Environmental Health and Safety - Performance Contracting

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Performance Contracting - LEASE OPTION B	**Fox Trail ES - Floating Solar - Fox Trail ES (Lease Option B)**	Installation of this solar array would supply power to the school with a savings of > $120,000-$250,000 annually for the life of the system. Could be purchased upfront or leased at $160,000/year for 20 years. Could be utilized as a teaching tool as it is easily visible from the ground level	160,000	160,000	160,000	160,000	160,000	800,000
Performance Contracting OPT B	**Performance Contracting Phase V (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors) - Performance Contracting Phase V (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors)**	These improvements will result in savings on utility (electric, water, refuse) bills. Also FPL rebate payment for LED lighting upgrades	12,750,000	4,250,000				17,000,000
Performance Contracting OPT B	**Performance Contracting Phase VI (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors) - Performance Contracting Phase VI (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors)**	These improvements will result in savings on utility (electric, water, refuse) bills. Also FPL rebate payment for LED lighting upgrades		12,750,000	4,250,000			17,000,000
Performance Contracting OPT B	**Performance Contracting Phase VII (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors) - Performance Contracting Phase VII (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors)**	These improvements will result in savings on utility (electric, water, refuse) bills. Also FPL rebate payment for LED lighting upgrades			12,750,000	4,250,000		17,000,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Performance Contracting OPT B	**Performance Contracting Phase VIII (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors) - Performance Contracting Phase VIII (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors)**	These improvements will result in savings on utility (electric, water, refuse) bills. Also FPL rebate payment for LED lighting upgrades				12,750,000	4,250,000	17,000,000
Performance Contracting OPT B2	**Performance Contracting Phase IX (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors) - Performance Contracting Phase IX (OPT B, 20 Schools) (Lighting, Plumbing, Trash Compactors)**	These improvements will result in savings on utility (electric, water, refuse) bills. Also FPL rebate payment for LED lighting upgrades					17,000,000	17,000,000
Performance Contracting OPT B2	**Financing***	These improvements will be financed over a fixed term. This investment will result in savings on utility (electric, water, refuse) bills. Also FPL will provide a rebate payment for LED lighting upgrades.	(12,910,000)	(17,160,000)	(17,160,000)	(17,160,000)	(21,410,000)	(85,800,000)
Grand Total								

*These facility improvements will be financed over a fixed length of time, allowing the District to implement upgrades with minimal upfront cost. The projects are expected to generate utility savings across electric, water, and refuse services which will help offset the financing.

Additionally, the District will benefit from rebate incentives, such as those offered by FPL for energy efficient lighting upgrades, further enhancing the cost-effectiveness of these improvements.

District Educational Facilities Plan
Equipment

Division	Equipment

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Academics	**Districtwide - Music Equipment Replacement**	See Appendix	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	7,500,000
Academics	**K-8 Transition At Pines Middle, Broward Estates, Mlk**	Funding For Grades 7 And 8 Equipment	400,000	350,000				750,000
BECON	**Broadcast Automation System Refresh**	Broadcast automation system runs the TV station while unattended which saves us from having to hire overnight and weekend employees to operate the system. Current system is running on unsupprted operating systems and prone to equipment failure. Having a automation system is an FCC requirement	130,000					130,000
BECON	**Broadcast Equipment refresh**	BECON video equipment is used daily throughout the District and due to wear and tear and age of equipment replacement is needed to avoid additional equipment failures	75,000					75,000
BECON	**IPTV server refresh**	IPTV servers at schools are at end of life and no longer supported. The servers are used to store and record school videos including morning announcements as well as convert live video feeds for use on wireless devices in the classroom. Cost is approx $23K per school; still have 33 schools to do. Schools that do not get the servers will not have announcements, etc.	759,000					759,000
BECON	**KCW Board Room and Control Room Equipment Refresh**	Needed to finalize KCW Board Room project. The amount for FY25-26 is for remaining equipment needs	50,000					50,000
BECON	**KCW/BECON equipment maintenance and support plans**	Annual renewal of hardware and software services to maintain day to day operations and protect District assets. Maintenance contracts and warranties for Board room and BECON equipment; currently funded from general fund	260,000	260,000	260,000	260,000	260,000	1,300,000
SSEP	**School Replacement Radios**	Schools Must Have Operating Radios To Effectively Communicate During Critical Incidents	100,000	100,000	100,000	100,000	100,000	500,000
Grand Total			**3,274,000**	**2,210,000**	**1,860,000**	**1,860,000**	**1,860,000**	**11,064,000**

District Educational Facilities Plan
Facilities

Division	Facilities

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Athletic Surfaces	**DEFP - 23-Boyd Anderson High-Replace Dugouts-04/17/2025**	Structural Issues With Wood Construction / Safety - PPO Request	165,000					165,000
Building	**DEFP - 10-Mary M. Bethune ES-Phase 2A And 2B-12/17/2024**	The Design Was Funded In A Prior Year, And Now The Plans Are 100% And The Construction Phase Needs To Be Funded	16,100,000					16,100,000
Building	**DEFP - 29-Collins Elementary-Loggia Replacement-04/17/2025**	Structural / Safety Concern - Ppo Request	138,750	786,250				925,000
Capital	**Castaldi Report**	Funding For Castaldi Anlysis To Aid In Master Planning	350,000					350,000
Capital	**Program Manager & Owner's Representative**	Funding For PMOR Including AECOM, Atkins, And Building Department Supplemental Services	25,000,000	25,000,000	25,000,000	25,000,000	25,000,000	125,000,000
Mechanical	**DEFP - 14-Northeast HS-Buildings 26 And 28 Fire Alarm Upgrade-03/25/2025**	Buildings 26 And 28 Were Not Included As A Part Of The GOB Fire Alarm Replacement Scope For Northeast HS, P.001684. Attempts Were Made To Integrate The New And Old Systems, But They Do Not Work Seamlessly. Additionally, Buildings 26 And 28 Are On Horns, While The Rest Of The School Uses Voice Alarm, Causing A Competing Signal Heard Between The Buildings Which Violates Code	1,012,000					1,012,000
Mechanical	**DEFP - 3-Piper HS-Lift Station Replacement/Relocation-02/19/2025**	The Equipment Is Past Its Useful Life. The Lift Station's Wet Well/Holding Tank'S Concrete Is Disintegrating. The Equipment No Longer Meets Broward County Environmental Protection And Growth Management Department's Specifications. This Project Is Beyond PPO's Limits/Abilities. The Construction Price Provided By Miller Legg Is $1,500,000			1,700,000			1,700,000
Renovation	**DEFP - 25-Broadview Elementary-Restroom Renovation-04/17/2025**	ADA Accessibility Issues - This Project Is Currently In Design P.001638-ADA - $600K Needed - PPO Request	600,000					600,000
Renovation	**DEFP - 47-Fort Lauderdale High-Auditorium Renovation-04/17/2025**	Past Useful Life / Aesthetics / Structural Concern - PPO Request	120,000	1,080,000				1,200,000
Renovation	**DEFP - 52-KCW Admin-Garage Restorations-04/17/2025**	Equipment Is Past Its Useful Life - PPO Request	402,000	3,618,000				4,020,000
Roofing	**DEFP - 16-Districtwide-Roofing-04/14/2025**	Roof Asset Manager Is Identifying Needs, And This Funding Is To Be Able To Implement Csmp Projects To Address Districtwide Roofing Needs	15,000,000	25,000,000	27,000,000	28,000,000	30,000,000	125,000,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Roofing	**DEFP - 6-Sunland Park Academy-Replace Existing, Temporary Stairwell Roof-02/19/2025**	Existing Roof Is A Temporary Fix To Remedy A Stairwell Flooding Issue. Permanent Roof Structure Is Necessary. This Used To Be A Skylight. This Is Beyond PPO's Limits/Abilities. PPO Is Requesting OCP To Provide Funding Request, Design, Project Management, And Construction	264,000					264,000
Walkway	**DEFP - 5-Oakridge ES-Covered Walkway Replacement-02/19/2025**	Existing Wood Covered Walkways Are Rotting And Could Pose A Future Safety Issue. One Section Had To Be Completely Removed Due To Structural Deterioration. This Is Beyond PPO's Limits/Abilities. PPO is Requesting OCP To Provide Funding Request, Design, Project Management, And Construction	129,000	731,000				860,000
Grand Total			**59,280,750**	**56,215,250**	**53,700,000**	**53,000,000**	**55,000,000**	**277,196,000**

District Educational Facilities Plan
Information and Technology

Division	Information and Technology

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Consulting	**Safety Technology - Visitor Management Systems (Consultant Services/Support and Devices/Peripherals)**	Previously no funded line item that we know of. We replace/repair special laptops for this sytem as well as peripheral devices for visitor badges, etc. Also, vendor technical enhancements may be requested		50,000	50,000	50,000	50,000	200,000
ERATE	**ERATE Infrastructure upgrades**	Wireless access points, switches, cabling support needed bandwidth for student applications	2,149,827					2,149,827
ERP Software Implementation	**Focus Module - School Choice**	The current School Choice app was built by BCPS staff years ago using now outdated programming languages and infrastructure. There is one Programmer on staff to support it who will be retiring within 2 years. The current app is not sustainable, customizable or scalable. The Focus module integrates directly with our student enrollment platform for ease of use and scalability	258,962					258,962
ERP Software Implementation	**Focus Savings**	The current School Choice app was built by BCPS staff years ago using now outdated programming languages and infrastructure. There is one Programmer on staff to support it who will be retiring within 2 years. The current app is not sustainable, customizable or scalable. The Focus module integrates directly with our student enrollment platform for ease of use and scalability	(350,000)					(350,000)
Hardware Maintenance	**Districtwide - Metrology (Capital Transfer)**	Increase in funding, transfer to Metrology	400,000	400,000	400,000	400,000	400,000	2,000,000
IT - Harware	**Focus Attendance Kiosk Qty 251 @ $569 + delivery cost**	The attendance Kiosk is a tool to aid schools in accurate attendance reporting which is a critical component of FTE reporting and allows chools and the District to make data-driven decisions regarding efforts to reduce truancy and tardiness across the District. A reduction in habitual tardiness and truancy is correlated to increase academic achievement		143,833	143,833	143,833	143,833	575,332
Grand Total			**2,458,789**	**593,833**	**593,833**	**593,833**	**593,833**	**4,834,121**

District Educational Facilities Plan
Physical Plant Operations

Division	Physical Plant Operations

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Athletic Surfaces	**District-Wide - Grade/Resod Sport Fields**	Over Use Of Fields	152,000	212,000	212,000	212,000	212,000	1,000,000
Athletic Surfaces	**District-Wide - Playcourt Maintenance**	School Board Recommendation / Surfaces Are Past Their Useful Life		1,000,000	1,000,000	1,000,000	1,000,000	4,000,000
Athletic Surfaces	**District-Wide - Track Maintenance**	School Board Recommendation / Surfaces Are Past Their Useful Life	1,140,000	1,590,000	1,590,000	1,590,000	1,590,000	7,500,000
Bleachers	**District-Wide - Exterior Bleacher Repair And Replacement**	Safety Issue / Deferred For Years	380,000	530,000	530,000	530,000	530,000	2,500,000
Bleachers	**Pines Middle - Bleacher Replacement**	Bleachers Unsatisfactory	70,000					70,000
Bleachers	**Various - Interior Bleacher Repair/Replacement**	Safety Issue / Deferred For Years	684,000	954,000	954,000	954,000	954,000	4,500,000
Building Envelope	**Annabel C Perry Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Arthur Ashe Center - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Atlantic Technical College - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	200,000					200,000
Building Envelope	**Attucks Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			375,000			375,000
Building Envelope	**Bair Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Banyan Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Beachside Montessori Village - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				250,000		250,000
Building Envelope	**Bennett Elementary (Partial) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	150,000					150,000
Building Envelope	**Bethune Elementary - Roof Replacement**	Roof Is Past Its Useful Life					25,000	25,000
Building Envelope	**Blanche Ely High (Partial) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	400,000					400,000
Building Envelope	**Boyd Anderson High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					800,000	800,000
Building Envelope	**Broadview Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	300,000					300,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Building Envelope	**Broward Estates Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	300,000					300,000
Building Envelope	**Central Park Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		300,000				300,000
Building Envelope	**Chapel Trail Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Charles Drew Resource Center - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Charles Flanagan High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		800,000				800,000
Building Envelope	**Cooper City High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		800,000				800,000
Building Envelope	**Coral Cove Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Coral Park Elementary - Servicing Gutters**	Building Envelope Protection / Prevent Future Iaq Issues				100,000		100,000
Building Envelope	**Coral Springs High - BASeball Dugout Roof Structure Replacement**	Structural / Safety Concern	90,000					90,000
Building Envelope	**Coral Springs High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				800,000		800,000
Building Envelope	**Croissant Park Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Dave Thomas Education Center (West Near Atlantic Vocational) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					275,000	275,000
Building Envelope	**Davie Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		260,000				260,000
Building Envelope	**Deerfield Beach High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					800,000	800,000
Building Envelope	**Deerfield Beach High - Storm Drain Improvements**	Safety Concern				250,000		250,000
Building Envelope	**Deerfield Beach Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		375,000				375,000
Building Envelope	**Deerfield Park Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Dillard Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**District-Wide - Exterior Pressure/Soft Wash**	Curb Appeal / Aesthetics		1,250,000	1,250,000	1,250,000	1,250,000	5,000,000
Building Envelope	**Eagle Point Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Building Envelope	**Eagle Ridge Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**EmBASsy Creek Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		300,000				300,000
Building Envelope	**ESEA Title I - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	45,000					45,000
Building Envelope	**Fairway Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Flamingo Elementary - Roof Replacement**	Roof Is Past Its Useful Life		14,400				14,400
Building Envelope	**Fort Lauderdale High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		800,000				800,000
Building Envelope	**Glades Middle - Roof Replacement**	Roof Is Past Its Useful Life				16,000		16,000
Building Envelope	**Griffin Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Gulfstream Academy (North) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	300,000					300,000
Building Envelope	**Gulfstream Academy (South) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Hallandale High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		700,000				700,000
Building Envelope	**Henry D. Perry Education Center - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			375,000			375,000
Building Envelope	**Indian Trace Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**JP Taravella High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					800,000	800,000
Building Envelope	**Lanier-James Education Center - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				250,000		250,000
Building Envelope	**Lauderhill Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		350,000				350,000
Building Envelope	**Liberty Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Lloyd Estates Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	300,000					300,000
Building Envelope	**Martin Luther King Elementary - Roof Replacement**	Roof Is Past Its Useful Life		14,400				14,400
Building Envelope	**Mcnab Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Millennium Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			375,000			375,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Building Envelope	**Miramar High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			700,000			700,000
Building Envelope	**Nob Hill Elementary - Exterior Paint**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Nob Hill Elementary - Roof Replacement**	Roof Is Past Its Useful Life			14,400			14,400
Building Envelope	**Norcrest Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		300,000				300,000
Building Envelope	**North Fork Elementary - Roof Replacement**	Roof Is Past Its Useful Life		14,400				14,400
Building Envelope	**North Side Elementary - Exterior Paint**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	300,000					300,000
Building Envelope	**Northeast High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	650,000					650,000
Building Envelope	**Nova Eisenhower Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	300,000					300,000
Building Envelope	**Nova High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					800,000	800,000
Building Envelope	**Nova Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					375,000	375,000
Building Envelope	**Oakridge Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	300,000					300,000
Building Envelope	**Parkway Middle And Community School - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	260,000					260,000
Building Envelope	**Physical Plant Operations Zone 2 - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	50,000					50,000
Building Envelope	**Physical Plant Operations Zone 3 - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	50,000					50,000
Building Envelope	**Pines Lakes Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Pines Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			700,000			700,000
Building Envelope	**Plantation Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Plantation Elementary - Repair Exterior Structural Issues**	Structural / Safety Concern	250,000					250,000
Building Envelope	**Plantation High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					800,000	800,000
Building Envelope	**Plantation Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	350,000					350,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Building Envelope	**Plantation Park Elementary - Roof Replacement**	Roof Is Past Its Useful Life			14,400			14,400
Building Envelope	**Pompano Beach Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Quiet Waters Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		350,000				350,000
Building Envelope	**Riverglades Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Riverside Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Rock Island Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Sandpiper Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Sawgrass Elementary - Exterior Paint**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Seagull School - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		250,000				250,000
Building Envelope	**Seminole Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					300,000	300,000
Building Envelope	**Sheridan Technical High (Sunset) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	250,000					250,000
Building Envelope	**Silver Lakes Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				375,000		375,000
Building Envelope	**Silver Trail Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics					375,000	375,000
Building Envelope	**South Broward High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	820,000					820,000
Building Envelope	**Stephen Foster Elementary - Roof Replacement**	Roof Is Past Its Useful Life			14,400			14,400
Building Envelope	**Stirling Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Stoneman Douglas High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			800,000			800,000
Building Envelope	**Sunrise Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			350,000			350,000
Building Envelope	**Tedder Elementary (Partial) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	200,000					200,000
Building Envelope	**Tequesta Trace Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				375,000		375,000
Building Envelope	**Thurgood Marshall Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Building Envelope	**Tropical Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				300,000		300,000
Building Envelope	**Tropical Elementary - Roof Replacement**	Roof Is Past Its Useful Life				11,400		11,400
Building Envelope	**Tssc (3 Story) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				250,000		250,000
Building Envelope	**Tssc Annex (Bank Bldg.) - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		175,000				175,000
Building Envelope	**Twin Lakes Warehouse, Maintenance Building 1 - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		450,000				450,000
Building Envelope	**Vehicle Maintenance At Twin Lakes - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			250,000			250,000
Building Envelope	**Village Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Village Elementary - Roof Replacement**	Roof Is Past Its Useful Life				14,400		14,400
Building Envelope	**Virginia Shuman Young Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Walker Elementary - Exterior Paint**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Walter C. Young Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			375,000			375,000
Building Envelope	**Walter C. Young Middle - Roof Replacement**	Roof Is Past Its Useful Life	18,500					18,500
Building Envelope	**West Broward High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		800,000				800,000
Building Envelope	**West Hollywood Elementary - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			300,000			300,000
Building Envelope	**Western High - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics	800,000					800,000
Building Envelope	**Westglades Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics				375,000		375,000
Building Envelope	**Westglades Middle - Roof Replacement**	Roof Is Past Its Useful Life	12,000					12,000
Building Envelope	**Westpine Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			375,000			375,000
Building Envelope	**Whiddon Rogers Gene Annex - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		300,000				300,000
Building Envelope	**William Dandy Middle - Paint Exterior**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics			375,000			375,000
Ceiling	**Atlantic West Elementary - Ceiling Tile Replacement**	Improve Overall Appearance		100,000				100,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Ceiling	**Banyan Elementary - Ceiling Tile Replacement**	Improve Overall Appearance			80,000			80,000
Ceiling	**Blanche Ely High - Ceiling Tile Replacement**	Improve Overall Appearance				300,000		300,000
Ceiling	**Coral Springs High - Ceiling Tile Replacement**	Improve Overall Appearance				300,000		300,000
Ceiling	**Crystal Lake Middle - Ceiling Tile Replacement**	Improve Overall Appearance			250,000			250,000
Ceiling	**Pompano Beach Middle - Ceiling Tile Replacement**	Improve Overall Appearance		250,000				250,000
Ceiling	**Ramblewood Elementary - Ceiling Tile Replacement**	Improve Overall Appearance			150,000			150,000
Ceiling	**Ramblewood Middle - Ceiling Tile Replacement**	Improve Overall Appearance	250,000					250,000
Custodial Equipment	**District-Wide - Custodial Site Equipment Replacement**	Equipment Is Past Its Useful Life. Some Repair Parts Are Obsolete	900,000	900,000	900,000	900,000	900,000	4,500,000
Doors / Windows	**Broward Fire Academy - Door Replacement**	Doors Are Used For Training And In Poor Condition	200,000					200,000
Doors / Windows	**Central Area Garage - Overhead Door Replacement**	Overhead Doors Are Falling Apart And Becoming Inoperable		110,000				110,000
Doors / Windows	**KC Wright - Roll-Up Door Replacement**	Doors Are Beyond Economical Repair	150,000					150,000
Doors / Windows	**North Area Garage - Overhead Door Replacement**	Overhead Doors Are Falling Apart And Becoming Inoperable			110,000			110,000
Doors / Windows	**Nova Middle - Window Replacement**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		150,000				150,000
Doors / Windows	**Pasadena Lakes Elementary - Door / Window Replacement**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		350,000				350,000
Doors / Windows	**Sheridan Park Elementary - Exterior Door Replacement**	Building Envelope Protection/Reduce Iaq Issues/Aesthetics		225,000				225,000
Doors / Windows	**South Area Garage - Overhead Door Replacement**	Overhead Doors Are Falling Apart And Becoming Inoperable			110,000			110,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Electric	**Annabel C Perry Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	200,000					200,000
Electric	**Atlantic West Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	200,000					200,000
Electric	**Atlantic West Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips	280,000					280,000
Electric	**Boyd Anderson High - New Lighting**	Upgrade To LED For Efficiency		36,000				36,000
Electric	**Broward Estates Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	200,000					200,000
Electric	**Broward Estates Elementary - Replace Exterior Lights**	Upgrade To LED For Efficiency		65,000				65,000
Electric	**Castle Hill Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	240,000					240,000
Electric	**Charles Drew Resource Center - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	200,000					200,000
Electric	**Coconut Creek Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	200,000					200,000
Electric	**Collins Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	200,000					200,000
Electric	**Community School North - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	150,000					150,000
Electric	**Cooper City Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations	200,000					200,000
Electric	**Coral Springs Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips	280,000					280,000
Electric	**Croissant Park Elementary - Canopy Lighting**	Upgrade To LED For Efficiency		50,000				50,000
Electric	**Croissant Park Elementary - Replace Exterior Lights**	Upgrade To LED For Efficiency		75,000				75,000
Electric	**Cypress Bay High - Replace Exterior Lights**	Upgrade To LED For Efficiency		75,000				75,000
Electric	**Dave Thomas Education Center - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations		200,000				200,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Electric	**Dillard High - Replace Exterior Lights**	Equipment Is Past Its Useful Life			75,000			75,000
Electric	**Driftwood Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations		200,000				200,000
Electric	**ESEA Title 1 - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations		150,000				150,000
Electric	**Fairway Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations		200,000				200,000
Electric	**Forest Hills Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips			280,000			280,000
Electric	**Gulfstream Middle - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations		200,000				200,000
Electric	**Hallandale Adult Center - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations		300,000				300,000
Electric	**Horizon Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations		200,000				200,000
Electric	**Lake Forest Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations			200,000			200,000
Electric	**Larkdale Elementary - Walkway Lighting**	Upgrade To LED For Efficiency		18,000				18,000
Electric	**Lauderdale Manors Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations			200,000			200,000
Electric	**Lauderhill 6-12 - Upgrade Electrical Panels**	Equipment Is Past Its Useful Life	175,000					175,000
Electric	**Lauderhill Paul Turner Elementary - Walkway Lights**	Upgrade To LED For Efficiency			60,000			60,000
Electric	**Maplewood Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips				280,000		280,000
Electric	**Margate Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations			200,000			200,000
Electric	**Martin Luther King Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations			200,000			200,000
Electric	**Martin Luther King Elementary - Replace Exterior Lights**	Upgrade To LED For Efficiency			65,000			65,000
Electric	**Mcarthur High - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations			300,000			300,000
Electric	**Morrow Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips					280,000	280,000
Electric	**New River Middle - Replace Exterior Lights**	Upgrade To LED For Efficiency			65,000			65,000
Electric	**Nob Hill Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations			200,000			200,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Electric	**Nob Hill Elementary - Upgrade Electrical Panels**	Equipment Is Past Its Useful Life	150,000					150,000
Electric	**North Fork Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations			200,000			200,000
Electric	**North Lauderdale Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips			280,000			280,000
Electric	**Nova Blanche Forman Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations				200,000		200,000
Electric	**Oakland Park Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations				200,000		200,000
Electric	**Oakridge Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations				200,000		200,000
Electric	**Park Lakes Annex - Upgrade Electrical Panels**	Equipment Is Past Its Useful Life				250,000		250,000
Electric	**Peters Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations				200,000		200,000
Electric	**Physical Plant Operations Zone 3 - Generator Replacement**	Equipment Is Past Its Useful Life. Emergency Response	250,000					250,000
Electric	**Pine Ridge Alternative Center - Replace Exterior Lights**	Upgrade To LED For Efficiency			65,000			65,000
Electric	**Pinewood Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips			280,000			280,000
Electric	**Plantation Park Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations				200,000		200,000
Electric	**Ramblewood Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips			280,000			280,000
Electric	**Riverland Elementary - Replace Exterior Lights**	Upgrade To LED For Efficiency				65,000		65,000
Electric	**Robert C Markham Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations				200,000		200,000
Electric	**Royal Palm Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations				200,000		200,000
Electric	**Seagull School - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations					200,000	200,000
Electric	**Seagull School - Replace Exterior Lights**	Upgrade To LED For Efficiency	75,000					75,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Electric	**Seagull School - Upgrade Electrical Panels**	Equipment Is Past Its Useful Life					60,000	60,000
Electric	**Sheridan Hills Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations					200,000	200,000
Electric	**Stephen Foster Elementary - Replace Exterior Lights**	Upgrade To LED For Efficiency					65,000	65,000
Electric	**Sunshine Elementary - Replace Main Switch Gear**	Equipment Is Past Its Useful Life					200,000	200,000
Electric	**Tamarac Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations					200,000	200,000
Electric	**Tamarac Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips			280,000			280,000
Electric	**Tedder Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations					200,000	200,000
Electric	**Thurgood Marshall Elementary - Canopy Lighting**	Upgrade To LED For Efficiency					65,000	65,000
Electric	**Thurgood Marshall Elementary - Replace Exterior Lights**	Upgrade To LED For Efficiency					75,000	75,000
Electric	**Tropical Elementary - Replace Exterior Lights**	Upgrade To LED For Efficiency					65,000	65,000
Electric	**Twin Lakes Warehouse & Transportation - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To Building Operations	150,000					150,000
Electric	**Village Elementary - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To School Operations					200,000	200,000
Electric	**Walter C. Young Middle - Replace Main Switch Gear**	Equipment Is Past Its Useful Life			200,000			200,000
Electric	**West Central Bus Compound - Generator Installation**	Site Has No Generator. Extended Power Loss Causes Risk To Building Operations					300,000	300,000
Electric	**Westchester Elementary - Panel Replacement**	Upgrades Necessary To Handle Higher Loads And Prevent Breaker Trips			280,000			280,000
Electric	**Whiddon Rogers Elementary - Upgrade Electrical Panels**	Equipment Is Past Its Useful Life	150,000					150,000
Elevator	**Atlantic Technical College - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime		160,000				160,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Elevator	**Blanche Ely High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime		160,000				160,000
Elevator	**Boyd Anderson High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime			160,000			160,000
Elevator	**Coconut Creek High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime				160,000		160,000
Elevator	**Deerfield Beach High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime			160,000			160,000
Elevator	**Eagle Point Elementary - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime	160,000					160,000
Elevator	**Hallandale High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime				160,000		160,000
Elevator	**JP Taravella High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime	160,000					160,000
Elevator	**KC Wright - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime	320,000					320,000
Elevator	**Miramar High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime				160,000		160,000
Elevator	**Physical Plant Operations District Maintenance - Elevator Installation**	Ada Access For 2Nd Floor Office Area	100,000					100,000
Elevator	**South Plantation High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime					160,000	160,000
Elevator	**Stranahan High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime					160,000	160,000
Elevator	**Tssc - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime		480,000				480,000
Elevator	**Vehicle Maintenance - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime			160,000			160,000
Elevator	**Western High - Elevator Replacement**	Equipment Is Past Its Useful Life. Excessive Downtime		160,000				160,000
Finishes	**Arthur Ashe Center - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Bair Middle - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Blanche Ely High (Partial) - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	85,000					85,000
Finishes	**Boyd Anderson High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				370,000		370,000
Finishes	**Broadview Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Broward Estates Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Finishes	**Broward Fire Academy - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			40,000			40,000
Finishes	**Charles Drew Resource Center - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Finishes	**Charles Flanagan High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Charles Flanagan High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	60,000					60,000
Finishes	**Charles Flanagan High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		370,000				370,000
Finishes	**Coconut Creek Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Coconut Palm Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Collins Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Community School North - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			42,000			42,000
Finishes	**Coral Glades High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			60,000			60,000
Finishes	**Coral Park Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	175,000					175,000
Finishes	**Coral Springs Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Cresthaven Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Croissant Park Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Crystal Lake Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					275,000	275,000
Finishes	**Cypress Bay High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Cypress Bay High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	60,000					60,000
Finishes	**Cypress Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Davie Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Deerfield Beach Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Finishes	**Deerfield Beach High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Deerfield Beach High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			370,000			370,000
Finishes	**Deerfield Beach Middle - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Dillard Community Center (Museum) - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				42,000		42,000
Finishes	**Dillard High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			50,000			50,000
Finishes	**Dillard High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		85,000				85,000
Finishes	**Driftwood Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				275,000		275,000
Finishes	**Everglades Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Everglades High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Everglades High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	60,000					60,000
Finishes	**Falcon Cove Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				275,000		275,000
Finishes	**Floranada Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Forest Hills Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Fort Lauderdale High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Fox Trail Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Finishes	**Gator Run Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Finishes	**Hawkes Bluff Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Henry D. Perry Education Center - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Hollywood Central Elementary - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Hollywood Hills High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		60,000				60,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Finishes	**Hollywood Hills High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			370,000			370,000
Finishes	**JP Taravella High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				370,000		370,000
Finishes	**KC Wright - 1st Floor Office Renovation**	Space Improvements	150,000					150,000
Finishes	**Lakeside Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Larkdale Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Lauderdale Lakes Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			275,000			275,000
Finishes	**Lauderhill Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					275,000	275,000
Finishes	**Lloyd Estates Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Lyons Creek Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				275,000		275,000
Finishes	**Mcfatter Technical - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		377,000				377,000
Finishes	**Miramar High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Miramar High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	60,000					60,000
Finishes	**Miramar High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					370,000	370,000
Finishes	**Monarch High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					50,000	50,000
Finishes	**Monarch High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		60,000				60,000
Finishes	**New Renaissance High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Nob Hill Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**North Lauderdale Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Northeast High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					370,000	370,000
Finishes	**Nova Eisenhower Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Nova High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			370,000			370,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Finishes	**Oakland Park Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Oakridge Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Olsen Middle - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Oriole Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Finishes	**Panther Run Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Park Lakes Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Park Ridge Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Park Trails Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Parkside Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Parkway Middle And Community School - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					275,000	275,000
Finishes	**Peters Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Plantation High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		370,000				370,000
Finishes	**Pompano Beach Institute - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Pompano Beach Institute - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		60,000				60,000
Finishes	**Pompano Beach Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			275,000			275,000
Finishes	**Quest Center - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Quiet Waters Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					155,000	155,000
Finishes	**Royal Palm Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Seagull School - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Sheridan Park Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Finishes	**Sheridan Technical College - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			377,000			377,000
Finishes	**Sheridan Technical High (Sunset) - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Silver Lakes Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		175,000				175,000
Finishes	**Silver Lakes Middle - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Silver Lakes Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			275,000			275,000
Finishes	**Silver Ridge Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Finishes	**South Broward High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**South Broward High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		60,000				60,000
Finishes	**South Plantation High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**South Plantation High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		370,000				370,000
Finishes	**Stephen Foster Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Stoneman Douglas High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000
Finishes	**Stoneman Douglas High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	60,000					60,000
Finishes	**Stoneman Douglas High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				370,000		370,000
Finishes	**Tedder Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Walter C. Young Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					275,000	275,000
Finishes	**Westchester Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Finishes	**Western High - Paint Auditorium Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Western High - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		60,000				60,000
Finishes	**Western High - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			370,000			370,000
Finishes	**Westglades Middle - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic	50,000					50,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Finishes	**Westpine Middle - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Westwood Heights Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**Whiddon Rogers Education Center - Paint Gym Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic		50,000				50,000
Finishes	**Whiddon Rogers Gene Annex - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				175,000		175,000
Finishes	**Whispering Pines - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic					175,000	175,000
Finishes	**William Dandy Middle - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic				275,000		275,000
Finishes	**Wilton Manors Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Finishes	**Winston Park Elementary - Paint Interior**	Interior Painting Halted In 2008. Paint Condition Deteriorating / Unaesthetic			175,000			175,000
Flooring	**Apollo Middle - Replace Flooring Throughout School**	Past Its Useful Life	50,000					50,000
Flooring	**Atlantic West Elementary - Replace Flooring Throughout School**	Past Its Useful Life	20,000					20,000
Flooring	**Attucks Middle - Replace Flooring Throughout School**	Past Its Useful Life	35,000					35,000
Flooring	**Bair Middle - Replace Flooring Throughout School**	Past Its Useful Life	200,000	200,000				400,000
Flooring	**Bennett Elementary - Replace Flooring Throughout School**	Past Its Useful Life		35,000				35,000
Flooring	**Blanche Ely High - Replace Flooring Throughout School**	Past Its Useful Life			75,000			75,000
Flooring	**Boulevard Heights Elementary - Replace Flooring Throughout School**	Past Its Useful Life				50,000		50,000
Flooring	**Central Park Elementary - Replace Flooring Throughout School**	Past Its Useful Life	45,000			50,000		95,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Flooring	**Chapel Trail Elementary - Replace Flooring Throughout School**	Past Its Useful Life	60,000					60,000
Flooring	**Charles Drew Elementary - Replace Flooring Throughout School**	Past Its Useful Life		65,000				65,000
Flooring	**Charles W Flanagan Senior High - Replace Flooring Throughout School**	Past Its Useful Life		100,000				100,000
Flooring	**Coconut Creek High - Replace Flooring Throughout School**	Past Its Useful Life		100,000				100,000
Flooring	**Collins Elementary - Replace Flooring Throughout School**	Past Its Useful Life	35,000					35,000
Flooring	**Community School North (Ft Lauderdale Annex) - Replace Flooring Throughout School**	Past Its Useful Life	100,000					100,000
Flooring	**Cooper City Elementary - Replace Flooring Throughout School**	Past Its Useful Life				50,000		50,000
Flooring	**Coral Springs Middle - Replace Flooring Throughout School**	Past Its Useful Life		65,000				65,000
Flooring	**Crystal Lake Middle - Replace Flooring Throughout School**	Past Its Useful Life			50,000		75,000	125,000
Flooring	**Cypress Bay Senior High - Replace Flooring Throughout School**	Past Its Useful Life					75,000	75,000
Flooring	**Cypress Elementary - Replace Flooring Throughout School**	Past Its Useful Life		75,000	100,000			175,000
Flooring	**Dania Elementary - Replace Flooring Throughout School**	Past Its Useful Life			50,000			50,000
Flooring	**Deerfield Beach High - Replace Flooring Throughout School**	Past Its Useful Life	150,000					150,000
Flooring	**Dillard Community Center (Museum) - Replace Flooring Throughout School**	Past Its Useful Life	75,000					75,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Flooring	**Dillard Elementary - Replace Flooring Throughout School**	Past Its Useful Life				60,000		60,000
Flooring	**District-Wide - Wood Gym Floor Maintenance**	To Maintain And Increase The Life Of The Hardwood Floors	173,000	370,000	85,000	111,500	127,500	867,000
Flooring	**District-Wide - Wood Gym Floor Replacement**	Unforseen Floor Replacements Due To Damage	200,000	600,000	700,000	700,000	800,000	3,000,000
Flooring	**Dr. Martin Luther King Jr. Montessori Academy - Replace Flooring Throughout School**	Past Its Useful Life			50,000			50,000
Flooring	**Drew Elementary - Replace Flooring Throughout School**	Past Its Useful Life				40,000		40,000
Flooring	**Driftwood Elementary - Replace Flooring Throughout School**	Past Its Useful Life				20,000		20,000
Flooring	**Eagle Point Elementary - Replace Flooring Throughout School**	Past Its Useful Life		35,000				35,000
Flooring	**Eagle Ridge Elementary - Replace Flooring Throughout School**	Past Its Useful Life			60,000	75,000		135,000
Flooring	**EmBASsy Creek Elementary - Replace Flooring Throughout School**	Past Its Useful Life			50,000			50,000
Flooring	**ESEA Title 1 - Replace Flooring Throughout School**	Past Its Useful Life				60,000		60,000
Flooring	**Everglades Elementary - Replace Flooring Throughout School**	Past Its Useful Life			65,000			65,000
Flooring	**Everglades High - Replace Flooring Throughout School**	Past Its Useful Life			100,000			100,000
Flooring	**Falcon Cove Middle - Replace Flooring Throughout School**	Past Its Useful Life					65,000	65,000
Flooring	**Forest Glen Middle - Replace Flooring Throughout School**	Past Its Useful Life	200,000			200,000		400,000
Flooring	**Griffin Elementary - Replace Flooring Throughout School**	Past Its Useful Life				40,000		40,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Flooring	**Hallandale High - Replace Flooring Throughout School**	Past Its Useful Life		65,000				65,000
Flooring	**Harbordale Elementary - Replace Carpeting Throughout School**	Past Its Useful Life				65,000		65,000
Flooring	**Hollywood Hills High - Replace Flooring Throughout School**	Past Its Useful Life	150,000					150,000
Flooring	**Hrd @ Nova Complex - Replace Flooring Throughout School**	Past Its Useful Life				75,000		75,000
Flooring	**KC Wright - Lobby Floor Replacement**	Past Useful Life / Aesthetics	100,000					100,000
Flooring	**KC Wright - Replace Flooring Throughout Building**	Past Its Useful Life	333,334	333,333	333,333			1,000,000
Flooring	**Larkdale Elementary - Replace Flooring Throughout School**	Past Its Useful Life					25,000	25,000
Flooring	**Lauderdale Lakes Middle - Replace Flooring Throughout School**	Past Its Useful Life				20,000		20,000
Flooring	**Lauderdale Manors Early Learning And Resource Center - Replace Flooring Throughout School**	Past Its Useful Life					50,000	50,000
Flooring	**Mirror Lakes Elementary - Replace Flooring Throughout School**	Past Its Useful Life		65,000				65,000
Flooring	**Northeast High - Replace Flooring Throughout School**	Past Its Useful Life					150,000	150,000
Flooring	**Nova Blanche Forman Elementary - Replace Flooring Throughout School**	Past Its Useful Life				20,000		20,000
Flooring	**Nova High - Replace Flooring Throughout School**	Past Its Useful Life		100,000				100,000
Flooring	**Olsen Middle - Replace Flooring Throughout School**	Past Its Useful Life			75,000			75,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Flooring	**Peters Elementary - Replace Flooring Throughout School**	Past Its Useful Life					65,000	65,000
Flooring	**Pioneer Middle - Replace Flooring Throughout School**	Past Its Useful Life	75,000					75,000
Flooring	**Plantation High - Replace Flooring Throughout School**	Past Its Useful Life					100,000	100,000
Flooring	**Plantation Middle - Replace Flooring Throughout School**	Past Its Useful Life	100,000					100,000
Flooring	**Pompano Beach Elementary - Replace Flooring Throughout School**	Past Its Useful Life					65,000	65,000
Flooring	**Quest Center - Replace Flooring Throughout School**	Past Its Useful Life			150,000			150,000
Flooring	**Ramblewood Elementary - Replace Flooring Throughout School**	Past Its Useful Life					20,000	20,000
Flooring	**Riverland Elementary - Replace Flooring Throughout School**	Past Its Useful Life				50,000		50,000
Flooring	**Sawgrass Middle - Replace Flooring Throughout School**	Past Its Useful Life		150,000				150,000
Flooring	**Sawgrass Springs Middle - Replace Flooring Throughout School**	Past Its Useful Life				125,000		125,000
Flooring	**Seagull School - Replace Flooring Throughout School**	Past Its Useful Life				25,000		25,000
Flooring	**Seminole Middle - Replace Flooring Throughout School**	Past Its Useful Life	65,000	100,000				165,000
Flooring	**Sheridan Hills Elementary - Replace Flooring Throughout School**	Past Its Useful Life					40,000	40,000
Flooring	**Silver Lakes Middle - Replace Flooring Throughout School**	Past Its Useful Life		65,000				65,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Flooring	**Silver Ridge Elementary - Replace Flooring Throughout School**	Past Its Useful Life			65,000			65,000
Flooring	**Silver Trail Middle - Replace Flooring Throughout School**	Past Its Useful Life		50,000				50,000
Flooring	**South Plantation High - Replace Flooring Throughout School**	Past Its Useful Life		150,000				150,000
Flooring	**Tedder Elementary - Replace Flooring Throughout School**	Past Its Useful Life			40,000			40,000
Flooring	**Tropical Elementary - Replace Flooring Throughout School**	Past Its Useful Life					100,000	100,000
Flooring	**Various Schools - District Wide Floor Replacement**	Past Its Useful Life		300,000	400,000	400,000	400,000	1,500,000
Flooring	**Walter C. Young Middle - Replace Flooring Throughout School**	Past Its Useful Life					75,000	75,000
Flooring	**West Broward High School - Replace Flooring Throughout School**	Past Its Useful Life	50,000					50,000
Flooring	**Westchester Elementary - Replace Flooring Throughout School**	Past Its Useful Life			50,000			50,000
Flooring	**Westpine Middle - Replace Flooring Throughout School**	Past Its Useful Life			65,000			65,000
Flooring	**William Dandy Middle - Replace Flooring Throughout School**	Past Its Useful Life			75,000			75,000
HVAC	**Arthur Ashe Center - Air Handling Unit Replacement**	Equipment Is Past Its Useful Life	225,000					225,000
HVAC	**Bennett Elementary - Fan Coil Unit Replacement**	Equipment Is Past Its Useful Life	200,000					200,000
HVAC	**Broward Estates Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life	630,000					630,000
HVAC	**Central Mechanical Plant - Cooling Tower Replacement**	Equipment Is Past Its Useful Life	500,000					500,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
HVAC	**Charles Drew Resource Center - Chiller Replacement**	Equipment Is Past Its Useful Life	400,000					400,000
HVAC	**Coconut Creek Elementary - Fan Coil Unit Replacement**	Equipment Is Past Its Useful Life				125,000		125,000
HVAC	**Coral Glades High - Condenser Coil Replacement**	Equipment Is Past Its Useful Life	50,000					50,000
HVAC	**Cypress Bay High - Cooling Tower Replacement**	Equipment Is Past Its Useful Life			500,000			500,000
HVAC	**Cypress Elementary - Fan Coil Unit Replacement**	Equipment Is Past Its Useful Life				125,000		125,000
HVAC	**Dania Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life		650,000				650,000
HVAC	**Deerfield Beach High - Chiller Replacement**	Equipment Is Past Its Useful Life	450,000					450,000
HVAC	**Dillard High - Chilled Water Pipe Insulation**	Equipment Is Past Its Useful Life		120,000				120,000
HVAC	**Dillard Museum - DX System Replacement**	Equipment Is Past Its Useful Life		300,000				300,000
HVAC	**Falcon Cove Middle - Chiller Replacement**	Equipment Is Past Its Useful Life		950,000				950,000
HVAC	**Falcon Cove Middle - Cooling Tower Replacement**	Equipment Is Past Its Useful Life					400,000	400,000
HVAC	**Fort Lauderdale High - Cooling Tower Replacement**	Equipment Is Past Its Useful Life		650,000				650,000
HVAC	**Gulfstream Academy - Cooling Tower Replacement**	Equipment Is Past Its Useful Life	350,000					350,000
HVAC	**Hallandale High - RTU Replacement (Package Units)**	Equipment Is Past Its Useful Life			150,000			150,000
HVAC	**Lauderdale Manors Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life			200,000			200,000
HVAC	**Lauderhill 6-12 - HVAC Controls**	Repair/Replacement Parts Obsolete	90,000					90,000
HVAC	**Lauderhill Middle - Chiller Replacement**	Equipment Is Past Its Useful Life	400,000					400,000
HVAC	**Lyons Creek Middle - Cooling Tower Replacement**	Equipment Is Past Its Useful Life				450,000		450,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
HVAC	**Maplewood Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life			650,000			650,000
HVAC	**Margate Elementary - Air Handling Unit Replacement**	Equipment Is Past Its Useful Life				300,000		300,000
HVAC	**McNicol Community Center - AHU And Pump Replacement**	Equipment Is Past Its Useful Life	250,000					250,000
HVAC	**McNicol Middle - Cooling Tower Replacement**	Equipment Is Past Its Useful Life				450,000		450,000
HVAC	**Morrow Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life			650,000			650,000
HVAC	**Northeast High - Air Handling Unit Replacement**	Equipment Is Past Its Useful Life				300,000		300,000
HVAC	**Palmview Elementary - Air Handling Unit Replacement**	Equipment Is Past Its Useful Life				200,000		200,000
HVAC	**Piper High - Roof Top Unit Replacement**	Equipment Is Past Its Useful Life		200,000				200,000
HVAC	**Quest Center - Pool Aaon Unit Replacement**	Equipment Is Past Its Useful Life	150,000					150,000
HVAC	**Ramblewood Middle - Air Handling Unit Replacement**	Equipment Is Past Its Useful Life	150,000					150,000
HVAC	**Royal Palm Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life				400,000		400,000
HVAC	**Sanders Park Elementary - Air Handling Unit Replacement**	Equipment Is Past Its Useful Life				360,000		360,000
HVAC	**Sawgrass Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life		850,000				850,000
HVAC	**SBBC Administration Centers - BAS Controllers**	Controllers Are Obsolete And Schools Are At Risk Of Losing Security And HVAC Control	170,000	170,000	170,000	170,000	170,000	850,000
HVAC	**SBBC Elementary Schools - BAS Controllers**	Controllers Are Obsolete And Schools Are At Risk Of Losing Security And HVAC Control	1,300,000	1,865,000	1,930,000	2,115,000	2,115,000	9,325,000
HVAC	**SBBC High Schools - BAS Controllers**	Controllers Are Obsolete And Schools Are At Risk Of Losing Security And HVAC Control	1,000,000	1,336,000	1,336,000	1,504,000	1,504,000	6,680,000
HVAC	**SBBC Middle Schools - BAS Controllers**	Controllers Are Obsolete And Schools Are At Risk Of Losing Security And HVAC Control	535,000	635,000	635,000	685,000	685,000	3,175,000
HVAC	**Silver Ridge Elementary - DX Unit Replacement**	Equipment Is Past Its Useful Life	250,000					250,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
HVAC	**Stoneman Douglas High - Replace 21 Exhaust Fans**	Equipment Is Past Its Useful Life Or Inoperable	135,000					135,000
HVAC	**Tamarac Elementary - Air Handling Unit Replacement**	Equipment Is Past Its Useful Life				300,000		300,000
HVAC	**Village Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life					500,000	500,000
HVAC	**Walter C. Young Middle - Roof Exhaust Fan Replacement**	Equipment Is Past Its Useful Life	250,000					250,000
HVAC	**West Broward High - DX Unit Replacement**	Equipment Is Past Its Useful Life	150,000					150,000
HVAC	**Westpine Middle - Cooling Tower Replacement**	Equipment Is Past Its Useful Life		500,000				500,000
HVAC	**Westpine Middle - Chiller Replacement**	Equipment Is Past Its Useful Life					950,000	950,000
HVAC	**Westwood Heights Elementary - Chiller Replacement**	Equipment Is Past Its Useful Life		400,000	400,000			800,000
Irrigation	**District-Wide - Irrigation Repairs/Upgrades**	Irrigation Resources Were Cut In 2008 And Not Replaced. Repairs/Upgrades Were Deferred	500,000	500,000	500,000	500,000	500,000	2,500,000
Landscaping	**District-Wide - Grounds Beautification**	Curb Appeal / Aesthetics	200,000	200,000	200,000	200,000	200,000	1,000,000
Landscaping	**District-Wide - Tree Trimming**	Tree Maintenance Has Been Deferred And Insufficiently Funded	600,000	600,000	600,000	600,000	600,000	3,000,000
Marquee	**Arthur Ashe Center - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**Bair Middle - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**Bayview Elementary - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Broward Estates Elementary - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Castle Hill Elementary - Replace Marquee**	Upgrade To LED For Efficiency		150,000				150,000
Marquee	**Community School North - Replace Marquee**	Upgrade To LED For Efficiency		150,000				150,000
Marquee	**Country Isles Elementary - Replace Marquee**	Upgrade To LED For Efficiency		150,000				150,000
Marquee	**Dillard Elementary - Replace Marquee**	Upgrade To LED For Efficiency		150,000				150,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Marquee	**Endeavor Learning Center - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**ESEA Title 1 - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**Flamingo Elementary - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**Horizon Elementary - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**Indian Ridge Middle - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**Indian Trace Elementary - Replace Marquee**	Upgrade To LED For Efficiency			150,000			150,000
Marquee	**Lauderdale Manors Elementary - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Lauderhill 6-12 - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Manatee Bay Elementary - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Nob Hill Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**North Side Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**Oriole Elementary - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Peters Elementary - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Plantation High - Replace Marquee**	Upgrade To LED For Efficiency				150,000		150,000
Marquee	**Rock Island Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**Stephen Foster Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**Sunland Park Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**Thurgood Marshall Elementary - Replace Marquee**	Upgrade To LED For Efficiency		150,000				150,000
Marquee	**Village Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**Virginia Shuman Young Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Marquee	**Walker Elementary - Replace Marquee**	Upgrade To LED For Efficiency					150,000	150,000
Marquee	**Whiddon Rodgers Elementary - Replace Marquee**	Upgrade To LED For Efficiency		150,000				150,000
Parking Lots	**Central Park Elementary - Existing Staff Parking Lot Has Uneven Surfaces Due To Extensive Tree Root Damage**	Safety Issue	850,000					850,000
Parking Lots	**District-Wide - Incudes Paving, Striping, Sealcoat, And Parking Stops**	Maintenance Required Due To Age Of Lots			1,500,000	1,500,000	1,500,000	4,500,000
Parking Lots	**JP Taravella High - Mill, Pave, Seal, Stripe East & West Parking Lots**	Parking Lot Is In Poor Condition And Past Its Useful Life	700,000					700,000
Parking Lots	**Plantation Middle - Add New Parking Lot With Drainage**	Insufficient Staff Parking Space		600,000				600,000
Parking Lots	**Twin Lakes Bus Lot - Repave Parking Lot**	Parking Lot Is In Poor Condition And Past Its Useful Life		1,000,000				1,000,000
Playcourts	**Resurface Athletic Playcourts**	(blank)	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	5,000,000
Plumbing	**Bright Horizons - Boiler Replacement**	50-60 Year Old Boiler / Equipment Is Past Its Useful Life	400,000					400,000
Plumbing	**Coconut Creek Elementary - Grease Trap Replacement**	Equipment Is Past Its Useful Life				350,000		350,000
Plumbing	**Fort Lauderdale High - Domestic Water Replacement**	Improve Water Quality	300,000					300,000
Plumbing	**Hollywood Hills High - Boiler Replacement**	50-60 Year Old Boiler / Equipment Is Past Its Useful Life			100,000			100,000
Plumbing	**Meadowbrook Elementary - Domestic Water**	Improve Water Quality					350,000	350,000
Plumbing	**Parkway Middle - Domestic Water**	Improve Water Quality		400,000				400,000
Plumbing	**Plantation High - Boiler Replacement**	50-60 Year Old Boiler / Equipment Is Past Its Useful Life				200,000		200,000
Plumbing	**Plantation High - Boiler Replacement**	Equipment Is Past Its Useful Life		120,000				120,000
Plumbing	**Plantation Middle - Boiler Replacement**	50-60 Year Old Boiler / Equipment Is Past Its Useful Life			350,000			350,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Plumbing	**Quest Center - Boiler Replacement**	50-60 Year Old Boiler / Equipment Is Past Its Useful Life		120,000				120,000
Plumbing	**Stephen Foster Elementary - Domestic Water**	Improve Water Quality	300,000					300,000
Plumbing	**Watkins Elementary - Boiler Replacement**	1969 Boiler / Equipment Is Past Its Useful Life		120,000				120,000
Pool Maintenance	**Athletic Pool Maintenance and Repairs**	(blank)	450,000	450,000	450,000	450,000	450,000	2,250,000
Sidewalks	**Chapel Trail Elementary - Repair/Replace Uneven Walkways**	Safety / Trip Hazard			20,000			20,000
Sidewalks	**Cooper City High - Repair/Replace Uneven Walkways**	Safety / Trip Hazard	400,000	500,000	500,000	500,000	600,000	2,500,000
Sidewalks	**District-Wide - Additional Walkways & Flatwork**	Used For School Hardening Initiative		20,000				20,000
Sidewalks	**Pembroke Lakes Elementary - Repair/Replace Uneven Walkways**	Safety / Trip Hazard	400,000	500,000	500,000	500,000	600,000	2,500,000
Sidewalks	**Physical Plant Operations Zone 1 Sites - Sidewalk Repairs/Replacement**	Safety / Trip Hazard		200,000				200,000
Sidewalks	**Physical Plant Operations Zone 2 Sites - Sidewalk Repairs/Replacement**	Safety / Trip Hazard		300,000	300,000	300,000	350,000	1,250,000
Sidewalks	**Physical Plant Operations Zone 3 Sites - Sidewalk Repairs/Replacement**	Safety / Trip Hazard	400,000	500,000	500,000	500,000	600,000	2,500,000
Sidewalks	**Silver Shores Elementary - Repair/Replace Uneven Walkways**	Safety / Trip Hazard				20,000		20,000
Stage Equipment	**Various Schools - Stage Curtain Replacement**	Replace Stage Curtains Per Safety Inspection Violations	100,000	150,000	150,000	175,000	175,000	750,000
Stage Equipment	**Various Schools - Stage Rigging Inspections And Repairs**	Inspect And Repair Stage Rigging Per OSHA Requirements	150,000	200,000	200,000	225,000	225,000	1,000,000
Structure	**Coconut Creek High - Demolition Of Building 8**	Building Has Been Restricted To No Access By Building Dept / Safety	40,000					40,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Structure	**Coral Springs High - Replace Pressbox**	Structural Concern	25,000					25,000
Structure	**Deerfield Beach High - Replace Pressbox**	Structural Concern			210,000			210,000
Structure	**Sawgrass Elementary - Demolish Modular Unit Fish 857**	Structural / Stormwater Concern				210,000		210,000
Structure	**South Broward High - Replace Pressbox**	Structural Concern	50,000					50,000
Structure	**Stranahan High - Demolition Of Building 17**	Building Has Been Restricted To No Access By Building Dept / Safety		175,000				175,000
zCurrent Funding (Districtwide)	**Current Funding (Districtwide)**	Current funding for PPO Capital Improvement projects. Planned projects only. Additional funding is provided for break-fix and routine safety projects	(20,950,000)	(20,950,000)	(20,950,000)	(20,950,000)	(20,950,000)	(104,750,000)
Grand Total			**11,737,834**	**20,729,533**	**20,282,533**	**18,930,300**	**18,117,500**	**89,797,700**

District Educational Facilities Plan
Portables

Division	Portables

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Portables	**Portable Transition Plan - Portable Demolitions**	Demolition of approximately 300 portables	2,000,000					2,000,000
Grand Total			**2,000,000**					**2,000,000**

District Educational Facilities Plan
Safety and Security

Division	Safety and Security

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Safety, Security and Emergency Preparedness	**Armored Vests**	Armor Vests Refresh. Armored Vests Have An Expiration Date Of Five Years	61,000	61,000	61,000	61,000	61,000	305,000
Safety, Security and Emergency Preparedness	**Drone Program**	Sustain Drone Capabilities As A School Resource During Evacuations, Drills, School Events, Traffic Monitoring, etc.	20,000	10,000	10,000	10,000	10,000	60,000
Safety, Security and Emergency Preparedness	**Electronic Door Access (Access Control Systems)**	This is one of the first lines of defense from intruders. Bringing all Safety Tech systems into agnostic design for integration with other safety technology.	150,000	500,000	500,000	250,000	250,000	1,650,000
Safety, Security and Emergency Preparedness	**Intercom Project (Intercom Systems)**	Replace legacy intercom systems to increase integration with other tech, as well as improve speaker performance and install external speakers previously not part of original building design. Inclusive of all electrical, networking, fire aspects				5,000,000	5,000,000	10,000,000
Safety, Security and Emergency Preparedness	**IT - Radio Communications/BDA (2-way District Radio Communications)**	Maintain licenses and peripherals of existing 2-way radios and antennas. Inclusive of all infrastructure aspects	100,000	75,000	50,000	750,000	50,000	1,025,000
Safety, Security and Emergency Preparedness	**Knox Boxes**	Ensures Proper Access To Keys For First Responders	(175,000)	25,000	25,000	25,000	25,000	(75,000)
Safety, Security and Emergency Preparedness	**Maintenance Of Equipment Located In Incident Command Bus**	Maintain Incident Command Bus To Be Able To Use This Piece Of Equipment For A Large Scale Incident	15,000					15,000
Safety, Security and Emergency Preparedness	**Metal Detectors**	Ensure Availability Of Metal Detectors For Transitional Schools And Stockpile For Inoperable Machines	50,000	80,000	80,000	80,000	80,000	370,000

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Safety, Security and Emergency Preparedness	**Police Radios**	Current Police Radios Are At End Of Life	100,000	150,000	150,000	150,000	150,000	700,000
Safety, Security and Emergency Preparedness	**Safer Spaces**	Maintain Safer Space Logos In All Instructional Spaces Throughout The District, Which Meets State Requirements For Compliance	9,000	9,000	9,000	9,000	9,000	45,000
Safety, Security and Emergency Preparedness	**Vaping Detectors**	Monitor And Mitigate Students From Vaping On School Campuses. Enhances Security Posture To Address Inappropriate/Illegal Activity On BCPS Property.	1,000,000	1,300,000	200,000	200,000	200,000	2,900,000
Grand Total			**1,330,000**	**2,210,000**	**1,085,000**	**6,535,000**	**5,835,000**	**16,995,000**

District Educational Facilities Plan
Transportation

Division	Transportation

Classification	Project	Justification/ Return on Investment	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	Total
Transportation	**Bus Lifts**	Bus Lifts Are Over 30Yrs Old And Replacement	100,000					100,000
Transportation	**Bus Wash**	Two (2) Bus Wash Units Need To Be Replaced To Remain In Compliance With EPA Waste Water Treatment Guidelines	160,000					160,000
Transportation	**Water Evaporator**	Equipment Has Been Repaired Multiple Times; However, System Failure Is Imminent Due To Age. Also, Must Remain In Compliance With EPA With Proper Waste Water Disposal	40,000					40,000
Grand Total			**300,000**					**300,000**

Established 1915
BROWARD
County Public Schools







SCHOOL BOARD POLICY PROJECT

POLICY 3820 - CONTRACTS – VERIFICATION; LIMITED DELEGATION OF AUTHORITY TO EXECUTE CERTAIN CONTRACTS

Policy Review Project: Rule Development Workshop

CHIEF OPERATIONS & FACILITIES
June 24, 2025

INTRODUCTION

POLICY NO. 3820

CONTRACTS – VERIFICATION; LIMITED DELEGATION OF AUTHORITY TO EXECUTE CERTAIN CONTRACTS

7. NEW POLICY – outlines the verification of contracts and the limited delegation of authority to execute certain contracts by the Superintendent. This policy would ensure that all contracts are properly verified and that specific delegations of authority are clearly defined.

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 one policy 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 review.

Rationale for all Policy Reviews

Assists with giving Broward County Public Schools Purpose and Direction

Creates Tools that Support Teaching and Learning and Operations

SBBC Policies

Increases Organizational Effectiveness, Accountability, and Compliance

Promote Partnerships in Creating Holistic Networks of Support



COLLEGE READY

CAREER READY

POLICY REVIEW



Rulemaking Timeline

January 7, 2025 – January 22, 2025
Stakeholder Meetings
(Capture Internal Stakeholders Input)

June 24, 2025
Rule Development Workshop
(Capture School Board's Input)

August 19, 2025
Rulemaking School Board Meeting
(Final Approval)

CONTRACTS – VERIFICATION; LIMITED DELEGATION OF AUTHORITY TO EXECUTE CERTAIN CONTRACTS

At A Glance

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
3820 - CONTRACTS – VERIFICATION; LIMITED DELEGATION OF AUTHORITY TO EXECUTE CERTAIN CONTRACTS	By adopting this new policy aligned with practices from other large Florida districts, BCPS can streamline contract management, optimize staff time, and minimize costly delays in funding and resources essential for students.	This is a new policy.

Page	Section	Proposed Revision	Rationale/Looping feedback
Page #1	Introduction	Add	The introduction establishes a clear framework for contract delegation within the school district, ensuring compliance with Section 1001.41, Florida Statutes, while maintaining oversight by the School Board. By defining specific delegations of authority to the Superintendent, designees, and other employees, it aims to streamline operations while safeguarding the Board's ultimate authority over contracting decisions.
Pages #1-3	Sections I. A – I. D	Add	This list of requirements ensures legal and procedural compliance in the execution of contracts by The School Board of Broward County, Florida. It outlines essential verification, signature, and transactional standards while maintaining safeguards for non-delegable provisions to uphold the integrity of the Board's oversight.
Pages #3-7	Sections I. E – I. Q	Add	This expanded delegation of authority ensures efficient operations by allowing the Superintendent or designees to execute various contracts, agreements, and purchases without unnecessary delays while maintaining safeguards through legal review and reporting to the School Board. The policy balances timely administrative decision-making with accountability and transparency to uphold the district's best interests.
Supporting Document*	Narrative Memo	Not Applicable*	By adopting a new policy aligned with practices from other large Florida districts (MDCPS, Hillsborough, Palm Beach, and Orange County), BCPS can streamline contract management, optimize staff time, and minimize costly delays in funding and resources essential for student programs. This memo outlines specific recommendations, including policy edits vetted by the Office of General Counsel, that will facilitate this transformation.

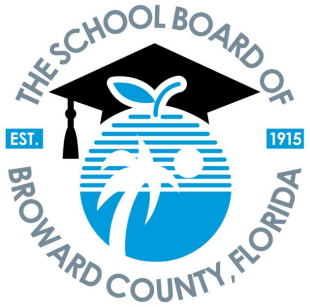
*A Narrative Memo is a short story that explains a problem and proposes a solution, helping everyone to get on the same page. This has been included as a supporting document to make the case for this new proposed policy and is **not** part of the proposed policy itself.



Board Discussion

&

Guidance



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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.

Narrative Memo: Board Recommendations for Contracts Process Improvement

Current Context

Broward County Public Schools (BCPS) manages a significant volume of contracts, yet many contracts require Board approval due to current practices that are not aligned with those of comparable large Florida school districts. The volume of contracts and often extended time associated with these approvals not only affects critical decisions but also diverts the organization's attention from strategic initiatives that directly impact our student outcomes. This memo provides an overview of intentional process improvement actions that will enhance the efficiency of contract approvals, without compromising oversight.

A process improvement project was implemented to study the current process in comparison to those employed by other large school districts in the state; identify areas of risk, stress to the system, redundancies, and inefficiencies; and recommend strategies for improvement. Staff also considered methods to streamline contract management, optimize staff time, and minimize costly delays in funding and resources essential for student programs. Lastly, the number of monthly agenda items presented to the School Board was also studied.

By utilizing a Lean Six Sigma approach to adopting revised policies aligned with practices from other large Florida school districts, BCPS can streamline contract management, optimize staff time, and minimize costly delays in funding and resources essential for student programs. This memo outlines specific recommendations, including policy edits vetted by the Office of General Counsel, that will facilitate this transformation. The recommendations are explained in greater detail below.

Recommended Policy and Practice Changes

Expanded Delegated Authority for Contract Approvals: After careful study and consideration of our current processes compared to those in our peer school districts, the following areas of expanded delegated authority to the Superintendent or designee(s) are recommended by the Superintendent (a "designee" is an individual appointed by a person in a specific role or position (e.g., Superintendent) to act on their behalf in executing the duties and authorities of that role, typically for a designated period or specific tasks, operating with the same level of authority as explicitly delegated by the appointing individual, unless otherwise limited or defined in writing):

A. **Purchase of Commodities or Contractual Services:** Pursuant to Rule 6A-1.012(2), Florida Administrative Code, and School Board Policy 3800, The School Board has delegated to the Superintendent or his/her predetermined designee(s) the authority to execute contracts for purchases of commodities or services below $500,000.00 and amendments to such contracts, provided that such contracts or their amendments have been reviewed and approved as to form and legal content by the Office of the General Counsel and do not contain provisions that necessitate School Board approval or that exceed the applicable appropriation in the school district budget. The Superintendent shall provide written notification to each

such predetermined designee of his/her general grant of delegated authority to execute contracts or amendments under this rule and the financial limit of that person's authority to execute any single contract or amendment. In addition, any predetermined designee being granted contract authority in excess of $20,000.00 shall be notified by the Superintendent of that person's obligations as a reporting individual under the Code of Ethics for Public Officers and Employees [Chapter 112, Florida Statutes]. Subsequent to their execution, a report of any contracts or amendments for commodities or contractual services executed by the Superintendent or his/her predetermined designee(s) shall be provided to The School Board.

B. Renewals of Existing Contracts: Pursuant to Part II of School Board Policy 3800, other than contracts for the provision of Professional Design Services, Construction services, Construction Management or Program Management, contracts with renewal options that were previously approved by The School Board may be renewed by the Superintendent or his/her designee, the Director of Procurement and Warehousing Services, at the originally budgeted, yearly contract spend authority without School Board's approval, if renewal of the contract is administratively determined by the Superintendent or his/her designee, the Director of Procurement and Warehousing Services to be of an economic advantage to the school district and upon review and approval of the renewal as to form and legal content by the Office of the General Counsel.

C. Emergency Purchase of Commodities or Contractual Services: The School Board authorizes the Superintendent to execute contracts on its behalf for the emergency purchase of commodities or contractual services when the Superintendent determines in writing that an immediate danger to the public health, safety, or welfare, or other substantial loss to the school district requires emergency action, provided that such contracts have been reviewed and approved as to form and legal content by the Office of the General Counsel. This delegated authority is subject to the procedures of Rule 6A1.012(12)(e), Florida Administrative Code, and School Board Policy 3800 and includes the authority to execute emergency contracts containing indemnity provisions that have been reviewed and approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been reviewed and approved by the Risk Management Department. Subsequent to their execution by the Superintendent, a report of any such emergency contracts shall be provided to The School Board.

D. Use of Broward County Facilities for Non-School Purposes: The School Board authorizes the Superintendent or his/her predetermined designee(s) to approve Lease Applications for Use of Public-School Facilities on its behalf when any delays accompanying the normal School Board approval process would preclude the taking of timely action necessary to address the needs of the citizens of Broward County and have been reviewed and approved as to form and legal content by the Office of the General Counsel. This rule shall govern in the event of any conflict with School Board Policy 1341. Subsequent to their approval by the Superintendent or his/her predetermined designee(s), a report of any such Lease Application approval(s) shall be provided to The School Board.

E. Long-Term Rentals or Leases of Real Property or Facilities: The School Board authorizes the Superintendent or his/her predetermined designee(s) to execute contracts or leases on its behalf for the long term (i.e., a term longer than three (3) days in duration but no more than one year) rental or lease of real property or facilities for school district use when any delays accompanying the normal School Board approval process would preclude the taking of timely action necessary to address the needs of the citizens of Broward County, provided that such contracts or leases have been reviewed and approved as to form and legal content by the Office of the General Counsel. This delegated authority includes the authority to execute contracts or leases containing indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to its execution by the Superintendent or his/her predetermined designee(s), a report of any such contract or lease shall be submitted to The School Board. This rule shall govern in the event of any conflict with School Board Policy 2314.

F. Short-Term Rentals or Leases of Real Property or Facilities: The delegated contract authority for short term rentals or leases of real property or facilities granted by School Board Policy 2314 is incorporated herein by reference.

G. Student Transportation Reimbursement: The School Board authorizes the Superintendent or his/her predetermined designee(s) to execute and terminate contracts to reimburse parents or guardians for the provision of student transportation as required in special needs circumstances in instances in which doing so best serves the interests of The School Board and the contracts have been reviewed and approved as to form and legal content by the Office of the General Counsel.

H. Time-Sensitive Educational Program or Grant Agreements: The School Board authorizes the Superintendent or his/her predetermined designee(s) to timely execute educational program or grant contracts on its behalf when any delays accompanying the normal School Board approval process would cause the school district to miss opportunities to participate in educational programs or grant opportunities, provided that such contracts have been reviewed and approved as to form and legal content by the Office of the General Counsel. The delegated authority includes the authority to execute construction contracts containing indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. If a grant agreement includes a matching component, the Superintendent is authorized to commit matching funds up to $250,000. Subsequent to its execution by the Superintendent or his/her predetermined designee(s), any such education program or grant agreement(s) shall be submitted to The School Board for post approval. Subsequent to its execution by the Superintendent, a report of any such time-sensitive educational program or grant contract(s) shall be provided to The School Board.

I. **Charter School Premium Services Agreements:** The School Board authorizes the Superintendent or his/her predetermined designee(s) to execute and terminate charter school premium services agreements and amendments thereto on its behalf for the provision of services to charter schools beyond the scope of those administrative and educational services specified in Section 1002.33(20)a1, Florida Statutes, provided that such premium services agreements have been reviewed and approved as to form and legal content by the Office of the General Counsel. This delegated authority includes the authority to execute or terminate premium services agreements and amendments thereto containing indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution or termination by the Superintendent or his/her predetermined designee(s), a report of any such charter school premium services agreements or amendments or their termination thereto shall be provided to The School Board.

J. **Charter School Articulation Agreements:** Section 1002.33(10)(e)6, Florida Statutes, permits students to articulate from one charter school to another pursuant to an articulation agreement between the charter schools. The School Board is not a party to those articulation agreements - but must approve them pursuant to Section 1002.33(10)(e)6, Florida Statutes. The School Board authorizes the Superintendent or his/her predetermined designee(s) to approve such charter school articulation agreements and amendments thereto on its behalf provided that such articulation agreements have been administratively reviewed and approved and have been approved as to form and legal content by the Office of the General Counsel.

K. **Participation Contracts for Events, Contests, or Competitions:** Provided that such participation contracts have been approved as to form and legal content by the Office of the General Counsel, The School Board authorizes the Superintendent or his/her designee(s) to timely execute any contracts necessary for School Board personnel or students to participate in any events, contests, or competitions. This delegated authority includes the authority to execute participation contracts containing any release or indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution by the Superintendent or his/her designee(s), a report of any such participation contracts shall be provided to The School Board.

L. **Gifts and Awards Contracts:** Provided that such contracts have been approved as to form and legal content by the Office of the General Counsel, The School Board authorizes the Superintendent or his/her designee(s) to execute any contracts necessary for the donation or receipt of any gifts and awards (including, but not limited to, testing incentives, teacher of the year awards, school supplies, and items donated by school business partners) from a vendor, potential vendor, or other person or entity doing business with The School Board as permitted by section 3 of School Board Policy 5202 and when provided in association with a School Board employee's participation in a valid educational program. This delegated authority includes the authority to execute gift or award contracts containing any release or

indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution by the Superintendent or his/her designee(s), a report of any such gift or award contracts shall be provided to The School Board.

M. Donation Contracts: Provided that such contracts have been approved as to form and legal content by the Office of the General Counsel, the School Board authorizes the Superintendent or his/her designee(s) to execute any contracts necessary for the donation of any goods, services, or the use of real property or tangible personal property by The School Board. This delegated authority includes the authority to execute donation contracts containing any release or indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution by the Superintendent or his/her designee(s), a report of any such donation contracts shall be provided to the School Board.

1. **Elimination of Spending Authority Requirements:** We propose removing the separate spending authority requirement for contracts. Unlike BCPS, the other large Florida districts sampled do not require the Superintendent to request specific spending authority from the Board on a per contract basis. Instead, the contract amounts serve as estimates for what the cost will be. Spend is then managed within the constraints of the districts' overall budgets, removing the need for repeated Board approval. Examples follow:

   A. BCPS Board Item: FY23-275 - Psychological Assessment Scoring (Board Meeting 12/12/23, Agenda Item OO-6). The agenda item itself states "Approve the Agreement; Contract Term: December 12, 2023, through December 11, 2024, with an option for two additional one-year renewal periods; Award Amount: $15,000; Awarded Vendor: Psychological Assessment Resources, Inc.; Small / Minority / Women Business Enterprise Vendor(s): None; District-wide." The Executive Summary for this item states "The financial impact will be $15,000 and will be funded by the ESE Division's budget. The financial impact amount represents an estimated contract value; however, the amount authorized will not exceed the estimated contract award amount." Of note, this involves asking the Board to authorize the Superintendent and staff to spend $15,000 on this contract and no more. If additional funding is needed, this would typically result in needing to create another Board item in another Board meeting to get additional spending authority for the same contract.

   B. Miami-Dade County Public Schools Board Item: "Authorization is requested to enter into a contractual services agreement between The School Board of Miami-Dade County, Florida, and Citizen's Crime Watch of Miami-Dade County, Inc. (CCW)." Also "The agreement between the School Board and CCW includes a program cost of $71,000, which is the same cost as previous years." Finally, "The appropriation for this item is included in the General Fund through Miami-Dade Schools Police Department" (Board Meeting 9/11/24, Item D-19). Of note, the item specifies the proposed cost and funding source, and Board approval covers

the item overall. Unlike BCPS, a change to this amount likely would not require separate Board approval.

Conclusion

The proposed policy and practice changes reflect an evidence-based approach to improving BCPS's contract management practices. By expanding delegated authority, removing redundant spending authority requirements, and aligning our processes with peer districts, BCPS can enhance operational efficiency and reduce the financial and time burdens on the Board and staff.

Policy 3820

CONTRACTS – VERIFICATION; LIMITED DELEGATION OF AUTHORITY TO EXECUTE CERTAIN CONTRACTS

Except where it has expressly delegated authority by policy, The School Board of Broward County, Florida is the exclusive contracting agent for the district school system in Broward County, Florida, pursuant to Section 1001.41, Florida Statutes. This policy is adopted to set forth the delegation of limited authority to the Superintendent or his/her designee(s), and other employees of The School Board of Broward County, Florida. Authority not specifically delegated by policy must be approved in advance by The School Board. The areas of contract delegation within this policy were requested by the school district administration and are not necessarily recommended by the Office of the General Counsel.

I. Rule

A. Verification of Contracts: Pursuant to Section 92.525, Florida Statutes, contracts between The School Board of Broward County, Florida ("The School Board") and another party may be verified by a party through oath or affirmation taken or administered before an officer authorized under Section 92.50, Florida Statutes, or Section 117.10, Florida Statutes, to administer oaths or through the inclusion of a written declaration that states as follows: "Under penalties of perjury, I declare that I have read the foregoing [document] and, to the best of my knowledge and belief, the facts stated in it are true." The written declaration shall be printed or typed at the end of or immediately below the document being verified and above the signature of the person making the declaration. The absence of a verification upon a particular document does not necessarily preclude its submission to The School Board for approval.

B. Electronic Contract Signatures: Unless otherwise provided by law, an electronic signature may be used to sign a contract between The School Board and another party and, pursuant to Section 668.004, Florida Statutes, shall have the same force and effect as a written signature. As defined by Section 668.003(4), Florida Statutes, "electronic signature" means any letters, characters, or symbols, manifested by electronic or similar means, executed or adopted by a party with an intent to authenticate a writing. A writing is electronically signed if an electronic signature is logically associated with such writing.

C. Electronic Transactions: Subject to its applicable laws, rules, and policies; transactions may be conducted by The School Board via electronic means as authorized by the Uniform Electronic Transaction Act - Section 668.50, Florida Statutes, when doing so is recommended by the Superintendent of Schools ("Superintendent").

D. Non-Delegable Contractual Provisions: Regardless of the amount of any applicable contract expenditure threshold, contracts containing the following terms and conditions cannot be executed by any persons who are granted delegated contract authority pursuant to this policy or School Board Policies 3800 and 2314 and approval of any such contracts would require placement of a recommendation from the Superintendent on a School Board agenda, which include any terms and conditions that:

1. Conflict with the School Board's governing laws, rules, or School Board Policies, including, without limitation, any applicable requirements of the Family Educational Rights and Privacy Act of 1974 ("FERPA") or the Health Insurance Portability and Accountability Act of 1996 ("HIPAA");
2. Require the School Board to pay interest upon any claims for the payment for goods or services other than as provided under the Local Government Prompt Payment Act (Section 218.70, Florida Statutes);
3. Omit the State of Florida Affidavit Regarding the Use of Coercion for Labor and Services (if the other party is a non-governmental entity) required by Section 787.06(13), Florida Statutes;
4. Omit the terms and conditions required by Section 119.0701, Florida Statutes, regarding public records;
5. Omit the Certification Regarding Scrutinized Activities (if the other party is a non-governmental entity) required by Section 287.135(2)(a), Florida Statutes;
6. Require The School Board to agree to incur liability other than that which is accepted in The School Board's standard contract provisions governing insurance and governing liability, indemnity, and sovereign immunity under Section 768.28, Florida Statutes;
7. Require the School Board to waive subrogation;
8. Require the School Board to be liable for the acts of any third person or for injuries or damages sustained by any third person.
9. Require The School Board to waive its right to assert any claims in a court of competent jurisdiction;
10. Require the School Board to submit to governing law other than the laws of the State of Florida;
11. Require the School Board to submit to venue other than exclusively to the jurisdiction of the State courts of the Seventeenth Judicial Circuit of Broward County, Florida or to the jurisdiction of the United States District Court for the Southern District of Florida;
12. Require the School Board to use alternative dispute resolution procedures including, without limitation, arbitration, for any dispute between the parties;
13. Cause The School Board to be subject to the laws, procedures, or conflict of laws provisions of a nation other than the United States of America or of a state other than Florida;
14. Except for contracts under Sections P and Q of this policy, that require the School Board to waive any implied warranties including, without limitation, implied warranties of merchantability and implied warranties of fitness for a particular purpose;
15. Except for contracts under Sections P and Q of this policy, that require the School Board to waive its right to recover in contract, tort, (including gross negligence where legally permissible) or otherwise; any claim regarding (a) third-party claims for damages; (b) loss of, or damage to, data; (c) special, incidental, indirect, punitive, exemplary or consequential damages; (d) loss of profits, business, revenue, goodwill or anticipated savings; (e) loss of use; or (f) wasted management time;
16. Limit the maximum cumulative liability of the other party to the School Board for all actions arising out of or related to the contract and all orders issued thereunder, regardless of the form of the action or the theory of recovery, to

actual direct damages, or not to exceed the total amount paid or payable by the School Board for all orders issued under the contract;

17. Require the School Board to waive any claims of or indemnity from the other party for any third-party claim for infringement of copyright or other intellectual property right ("IP Claim") or liability of any nature or kind, including cost and expenses, alleging infringement of any United States patent, for any copyrighted, patented, or unpatented invention, process, or article manufactured or used in the performance of the contract, including its use by The School Board;
18. Require the School Board to pay attorney's fees to another party in the event of any dispute including, without limitation, the collection of payment for goods or services;
19. Require any dispute between the parties to be tried in any courts other than the United States District Court for the Southern District of Florida; the Seventeenth Judicial Circuit in and for Broward County, Florida; or in the Broward County Court;
20. Require the School Board to waive its right to a jury trial upon any claims;
21. Require the School Board to provide legal representation for any outside party; and
22. Any terms and conditions that the Office of the General Counsel determines to require The School Board to approve the contract .

E. Purchase of Commodities or Contractual Services: Pursuant to Rule 6A-1.012(2), Florida Administrative Code, and School Board Policy 3800, The School Board has delegated to the Superintendent or his/her predetermined designee(s) the authority to execute contracts for purchases of commodities or services below $500,000.00 and amendments to such contracts, provided that such contracts or their amendments have been reviewed and approved as to form and legal content by the Office of the General Counsel and do not contain provisions that necessitate School Board approval or that exceed the applicable appropriation in the school district budget. The Superintendent shall provide written notification to each such predetermined designee of his/her general grant of delegated authority to execute contracts or amendments under this rule and the financial limit of that person's authority to execute any single contract or amendment. In addition, any predetermined designee being granted contract authority in excess of $20,000.00 shall be notified by the Superintendent of that person's obligations as a reporting individual under the Code of Ethics for Public Officers and Employees [Chapter 112, Florida Statutes]. Subsequent to their execution, a report of any contracts or amendments for commodities or contractual services executed by the Superintendent or his/her predetermined designee(s) shall be provided to The School Board.

F. Renewals of Existing Contracts: Pursuant to Part II of School Board Policy 3800, other than contracts for the provision of Professional Design Services, Construction services, Construction Management or Program Management, contracts with renewal options that were previously approved by The School Board may be renewed by the Superintendent or his/her designee, the Director of Procurement and Warehousing Services, at the originally budgeted, yearly contract spend authority without School Board's approval, if renewal of the contract is administratively determined by the Superintendent or his/her designee, the Director of Procurement and Warehousing Services to be of an economic

advantage to the school district and upon review and approval of the renewal as to form and legal content by the Office of the General Counsel.

G. Emergency Purchase of Commodities or Contractual Services: The School Board authorizes the Superintendent to execute contracts on its behalf for the emergency purchase of commodities or contractual services when the Superintendent determines in writing that an immediate danger to the public health, safety, or welfare, or other substantial loss to the school district requires emergency action, provided that such contracts have been reviewed and approved as to form and legal content by the Office of the General Counsel. This delegated authority is subject to the procedures of Rule 6A-1.012(12)(e), Florida Administrative Code, and School Board Policy 3800 and includes the authority to execute emergency contracts containing indemnity provisions that have been reviewed and approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been reviewed and approved by the Risk Management Department. Subsequent to their execution by the Superintendent, a report of any such emergency contracts shall be provided to The School Board.

H. Use of Broward County School Facilities for Non-School Purposes: The School Board authorizes the Superintendent or his/her predetermined designee(s) to approve Lease Applications for Use of Public-School Facilities on its behalf when any delays accompanying the normal School Board approval process would preclude the taking of timely action necessary to address the needs of the citizens of Broward County and have been reviewed and approved as to form and legal content by the Office of the General Counsel. This rule shall govern in the event of any conflict with School Board Policy 1341. Subsequent to their approval by the Superintendent or his/her predetermined designee(s), a report of any such Lease Application approval(s) shall be provided to The School Board.

I. Long Term Rentals or Leases of Real Property or Facilities: The School Board authorizes the Superintendent or his/her predetermined designee(s) to execute contracts or leases on its behalf for the long term (i.e., a term longer than three (3) days in duration but no more than one year) rental or lease of real property or facilities for school district use when any delays accompanying the normal School Board approval process would preclude the taking of timely action necessary to address the needs of the citizens of Broward County, provided that such contracts or leases have been reviewed and approved as to form and legal content by the Office of the General Counsel. This delegated authority includes the authority to execute contracts or leases containing indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to its execution by the Superintendent or his/her predetermined designee(s), a report of any such contract or lease shall be submitted to The School Board. This rule shall govern in the event of any conflict with School Board Policy 2314.

J. Short Term Rentals or Leases of Real Property or Facilities: The delegated contract authority for short term rentals or leases of real property or facilities granted by School Board Policy 2314 is incorporated herein by reference.

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K. Student Transportation Reimbursement: The School Board authorizes the Superintendent or his/her predetermined designee(s) to execute and terminate contracts to reimburse parents or guardians for the provision of student transportation as required in special needs circumstances in instances in which doing so best serves the interests of The School Board and the contracts have been reviewed and approved as to form and legal content by the Office of the General Counsel.

L. Time-Sensitive Educational Program or Grant Agreements: The School Board authorizes the Superintendent or his/her predetermined designee(s) to timely execute educational program or grant contracts on its behalf when any delays accompanying the normal School Board approval process would cause the school district to miss opportunities to participate in educational programs or grant opportunities, provided that such contracts have been reviewed and approved as to form and legal content by the Office of the General Counsel. The delegated authority includes the authority to execute construction contracts containing indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. If a grant agreement includes a matching component, the Superintendent is authorized to commit matching funds up to $250,000. Subsequent to its execution by the Superintendent or his/her predetermined designee(s), any such education program or grant agreement(s) shall be submitted to The School Board for post approval. Subsequent to its execution by the Superintendent, a report of any such time-sensitive educational program or grant contract(s) shall be provided to The School Board.

M. Charter School Premium Services Agreements: The School Board authorizes the Superintendent or his/her predetermined designee(s) to execute and terminate charter school premium services agreements and amendments thereto on its behalf for the provision of services to charter schools beyond the scope of those administrative and educational services specified in Section 1002.33(20)a1, Florida Statutes, provided that such premium services agreements have been reviewed and approved as to form and legal content by the Office of the General Counsel. This delegated authority includes the authority to execute or terminate premium services agreements and amendments thereto containing indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution or termination by the Superintendent or his/her predetermined designee(s), a report of any such charter school premium services agreements or amendments or their termination thereto shall be provided to The School Board.

N. Charter School Articulation Agreements: Section 1002.33(10)(e)6, Florida Statutes, permits students to articulate from one charter school to another pursuant to an articulation agreement between the charter schools. The School Board is not a party to those articulation agreements - but must approve them pursuant to Section 1002.33(10)(e)6, Florida Statutes. The School Board authorizes the Superintendent or his/her predetermined designee(s) to approve such charter school articulation agreements and amendments thereto on its behalf provided that such articulation agreements have been administratively reviewed and approved and have been approved as to form and legal content by the Office of the General Counsel.

O. Participation Contracts for Events, Contests, or Competitions: Provided that such participation contracts have been approved as to form and legal content by the Office of the General Counsel, The School Board authorizes the Superintendent or his/her designee(s) to timely execute any contracts necessary for School Board personnel or students to participate in any events, contests, or competitions. This delegated authority includes the authority to execute participation contracts containing any release or indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution by the Superintendent or his/her designee(s), a report of any such participation contracts shall be provided to The School Board.

P. Gifts and Awards Contracts: Provided that such contracts have been approved as to form and legal content by the Office of the General Counsel, The School Board authorizes the Superintendent or his/her designee(s) to execute any contracts necessary for the donation or receipt of any gifts and awards (including, but not limited to, testing incentives, teacher of the year awards, school supplies, and items donated by school business partners) from a vendor, potential vendor, or other person or entity doing business with The School Board as permitted by section 3 of School Board Policy 5202 and when provided in association with a School Board employee's participation in a valid educational program. This delegated authority includes the authority to execute gift or award contracts containing any release or indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution by the Superintendent or his/her designee(s), a report of any such gift or award contracts shall be provided to The School Board.

Q. Donation Contracts: Provided that such contracts have been approved as to form and legal content by the Office of the General Counsel, the School Board authorizes the Superintendent or his/her designee(s) to execute any contracts necessary for the donation of any goods, services, or the use of real property or tangible personal property by The School Board. This delegated authority includes the authority to execute donation contracts containing any release or indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution by the Superintendent or his/her designee(s), a report of any such donation contracts shall be provided to the School Board.

Policy Custodian: Chief Operation and Facilities Officer

Former Policy Number: N/A

Policy Status: Inactive

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Authority: Sections 1002.33(a)1, 1002.33(10)(e)6, 92.50, 92.525, 117.10, 119.0701, 218.70, 287.135(2)(a), 668.003(4), 668.50, 787.06(13), Florida Statutes; Rule 6A-1.012, Florida Administrative Code

History: Adopted/Amended [Date]

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Established 1915
BROWARD
County Public Schools

REVISED







SCHOOL BOARD POLICY PROJECT

POLICY 3820 - CONTRACTS – VERIFICATION; LIMITED DELEGATION OF AUTHORITY TO EXECUTE CERTAIN CONTRACTS

Policy Review Project: Rule Development Workshop

CHIEF OPERATIONS & FACILITIES
June 24, 2025

INTRODUCTION

REVISED

POLICY NO. 3820

CONTRACTS – VERIFICATION; LIMITED DELEGATION OF AUTHORITY TO EXECUTE CERTAIN CONTRACTS

7. NEW POLICY – outlines the verification of contracts and the limited delegation of authority to execute certain contracts by the Superintendent. This policy would ensure that all contracts are properly verified and that specific delegations of authority are clearly defined.

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 one policy 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 review.

Rationale for all Policy Reviews

REVISED

Assists with giving Broward County Public Schools Purpose and Direction

Creates Tools that Support Teaching and Learning and Operations

SBBC Policies

Increases Organizational Effectiveness, Accountability, and Compliance

Promote Partnerships in Creating Holistic Networks of Support



COLLEGE READY

CAREER READY

POLICY REVIEW

REVISED



Rulemaking Timeline

January 7, 2025 – January 22, 2025
Stakeholder Meetings
(Capture Internal Stakeholders Input)

June 24, 2025
Rule Development Workshop
(Capture School Board's Input)

August 19, 2025
Rulemaking School Board Meeting
(Final Approval)

CONTRACTS – VERIFICATION; LIMITED DELEGATION OF AUTHORITY TO EXECUTE CERTAIN CONTRACTS

At A Glance

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
3820 - CONTRACTS – VERIFICATION; LIMITED DELEGATION OF AUTHORITY TO EXECUTE CERTAIN CONTRACTS	By adopting this new policy aligned with practices from other large Florida districts, BCPS can streamline contract management, optimize staff time, and minimize costly delays in funding and resources essential for students.	This is a new policy.

Page	Section	Proposed Revision	Rationale/Looping feedback
Page #1	Introduction	Add	The introduction establishes a clear framework for contract delegation within the school district, ensuring compliance with Section 1001.41, Florida Statutes, while maintaining oversight by the School Board. By defining specific delegations of authority to the Superintendent, designees, and other employees, it aims to streamline operations while safeguarding the Board's ultimate authority over contracting decisions.
Pages #1-3	Sections I. A – I. D	Add	This list of requirements ensures legal and procedural compliance in the execution of contracts by The School Board of Broward County, Florida. It outlines essential verification, signature, and transactional standards while maintaining safeguards for non-delegable provisions to uphold the integrity of the Board's oversight.
Pages #3-7	Sections I. E – I. R	Add	This expanded delegation of authority ensures efficient operations by allowing the Superintendent or designees to execute various contracts, agreements, and purchases without unnecessary delays while maintaining safeguards through legal review and reporting to the School Board. The policy balances timely administrative decision-making with accountability and transparency to uphold the district's best interests.
Supporting Document*	Narrative Memo	Not Applicable*	By adopting a new policy aligned with practices from other large Florida districts (MDCPS, Hillsborough, Palm Beach, and Orange County), BCPS can streamline contract management, optimize staff time, and minimize costly delays in funding and resources essential for student programs. This memo outlines specific recommendations, including policy edits vetted by the Office of General Counsel, that will facilitate this transformation.

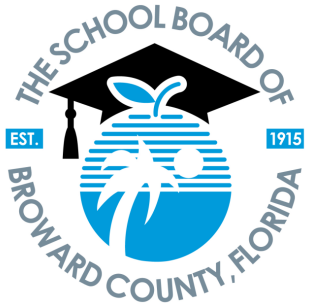
*A Narrative Memo is a short story that explains a problem and proposes a solution, helping everyone to get on the same page. This has been included as a supporting document to make the case for this new proposed policy and is **not** part of the proposed policy itself.



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.

Narrative Memo: Board Recommendations for Contracts Process Improvement

Current Context

Broward County Public Schools (BCPS) manages a significant volume of contracts, yet many contracts require Board approval due to current practices that are not aligned with those of comparable large Florida school districts. The volume of contracts and often extended time associated with these approvals not only affects critical decisions but also diverts the organization's attention from strategic initiatives that directly impact our student outcomes. This memo provides an overview of intentional process improvement actions that will enhance the efficiency of contract approvals, without compromising oversight.

A process improvement project was implemented to study the current process in comparison to those employed by other large school districts in the state; identify areas of risk, stress to the system, redundancies, and inefficiencies; and recommend strategies for improvement. Staff also considered methods to streamline contract management, optimize staff time, and minimize costly delays in funding and resources essential for student programs. Lastly, the number of monthly agenda items presented to the School Board was also studied.

By utilizing a Lean Six Sigma approach to adopting revised policies aligned with practices from other large Florida school districts, BCPS can streamline contract management, optimize staff time, and minimize costly delays in funding and resources essential for student programs. This memo outlines specific recommendations, including policy edits vetted by the Office of General Counsel, that will facilitate this transformation. The recommendations are explained in greater detail below.

Recommended Policy and Practice Changes

Expanded Delegated Authority for Contract Approvals: After careful study and consideration of our current processes compared to those in our peer school districts, the following areas of expanded delegated authority to the Superintendent or designee(s) are recommended by the Superintendent (a "designee" is an individual appointed by a person in a specific role or position (e.g., Superintendent) to act on their behalf in executing the duties and authorities of that role, typically for a designated period or specific tasks, operating with the same level of authority as explicitly delegated by the appointing individual, unless otherwise limited or defined in writing):

A. **Purchase of Commodities or Contractual Services:** Pursuant to Rule 6A-1.012(2), Florida Administrative Code, and School Board Policy 3800, The School Board has delegated to the Superintendent or his/her predetermined designee(s) the authority to execute contracts for purchases of commodities or services below $500,000.00 and amendments to such contracts, provided that such contracts or their amendments have been reviewed and approved as to form and legal content by the Office of the General Counsel and do not contain provisions that necessitate School Board approval or that exceed the applicable appropriation in the school district budget. The Superintendent

shall provide written notification to each such predetermined designee of his/her general grant of delegated authority to execute contracts or amendments under this rule and the financial limit of that person's authority to execute any single contract or amendment. In addition, any predetermined designee being granted contract authority in excess of $20,000.00 shall be notified by the Superintendent of that person's obligations as a reporting individual under the Code of Ethics for Public Officers and Employees [Chapter 112, Florida Statutes]. Subsequent to their execution, a report of any contracts or amendments for commodities or contractual services executed by the Superintendent or his/her predetermined designee(s) shall be provided to The School Board.

B. Renewals of Existing Contracts: Pursuant to Part II of School Board Policy 3800, other than contracts for the provision of Professional Design Services, Construction services, Construction Management or Program Management, contracts with renewal options that were previously approved by The School Board may be renewed by the Superintendent or his/her designee, the Director of Procurement and Warehousing Services, at the originally budgeted, yearly contract spend authority without School Board's approval, if renewal of the contract is administratively determined by the Superintendent or his/her designee, the Director of Procurement and Warehousing Services to be of an economic advantage to the school district and upon review and approval of the renewal as to form and legal content by the Office of the General Counsel.

C. Emergency Purchase of Commodities or Contractual Services: The School Board authorizes the Superintendent to execute contracts on its behalf for the emergency purchase of commodities or contractual services when the Superintendent determines in writing that an immediate danger to the public health, safety, or welfare, or other substantial loss to the school district requires emergency action, provided that such contracts have been reviewed and approved as to form and legal content by the Office of the General Counsel. This delegated authority is subject to the procedures of Rule 6A1.012(12)(e), Florida Administrative Code, and School Board Policy 3800 and includes the authority to execute emergency contracts containing indemnity provisions that have been reviewed and approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been reviewed and approved by the Risk Management Department. Subsequent to their execution by the Superintendent, a report of any such emergency contracts shall be provided to The School Board.

D. Use of Broward County Facilities for Non-School Purposes: The School Board authorizes the Superintendent or his/her predetermined designee(s) to approve Lease Applications for Use of Public-School Facilities on its behalf when any delays accompanying the normal School Board approval process would preclude the taking of timely action necessary to address the needs of the citizens of Broward County and have been reviewed and approved as to form and legal content by the Office of the General Counsel. This rule shall govern in the event of any conflict with School Board Policy 1341. Subsequent to their approval by the Superintendent or his/her predetermined designee(s), a report of any such Lease Application approval(s) shall be provided to The School Board.

E. Long-Term Rentals or Leases of Real Property or Facilities: The School Board authorizes the Superintendent or his/her predetermined designee(s) to execute contracts or leases on its behalf for the long term (i.e., a term longer than three (3) days in duration but no more than one year) rental or lease of real property or facilities for school district use when any delays accompanying the normal School Board approval process would preclude the taking of timely action necessary to address the needs of the citizens of Broward County, provided that such contracts or leases have been reviewed and approved as to form and legal content by the Office of the General Counsel. This delegated authority includes the authority to execute contracts or leases containing indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to its execution by the Superintendent or his/her predetermined designee(s), a report of any such contract or lease shall be submitted to The School Board. This rule shall govern in the event of any conflict with School Board Policy 2314.

F. Short-Term Rentals or Leases of Real Property or Facilities: The delegated contract authority for short term rentals or leases of real property or facilities granted by School Board Policy 2314 is incorporated herein by reference.

G. Student Transportation Reimbursement: The School Board authorizes the Superintendent or his/her predetermined designee(s) to execute and terminate contracts to reimburse parents or guardians for the provision of student transportation as required in special needs circumstances in instances in which doing so best serves the interests of The School Board and the contracts have been reviewed and approved as to form and legal content by the Office of the General Counsel.

H. Time-Sensitive Educational Program or Grant Agreements: The School Board authorizes the Superintendent or his/her predetermined designee(s) to timely execute educational program or grant contracts on its behalf when any delays accompanying the normal School Board approval process would cause the school district to miss opportunities to participate in educational programs or grant opportunities, provided that such contracts have been reviewed and approved as to form and legal content by the Office of the General Counsel. The delegated authority includes the authority to execute construction contracts containing indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. If a grant agreement includes a matching component, the Superintendent is authorized to commit matching funds up to $250,000. Subsequent to its execution by the Superintendent or his/her predetermined designee(s), any such education program or grant agreement(s) shall be submitted to The School Board for post approval. Subsequent to its execution by the Superintendent, a report of any such time-sensitive educational program or grant contract(s) shall be provided to The School Board.

I. Charter School Premium Services Agreements: The School Board authorizes the Superintendent or his/her predetermined designee(s) to execute and terminate charter school premium services agreements and amendments thereto on its behalf for the provision of services to charter schools beyond the scope of those administrative and educational services specified in Section 1002.33(20)a1, Florida Statutes, provided that such premium services agreements have been reviewed and approved as to form

and legal content by the Office of the General Counsel. This delegated authority includes the authority to execute or terminate premium services agreements and amendments thereto containing indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution or termination by the Superintendent or his/her predetermined designee(s), a report of any such charter school premium services agreements or amendments or their termination thereto shall be provided to The School Board.

J. Charter School Articulation Agreements: Section 1002.33(10)(e)6, Florida Statutes, permits students to articulate from one charter school to another pursuant to an articulation agreement between the charter schools. The School Board is not a party to those articulation agreements - but must approve them pursuant to Section 1002.33(10)(e)6, Florida Statutes. The School Board authorizes the Superintendent or his/her predetermined designee(s) to approve such charter school articulation agreements and amendments thereto on its behalf provided that such articulation agreements have been administratively reviewed and approved and have been approved as to form and legal content by the Office of the General Counsel.

K. Participation Contracts for Events, Contests, or Competitions: Provided that such participation contracts have been approved as to form and legal content by the Office of the General Counsel, The School Board authorizes the Superintendent or his/her designee(s) to timely execute any contracts necessary for School Board personnel or students to participate in any events, contests, or competitions. This delegated authority includes the authority to execute participation contracts containing any release or indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution by the Superintendent or his/her designee(s), a report of any such participation contracts shall be provided to The School Board.

L. Gifts and Awards Contracts: Provided that such contracts have been approved as to form and legal content by the Office of the General Counsel, The School Board authorizes the Superintendent or his/her designee(s) to execute any contracts necessary for the donation or receipt of any gifts and awards (including, but not limited to, testing incentives, teacher of the year awards, school supplies, and items donated by school business partners) from a vendor, potential vendor, or other person or entity doing business with The School Board as permitted by section 3 of School Board Policy 5202 and when provided in association with a School Board employee's participation in a valid educational program. This delegated authority includes the authority to execute gift or award contracts containing any release or indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution by the Superintendent or his/her designee(s), a report of any such gift or award contracts shall be provided to The School Board.

M. Donation Contracts: Provided that such contracts have been approved as to form and legal content by the Office of the General Counsel, the School Board authorizes the Superintendent or his/her designee(s) to execute any contracts necessary for the

donation of any goods, services, or the use of real property or tangible personal property by The School Board. This delegated authority includes the authority to execute donation contracts containing any release or indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution by the Superintendent or his/her designee(s), a report of any such donation contracts shall be provided to the School Board.

N. Data Processing Agreements (DPAs): The School Board authorizes the Superintendent or his/her predetermined designee(s) to execute Data Processing Agreements (DPAs) on its behalf for the purpose of enabling low-risk, low cost (or no-cost) technology engagements, including but not limited to pilot programs, proof-of-concept projects, and similar initiatives that require limited data sharing with third-party vendors. This delegated authority is granted in recognition of the need for flexibility and timeliness in technology implementation, where delays accompanying the normal School Board approval process could hinder innovation and responsiveness. All such agreements must be reviewed and approved as to form and legal content by the Office of the General Counsel and must also receive approval from the Information Security and Assurance Department and the Risk Management Department to ensure appropriate safeguards are in place. This delegated authority shall not extend to any agreements that result in financial commitments which exceed the threshold for Superintendent's delegated authority or that otherwise require Board approval under applicable law or School Board policy. Subsequent to its execution by the Superintendent or his/her predetermined designee(s), a report of any such Data Processing Agreement shall be submitted to The School Board.

1. **Elimination of Spending Authority Requirements:** We propose removing the separate spending authority requirement for contracts. Unlike BCPS, the other large Florida districts sampled do not require the Superintendent to request specific spending authority from the Board on a per contract basis. Instead, the contract amounts serve as estimates for what the cost will be. Spend is then managed within the constraints of the districts' overall budgets, removing the need for repeated Board approval. Examples follow:

   A. BCPS Board Item: FY23-275 - Psychological Assessment Scoring (Board Meeting 12/12/23, Agenda Item OO-6). The agenda item itself states "Approve the Agreement; Contract Term: December 12, 2023, through December 11, 2024, with an option for two additional one-year renewal periods; Award Amount: $15,000; Awarded Vendor: Psychological Assessment Resources, Inc.; Small / Minority / Women Business Enterprise Vendor(s): None; District-wide." The Executive Summary for this item states "The financial impact will be $15,000 and will be funded by the ESE Division's budget. The financial impact amount represents an estimated contract value; however, the amount authorized will not exceed the estimated contract award amount." Of note, this involves asking the Board to authorize the Superintendent and staff to spend $15,000 on this contract and no more. If additional funding is needed, this would typically result in needing to create

another Board item in another Board meeting to get additional spending authority for the same contract.

B. **Miami-Dade County Public Schools Board Item:** "Authorization is requested to enter into a contractual services agreement between The School Board of Miami-Dade County, Florida, and Citizen's Crime Watch of Miami-Dade County, Inc. (CCW)." Also "The agreement between the School Board and CCW includes a program cost of $71,000, which is the same cost as previous years." Finally, "The appropriation for this item is included in the General Fund through Miami-Dade Schools Police Department" (Board Meeting 9/11/24, Item D-19). Of note, the item specifies the proposed cost and funding source, and Board approval covers the item overall. Unlike BCPS, a change to this amount likely would not require separate Board approval.

Conclusion

The proposed policy and practice changes reflect an evidence-based approach to improving BCPS's contract management practices. By expanding delegated authority, removing redundant spending authority requirements, and aligning our processes with peer districts, BCPS can enhance operational efficiency and reduce the financial and time burdens on the Board and staff.

Policy 3820

CONTRACTS – VERIFICATION; LIMITED DELEGATION OF AUTHORITY TO EXECUTE CERTAIN CONTRACTS

Except where it has expressly delegated authority by policy, The School Board of Broward County, Florida is the exclusive contracting agent for the district school system in Broward County, Florida, pursuant to Section 1001.41, Florida Statutes. This policy is adopted to set forth the delegation of limited authority to the Superintendent or his/her designee(s), and other employees of The School Board of Broward County, Florida. Authority not specifically delegated by policy must be approved in advance by The School Board. The areas of contract delegation within this policy were requested by the school district administration and are not necessarily recommended by the Office of the General Counsel.

I. Rule

A. Verification of Contracts: Pursuant to Section 92.525, Florida Statutes, contracts between The School Board of Broward County, Florida ("The School Board") and another party may be verified by a party through oath or affirmation taken or administered before an officer authorized under Section 92.50, Florida Statutes, or Section 117.10, Florida Statutes, to administer oaths or through the inclusion of a written declaration that states as follows: "Under penalties of perjury, I declare that I have read the foregoing [document] and, to the best of my knowledge and belief, the facts stated in it are true." The written declaration shall be printed or typed at the end of or immediately below the document being verified and above the signature of the person making the declaration. The absence of a verification upon a particular document does not necessarily preclude its submission to The School Board for approval.

B. Electronic Contract Signatures: Unless otherwise provided by law, an electronic signature may be used to sign a contract between The School Board and another party and, pursuant to Section 668.004, Florida Statutes, shall have the same force and effect as a written signature. As defined by Section 668.003(4), Florida Statutes, "electronic signature" means any letters, characters, or symbols, manifested by electronic or similar means, executed or adopted by a party with an intent to authenticate a writing. A writing is electronically signed if an electronic signature is logically associated with such writing.

C. Electronic Transactions: Subject to its applicable laws, rules, and policies; transactions may be conducted by The School Board via electronic means as authorized by the Uniform Electronic Transaction Act - Section 668.50, Florida Statutes, when doing so is recommended by the Superintendent of Schools ("Superintendent").

D. Non-Delegable Contractual Provisions: Regardless of the amount of any applicable contract expenditure threshold, contracts containing the following terms and conditions cannot be executed by any persons who are granted delegated contract authority pursuant to this policy or School Board Policies 3800 and 2314 and approval of any such contracts would require placement of a recommendation from the Superintendent on a School Board agenda, which include any terms and conditions that:

1. Conflict with the School Board's governing laws, rules, or School Board Policies, including, without limitation, any applicable requirements of the Family Educational Rights and Privacy Act of 1974 ("FERPA") or the Health Insurance Portability and Accountability Act of 1996 ("HIPAA");
2. Require the School Board to pay interest upon any claims for the payment for goods or services other than as provided under the Local Government Prompt Payment Act (Section 218.70, Florida Statutes);
3. Omit the State of Florida Affidavit Regarding the Use of Coercion for Labor and Services (if the other party is a non-governmental entity) required by Section 787.06(13), Florida Statutes;
4. Omit the terms and conditions required by Section 119.0701, Florida Statutes, regarding public records;
5. Omit the Certification Regarding Scrutinized Activities (if the other party is a non-governmental entity) required by Section 287.135(2)(a), Florida Statutes;
6. Require The School Board to agree to incur liability other than that which is accepted in The School Board's standard contract provisions governing insurance and governing liability, indemnity, and sovereign immunity under Section 768.28, Florida Statutes;
7. Require the School Board to waive subrogation;
8. Require the School Board to be liable for the acts of any third person or for injuries or damages sustained by any third person.
9. Require The School Board to waive its right to assert any claims in a court of competent jurisdiction;
10. Require the School Board to submit to governing law other than the laws of the State of Florida;
11. Require the School Board to submit to venue other than exclusively to the jurisdiction of the State courts of the Seventeenth Judicial Circuit of Broward County, Florida or to the jurisdiction of the United States District Court for the Southern District of Florida;
12. Require the School Board to use alternative dispute resolution procedures including, without limitation, arbitration, for any dispute between the parties;
13. Cause The School Board to be subject to the laws, procedures, or conflict of laws provisions of a nation other than the United States of America or of a state other than Florida;
14. Except for contracts under Sections P and Q of this policy, that require the School Board to waive any implied warranties including, without limitation, implied warranties of merchantability and implied warranties of fitness for a particular purpose;
15. Except for contracts under Sections P and Q of this policy, that require the School Board to waive its right to recover in contract, tort, (including gross negligence where legally permissible) or otherwise; any claim regarding (a) third-party claims for damages; (b) loss of, or damage to, data; (c) special, incidental, indirect, punitive, exemplary or consequential damages; (d) loss of profits, business, revenue, goodwill or anticipated savings; (e) loss of use; or (f) wasted management time;
16. Limit the maximum cumulative liability of the other party to the School Board for all actions arising out of or related to the contract and all orders issued thereunder, regardless of the form of the action or the theory of recovery, to

actual direct damages, or not to exceed the total amount paid or payable by the School Board for all orders issued under the contract;

17. Require the School Board to waive any claims of or indemnity from the other party for any third-party claim for infringement of copyright or other intellectual property right ("IP Claim") or liability of any nature or kind, including cost and expenses, alleging infringement of any United States patent, for any copyrighted, patented, or unpatented invention, process, or article manufactured or used in the performance of the contract, including its use by The School Board;
18. Require the School Board to pay attorney's fees to another party in the event of any dispute including, without limitation, the collection of payment for goods or services;
19. Require any dispute between the parties to be tried in any courts other than the United States District Court for the Southern District of Florida; the Seventeenth Judicial Circuit in and for Broward County, Florida; or in the Broward County Court;
20. Require the School Board to waive its right to a jury trial upon any claims;
21. Require the School Board to provide legal representation for any outside party; and
22. Any terms and conditions that the Office of the General Counsel determines to require The School Board to approve the contract .

E. Purchase of Commodities or Contractual Services: Pursuant to Rule 6A-1.012(2), Florida Administrative Code, and School Board Policy 3800, The School Board has delegated to the Superintendent or his/her predetermined designee(s) the authority to execute contracts for purchases of commodities or services below $500,000.00 and amendments to such contracts, provided that such contracts or their amendments have been reviewed and approved as to form and legal content by the Office of the General Counsel and do not contain provisions that necessitate School Board approval or that exceed the applicable appropriation in the school district budget. The Superintendent shall provide written notification to each such predetermined designee of his/her general grant of delegated authority to execute contracts or amendments under this rule and the financial limit of that person's authority to execute any single contract or amendment. In addition, any predetermined designee being granted contract authority in excess of $20,000.00 shall be notified by the Superintendent of that person's obligations as a reporting individual under the Code of Ethics for Public Officers and Employees [Chapter 112, Florida Statutes]. Subsequent to their execution, a report of any contracts or amendments for commodities or contractual services executed by the Superintendent or his/her predetermined designee(s) shall be provided to The School Board.

F. Renewals of Existing Contracts: Pursuant to Part II of School Board Policy 3800, other than contracts for the provision of Professional Design Services, Construction services, Construction Management or Program Management, contracts with renewal options that were previously approved by The School Board may be renewed by the Superintendent or his/her designee, the Director of Procurement and Warehousing Services, at the originally budgeted, yearly contract spend authority without School Board's approval, if renewal of the contract is administratively determined by the Superintendent or his/her designee, the Director of Procurement and Warehousing Services to be of an economic

advantage to the school district and upon review and approval of the renewal as to form and legal content by the Office of the General Counsel.

G. Emergency Purchase of Commodities or Contractual Services: The School Board authorizes the Superintendent to execute contracts on its behalf for the emergency purchase of commodities or contractual services when the Superintendent determines in writing that an immediate danger to the public health, safety, or welfare, or other substantial loss to the school district requires emergency action, provided that such contracts have been reviewed and approved as to form and legal content by the Office of the General Counsel. This delegated authority is subject to the procedures of Rule 6A-1.012(12)(e), Florida Administrative Code, and School Board Policy 3800 and includes the authority to execute emergency contracts containing indemnity provisions that have been reviewed and approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been reviewed and approved by the Risk Management Department. Subsequent to their execution by the Superintendent, a report of any such emergency contracts shall be provided to The School Board.

H. Use of Broward County School Facilities for Non-School Purposes: The School Board authorizes the Superintendent or his/her predetermined designee(s) to approve Lease Applications for Use of Public-School Facilities on its behalf when any delays accompanying the normal School Board approval process would preclude the taking of timely action necessary to address the needs of the citizens of Broward County and have been reviewed and approved as to form and legal content by the Office of the General Counsel. This rule shall govern in the event of any conflict with School Board Policy 1341. Subsequent to their approval by the Superintendent or his/her predetermined designee(s), a report of any such Lease Application approval(s) shall be provided to The School Board.

I. Long Term Rentals or Leases of Real Property or Facilities: The School Board authorizes the Superintendent or his/her predetermined designee(s) to execute contracts or leases on its behalf for the long term (i.e., a term longer than three (3) days in duration but no more than one year) rental or lease of real property or facilities for school district use when any delays accompanying the normal School Board approval process would preclude the taking of timely action necessary to address the needs of the citizens of Broward County, provided that such contracts or leases have been reviewed and approved as to form and legal content by the Office of the General Counsel. This delegated authority includes the authority to execute contracts or leases containing indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to its execution by the Superintendent or his/her predetermined designee(s), a report of any such contract or lease shall be submitted to The School Board. This rule shall govern in the event of any conflict with School Board Policy 2314.

J. Short Term Rentals or Leases of Real Property or Facilities: The delegated contract authority for short term rentals or leases of real property or facilities granted by School Board Policy 2314 is incorporated herein by reference.

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K. Student Transportation Reimbursement: The School Board authorizes the Superintendent or his/her predetermined designee(s) to execute and terminate contracts to reimburse parents or guardians for the provision of student transportation as required in special needs circumstances in instances in which doing so best serves the interests of The School Board and the contracts have been reviewed and approved as to form and legal content by the Office of the General Counsel.

L. Time-Sensitive Educational Program or Grant Agreements: The School Board authorizes the Superintendent or his/her predetermined designee(s) to timely execute educational program or grant contracts on its behalf when any delays accompanying the normal School Board approval process would cause the school district to miss opportunities to participate in educational programs or grant opportunities, provided that such contracts have been reviewed and approved as to form and legal content by the Office of the General Counsel. The delegated authority includes the authority to execute construction contracts containing indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. If a grant agreement includes a matching component, the Superintendent is authorized to commit matching funds up to $250,000. Subsequent to its execution by the Superintendent or his/her predetermined designee(s), any such education program or grant agreement(s) shall be submitted to The School Board for post approval. Subsequent to its execution by the Superintendent, a report of any such time-sensitive educational program or grant contract(s) shall be provided to The School Board.

M. Charter School Premium Services Agreements: The School Board authorizes the Superintendent or his/her predetermined designee(s) to execute and terminate charter school premium services agreements and amendments thereto on its behalf for the provision of services to charter schools beyond the scope of those administrative and educational services specified in Section 1002.33(20)a1, Florida Statutes, provided that such premium services agreements have been reviewed and approved as to form and legal content by the Office of the General Counsel. This delegated authority includes the authority to execute or terminate premium services agreements and amendments thereto containing indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution or termination by the Superintendent or his/her predetermined designee(s), a report of any such charter school premium services agreements or amendments or their termination thereto shall be provided to The School Board.

N. Charter School Articulation Agreements: Section 1002.33(10)(e)6, Florida Statutes, permits students to articulate from one charter school to another pursuant to an articulation agreement between the charter schools. The School Board is not a party to those articulation agreements - but must approve them pursuant to Section 1002.33(10)(e)6, Florida Statutes. The School Board authorizes the Superintendent or his/her predetermined designee(s) to approve such charter school articulation agreements and amendments thereto on its behalf provided that such articulation agreements have been administratively reviewed and approved and have been approved as to form and legal content by the Office of the General Counsel.

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O. Participation Contracts for Events, Contests, or Competitions: Provided that such participation contracts have been approved as to form and legal content by the Office of the General Counsel, The School Board authorizes the Superintendent or his/her designee(s) to timely execute any contracts necessary for School Board personnel or students to participate in any events, contests, or competitions. This delegated authority includes the authority to execute participation contracts containing any release or indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution by the Superintendent or his/her designee(s), a report of any such participation contracts shall be provided to The School Board.

P. Gifts and Awards Contracts: Provided that such contracts have been approved as to form and legal content by the Office of the General Counsel, The School Board authorizes the Superintendent or his/her designee(s) to execute any contracts necessary for the donation or receipt of any gifts and awards (including, but not limited to, testing incentives, teacher of the year awards, school supplies, and items donated by school business partners) from a vendor, potential vendor, or other person or entity doing business with The School Board as permitted by section 3 of School Board Policy 5202 and when provided in association with a School Board employee's participation in a valid educational program. This delegated authority includes the authority to execute gift or award contracts containing any release or indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution by the Superintendent or his/her designee(s), a report of any such gift or award contracts shall be provided to The School Board.

Q. Donation Contracts: Provided that such contracts have been approved as to form and legal content by the Office of the General Counsel, the School Board authorizes the Superintendent or his/her designee(s) to execute any contracts necessary for the donation of any goods, services, or the use of real property or tangible personal property by The School Board. This delegated authority includes the authority to execute donation contracts containing any release or indemnity provisions that have been approved as to form and legal content by the Office of the General Counsel and insurance provisions that have been approved by the Risk Management Department. Subsequent to their execution by the Superintendent or his/her designee(s), a report of any such donation contracts shall be provided to the School Board.

R. Data Processing Agreements (DPAs): The School Board authorizes the Superintendent or his/her predetermined designee(s) to execute Data Processing Agreements (DPAs) on its behalf for the purpose of enabling low-risk, low cost (or no-cost) technology engagements, including but not limited to pilot programs, proof-of-concept projects, and similar initiatives that require limited data sharing with third-party vendors. This delegated authority is granted in recognition of the need for flexibility and timeliness in technology implementation, where delays accompanying the normal School Board approval process could hinder innovation and responsiveness. All such agreements must be reviewed and approved as to form and legal content by the Office of the General

Counsel and must also receive approval from the Information Security and Assurance Department and the Risk Management Department to ensure appropriate safeguards are in place. This delegated authority shall not extend to any agreements that result in financial commitments which exceed the threshold for Superintendent's delegated authority or that otherwise require Board approval under applicable law or School Board policy. Subsequent to its execution by the Superintendent or his/her predetermined designee(s), a report of any such Data Processing Agreement shall be submitted to The School Board.

Policy Custodian: Chief Operation and Facilities Officer

Former Policy Number: N/A

Policy Status: Inactive

Authority: Sections 1002.33(a)1, 1002.33(10)(e)6, 92.50, 92.525, 117.10, 119.0701, 218.70, 287.135(2)(a), 668.003(4), 668.50, 787.06(13), Florida Statutes; Rule 6A-1.012, Florida Administrative Code

History: Adopted/Amended [Date]

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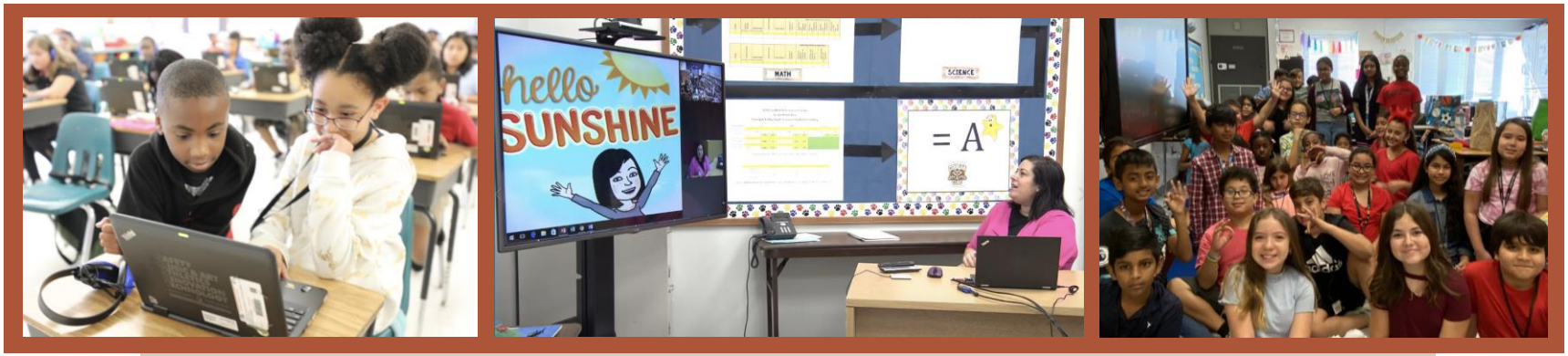

Communications and Legislative Affairs

June 24, 2025

2025 Regular Legislative Session Summary Report

(as of June 2, 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

SIGNED INTO LAW BY SIGNATURE OF 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

SIGNED INTO LAW BY SIGNATURE OF 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 *SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

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

Subject: Student Health

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

Subject: Student Health

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

Requires the Department of Health to develop informational materials on Type 1 diabetes for parents of VPK through 1st grade students. District must notify parents of the Type 1 diabetes early detection materials by September 30, 2025, and annually thereafter.

***Note from the Superintendent**: Coordinated Student Health Services (CSHS) is currently collaborating with the FDOH to determine the educational materials that will be developed . 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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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 *SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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.*



The Florida Senate

SAVE THE DATES

FLORIDA HOUSE of REPRESENTATIVES



2026 REGULAR SESSION DATES

October, November & December 2025 *(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: •Hear presentations from state agencies and stakeholders •Draft and debate bills •Conduct oversight of existing programs •Begin budget discussions •Set priorities for the upcoming session
September 16, 2025	School Board adopt the 2026 State Legislative Priorities
September, October 2025 *(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
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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 24, 2025

Established 1915

BROWARD
County Public Schools

Summary And Analysis Of The Bill Are Provided By GrayRobinson And Southern Group

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.

School Board Member Legislation
SB 268- Public Records/ Congressional Members and Public Officers……03

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
SB 1374- School District Reporting Requirement……05
SB 1470- School Safety……..06
SB 1546- Background Screening of Athletic Coaches……07

Student Health Legislation
HB 597- Diabetes Management in Schools……08
SB 958- Type 1 Diabetes Early Detection Program……08
SB 1070- Electrocardiograms for Student Athletes……09
SB 1514- Anaphylaxis in Traditional Public and Public Charter Schools……..09
HB 1607- Cardiac Emergencies……10

Student Mental Health Service and Compliance Legislation
HB 969- Reporting of Student Mental Health Outcomes……10

Exceptional Student Education Legislation
SB 112- Children with Development Disabilities……..11

Academics Legislation
HB 681- Apprenticeship and Pre-apprenticeship Program Funding……..11
SB 738- Child Care and Early Learning Providers……12
SB 1102- School Readiness Program……13
HB 1145- Workforce Education……14
SB 1402- Student Enrolled in Dropout Retrieval Program……....14

Operations Legislation
HB 85- Hazardous Walking Conditions……15
SB 462- Transportation……..15
SB 296- Middle/High School Start Times……..16

Strategy and Innovation Legislation
HB 443- Education……....17
SB 248- Student Participation in Interscholastic & Extracurricular Sports……....18

Student Services and Certifications Legislation
HB 809- School Social Workers……....18

Facility Planning & Real Estate Legislation
SB 1080- Local Government Land Regulation……..19

Education Legislation
HB 875- Educator Preparation……...20
HB 1105- Education……..…..22
HB 1255- Education……..23

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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.

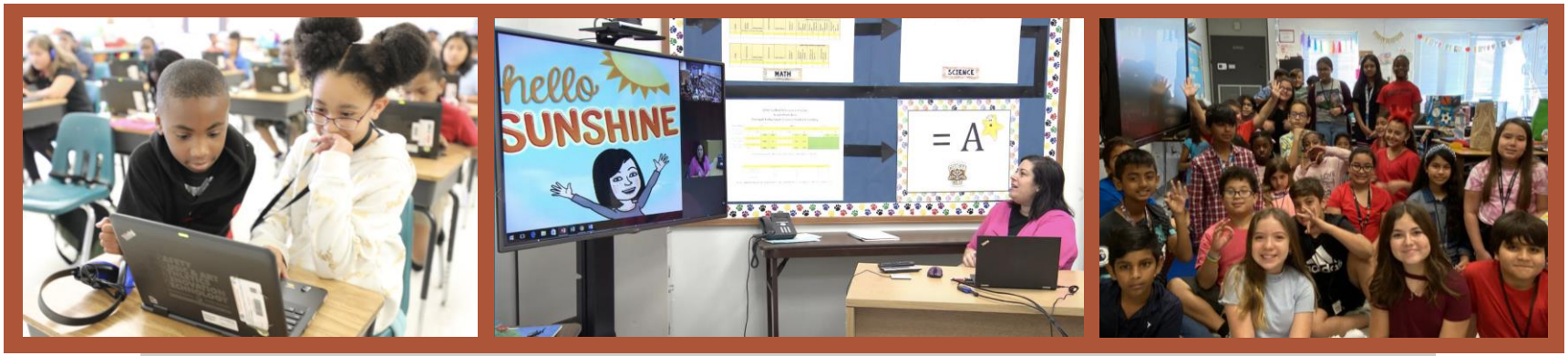
The definition of "economically disadvantaged" for the School Readiness (SR) program is changed from families earning no more than 150% of the federal poverty level to those earning 55% or less of the state median income. Uniform waitlists for SR programs must track children based on household income 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.





Communications and Legislative Affairs

June 24, 2025

2025 Regular Legislative Session Summary Report

(as of June 20, 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

Final budget implications to be presented during subsequent budget public hearings



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.

SB 2510 - Prekindergarten Through Grade 12 Education

(*The budget is under Executive review and final action*)

Funding	Description	2024-2025 SY	2025-2026 SY	*Diff. +/-*
Full-time Equivalent (FTE)	*Standardized funding unit that represents one full-time student*	282,394	284,222	+2,228
Family Empowerment Scholarship Full-Time Equivalent (FES FTE)	*Portion of full-time student funding allocated to students in the Family Empowerment Scholarship Program*	40,477	48,822	+8,345
Base Student Allocation (BSA)	*Dollar amount assigned to each student in Florida's Education Finance Program (FEFP)*	$5,330.98	$5,372.60	+$41.62
Total Funding	*Total Funding*	$2,521,605,124	$2,578,537,900	+56,932,776
Total FES Cost	*Total amount of public education funding that is used to support students participating in FES*	-$353,358,100	-$424,895,862	+71,537,762
Per Student Funding	*amount of money the state allocates for each student enrolled in public education (primarily calculated through the FEFP)*	$8,929.40	$9,059.53	+$130.53
Comparable Wage Factor (CWF)	*Adjustment for regional differences in the cost of labor*	1.0259	1.0249	-.001

BCPS Line Items (*subject to Governor's veto*)

Broward Schools McArthur High School Aquaponics Greenhouse	$100,000
Broward County Public Schools Adults with Disabilities	$800,000

Florida Retirement System (FRS) Rates

	Description	2024-2025 SY	2025-2026 SY	*Diff. +/-*
Regular Class	*Standard retirement membership category*	6.73%	7.10%	+.37%
Elected Officials	*Individuals holding public elected offices*	11.79%	12.39%	+.60%
Deferred Retirement Option Program (DROP)	*Eligible members who have "retired" without leaving their job for up to 60 months, while their retirement benefits are held in a tax-deferred account earning interest*	8.49%	9.37%	+.88%

Unfunded Actuarial Liability (UAL) represents the portion of the Florida Retirement System (FRS) Pension Plan's obligations that exceeds its current assets.

Regular Class	*Rates vary by membership class and are updated annually*	4.84%	4.87%	+.03%
Elected Officials		44.23%	40.72%	-3.51%
Deferred Retirement Option Program (DROP)		10.64%	10.65%	.01%

Chief Financial Officer will provide a greater overview

Estimated Total Statewide Contribution Public Schools = $76.7m
Funds per student based on estimate: = $27.50 (FES FTE removed)

Schools of Hope
1002.333 F.S.

A charter school operated by a hope operator which serves students from one or more persistently low-performing schools; is in the attendance zone of a persistently low-performing school or within a 5-mile radius of such school, whichever is greater; and is a Title I eligible school.

These schools are designated to support charter schools established to serve students in areas with persistently low-performing traditional public schools. Recent legislative changes have expanded the criteria for designating a school as persistently low-performing, potentially increasing the number of schools eligible for this designation and, consequently, the number of Schools of Hope

- Expands the definition of a persistently low performing school to include lowest 10% in 2 of the last 3 EOY PM's in 3rd grade ELA **or** 4th grade math.
- Allowable locations outside of opportunity zone or school zone if no underused, vacant, or surplus property available within zone.
- Allows a school of hope to co-locate in an underused, vacant, or surplus public-school facility and requires the school district to provide facility-related services. Allows school of hope to use of underused, vacant, or surplus property is at no cost.
- Provides for continuation of schools of hope funding after 5 years based on performance metrics set by the State Board of Education (SBE).
- Requires reporting of schools of hope enrollment and performance data, including re-enrollment data and performance comparisons to similar Title I schools.
- Requires DOE to make recommendations, no later than July 1, 2028, on a Title I performance incentive program to reward Title I schools that have demonstrated excellence in student achievement and learning gains.

2025 Regular Legislative Session

Enrolled Bills Relative to BCPS School Sites

A total of 32 bills have been enrolled, indicating that they have passed both legislative chambers in identical form and are now pending executive action. These bills will become law if signed by the Governor or if no veto is issued within seven (7) consecutive days of their presentation. As of June 20, 2025, 28 of these bills have been signed into law, while 5 remain under executive review, with a deadline of July 3 for gubernatorial action.

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

PRESENTED TO THE GOVERNOR ON JUNE 18, DEADLINE JULY 3

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

SIGNED INTO LAW BY SIGNATURE OF 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

SIGNED INTO LAW BY SIGNATURE OF 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 *SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR*

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

PRESENTED TO THE GOVERNOR ON JUNE 18, DEADLINE JULY 3

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

Subject: Student Health

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

Subject: Student Health

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

Requires the Department of Health to develop informational materials on Type 1 diabetes for parents of VPK through 1st grade students. District must notify parents of the Type 1 diabetes early detection materials by September 30, 2025, and annually thereafter.

***Note from the Superintendent**: Coordinated Student Health Services (CSHS) is currently collaborating with the FDOH to determine the educational materials that will be developed . 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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

PRESENTED TO THE GOVERNOR ON JUNE 18, DEADLINE JULY 3

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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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**: 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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

SIGNED INTO LAW BY SIGNATURE OF THE GOVERNOR

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

PRESENTED TO THE GOVERNOR ON JUNE 18, DEADLINE JULY 3

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	**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: •Hear presentations from state agencies and stakeholders •Draft and debate bills •Conduct oversight of existing programs •Begin budget discussions •Set priorities for the upcoming session
September 16, 2025	School Board adopt the 2026 State Legislative Priorities
October 2025 *(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

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*Revised

Established 1915
BROWARD
County Public Schools







SCHOOL BOARD POLICY PROJECT

Policy Review Project: Rule Development Workshop

School Board Policy 5090
Code of Student Conduct

Discussion of the Rule Governing the Use of Wireless Communication Devices During School Hours

***Revised to include new statutory language effective July 1, 2025**

Department of School Culture and Student Support
June 24, 2025

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 review policy revisions made to F.S. 1006.07(2)(f) during the 2025 legislative session 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 revisions to School Board Policy 5090 regarding wireless communication devices made to comply with F.S. 1006.07(2)(f), effective July 1, 2025, and provide guidance and direction to the Superintendent for Rulemaking at a subsequent Board meeting.

POLICY REVIEW



School Board Policy 5090 Revision Timeline

April 8, 2025
1st Rule Development Workshop for Discipline Policies (Capture School Board's Input)

June 17, 2025
Rulemaking for revisions presented during April Rule Development Workshop

June 24, 2025
2nd Rule Development Workshop
Statutory changes impacting the rule governing Wireless Communication Devices

July 22, 2025
2nd Rulemaking for revisions based on changes to statutory language

August 11, 2025
First day of school and implementation of updated policy language

Code of Student Conduct Policy

Wireless Communication Devices

A) Use of Wireless Communication Devices

1) Sole possession of a wireless communication device is not a violation of the Code of Student Conduct. Wireless communication devices include, but are not limited to cellular/mobile phones, smart watches, personal digital assistants, tablets, and other two-way communication devices.
2) A student may possess a wireless communication device while on school property or in attendance at a school function; however, elementary and middle school students may not use a wireless communication device during the school day. High school students may not use a wireless communication device during the school day, except when expressly directed by a teacher solely for educational purposes. A high school teacher shall designate an area for wireless communication devices during instructional time (F.S. §1006.07(2)(f)). All wireless communication devices shall be turned off or placed on airplane mode. ~~and kept in the area designated by the teacher during instructional and class time activities (F.S. §1006.07). Use of personal wireless communication devices during the instructional day is only permitted under the direction of a teacher for instructional purposes.~~ Instructional time is defined as time from the beginning bell until the end of the school day.
3) Each school's principal shall designate locations within the school buildings where a student may use their wireless communication device with the express permission of a school administrator (F.S. §1006.07(2)(f)).
4) Students with an individualized education plan (IEP) or Section 504 Accommodation Plan issued under s. 504 of the Rehabilitation Act of 1973 shall be allowed to use their wireless communication device during the school day, in accordance with the accommodations outlined in their IEP or Section 504 Accommodation Plan (F.S. §1006.07(2)(f)). Any use by a student outside the accommodations provided in their IEP or Section 504 Plan is prohibited and the student may be subject to disciplinary action in accordance with this policy.
5) Students with a doctor's note from a physician licensed under chapter 458 or chapter 459 certifying in writing that the student requires the use of a wireless communications device based upon valid clinical reasoning or evidence shall be allowed to use their wireless communication device in accordance with the orders outlined by the physician (F.S. §1006.07(2)(f)). Any use by a student outside the orders of the physician is prohibited and the student may be subject to disciplinary action in accordance with this policy.

6) Due to school safety concerns, headphones, earbuds, or other accessories are prohibited during instructional time.
7) A rule violation occurs when students use their wireless communication device during the instructional day and they are subject to disciplinary action under the cell phone violation code in the Discipline Matrix; however, when used to properly report any situation that can compromise the safety of students, staff, or property, students will not be subject to additional disciplinary action for infractions such as inciting a disturbance or major campus disruption. In such an event, proper reporting includes but is not limited to photographs and/or videos that are reported immediately to school administration. Additional means to properly report include:
    a) Call the District Security Operations Center (DSOC), 24 hours a day, 7 days a week at 754-321-3500
    b) Send an email to securitytips@browardschools.com
    c) Submit a tip online via FortifyFL at GetFortifyFL.com
    d) Submit a tip through SaferWatch at www.saferwatchapp.com/browardschools/.

NOTE: Simply sharing the information on social media or through messaging apps with friends is not considered a means to properly report and solely sharing in this manner may result in disciplinary action.

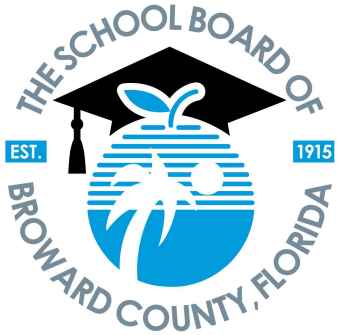
8) The improper use of a wireless communication device during the school day, in attendance at a school function, or on school transportation is a violation of this policy. Improper use is defined as one that disrupts the educational environment or interferes with the safety of students, staff, or property. Pursuant to F.S. §1006.07(2)(f), the SBBC is required to provide notice that students who use wireless communication devices in the commission of a criminal act while on school property or in attendance at a school function may face school disciplinary action and/or criminal penalties.
9) Progressive discipline will apply for repeated violations as outlined in the Discipline Matrix. Repeated violations of this policy will result in the confiscation of the wireless communication device and the device will be released only to the parent.
10) Schools are not responsible if a student's wireless communication device is lost or stolen while in school, in attendance at a school function or while on school transportation.
11) Possession of an electronic device is prohibited during all school, District, State, and National testing. Possession of an electronic device during testing that reproduces, transmits, calculates, or records is cause for invalidation of the test. Possession during testing is defined as within arm's reach, even if the electronic device is not visible. For example, students [shall] not have cellular phones in their pockets, clipped to their belts, at their desks, or anywhere they can be easily accessed during testing.
    a) During testing, the test administrator will direct students on the appropriate storage of electronic devices.
    b) It is strongly advised that students do not bring a cell phone or any other prohibited electronic device to any testing environment, including but not limited to Florida Assessment for Student Thinking (FAST), End-of-Course (EOC), Advanced Placement, AICE/Cambridge, International Baccalaureate, PSAT, SAT, and/or ACT exams. If an electronic device makes any noise, or a student is seen using it at any time – including breaks – the student may be dismissed immediately, scores may be canceled, and the device may be confiscated.



Board Discussion

&

Guidance



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Policy 5090

Code of Student Conduct

FLORIDA STATUTE §1006.07 REQUIRES THE DISTRICT SCHOOL BOARD TO ADOPT A CODE OF STUDENT CONDUCT FOR ELEMENTARY AND SECONDARY SCHOOLS AND DISTRIBUTE THE APPROPRIATE CODE TO ALL TEACHERS, SCHOOL PERSONNEL, STUDENTS, AND PARENTS, AT THE BEGINNING OF EVERY SCHOOL YEAR. EACH CODE SHALL BE ORGANIZED AND WRITTEN IN LANGUAGE THAT IS UNDERSTANDABLE TO STUDENTS AND PARENTS AND SHALL BE DISCUSSED AT THE BEGINNING OF EVERY SCHOOL YEAR IN STUDENT CLASSES, SCHOOL ADVISORY COUNCIL MEETINGS, AND PARENT AND TEACHER ASSOCIATION OR ORGANIZATION MEETINGS. EACH CODE SHALL BE BASED ON THE RULES GOVERNING STUDENT CONDUCT AND DISCIPLINE ADOPTED BY THE DISTRICT SCHOOL BOARD AND SHALL BE MADE AVAILABLE IN THE STUDENT HANDBOOK OR SIMILAR PUBLICATION. THIS POLICY SHALL SERVE AS THE FOUNDATION FOR THE CODE OF STUDENT CONDUCT AT EACH RESPECTIVE LEVEL.

SECTION I: GUIDING PRINCIPLES

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA, (SBBC), firmly believes a positive school culture promotes equal educational opportunities and establishes the framework for a safe learning environment. The Code of Student Conduct is grounded in a set of policies, rules, and laws by which order is established and maintained for the benefit of all. Discipline within a school must have the qualities of objectivity, consistency, and equity. Parents have a fundamental right to direct the upbringing, moral or religious training, education, and care of their children. However, it is the responsibility of all school personnel, students, parents, external stakeholders, and the greater community to ensure the school environment encourages a climate conducive to learning.

The Code of Student Conduct is intended to be an instructive policy based on interventions and supports for students. However, when consequences are warranted, they shall be implemented based on a system of progressive discipline. Minor incidents and first offenses have less serious consequences than major incidents and repeat offenses. Factors such as age, grade level, social, emotional, and intellectual development, and overall student rights and responsibilities shall also be considered. Disciplinary issues will be resolved by every means possible prior to exclusion from school. Equitable and reasonable procedures will be followed to assure students of their rights.

SBBC promotes parental involvement in schools and expects all stakeholders to demonstrate mutual respect for the rights of others. It is expected that all involved in teaching and learning fully accept their responsibilities to model and practice the District's eight character traits of Responsibility, Citizenship, Kindness, Honesty, Self-Control, Tolerance, Respect and Cooperation.

SECTION II: SCOPE OF AUTHORITY

For teaching and learning to take place, a safe and secure school environment is essential. This policy provides specific information on the rules that all students are expected to follow, as well as consequences for violations of these rules. The rules apply to all activities occurring on the grounds, other sites being used for school-sponsored activities, on any vehicle authorized to transport students to and from school, and during all school-sponsored activities and functions. The SBBC is not responsible for students, their conduct and/or activities, when attending non-school sponsored activities.

This Code of Student Conduct is used to govern conduct and discipline of all students attending an SBBC school. It is expected that students will obey District rules while on school grounds, while being transported to or from school at public expense, while on the school premises for instruction, and for authorized participation in a school-sponsored activity. During such times, all students are subject to the immediate control and direction of teachers, staff members, and/or bus drivers to whom such responsibility has been assigned by the principal.

Pursuant to F.S. §1006.09, this Code of Student Conduct also applies to students who commit felonies or delinquent acts which would be felonies if committed by an adult, off SBBC owned property or whose off-campus conduct creates a substantial disruption to the school environment. Off-campus conduct and conduct outside of school time that violates the District's Code of Student Conduct may also be the basis for discipline up to expulsion if it is accomplished through electronic means and substantially disrupts the educational process or orderly operation of a school. Off-campus conduct that poses a threat or danger to the safety of other students, staff, School Board members, or other members of the District community, or school property may constitute behavior that has a substantial adverse impact on the educational environment requiring disciplinary action and/or administrative assignment to another District school under the authority of the District school superintendent (F.S. §1006.08). Furthermore, any offending student may be administratively reassigned to another District school in accordance with F.S. §1006.13(6) to protect a victim and/or the sibling of a victim from further victimization for incidents occurring on or off SBBC owned property.

Students should be advised that violations of the Code of Student Conduct may also be violations of Florida law. Thus, students may be subject to school/district level disciplinary actions as well as discipline imposed by local law enforcement authorities. School Resource Officers/Deputies (SRO/SRD) and other law enforcement authorities have the power to conduct investigations independent of those conducted by school personnel for the same incident. Furthermore, the sanctions imposed by the school district for misconduct are separate and distinct from the consequences that may be imposed following the arrest and prosecution of a student for a violation of law originating from the same incident. Please keep in mind that failure of law enforcement to act does not prevent SBBC from taking appropriate actions consistent with this Code of Student Conduct or with Florida law.

Disciplinary incidents which require it, shall be reported to the Florida Department of Education (FLDOE) in accordance with Rule 6A-1.0017, F.A.C. pertaining to School Environmental Safety Incident Reporting (SESIR) requirements through the approved reporting tool provided by the SBBC. All SESIR level incidents shall be addressed by school-based administrators only. Per Rule 6A-1.0017, each public-school principal, including charter school principals or equivalent, must ensure that all persons at the school responsible for SESIR information participate in the training set forth in subsection (10) of this rule and must ensure that SESIR data is accurately and timely reported. For additional guidance regarding the SESIR definitions and the appropriate Florida Statutes, please refer to http://www.fldoe.org/safe-schools/sesir-discipline-data/.

SECTION III: PARENTAL RIGHTS

SBBC supports parents' fundamental rights to make decisions regarding the upbringing and control of their children. School district personnel shall encourage all students to discuss issues relating to their well-being with their parent. The school district may not adopt procedures or student support forms that prohibit school district personnel from notifying a parent about their student's mental, emotional, or physical health or well-being, or change in related services or monitoring, or encourage or have the effect of encouraging a student to withhold such information unless a reasonably prudent person would believe the disclosure would result in abuse, abandonment, or neglect, as those terms are defined in F.S. §39.01. (F.S. §1001.42).

Florida law supports the active involvement of parents until the student graduates from school (F.S. §§743.07, 1003.21, 1003.24). It is presumed that students are dependent students (as defined by the regulations supporting the Family Educational Rights and Privacy Act at 34 C.F.R §99.31(a)(8) and by Internal Revenue Code §152). When a student reaches the age of majority (18 years of age), the parent

shall continue to perform the parental functions of a dependent student, including but not limited to, providing excusal of absences and tardiness, signing permission slips for early release, field trips, other activities, as necessary. School Board Policy 5070 Enrollment and Withdrawal governs processes and procedures related to registering, withdrawal, and termination of school enrollment for all students, regardless of age.

The term “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 (F.S.§1000.21(6)).

A) SCHOOL SAFETY

1) Parents of public-school students have a right to access reported SESIR incidents (those reported pursuant to F.S. §1006.07(9)), receive timely notification of threats to school safety, and the following unlawful acts, and significant emergencies occurring on school grounds, during school transportation, or during school-sponsored activities:
   a) Weapons possession or use when there is intended harm toward another person, hostage, and active assailant situations.
   b) Murder, homicide, or manslaughter.
   c) Sex offenses, including rape, sexual assault, or sexual misconduct with a student by school personnel.
   d) Natural emergencies, including hurricanes, tornadoes, and severe storms.
   e) Exposure as a result of a manmade emergency.
2) F.S. §1006.07(4)(b)5.(c) requires each public school, including charter schools, to implement a mobile panic alert system capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responder agencies. Such system, known as “Alyssa’s Alert,” integrates with local public safety answering point infrastructure to transmit 911 calls and mobile activations. All schools will utilize SaferWatch as their “Alyssa’s Alert” mobile panic alert system. SaferWatch is available on all district-owned devices and all stakeholders are encouraged to download it to their personal devices as well. Schools will also utilize SaferWatch in their lockdown drills.

B) INVOLUNTARY EXAMINATIONS AND MENTAL HEALTH

The Superintendent will annually report to the FLDOE the number of involuntary examinations, as defined in F.S.§394.455, which are initiated at a school, on school transportation, or at a school sponsored activity (F.S. §1006.07(10)).

1) A reasonable attempt to notify parents of public-school students by the school principal/designee shall be made before a student is removed from school, school-sponsored transportation, or a school-sponsored activity and taken to a receiving facility for an involuntary examination pursuant to F.S.§394.463. A “reasonable attempt to notify” means the exercise of reasonable diligence and care by the principal/designee to make contact with the student’s parent, guardian, or other known emergency contact whom the student’s parent or guardian has authorized to receive notification of an involuntary examination. At a minimum, the principal/designee must take the following actions:
   a) Use available methods of communication to contact the student’s parent, guardian, or other known emergency contact, including but not limited to, telephone calls, text messages, e-mails, and voicemail messages following the decision to initiate an involuntary examination of the student.
   b) Document the method and number of attempts made to contact the student’s parent, guardian, or other known emergency contact, and the outcome of each attempt.
   c) A principal/designee who successfully notifies any other known emergency contact may share only the information necessary to alert such contact that the parent or caregiver must be contacted. All such information must be in compliance with Federal and State law.

d) The principal/designee may delay the required notification for no more than 24 hours after the student is removed if:
   (i) the principal/designee deems the delay to be in the student's best interest and if a report has been submitted to the central abuse hotline, pursuant to F.S.§39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect; or
   (ii) the principal/designee reasonably believes that such delay is necessary to avoid jeopardizing the health and safety of the student.

e) Before a principal/designee contacts a law enforcement officer, he or she must verify that de-escalation strategies have been utilized and outreach to a mobile response team has been initiated unless the principal/designee reasonably believes that any delay in removing the student will increase the likelihood of harm to the student or others. This requirement does not supersede the authority of a law enforcement officer to act under F.S.§394.463.

SECTION IV: RIGHTS AND RESPONSIBILITIES OF STUDENTS

Students have the right to attend school daily and learn in a safe, orderly, and distraction free learning environment. They also have the right to free speech, student publications, assembly, participation in school programs and activities, and a right to privacy. Furthermore, students have a right to use appropriate online communications and information systems, the Internet, and networks to increase their access to information and resources, obtain information, create intellectual products, collaborate, and communicate for educational purposes, and to do so without the fear that their products or their personal reputation will be violated, misrepresented, tampered with, destroyed, or stolen.

To enhance the learning experience for all students, below is a list of responsibilities and behavioral expectations to increase the probability of student success in school:

- Treat others with respect and honesty.
- Come prepared for class by bringing the necessary school supplies.
- Listen and follow instructions from school/district-staff.
- Complete all assigned classwork and homework.
- Use class time wisely to complete work and get assistance from your teacher(s).
- Take home and return all paperwork.
- Follow all rules and regulations during school and at school-sponsored events/activities.
- Take care of and return all textbooks, library books, and school-owned materials loaned to you.
- Act responsibly on campus, school-sponsored transportation, field trips, and at all school-sponsored events, regardless of locations.
- Understand the difference between appropriate and unacceptable uses of online communications and information systems, the Internet, and networks.
- Use online communications and information systems, the Internet, and networks in a responsible, efficient, ethical, and legal manner in accordance with their educational mission.
- Recognize that the use of online communications and information systems, the Internet and networks is a privilege that can be withdrawn if used in an unacceptable or illegal manner.

A) ATTENDANCE

1) SBBC stresses the importance that all students attend school regularly and remain in school until they graduate from high school. However, a child who attains the age of 16 years old during the school year is not subject to compulsory school attendance beyond the date upon which they attain that age if the child files a formal declaration of intent to terminate school enrollment with the District's School Board in accordance with School Board Policy 5070. The declaration must acknowledge that terminating school enrollment is likely to reduce earning potential and must be signed by the child and the child's parent. The school district must notify the child's parent of receipt of the child's declaration of intent to terminate school enrollment (F.S. §1003.21). Declaration of

Intent Forms are available at each school's administration office. Students who drop out of school are not eligible to receive a driver's license or driver's permit or will have their license or permit revoked (F.S. §322.091).

2) The parent of a child of compulsory school age is responsible for the child's daily school attendance. (F.S. §1003.24). School staff, parents, students, and appropriate State agencies are expected to work together to ensure that laws are obeyed including, but not limited to, referral to the State designated agency for possible court action for extended absence or truancy (F.S. §1003.27). School Board Policy 5040 outlines the rules that apply to attendance and attendance procedures. Florida law supports the active involvement of parents until the student graduates from school (F.S. §§743.07, 1003.21, 1003.26).

3) Non-attendance and early signs of truancy

a) It is important to be in school every day. If a child is not in school, they may be showing early signs of truancy through a pattern of non-attendance. A student may be establishing a pattern of non-attendance when they have an accumulation of tardiness, early sign-outs, and/or unexcused absences that exceed 5 school days in one marking period or 10 school days in 2 marking periods. If the school's collaborative problem-solving team (CPST) finds that a pattern of non-attendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies (F.S. §1003.26(1)(b)).

b) A student who is subject to compulsory school attendance under F.S. §§1003.21(1) and (2)(a) and is not exempt under F.S. §§1003.21(3) or 1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education (F.S. §1003.01(8)) may be identified as an "habitual truant" if he or she has 15 unexcused absences within 90 school days with or without the knowledge or justifiable consent of the child's parent.

c) Parents and students may verify absences at any time at school or at home by contacting the school or by accessing electronic attendance records through the student information system (SIS).

d) If, after an accumulation of absences as noted above, the principal/designee determines that the reasons for time out of school are invalid, the principal/designee shall refer the student to CPST to determine if early patterns of truancy are developing and provide appropriate interventions. The State Attorney's Office may also be notified due to non-compliance with compulsory school attendance laws (F.S. §1003.26(1)(b)). However, if the principal/designee determine that the reasons for the absences are valid and there are no early signs of truancy, the parent must provide a note, to be kept on file at the school that provides the reasons for those absences. No further action will be taken.

4) Broward Truancy Intervention Program (BTIP)

a) *For Elementary Only*, BTIP is a partnership between the Broward State Attorney's Office and the SBBC. The program is designed to prevent excessive absences through parent notification and accountability, school interventions, and daily monitoring of attendance. Parents are expected to communicate with school personnel regarding absences. Parents who do not comply are referred to the State Attorney's Office for failure to comply with F.S. §1003.27 which provides that a parent commits a misdemeanor of the second degree, punishable as provided by law, if the parent refuses or fails to have a child attend school regularly or refuses to participate in meetings concerning the child's truancy.

b) *For Secondary Only*, the truancy prevention program for secondary grade levels aligns with Florida Statute §§ 1003.21, 1003.24, and 1003.27. This involves several phases including early identification and intervention, attendance monitoring, and regular parental communication. Phase 1 includes contacting parents for unexcused absences and making referrals to School Social Workers. Phase 2 involves the Attendance Team implementing interventions like mentoring and counseling. Phase 3 escalates to filing complaints with the Florida Department of Highway Safety and Motor Vehicles and other alternatives to withdrawal procedures for chronic truants. This comprehensive approach ensures thorough documentation and promotes educational success and student well-being.

5) Reporting an absence

a) Parents must report all school absences within two (2) school days of the absence, or the absence will be unexcused, unless otherwise excused by the school principal due to extenuating circumstances. When making the absence report, a reason for the absence must be provided along with the date(s) of the absence. Parents can find absence reporting options on each school's website. On the website, under CONTACT, select REPORT AN ABSENCE, parents can choose their preferred absence reporting method:
   (i) Online Form which provides a confirmation email that includes the date and time of submission;
   (ii) Voicemail; or
   (iii) Handwritten note from parent delivered to the front office.

b) School staff members may ask for a written medical excuse. Failure to provide a written note from a licensed practicing physician pertaining to the absences shall result in those absences being unexcused (F.S. §1003.24(4)).

c) For High School Only, absences for shared-time students must be reported to both schools.

d) Excused absence criteria
   (i) When it is necessary to be out of school, absences may be excused for one of the eight reasons listed below. Please note that all absences will be considered unexcused until properly reported by the parent. Some situations require written documentation from a physician or public health unit. Excused absences include:
      (A) Illness of the student. If the child is expected to miss at least 15 school days due to illness, a medical condition, for social/emotional reasons, or who would miss excessive days intermittently throughout the school year for the same reasons and could benefit from supplemental instruction, parents should consult with the Hospital/Homebound contact person at the school.
      (B) Illness of an immediate family member.
      (C) Death in the family.
      (D) Religious instruction or holidays of the student's specific faith.
      (E) Required court appearance or subpoena by a law enforcement agency.
      (F) Special event. Examples of special events include important public functions, education enrichment activities, conferences, State/national competitions, college/university campus tour/visit, as well as exceptional cases of family need.
      (G) Scheduled doctor, dentist appointments, or treatment for autism spectrum disorder by a licensed health care practitioner or certified behavior analyst. (F.S. §1003.21(2)(b))
      (H) Communicable disease. Students having or suspected of having a communicable disease or infestation that can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard (F.S. §1003.22). Examples of communicable diseases and infestations include, but are not limited to fleas, head lice, ringworm, impetigo, and scabies. Students are allowed a maximum of five (5) school days excused absence for each infestation of head lice.
   (ii) Students on field trips, students who attend alternative-to-suspension programs, or in-school suspension programs are not considered absent.

e) **Unexcused absences**
   (i) It is the responsibility of the school principal to ensure that parents are contacted after each unexcused absence and to ensure that there are specific, appropriate interventions as a result of each unexcused absence. Parents may receive phone calls, text messages, emails, and/or letters to inform them of their student's unexcused

absences. These notifications are generated from official attendance records. Absences are only excused for the reasons listed above.

(A) Students without a completed Certificate of Immunization indicating compliance with the current required schedule of immunizations will not be allowed to attend classes until the certificate is provided or a waiver is obtained. Students who receive the first shot in a series of immunizations but who are late obtaining subsequent shots will be given a grace period of 3 school days after which they will be excluded from school and the resulting absences will be considered unexcused.

(B) For secondary students, 14-18 years of age, who have 15 unexcused absences within 90 school days, drop out of school and have a driver's license or learner's permit will have their driving privileges suspended by the Division of Highway Safety and Motor Vehicles or will not be issued a license or permit if they apply for one. Additional information about procedures and waivers is available from school administration or school counseling offices.

f) **Suspensions**

(i) Students who have been assigned an out-of-school suspension and choose not to participate at the alternative to external suspension (AES) program will be considered externally suspended.

(ii) Students who have been assigned an out-of-school suspension and do not attend all of the assigned days in the AES program, will be considered externally suspended for the day(s) they do not attend.

g) **Tardiness**

(i) Tardiness is defined as a student not being in the classroom when classes are scheduled to begin. Tardiness is disruptive to the learning environment and can have a negative impact on student achievement. Tardiness may also count toward establishing a pattern of non-attendance that may indicate early signs of truancy.

(ii) A tardy is excused for the same reasons that an absence is excused. In extenuating circumstances, principals and/or their designee may also excuse a tardy for reasons other than those stated if documentation is provided. Parents must follow the same process to excuse a tardy as they do to excuse an absence.

(iii) A student who has an excused tardy should report directly to class after first checking in at the designated check- in area of the school.

(iv) Excessive tardiness will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance.

(v) Tardiness to any class without documentation may be considered unexcused.

h) **Early sign outs**

(i) When students are signed out early on an ongoing basis, their academic performance may be negatively impacted. The school system strongly encourages parents to ensure their student is in school for the full school day every day. Signing out early may count toward establishing a pattern of non-attendance that may indicate early signs of truancy.

(ii) All schools will establish procedures for early release that ensure that all students are treated consistently.

(iii) Students shall not be released within the final 30 minutes of the school day unless the principal/designee determines that it is an emergency, or the student has a medical/dental appointment that cannot be reasonably scheduled at another time.

(iv) Excessive early sign outs will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance.

Make-up work: School Board Policy 4000: Student Progression Plan contains all relevant information regarding the earning of grades and credits for make-up work, related to absences, field trips and suspensions.

B) RIGHT TO FREE SPEECH, STUDENT PUBLICATIONS, AND DISTRIBUTION OF MATERIALS

The Constitution of the United States of America guarantees to its citizens the right to express ideas freely. A basic education should prepare students to do that in responsible ways. Per 20 U.S.C. §7904, nothing in this policy prevents or denies a student's participation in constitutionally protected prayer in public elementary and secondary schools.

Students have a right to exchange ideas, give their opinions and points of view while hearing all sides of subjects about which people disagree. They have a right to be free of censorship within a framework of mutual respect. Students have a responsibility to be informed about all sides of controversial issues, to listen politely to the viewpoints of others, to use good judgement in developing student publications, and to use good judgement when selecting sources of information.

1) Pledge of Allegiance

The Pledge of Allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle, and high school in the State. Each student has the right not to participate in reciting the pledge. Upon written request by his or her parent, the student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect of the flag by standing at attention and men removing the headdress, except when such headdress is worn for religious purposes (F.S. §1003.44).

2) Moment of Silence

Pursuant to F.S. §1003.45, District schools will observe a moment of silence for 1-2 minutes. This moment of silence will occur during first period or at the beginning of the school day. In accordance with statute, the District will not make suggestions as to the nature of any reflection in which a student may engage during the moment of silence. Families are encouraged to discuss the moment of silence with their child(ren) and to make suggestions as to the best use of this time.

3) Printed, written, and electronic media.

a) No printed, written materials, or electronic media may be distributed in schools or on school grounds without the permission of the principal, or designee.

(i) A principal or designee must either approve or reject a request from a student to distribute materials within 24 hours, excluding non-school days, of the request by the student.

(A) Any request to distribute materials not acted upon within 24 hours, excluding non-school days, by the principal or designee is deemed approved.

(1) For approved materials, the principal or designee may assign reasonable restrictions with regard to time, place, and manner of distribution.

(2) For approved materials, the publication shall contain this phrase: **"THE OPINIONS AND/OR ACTIVITIES ARE NOT ENDORSED OR SPONSORED BY THE SCHOOL BOARD."**

(B) If material is denied distribution, the principal or designee must state to the student(s) the specific reasons why such material was denied distribution.

(C) If the material is denied distribution as likely to cause a substantial disruption or material interference, the principal or designee must state to the student the specific reasons why a disruption is likely to occur as a result of the distribution and why such disruption would be substantial.

(D) Any student who would like to appeal a decision made under this section has the right to appeal such decision as specified in Section X of this policy.

(ii) The following materials will not be allowed on school property or distributed in schools if the material can reasonably be interpreted as:

(A) Obscene or pornographic;

(B) Libelous or slanderous;

(C) Likely to create a substantial disruption of, or material interference with, normal school activity or appropriate discipline in the operation of the school. Material will not be deemed to fall within this subsection only because students, faculty or staff may disagree with or find the contents of the material offensive;
(D) Profane, vulgar, or lewd language; or
(E) Selling a commercial product or attempting to make a commercial profit from the sale of products.

b) Notices of student non-curricular group meetings posted on general-purpose student bulletin boards do not represent the viewpoint of the SBBC and/or the administration. The School Board is only offering physical space to such groups and does not promote, endorse, or otherwise sponsor such materials. Students are encouraged to be sensitive to other viewpoints and beliefs when posting such notices.

c) Students may not hand out/circulate petitions or surveys during class time.

4) **School sponsored publications.** School sponsored publications are important components of school–based instructional programs. All school publications shall be consistent with the educational curriculum and the cultural values of the school community and appropriate for the school setting. In this regard, considerable latitude shall be provided to individual school leadership to plan and develop school publications.

a) The contents of all school publications must meet the district's journalism standards, which prohibit obscenity, profanity, libelous or slanderous material, vulgar or lewd language, or material that may cause substantial disruption of normal school activities. All school sponsored publications must include the following statement: *The opinions expressed in this publication are not necessarily those of [insert name of school] or The School Board of Broward County Public Schools, Florida.*

b) Approval for publication shall be based on:
(i) Consistency with the educational curriculum of the SBBC;
(ii) Reasonable school community standards and cultural values; and
(iii) The overall purpose of the publication in relation to the academic curriculum and school setting.
(iv) The principal or designee(s) shall retain final authority to approve the design and content of all school publications prior to publication or posting. Any advertisements in school-sponsored publications must adhere to SBBC Policy 6300- Advertising. Publications include, but are not limited to, items such as school newspapers, yearbooks, student newspapers, and publications put out by the PTA, Booster Clubs, and the like.

5) **Social media use.** SBBC realizes that part of 21st Century learning is adapting to the changing methods of communication. The importance of teachers, students and parents engaging, collaborating, learning, and sharing in these digital environments is a part of 21st Century learning. As such, educational standards are now requiring the use of online educational tools to demonstrate proficiency. To address related issues, SBBC has developed the following guidelines to provide direction for students when using or accessing BCPS tools, networks, online supports and resources to engage in social media activities.

a) Social Media refers to the use of web-based and mobile technologies that enable all SBBC's internal and external stakeholders to connect, collaborate, and form virtual communities via the computer and/or Internet. For some, social media is used mainly for social purposes, but for others, these sites and technologies are used as tools to teach and to connect with the community.

b) F.S. §501.1736(2)(a) prohibits a minor who is younger than 14 years of age from entering into a contract with a social media platform to become an account holder. Schools can discipline students if their speech, including online postings, disrupts school operations or constitutes a violation of Federal or State laws or SBBC policies.

c) When using social media as part of a club, organization, or school-sponsored activity, the following guidelines are expected:

(i) Be Honest/Truthful: Always be transparent about who you are and who you represent. How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.

(ii) Maintain confidentiality: Do not post any confidential or proprietary information regarding yourself and/or others.

(iii) Students can reveal some information about themselves (ethnicity, political beliefs, stance on issues, interests) but should not offer any confidential information (place of residence, phone number, discretely identifiable information, common 'hang-out' locations). Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone besides your parents and teachers, if applicable.

(iv) Know You Are Always "On": You must assume that your social media usage is visible to the world. Be sure to manage what and with whom you are sharing. Keep in mind that while we all have occasional frustrations, social media are not the best venues in which to air frustration as those comments are available to everyone.

(v) Be Respectful: Avoid remarks that are off topic or offensive. Always demonstrate respect for others' points of view, even when they're not offering the same in return. Never bully or pick fights, and do not respond to abusive comments. If you are sharing a negative experience, please try to do so in a constructive way.

(vi) Think Ahead: Be smart about protecting yourself, your privacy, and the privacy of others, and confidential or personal information. What you publish online is widely accessible and will be around for a long time so consider the content and consequences carefully. Show good judgment as future employment and/or academic opportunities may be adversely affected by your posts and comments.

(vii) The Internet is not anonymous, nor does it forget: Everything written on the Web can be easily traced back to its author. Information is backed up often and repeatedly, and posts in one forum are usually replicated in others through trackbacks and reposts or references. Social media venues including wikis, blogs, photo, and video sharing sites are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, or a future employer to see.

(viii) Avoid "hazardous" materials: Do not post or link to any materials that are inflammatory, defamatory, harassing, or indecent.

(ix) Your online behavior should reflect honesty, respect, and consideration.

(x) When bringing your own technology to school make sure that you follow the guidelines set out in the SBBC Personally Owned Device Guidelines.

(xi) Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom will be inappropriate online.

(xii) Linking to other websites to support your thoughts and ideas is recommended when appropriate. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.

(xiii) Do your own work! Do not use other people's intellectual property without their permission. It is a violation of copyright law to copy and paste other's thoughts, images, designs, etc. When paraphrasing another's idea(s) be sure to cite your source with the URL. It is good practice to hyperlink to your sources.

(xiv) Be aware that pictures may also be protected under copyright laws. Verify that you have permission to use the image or that it is under Creative Commons' attribution.

(xv) How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity. Blog and wiki posts should be well written.

Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work, be sure it is in the spirit of improving the writing.

(xvi) If you come across inappropriate material that makes you feel uncomfortable, or is not respectful, tell a school staff member right away.

d) Students who do not abide by these guidelines may lose their opportunity to take part in the project and/or access to future use of SBBC online tools. In addition, disciplinary or legal action may apply.

e) As outlined in Section II: Scope of Authority, students who utilize social media and/or other online tools/resources to bully, threaten, and/or otherwise disrupt the educational process or orderly operations of a school may be subject to discipline under the Code of Student Conduct, even if the action takes place off school property or after school hours.

6) Student activities and assembly

Students have the opportunity to take part in extracurricular activities, assemblies, and school approved organization without discrimination, as defined by applicable laws. School activities give students a chance to interact in positive ways. They can learn from each from other how to work together harmoniously for common goals. Students have the right to elect officers for student government, consult with faculty advisors of school-approved clubs/groups, and attend educational field trips (non-educational field trips such as end-of-the-year celebrations, Grad Bash, etc. are a privilege).

Students have a responsibility to keep their extracurricular activities from interfering with their academic work and to know and follow the rules for the activities they choose. Students also have a responsibility to ensure that their actions as members of school clubs and groups meet the standards that have been set by the school administration. Students have a responsibility to educate themselves as to the qualities needed for leadership and choose officers who have those qualities. Students who hold office have a responsibility to learn how to do their jobs, support the goals of the group that elected them, and to treat other members of the group fairly.

Students who participate in field trips, social and/or extracurricular activities that are school-approved and/or sponsored by school clubs or groups, have a responsibility to follow the rules set forth in the Code of Student Conduct, School Board Policy 6310, and where applicable, by the conferences, conventions or contests they may attend.

a) Extra-curricular activities. Many students take part in school-related activities that are extracurricular (take place outside of school hours), social, and interscholastic (engage in competition with other schools). Students must attend half of the classes on the day of an activity in which they want to take part unless they have been excused or exempted from class by the school administration in advance. Students are expected to have prior approval from the school administration for many activities related to school-approved and school-sponsored clubs and groups. They need approval to:

(i) Present a program or an assembly.

(ii) Create and hold meetings for clubs or organizations on campus.

(iii) Collect funds as prescribed by School Board policy. Items cannot be sold for personal gain such as food, jewelry, T-shirts, etc.

(iv) Have a school-related fundraising project on or off school grounds. Fundraising drives among students initiated by outside organizations such as the Salvation Army, United Way, Girl Scouts, etc., are not permitted in the schools.

(v) Hold a demonstration.

(vi) Have a guest speaker and/or vendor on campus.

b) Field trips and interscholastic extra-curricular activities. Field trips and interscholastic extracurricular activities can be an integral part of the learning process in many areas of education. All students are guaranteed the right to be afforded an equal opportunity to participate in all school sponsored social and/or extracurricular activities when the student is

otherwise qualified to participate. Reasonable accommodations must be made to allow all qualified students to attend and participate in a safe and equitable manner.

(i) Under special conditions, students may be denied participation in educational or non-educational field trips and educational school-sponsored activities (See School Board Policy 6310).

(ii) To attend a field trip or participate in an interscholastic extra-curricular activity:

(A) Students must have parental consent, meet academic eligibility requirements, and maintain satisfactory conduct in school and in the community to participate in interscholastic, extracurricular activities.

(B) To participate in Interscholastic Extracurricular Activities, students must meet and maintain specific eligibility requirements and standards. These requirements and standards are maintained by the Department of Athletics and Student Activities at https://www.browardschools.com/Page/43305.

(C) Since representing a school either as an elected school officer or in extracurricular activities is both an honor and a privilege, students must also meet requirements established by their club, school, instructional services, and/or the Board to serve as representatives of their school.

(D) In addition to the eligibility requirements and standards set forth by the Department of Athletics and Student Activities, students who are suspended from school, expelled, administratively reassigned to a behavior intervention program, or those convicted of, or found to have committed, a felony or a delinquent act that would have been a felony if committed by an adult, regardless of whether adjudication is withheld are ineligible to participate in Interscholastic/Extracurricular activities sponsored by the Middle School Athletic Association (MSAA) and/or Florida High School Athletic Association (FHSAA) during the term of their suspension, expulsion, or behavior intervention assignment.

(E) A student may not participate in MSAA or FHSAA sanctioned activities if the student participated in that same sport at another school during that school year, unless the student meets the criteria in s. 1006.15(3)(i), F.S.

(F) A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to s. 1006.20(2)(b).

7) **STUDENT PRIVACY.** Students have the right and responsibility to learn how the information in their school records is gathered, how it is used, and what it means. Students have the right to expect that schools will keep their records safe, secure, and private. Students who are eighteen (18) years or older have the right to see their own school records. Students have the right to personal privacy and have the responsibility of respecting the rights of others. Information about another person must be treated with respect and privacy.

a) **COLLECTION, USE, AND DISCLOSURE OF SOCIAL SECURITY NUMBERS OF STUDENTS.** Pursuant to F.S. §119.071(5), SBBC collects, uses, and/or discloses Social Security numbers (SSNs) as mandated or authorized by law and as otherwise authorized in writing by the parent or adult/emancipated student (authorized by F.S. §119.071(5)(a) 6.c. Students are not required to provide their social security number as a condition of enrollment or graduation. Social Security numbers are kept confidential and are exempt from public inspection in accordance with F.S. §119.071(5)(a)5. Our District collects, uses, and/or discloses the Social Security numbers of students and/or parents for the following purposes:

(i) Compensation or financial assistance provided from State or Federal funds and administered by the FLDOE. (Authorized by F.S. §1009.90 et seq.)

(ii) Criminal history, Level 1 and Level 2 background screenings, including youth mentoring and volunteer applicants. (Required by F.S. §119.071(5)(a)2,6b)

(iii) Employment documents utilized in hiring student workers. (Authorized by F.S. §119.071(5)(a)6)

(iv) Enrollment & Salary Reduction Authorization Form (Benefits Department) for employee and dependent (student) if the student is being added to the Benefits plan. (Authorized by F.S. §119.071(5)(a)6.f)

(v) Financial aid, including the Free Application for Federal Student Aid (FAFSA), Florida Pre-Paid form, grants (including Pell Grants for vocational schools), 1098T tax form (Tuition Payment Statement) for vocational students, etc. (Authorized by F.S. §119.071(5)(a)6.b)

(vi) Information received from the FLDOE to locate missing Florida school children. (Required by Rule 6A-6.083, F.A.C. and F.S. §119.071(5)(a)6).

(vii) Information sharing pursuant to the Interagency Agreement between SBBC, the Department of Juvenile Justice, Circuit 17, the Broward County Chiefs of Police Association, Inc., the Seventeenth Judicial Circuit In and For Broward County, Florida, the Florida Department of Children and Families, the State Attorney of the Seventeenth Circuit In and For Broward County, and the Sheriff of Broward County, Florida. (Authorized by FERPA regulations found at34 CFR §99.31(a)(5))

(viii) Reports from the Department of Motor Vehicles of each student whose driver's license is suspended for excessive unexcused absences and reports to the Department of non-enrollment or non-attendance upon the part of a student who is required to attend some school. (Required by F.S. §§322.091(5), 1003.27, and 119.071(5)(a)6).

(ix) Reports on students required to be submitted to the Florida Department of Education. (Authorized by F.S. §119.071(5)(a)2, 6).

(x) SBBC's management information system and school district databases (Required to request by F.S. §§1008.386 and authorized by 119.071(5)(a)6).

(xi) Selected state and national test documents, as part of the student identification and test security process. (Authorized by F.S. §119.071(5)(a)6.b).

(xii) Student registration and student identification numbers. (Authorized to request by F.S. §§1008.386 and 119.071 (5)(a)(6). Pursuant to F.S. §1008.386, SSNs are not required for enrollment or graduation. (Authorized by F.A.C. Rule 6A-10.0381 for adult students.)

(xiii) The collection and/or disclosure are imperative and necessary for the performance of the School District's duties and responsibilities as prescribed by law, including but not limited to child abuse reports to the Department of Children and Families (student victim and subjects of report); password identification to the School District's network, reports to Federal and State agencies who conduct discrimination investigations; and information pertaining to Social Security Assistance, court orders and subpoenas, and military purposes. (Authorized by F.S. §119.071(5)(a)(2); required by F.A.C. Rule 65C-29.002, F.S. §§39.201 and 119.071(5)(a)6.b).

(xiv) The disclosure is made to a commercial entity for the permissible uses set forth in the federal Driver's Privacy Protection Act of 1994, 18 U.S.C. §2721 et seq; the Fair Credit Reporting Act, 15 U.S.C. §1681 et seq.; or the Financial Services Modernization Act of 1999, 15 U.S.C. §6801 et seq., provided that the authorized commercial entity complies with the requirements of paragraph 5 in F.S. §119.071. (Authorized by F.S. §119.071(5)(a)6).

(xv) The disclosure is made to prevent and combat terrorism, to comply with the USA Patriot Act of 2001, Pub. L. No. 107-56, or Presidential Executive Order 13224. (Required by 31 U.S.C. §5318 and F.S. §119.071(5)(a)6).

(xvi) The disclosure is necessary for the receiving agency or governmental entity to perform its duties and responsibilities as prescribed by law. (Authorized by F.S. §119.071(5)(a)6.b).

(xvii) To determine eligibility for the school lunch program. (Required by 42 U.S.C. §1758, 7 C.F.R. §245.6a, and F.S. §119.071(5)(a)6).

(xviii) Tort claims and tort notices of claims against SBBC. (Required by F.S. §§768.28(6) and F.S. §119.071(5)(a)6).

(xix) Transcripts, applications, and other records sent to the school officials of educational institutions, schools, colleges, and universities. (Authorized by FERPA, 34 C.F.R. §99.31(2)).

(xx) Written verification from employer for vocational education, student follow up (Required by F.A.C. Rule 6A-10.0341).

b) **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTICE.** The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the accuracy and privacy of students' education records. FERPA, F.S. §§1002.22 and 1002.221 and School Board Policy 1480 (Student Records: Confidentiality and Family Educational Rights) afford parents, guardians or eligible students (students over 18 years of age or attending a post-secondary institution) certain rights with respect to the student's education records maintained by the District. These rights are:

(i) ***The right to inspect and review a student's education records within 30 days of the day the District receives a request for access.*** Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. When the education records contain information about more than one student, parents may review the information related only to his or her child. E-mails not maintained in a student's file folders kept by the schools or District departments are not education records. In addition, records created and maintained solely by Special Investigative Unit (SIU) are not education records.

(ii) ***The right to request the amendment of a student's education records.*** Parents or eligible students may ask SBBC to amend a record that they believe is inaccurate, misleading, or in violation of the student's privacy rights. They should write the school principal, clearly identify the part of the record they want changed and specify the reasons for the request. If the District decides not to amend the record as requested, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing within a reasonable period of time regarding the request for amendment. Additional information regarding the hearing procedures will be provided when the parent or eligible student is notified of the right to a hearing. NOTE: Substantive decision-making processes, which include but are not limited to Behavioral Threat Assessments, student discipline and grades are not subject to the amendment process.

(iii) ***The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.*** FERPA permits disclosure without consent in many situations, including:

(A) to SBBC school officials[1] with a legitimate educational interest[2];

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[1]**School official** is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health and medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special function that would normally be performed by SBBC personnel (such as an attorney, auditor, medical consultant or therapist); a clerical or paraprofessional staff member assisting another school official in performing his or her professional duties.

[2]**Legitimate educational interest** exists when a school official needs to review an education record in order to fulfill his or her professional responsibility.

(B) to contracted outside agencies and organizations, whose personnel perform their duties in a "school official" role and who are prohibited from re-disclosing personally identifiable information from education records, except as required or permitted by law;
(C) to school officials of other institutions for the purposes of student transfer or student enrollment;
(D) to authorized Federal, State, and local officials, including educational authorities, and for audits or evaluations of Federal and State supported programs;
(E) to comply with judicial orders or lawfully issued subpoenas; the parent/guardians/majority age student will be notified in advance of SBBC's intent to comply in ten (10) days so the parent or majority age student may seek protective action, except where the law prohibits or does not require said notification;
(F) to appropriate parties in connection with a health or safety emergency; and,
(G) to an agency caseworker or representative of a State or local child welfare agency, or tribal organization, when the agency is legally responsible for the care and protection of the student.
(H) Additional requirements and conditions may apply to non-consensual disclosures. See School Board Policy 1480 for a full listing of FERPA-permitted disclosures for which prior written consent is not required.

(iv) **Types of Directory Information**

(A) Directory Information is personally identifiable information that would not generally be considered harmful or an invasion of privacy if disclosed. Pursuant to FERPA, SBBC may disclose – in its discretion – directory information of a student in any grade level, if the parent or student aged 18 or over did not "opt out" of the disclosure. SBBC designates the following as "directory information": student's name, parent's name, residential address, telephone number(s), date of birth, place of birth, major field of study, participation in school-sponsored activities and sports, height and weight of athletic team members, jersey number and team position of athletic team members, school grade level, dates of school attendance, degrees and awards*, the name of the most recent previous school or program attended and room number.
(B) *Note: Degrees and awards include exemplary work (including artwork), recognitions of all types, and graduation status (i.e., a list of graduating students), and excludes Grade Point Average (GPA).

(v) **PURPOSES OF DISCLOSURE OF DIRECTORY INFORMATION.** SBBC reserves the right to release Directory Information only:

(A) to colleges, universities, or other institutes of higher education in which the student is enrolled, may seek enrollment, or may be recruited,
(B) for athletic events, school publications, instructional materials, and other school communication tools (including, but not limited to, yearbooks, athletic programs, graduation programs, recruitment brochures, theatrical programs, school and District websites, social media, and postings and displays throughout the school facility),
(C) to Broward County health officials for purposes of communicating with parents to address conditions of public health importance as determined by Florida Department of Health (64D-3, F.A.C.), including information to meet or to prepare for a potential or confirmed health threat, and/or
(D) to class reunion committees (and the like) for purposes of class reunion activities.

(vi) **Opt Out Procedure**

(A) Parents/guardians of students in any grade level (or eligible students, those over the age of 18 or attending a post-secondary institution) may opt out of (refuse to

permit) the release of any or all of the above Directory Information. On the FERPA Opt Out Notification Form provided in the Code of Student Conduct Handbook, parents/guardians or eligible student must indicate the types of Directory Information they do not want disclosed. The FERPA Opt Out Notification Form must be submitted to the school principal annually. Regarding former students, SBBC shall continue to honor any valid request to opt out of the disclosure of directory information made while a student was in attendance, unless the former student rescinds the opt out request (34 C.F.R. § 99.37(b)) and/or the former student submits a new FERPA Opt Out Notification Form.

(B) Note: Opt out choices on the FERPA Opt Out Notification Form will be effective until the parent or student (age 18 or older) submits a new form.

(vii) **Disclosure to Military, Armed Forces, and Postsecondary Institutions.** SBBC is required to disclose, upon request, student name, address, and telephone number of 11th and 12th grade students to the armed services, military recruiters, and/or postsecondary institutions without prior written consent, unless the parent/guardian or eligible student opts out of disclosure. On the Every Student Succeeds Act (ESSA) Opt Out Form provided in the Code of Student Conduct Handbook, parents/guardians and eligible students must indicate the categories they wish not be disclosed. The ESSA Opt Out Form must be submitted to the school principal annually.

(viii) ***The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.*** The name and address of the office that administers FERPA is **Student Privacy Policy Office• U. S. Department of Education • 400 Maryland Avenue, S.W. • Washington, DC 20202.** *If you wish to discuss and try to resolve any FERPA concerns before contacting the Student Privacy Policy Office, you may contact the SBBC Privacy Officer at 754-321-1914.*

(ix) **NOTICE TO PARENTS/GUARDIANS AND ELIGIBLE STUDENTS OF STUDENT PERSONALLY IDENTIFIABLE INFORMATION (PII) COLLECTED FOR ONLINE EDUCATIONAL SERVICES**

Pursuant to 6A-1.09550, F.A.C., Student Online Personal Information Protection, section 3 (Review and Approval of Online Educational Services), a list of approved online educational services required for students and/or parents/guardians to use is posted on SBBC's Academic Division's website at www.browardschools.com/approvedsoftware, as well as each school's website. These postings also notify parents/guardians and eligible students of how PII will be collected, how it will be used, when and how it will be destroyed, and the terms of re-disclosure, if any, via the posted SBBC Agreement, as well as the Supplier Terms and Conditions.

(x) For additional information refer to School Board Policy 1480. This policy outlines the privacy rights of parents and students with respect to students' education records. You may view the complete student records policy and all SBBC policies at www.browardschools.com/policies.

c) **PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTICE.** Pursuant to the Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. §1232h; 34 C.F.R. § 98), parents, guardians, or eligible students (over the age of 18 or emancipated) have certain rights pertaining to surveys, analysis, evaluation, the collection, and use of information for marketing purposes, and certain physical exams.

(i) **PPRA Rights**

(A) **The right to give prior written consent** before students are required to submit to surveys concerning "protected information," if the survey is funded in whole or in part by a program of the U.S. Department of Education. "Protected information" includes:

(1) Political affiliations or beliefs of the student or the student's parent;

(2) Mental or psychological problems of the student or the student's family;
(3) Sex behavior or attitudes;
(4) Illegal, anti-social, self-incriminating, or demeaning behavior;
(5) Critical appraisals of others with whom survey respondents have close family relationships;
(6) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
(7) Religious practices, affiliations, or beliefs of the student or student's parent; or
(8) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Pursuant to F.S. §1002.222, the District will not collect, obtain, or retain information on political affiliation, voting history, religious affiliation or biometric information of a student or a parent or sibling of the student. "Biometric information" means information collected from the electronic measurement or evaluation of any physical or behavioral characteristics that are attributable to a single person, including fingerprint characteristics, hand characteristics, eye characteristics, vocal characteristics, and any other physical characteristics used for the purpose of electronically identifying that person with a high degree of certainty.

(B) **The right to receive notice and an opportunity to opt a student out** of participation in any other protected information survey, regardless of funding. The right to receive notice and an opportunity to opt a student out of any non-emergency invasive physical exam or screening required as a condition of school attendance administered by the school or its agent, and not necessary to protect the immediate health and safety of a student.

(C) **The right to receive notice and an opportunity to opt a student out** of activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others. This does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students and educational institutions.

(D) **The right to inspect, upon request and prior to administration or use** (a) protected information surveys of students, and surveys created by a third party, (b) instruments used to collect personal information from students for any marketing, sales, or other distribution purposes, and (c) instructional material used as part of the educational curriculum.

(E) These rights transfer from the parents/guardians to a student who is 18 years old or an emancipated minor under Florida law.

(F) Privacy and Notification

(1) The District will ensure that student privacy is protected in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

(2) The District will directly notify parents of their PPRA rights at least annually at the start of each school year and after any substantive changes. Direct notification includes, but is not limited to, the Code Book of Student Conduct, mail, e-mail, in- person, or by acknowledgment form. The District will also directly notify parents of students who are scheduled to participate in the specific activities or surveys noted above and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after

the school year starts, parents will be provided reasonable notification of the planned activities and surveys and will be provided an opportunity to opt their child out of such activities and surveys and to review any pertinent surveys.

(3) Those who believe their rights have been violated may file a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. If you wish to discuss and try to resolve any PPRA concerns before contacting the Student Privacy Policy Office, you may contact the SBBC Privacy Officer at 754-321-1914.

(G) PPRA Procedures.

(1) To inspect surveys, instruments used to collect personal information, and instructional materials, parents/guardians must submit their requests in writing to the school. Such inspection must be conducted in-person under the supervision of designated staff and at the location designated by the school principal.

(2) Prior to the administration of protected information surveys, principals or designated District staff will provide direct notification (including but not limited to mail, e-mail, in-person, or by acknowledgement form) to parents, guardians, or eligible students and provide the required consent forms. All completed forms must be returned to the child's school.

(3) Principals or designated staff will directly send parents opt out forms for any instruments used to collect personal information for marketing, sales, or distribution purposes. All completed forms must be returned to the child's school.

(4) All surveys containing protected information and all instruments used to collect personal information for marketing, sales, or distribution will be administered in a manner that protects students' privacy.

(5) Parents will be provided reasonable advance notification of (a) the administration of protected information surveys of students, (b) the collection, disclosure, or use of personal information from students for marketing, sales, or distribution, and (c) any non-emergency, invasive physical examination, or screening. Notification of items (a), (b), and (c) shall occur at the beginning of the school year if the dates of surveys and activities have been identified, or after the school year starts if the dates are not available earlier, as long as parents have the opportunity to opt their child out.

d) **HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) NOTICE.** The full HIPAA notice is available in Appendix B of this policy.

SECTION V: KNOWLEDGE AND OBSERVATION OF RULES OF CONDUCT

It is important for students to know their rights and responsibilities, which include obeying teachers and all other school employees, obeying each individual rule as defined by the school and this Code of Student Conduct, and obeying bus drivers. This also includes adherence to all SBBC safety and security protocols, including but not limited to weapons detection systems, handheld metal detectors, and specifically trained animals in search of firearms and ammunition on School Board property (School Board Policies 2010 & 2030). The rationale, procedures, and rules for the use of weapons detection systems, handheld metal detectors, and specially trained animals are contained within the aforementioned policies. These policies apply to all students. Students are subject to disciplinary consequences inclusive of confiscation, suspension, assignment to a behavior intervention program, expulsion, and/or consultation with law enforcement in accordance with the Discipline Matrix for items found to be in their possession which violate the Code of Student Conduct.

A) Dress Code

Appropriate dress and grooming can help to create a positive learning environment. Other attire may be allowed for special school activities with approval of the school administration. Possible consequences for violating the dress code are found in the Discipline Matrix. Changes in clothing trends will not override the dress code policy. All students are expected to honor their responsibilities and dress in a way that respects the rights of others. This is applicable to students while on school campus, on school transportation, or at a school-sponsored event.

1) Students shall wear their current, unaltered, and official school issued identification (ID) badge, clearly visible on the front of their person and worn using either a lanyard around their neck or a click on the upper portion of their shirt. ID badges shall be worn at all times while on school grounds and on school-sponsored transportation. ID badges for students in grades 6-12 shall include the telephone numbers for the national and statewide crisis and suicide hotlines (F.S. §1008.386(3)).
2) Footwear must be worn at all times. Parents should ensure that the shoes worn by their children do not impede their safety while at school. Bedroom slippers are not allowed.
3) Students in grades K-5 may not wear backless, sling-backs, or open-toed footwear.
4) Students in grades 6-12 are permitted to wear backless, sling-back, or open-toed footwear.
5) Special clothing, including footwear, may be required for safety reasons in certain programs or activities such as physical education, home economics, career/technical education, and science.
6) Revealing clothing or clothing that exposes the torso is not allowed. Examples include but are not limited to tank tops or spaghetti straps without overblouses, long shirts, or jackets; see-through garments; mini-skirts or mini-dresses; halters; backless dresses; jackets, shirts, or blouses tied at the midriff; and bare midriff outfits.
7) Clothing which is not worn appropriately, is not properly fastened, or has tears that are *indecent will not be permitted. All trousers, including oversized or low-hanging trousers, must be worn and secured at waist level.
8) Garments including, but not limited to, pajamas, boxer shorts, bloomers, and bustiers, which were traditionally designed as undergarments, sleepwear, or beachwear, may not be worn as outer garments. Other clothing not allowed are leggings without overblouses or long shirts that reach mid-thigh, tights, bodysuits, or hosiery, and bicycle racing attire unless they are worn underneath dresses, skirts, or shorts of appropriate length.
9) Clothing that exposes the upper thigh is not allowed. Shorts that extend to at least mid-thigh, such as walking shorts, Bermuda shorts, and split skirts (culottes) are permitted. For Pre-K through 3, shorter shorts may be worn since these are standard attire for these ages.
10) Clothing, jewelry, buttons, haircuts, or other items or markings which are, *suggestive, *revealing, or *indecent, associated with gangs or cults, encourage the use of drugs, alcohol, or violence, or are discriminatory/hate-related are not allowed. *Indecent, suggestive, and revealing refer to exposure of private body parts and/or pictures or words with a sexual connotation.
11) Head coverings including, but not limited to, caps and hats are not allowed unless they are necessary for safety in programs such as home economics, technology education, vocational education, and athletics or are worn for religious or medical reasons. Bandanas are not allowed. Hats that do not violate any of the rules set forth in the dress code are allowed to be worn outdoors for physical education and recess as a safety precaution from sun damage. Note: Exceptions may be granted to head coverings at the principal's/designee's discretion based upon extenuating circumstances for a particular student.
12) Curlers and other hair grooming aids are not allowed. Personal grooming including, but not limited to, combing, brushing, and/or spraying hair, and applying cosmetics is allowed only in restrooms and/or designated areas.
13) Sunglasses may not be worn indoors unless a doctor's authorization is on file. Sunglasses are allowed to be worn outdoors for physical education and recess as a safety precaution from sun damage.
14) Any articles of clothing or jewelry that may cause injury including but not limited to items with spikes or sharp objects, wallet chains, and heavy link chains are not allowed.

15) Pursuant to F.S. §1006.07(2)(g), wearing clothing or accessories that depict a firearm or weapon or express an opinion regarding a right guaranteed by the Second Amendment of the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system. However, a student who wears clothing or accessory that causes a substantial disruption to student learning shall be issued a consequence as outlined in the Discipline Matrix.
16) It is not a violation of this policy or the Mandatory Unified School Dress policy if a student wears a button, armband, or other accessory to exercise the right to freedom of speech as guaranteed by the First Amendment and applicable SBBC policies. Any buttons, armbands, or other accessories must comply with the standards set forth in policy.
17) In schools with a Mandatory Unified School Dress program, parents/guardians may request exemptions for their students from participation following procedures outlined in School Board Policy 5309 Mandatory Unified School Dress.
18) Violators of the Mandatory Unified School Dress policy (SBBC Policy 5309) shall be subject to the same penalties as violators of the dress code policy.

B) Technology Usage

Computers, networks, and online communications and information systems such as the Internet and e-mail are commonplace in our classrooms and media centers. Digital curriculum and resources for students provided by SBBC are accessible via the Internet. While these systems deliver a huge number of resources to our classrooms, their ability to serve students and teachers depends on the responsible and ethical use of every device and system.

1) Use of the school district's technology and/or software for any unauthorized purpose is prohibited as outlined in School Board Policy 5306: School and District Technology Usage and may result in students' losing their opportunity to take part in projects and/or access to future use of SBBC online tools. In addition, disciplinary or legal action may apply. This includes the unauthorized use of a computer/technology, including but not limited to:
   a) Accessing or breaking into restricted accounts or networks,
   b) Creating, modifying or destroying files/records without permission,
   c) Copying software,
   d) Entering, distributing or printing unauthorized files/records,
   e) Uploading to the internet and/or sharing or distributing, offensive or inappropriate material, including video, and
   f) Any other misuse or violation of the SBBC Policy 5306.

C) Use of Wireless Communication Devices

1) Sole possession of a wireless communication device is not a violation of the Code of Student Conduct. Wireless communication devices include, but are not limited to cellular/mobile phones, smart watches, personal digital assistants, tablets, and other two-way communication devices.
2) A student may possess a wireless communication device while on school property or in attendance at a school function; however, elementary and middle school students may not use a wireless communication device during the school day. High school students may not use a wireless communication device during the school day, except when expressly directed by a teacher solely for educational purposes. A high school teacher shall designate an area for wireless communication devices during instructional time (F.S. §1006.07(2)(f)). All wireless communication devices shall be turned off or placed on airplane mode. ~~and kept in the area designated by the teacher during all instructional and class time activities (F.S. §1006.07). Use of personal wireless communication devices during the instructional day is only permitted under the direction of a teacher for instructional purposes.~~ Instructional time is defined as time from the beginning bell until the end of the school day.
3) Each school's principal shall designate locations within the school buildings where a student may use their wireless communication device with the express permission of a school administrator (F.S. §1006.07(2)(f)).
4) Students with an individualized education plan (IEP) or Section 504 Accommodation Plan issued under s. 504 of the Rehabilitation Act of 1973 shall be allowed to use their wireless communication

device during the school day, in accordance with the accommodations outlined in their IEP or Section 504 Accommodation Plan. (F.S. §1006.07(2)(f)). Any use by a student outside the accommodations provided in their IEP or Section 504 Plan is prohibited and the student may be subject to disciplinary action in accordance with this policy.

5) Students with a doctor's note from a physician licensed under chapter 458 or chapter 459 certifying in writing that the student requires the use of a wireless communications device based upon valid clinical reasoning or evidence shall be allowed to use their wireless communication device in accordance with the orders outlined by the physician. (F.S. §1006.07(2)(f)). Any use by a student outside the orders of the physician is prohibited and the student may be subject to disciplinary action in accordance with this policy.

~~3)~~6) Due to school safety concerns, headphones, earbuds, or other accessories are prohibited during instructional time.

~~4)~~7) A rule violation occurs when students use their wireless communication device during the instructional day and they are subject to disciplinary action under the cell phone violation code in the Discipline Matrix; however, when used to properly report any situation that can compromise the safety of students, staff, or property, students will not be subject to additional disciplinary action for infractions such as inciting a disturbance or major campus disruption. In such an event, proper reporting includes but is not limited to photographs and/or videos that are reported immediately to school administration. Additional means to properly report include:

a) Call the District Security Operations Center (DSOC), 24 hours a day, 7 days a week at 754-321-3500
b) Send an email to securitytips@browardschools.com
c) Submit a tip online via FortifyFL at GetFortifyFL.com
d) Submit a tip through SaferWatch at www.saferwatchapp.com/browardschools/.

NOTE: Simply sharing the information on social media or through messaging apps with friends is not considered a means to properly report and solely sharing in this manner may result in disciplinary action.

~~5)~~8) The improper use of a wireless communication device during the school day, in attendance at a school function, or on school transportation is a violation of this policy. Improper use is defined as one that disrupts the educational environment or interferes with the safety of students, staff, or property. Pursuant to F.S. §1006.07(2)(f), the SBBC is required to provide notice that students who use wireless communication devices in the commission of a criminal act while on school property or in attendance at a school function may face school disciplinary action and/or criminal penalties.

~~6)~~9) Progressive discipline will apply for repeated violations as outlined in the Discipline Matrix. Repeated violations of this policy will result in the confiscation of the wireless communication device and the device will be released only to the parent.

~~7)~~10) Schools are not responsible if a student's wireless communication device is lost or stolen while in school, in attendance at a school function or while on school transportation.

~~8)~~11) Possession of an electronic device is prohibited during all school, District, State, and National testing. Possession of an electronic device during testing that reproduces, transmits, calculates, or records is cause for invalidation of the test. Possession during testing is defined as within arm's reach, even if the electronic device is not visible. For example, students [shall] not have cellular phones in their pockets, clipped to their belts, at their desks, or anywhere they can be easily accessed during testing.

a) During testing, the test administrator will direct students on the appropriate storage of electronic devices.
b) It is strongly advised that students do not bring a cell phone or any other prohibited electronic device to any testing environment, including but not limited to Florida Assessment for Student Thinking (FAST), End-of-Course (EOC), Advanced Placement, AICE/Cambridge, International Baccalaureate, PSAT, SAT, and/or ACT exams. If an electronic device makes any noise, or a

student is seen using it at any time – including breaks – the student may be dismissed immediately, scores may be canceled, and the device may be confiscated.

D) Possession, use (including being under the influence), purchase, sale (including intent to sell, attempted sale, actual sale), and/or transmittal of alcohol, drugs, tobacco, nicotine products, medications (over the counter and prescription), and other mood-altering substances

1) Students may be subject to disciplinary action for the following behaviors related to the possession, use (including being under the influence), purchase, sale (including intent to sell, attempted sale, actual sale), and/or transmittal of alcohol, drugs (including drug paraphernalia), tobacco, nicotine products, medications (over-the-counter and prescription) and/or other mood-altering substances, including those delivered through e-cigarettes, vapor devices, or similar. Specific information on consequences and interventions for incidents under this section can be found in School Board Policy 5100 Suspension and Expulsion. Students are prohibited from possessing, using, purchasing, selling, and/or transmitting:
   a) Prescription medication/treatment and over the counter (OTC) medications:
      (i) Prescription medication/treatment and OTC medication require an Authorization for Medication/Treatment Form. The healthcare provider and parent/guardian must complete this form.
      (ii) Students with special health conditions, e.g., asthma, diabetes, and hypersensitivity, regardless of grade, may carry medication on self, only if approved by their physician and noted on the Authorization for Medication/Treatment Form.
      (iii) For Grades 9-12 only, self-carry and self-administration of selected OTC medication requires that an ***Authorization for Over the Counter (OTC) Medication with Parental Approval Form*** be completed and signed by the parent/guardian and student annually. Please refer to SBBC Policy 6305: Administration of Medications/Treatments for the list of approved self-carry and self-administration OTC medications.
      (iv) All prescription medications and over-the-counter medications, excluding the select authorized OTC medications identified in SBBC Policy 6305: Administration of Medications/Treatments, must be transported to the school by the parent/guardian in the original sealed container along with the appropriate authorization form signed by the appropriate parties. Therefore, students are prohibited from possessing any medication while on school grounds, participating in school-sponsored activities, or on school transportation without appropriate authorization.
      (v) Students found to be in violation of SBBC Policy 6305: Administration of Medications/Treatments shall be subject to the disciplinary action outlined in the Discipline Matrix and SBBC Policy 5100. Students violating SBBC Policy 6305: Administration of Medications/Treatments, by possessing or using their own prescription medication, as governed by this policy, and is in violation of SBBC Policy 6305 on school grounds, on school transportation, or at a school-sponsored activity, shall be issued a 10-day suspension. However, upon verification of prescription by the school principal/administrative designee, the recommendation for a behavior intervention program assignment may be withheld by the school.
   b) Students violating SBBC Policy 6305.1: Medical Marijuana/Low THC Cannabis Use to Qualified Students in Schools, by possessing or using their own substance as governed by this policy, in violation of SBBC Policy 6305.1, on school grounds or at a school-sponsored activity, shall be issued a 10-day suspension. However, upon verification of prescription by the school principal/administrative designee, the recommendation for a behavior intervention program assignment may be withheld by the school.
   c) Possession, use (including being under the influence), purchase, sale (including intent to sell, attempted sale, and actual sale), and/or transmittal of the following is strictly prohibited:
      (i) Alcohol (including all beverages containing alcohol and those held out to be or represented as an alcoholic beverage)
      (ii) Cannabis and derivatives of such including but not limited to:

(A) CBD
(B) Hemp
(C) Marijuana (leaf, liquid, synthetic)
(D) THC
(iii) Drugs and other controlled substances deemed illegal by Chapter 893, Florida Statute
(iv) Drug paraphernalia
(v) E-Cigarettes/Vapor Devices (including components of such)
(vi) Mood altering substances
(vii) Nicotine/Synthetic Nicotine
(viii) Prescription medication
(A) Prescription medication not prescribed for the student who is in possession of the medication
(B) Any prescription medication not authorized by School Board Policy 6305
(ix) Tobacco/Tobacco Products
(x) Unauthorized substances

2) Pursuant to F.S. §1006.09(9), each principal shall post, in a place readily seen by students, a notice stating that a student's locker or other storage area may be subject to search based upon reasonable suspicion of possession of prohibited, unauthorized or illegal materials/objects, or substances and may also result in a search of person, possessions, locker and/or vehicle.
   a) Any personal property brought on school grounds may be inspected by drug-sniffing dogs for, drugs, or other prohibited substances. Personal property that may be inspected includes but is not limited to cars parked on school grounds, desks, backpacks, lockers, book bags, and gym bags.
   b) Reasonable suspicion of improper conduct is not required to use drug-sniffing dogs to inspect personal property. Drug-sniffing dogs will not be used to inspect students for alcohol, drugs, or other prohibited substances.
3) School personnel shall report to the principal/designee the suspected unlawful use, possession, transmittal, sale or attempted sale by a student of any drugs, tobacco or tobacco related products, nicotine, e-cigarette, vapor devices or similar, over-the-counter or prescription substances, except those authorized under SBBC Policy 6305 (Administration of Medication/Treatments), and including any alcoholic beverage or inhalant, and shall be exempt from the civil liability when making such reports.
4) If a student has been suspended or expelled for a prior drug offense by any in-State or out-of-State public, private, charter or research school, then the disposition of this offense shall constitute a second offense and the procedures for second offenses shall apply.
5) Pursuant to F.S. §1006.07(7), if an immediate mental health or substance abuse crisis is suspected, school personnel shall follow policies established by the threat assessment team to engage behavioral health crisis resources.
6) A student who is assigned a Substance Probation Contract (SPC), will be in breach of that PSC, if that student commits another substance violation for any other drug or substance, not including nicotine, synthetic nicotine, or paraphernalia, during the term of the current PSC. The student will be issued a ten-day suspension with a recommendation for a Behavior Intervention Program assignment for the subsequent violation.

SECTION VI: RESPECT FOR PERSONS AND PROPERTY

Students shall be treated with respect and honesty; to learn in a safe, orderly, and distraction-free environment, and to have their property and rights respected. To honor these rights, students have the responsibility to treat school property and the property of others with respect; to act in a way that does not interfere with the rights of others; to act in a way that Is not harmful to the health and safety of others, and to provide information on any potentially dangerous situations to a staff member or through one of the anonymous tip lines provided by the District at www.browardschools.com/securitytips.

Students are expected to honor their responsibilities and behave in ways that respect the rights of all persons and property. Consequences for unacceptable behaviors are found in the Discipline Matrix. Violations of this section include:

A) Disruptive Incidents (including but not limited to):

1) Taking, possessing, displaying, distributing, and/or transmitting pictures using an electronic device during the school day. Note: Use of a camera telephone may result in additional consequences (beyond confiscation) if used to take pictures that are pornographic or obscene or to break rules or laws.
2) Disturbing the class or school by being disrespectful or rude, refusing to obey any staff member, failing to follow classroom rules, running in the halls, throwing objects, possessing or igniting fireworks or firearms, fighting, gambling, or bringing distracting items to school. Examples of distracting items include but are not limited to in-line skates/roller blades/heelies (sneakers with wheels), toys, playing cards, games, cigarette lighters, radios, audio recorders, or laser pointers/pens and other laser devices.
3) Using scooters and inline skates/rollerblades/heelies in the school building or on school property.
4) Behaving inappropriately on field trips.
5) Possessing and/or transmitting pornographic/obscene material.
6) Misrepresenting oneself by cheating, copying, plagiarizing, counterfeiting, using false identification, or making false reports by posing as a parent to excuse absences or tardiness, sign a report card, etc.
7) Unauthorized possession or use of school/county documents or forms.
8) Conducting, recruiting, or participating in youth gang-like activities on campus including but not limited to using gang-related or cult-related gestures, language, and/or signs.
9) Unauthorized presence on school property.
10) Endangering the lives of students and staff by causing major campus disruptions with behaviors including but not limited to setting off unfounded fire alarms, making false 9-1-1 calls, making false hoax/bomb threats, and/or swatting.
11) Gambling.
12) ***For Secondary Students Only,*** parking a motorized vehicle on school grounds without an official permit or in unauthorized areas.

B) Acts Against Persons (including but not limited to):

1) Bullying and/or harassment as defined in School Board Policy 5900.
    a) Sexual harassment is a form of sex discrimination that violates the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, amended 2020 and SBBC Policies 4001.1 and 5900. Sexual violence is a physical act of aggression that includes a sexual act of sexual purpose. Sexual violence is also a violation of these same statutes and may also represent a criminal law violation. The school district prohibits any form of sexual harassment and sexual violence. Allegations of student-to-student sexual harassment will be investigated in the same manner prescribed by Anti-Bullying Policy 5900. The department of EEO/ADA compliance (Title IX District Coordinator) provides guidance and assistance to school-based Investigative Designees (ID)/Title IX coordinators.
        (i) Sexual harassment and sexual violence are unlawful and will be grounds for disciplinary action. Students who believe they have been victims of sexual harassment or sexual violence should report the alleged act immediately to a teacher and/or school administrator. Because sexual harassment can take on many forms, it is further described in the definitions found in the Appendix.
2) Cyberbullying as defined in School Board Policy 5900.
3) Taking part in physical acts of a sexual nature, engaging in sexual harassment, or offending others by indecent exposure.
4) Using insulting, abusive, profane, racially, or sexually offensive written or oral language, or making obscene remarks or gestures.

5) Abusing another student or staff member including, but not limited to, verbal abuse, actual or threatened physical harm, extortion, destruction of personal property, intentionally making a false accusation, or intentionally providing misinformation.
6) Discrimination.
    a) The School Board of Broward County, Florida, prohibits any policy or procedure that results in discrimination, as defined by applicable laws, in its education programs or admissions to education programs. The SBBC also provides equal access to the Boy Scouts, Girl 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 & the District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.
    b) Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) School Board Policy 4001.1, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination against any students with regard to access to programs, services, and activities on the basis of disability. If any student feels he or she has been discriminated against because of such disabilities or perception of a disability, there are specific procedures to report such offenses. See School Board Policy 5900 for the steps to report such offenses.
    c) If any student feels that he or she has been discriminated against or harassed, there are specific procedures to report such offenses outlined in School Board Policy 5900.
7) Hazing.
8) Threatening, stalking, hitting, or hurting another student, teacher, or other school personnel.
9) Intentionally making a false accusation that jeopardizes the professional reputation, employment, or certification of a teacher or other member of a school staff.
10) Committing a hate crime.
11) Fighting.
12) Threatening or hurting a person with or without a weapon.
13) Committing theft.
14) Committing robbery.
15) Committing extortion.
16) Committing sexual assault, battery, or harassment.
17) Kidnapping or abduction.
18) Homicide.

C) Property Incidents (including but not limited to):

1) Damaging, destroying, or vandalizing school property.
2) Misusing technology.
3) Starting a fire (arson).
4) Breaking and entering/burglary.

D) Other Major Incident (including but not limited to):

1) Having and/or hiding a weapon.
2) Endangering the lives of students and staff by failing to report a threat of violence against others.
3) Committing other criminal acts.

SECTION VII. SCHOOL BUS BEHAVIOR

Misconduct by any student while riding school sponsored transportation represents a serious threat to the safety of all occupants of the bus as well as other motorists, pedestrians, and members of the community. All rules that apply to the school grounds and school activities also apply to school sponsored transportation. Parents are responsible for their student's behavior on the way to and from school using means other than school-sponsored transportation and while their child is at the bus stop. While the District is not responsible for incidents that occur at a bus stop or en route to and from school using means other than school-sponsored transportation (e.g., walking, biking, riding in a personal car), a student, parent, or

witness may file an incident report by contacting local law enforcement and/or the students' assigned school if it is known. They may also contact the DSOC in one of the following ways:

- Call the DSOC, 24 hours a day, 7 days a week at 754-321-3500
- Send an email to securitytips@browardschools.com
- Submit a tip online via FortifyFL at GetFortifyFL.com
- Submit a tip through SaferWatch at www.saferwatchapp.com/browardschools/.

Upon receipt of an incident report, the District/school may investigate and provide assistance and interventions as deemed appropriate. The principal/designee will log all reports and interventions in the current SIS. School sponsored transportation violations are listed below and consequences for each level of violation are contained within the discipline matrix.

A) Level One Violations
   1) Eating or drinking on the bus.
   2) Failing to sit in the seat assigned by the bus operator.
B) Level Two Violations
   1) Disrupting, distracting, or disobeying a bus operator.
   2) Failing to utilize required safety equipment on the bus.
   3) Getting out of the seat while the bus is in motion.
   4) Loud talking, inappropriate remarks, or spitting out of the bus window at other students, pedestrians, or motorists.
C) Level Three Violations
   1) Placing head, arms, or legs outside the window of the bus.
   2) Opening a school bus emergency door and/or exiting the bus when the bus is stopped, unless directed by the school bus operator in an emergency or during an evacuation drill.
   3) Threats against the bus operator, bus attendant, or passengers on the bus.
   4) Use of profanity.
   5) Committing battery and/or fighting on the bus.
   6) Committing a sexual offense (misconduct, harassment, battery) and/or inappropriate touching of another student while on the bus.
   7) Smoking/vaping on the bus.
   8) Opening a school bus emergency exit door while the bus is in motion.
   9) Throwing objects out of the window of the bus, which may or may not cause injury to persons or physical damage.
   10) Throwing objects at a bus after leaving the bus, which may or may not cause injury to persons or physical damage.
   11) Criminal mischief of seats or other bus equipment.
   12) Boarding or attempting to board a bus route other than the student's assigned bus route or attempting to leave the school bus at other than the student's assigned bus stop without permission of the school principal or designee.

SECTION VIII: INTERVENTIONS AND CONSEQUENCES

The District will make every reasonable effort to correct student misbehavior through school-based resources at the lowest possible level, and to support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior. Most disciplinary issues should be addressed at the classroom level by teachers. Additionally, students exhibiting serious or chronic behavior issues will be referred to the school's CPST for the development of multi-tiered interventions to address targeted behavior problems.

A) Pursuant to F.S. §1006.08 and F.S. §1003.31, students who commit violent or disruptive behaviors that may pose a threat to the safety of school staff or students shall be assigned to an alternative educational

program and/or referred to mental health services identified by the school district. Pursuant to F.S. §1006.07(7), referral to mental health services shall be in consultation with the threat assessment team.

B) In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior. Any disciplinary or prosecutorial action taken against a student who violates this policy must be based on particular circumstances of the student's misconduct.
   1) For IDEA-eligible ESE students and students determined to be disabled under Section 504 of the Rehabilitation Act of 1973, suspensions, expulsions, and other disciplinary measures shall follow applicable laws, SBBC policies, and provisions of the Individual Education Plan (IEP) or Section 504 Accommodation Plan.

C) It will not be necessary to use each consequence or to use consequences in the order listed below. However, as provided in the Discipline Matrix, certain rule violations do require specific consequences. The District's Discipline Matrix is attached and also available on the District's website at: https://www.browardschools.com/codeofconduct.
   1) Parent contact/conference (mandatory for all offenses). If the initial meeting with the parent(s) does not resolve the behavioral issues or identify potential remedies:
      a) Referral to School-based Collaborative Problem Solving (CPTS)/Response to Intervention (RtI) Team. The CPTS/RtI Team must attempt and document the attempts to communicate in writing and/or by telephone with the parents regarding the behavioral issues; and
      b) Consider evaluating the student for alternative education programs or behavior contracts.
   2) Referral to the Behavioral Threat Management Team
   3) Confiscation (when applicable)
   4) Restitution (when applicable)
   5) Referral for support services (School Counselor, School Social Worker, Family Counselor)
   6) School-based attendance contract
   7) School-based behavior contract
   8) Interventions Making Positive Adjustment Change (IMPAC) Alternative to External Suspension (AES)
   9) Substance Probation Contract
   10) Alternative Probation Contract
   11) Verbal Warning or Written Reprimand
   12) School/Community Service Work
   13) Before/After School Detention
   14) Multiple Before/After School Detentions (2-3) or Saturday Detention
   15) Timeout
   16) Loss of Extra-Curricular Activities (1-5 days)
   17) Refer to Fire Starter Program
   18) SESIR Incident Reporting Required
   19) Recommendation for Expulsion (Mandatory)
   20) Recommendation for District-assigned Behavior Intervention Program (Mandatory)
   21) Consultation with law enforcement
   22) Notification to regional office and District Security Operations Center (DSOC)
   23) In-school suspension (less than 1 day to 5 days)
   24) Out of school suspension (1-10 days)
   25) Bus suspension (1-10 days)
   26) Bus expulsion for the remainder of the school year
   27) Loss of all school-sanctioned activities for 1 calendar year
   28) Referral to Community Youth Support Service Programs (as available and appropriate)
   29) Issue HOPE Scholarship Initial Notification Form to Eligible Party(ies)
   30) ***For Secondary Only,*** warning, notification, or towing for motor vehicle violations:
      a) First offense: Warning
      b) Second offense: Parent notification
      c) Third offense: Tow vehicle

D) Consequences of Serious Misbehavior Leading to Suspension and/or Expulsion

School Board Policy 5100: Suspension and Expulsion provides more specific information governing incidents that require suspension, expulsion, or administrative assignment to a District Behavior Intervention Program. This policy can be viewed at www.browardschools.com/policies.

1) The Code of Student Conduct includes provisions for action that must be taken if there are serious problems involving weapons, drugs (including alcohol), mood-altering substances, steroids, and criminal acts. Specific action, outlined in SBBC Policy 5100, will be taken as a result of these violations, except in instances of self-defense.
   a) If the principal determines that the student used an action, instrument or object in self-defense, the student may not be suspended or expelled. Self-defense is when a student is unable to leave the area of a "pending attack" and must use any action that is necessary to protect oneself from serious bodily harm using only the amount of force necessary to get away from the attack and immediately seek help from the nearest adult. Provocation and/or retaliatory actions are NOT considered self-defense and will be considered as mutual participation and subject to appropriate disciplinary actions. Provocation/retaliation is considered:
      (i) Provoking another student using actions or words (verbal or written), to engage in an altercation and striking back after being struck.
      (ii) Willingly entering the area of a "pending attack" and involving oneself in the confrontation.
      (iii) Continuing to strike or hit after being able to get away.
      (iv) Choosing not to leave the area after being able to get away.
      (v) Returning to the confrontation after getting away.
   b) Florida Statutes §§776.012, 776.013 and 776.032, commonly known as the Florida Stand Your Ground law, are not applicable to charges of violations of the Code of Student Conduct and/or SBBC Policy 5100.
2) In accordance with Florida Statutes §1001.32(2), District school boards have the authority to exercise any power except as expressly prohibited by the State constitution or general law to develop, implement, interpret, or prescribe law or policy or describe the procedure or practice requirements of such rule.
3) All violations under SBBC Policy 5100 will involve the following steps:
   a) Principal involvement.
   b) Immediate parent contact.
   c) Suspension from school grounds, all classes, and all school activities.
   d) Referral to Broward District Schools Police and local law enforcement, when specified in the Discipline Matrix and School Board Policy 5100.
      (i) All necessary steps will be taken to protect a victim from further victimization for incidents set forth in this policy, incidents that require mandatory assignment to a behavior intervention program or expulsion (See Section V of SBBC Policy 5100) or involve acts of bullying. Such actions may include assignment of the student (perpetrator) to a different school from that where the offense occurred. Only the superintendent/designee may assign a student to another school after completion of the mandatory requirements for a District-assignment behavior intervention program or expulsion assignment or after compliance with the bullying complaint procedures. Should the district make such a reassignment, transportation will be provided by the District. All "no contact orders" entered by a court and provided to a school's administrator shall be acknowledged and implemented to the extent possible. Students who return to school under a no contact order are responsible for following the terms outlined in the order. Failure to do so will result in a consultation with law enforcement and may result in an administrative assignment to an alternate school location. Transportation is not provided by the District when there is a court order for no contact requiring reassignment of the student to another school unless there is transportation available at no additional cost to the District.

4) Out-of-School Suspension

Out-of-School Suspension occurs when a student is removed from school and school-related activities on or off school grounds by the school's administration. Students who receive an out-of-school suspension shall be offered a short-term behavior intervention program in a District-approved behavior intervention program school.

a) Students shall be suspended and may be recommended for a behavior intervention or expulsion assignment when they:
   (i) Commit repeated violations of harassment.
   (ii) Commit violations of fighting (mutual combat).
   (iii) Commit criminal mischief/damage to property (equal to or greater than $1,000).
   (iv) Commit any act on campus or off campus that substantially disrupts the orderly conduct of the school/school activities.
   (v) Commit grand theft (equal to or greater than $750).
   (vi) Commit burglary – unlawful breaking/entering.
   (vii) Commit a simple battery.
   (viii) Commit a sexual assault.
   (ix) Commit sexting.
   (x) Commit sexual harassment.
   (xi) Commit sexual misconduct (sexual offense).
   (xii) Commit a false accusation against school staff.
   (xiii) Commit a false fire alarm/911 call.
   (xiv) Commit trespassing.
   (xv) Commit threat/intimidation.
      (A) If the SESIR definition is met, consideration of the following shall occur in order to determine the appropriate incident type:
         (1) Threat/Intimidation Very High Level – For instances where the SESIR definition is met, the Behavioral Threat Assessment (BTA) risk level has yielded an outcome level of high, and the threat involves the potential or actual use of a weapon, the student shall be issued a 10-day suspension and recommended for expulsion or a behavior intervention assignment.
         (2) Threat/Intimidation High Level - For instances where the SESIR definition is met, the BTA risk level is determined to be high, but there is no weapon involved, the school shall follow the Discipline Matrix.
         (3) Additionally, the SESIR Threat/Intimidation incident type may not be applied in instances when the SESIR definition has not been met. To meet the SESIR Threat/Intimidation definition, the threat must include the following three (3) elements: intent, fear, and capability.
   (xvi) Possesses/displays/uses/sells/transmits a Class B weapon, which includes laser pens/pointers and other laser devices used in a manner that could potentially harm or injure another individual.
      (A) If through investigation, a student is found to only possess Mace/Pepper Spray in a container with maximum capacity of 2 ounces or less and it has verified and determined by a school administrator that the item was possessed only, and not displayed, used, or transmitted, the student shall not be subjected to disciplinary action. However, if a student displays, uses, sells, or transmits the item, the student shall be subject to discipline for possession/display/use/sale/transmittal of a Class B weapon.
      (B) A student shall be subjected to disciplinary action in accordance with the discipline matrix for possession of a Class B Weapon, unless it is determined through an investigation that the Class B Weapon was unknowingly/inadvertently possessed and upon discovery/awareness, the student "immediately" reported, relinquished, or delivered the Class B Weapon to a staff member without incident. This may apply only to incidents with a behavioral threat assessment outcome that indicates there is no threat or indication of intended harm.

(xvii) Commits fire starting*

(A) *Note: The school administrator shall refer the student for participation in a local Fire Starter Program. The suspension shall be reduced by 3 days upon parent/guardian agreement to participate in said program. Failure on the part of the student to successfully complete the program may result in the reissuance of the 3 days.

(xviii) Conducts, recruits, or participates on campus in a formal or informal manner in order to foster youth gang or gang-like activity. This activity may include an association or group of three (3) or more persons who engage in a pattern of youth or street gang or gang-like activity and have a common name or common identifying clothing, jewelry, buttons, colors, signs, symbols, or markings with the intent to threaten and/or present a danger to public order and safety.

(xix) Electronic device – the use of an electronic device to possess, display, or transmit offensive images, images that depict nudity or sexual content, video voyeurism, or the use of an electronic device to capture said images, or any other images of people which violates reasonable expectation of privacy. This includes images generated using artificial intelligence (AI) commonly known as “deep fakes.” Deep fakes are defined as an image or video of another person in which their face or body has been digitally altered so that they appear to be someone else, that is used maliciously, or to spread false information.

(A) Display of offensive images will not result in disciplinary consequences if it is determined that the student immediately reported or delivered the offensive image(s) to a staff member.

(xx) Other Major - Other Serious Incident/Delinquent Act - any serious, harmful incident resulting in the need for law enforcement consultation not already set forth by SESIR guidelines or policy, which occur on SBBC property, during school events or activities, or on school transportation.

(xxi) Uses the school district’s technology and/or software for any unauthorized purpose. This includes the unauthorized use of a computer/technology, including, but not limited to, accessing or breaking into restricted accounts or networks, creating, modifying or destroying files/records without permission, copying software, entering, distributing or printing unauthorized files/records, uploading to the internet and/or sharing or distributing, offensive or inappropriate material, including video, and any other misuse or violation of SBBC Policy 5306: School and District Technology Use, Section VI.

(xxii) Commits extortion.

(xxiii) Non-School - Other Serious Incident/Delinquent Act - Suspension proceedings, pursuant to Rule 6A-1.0956, F.A.C., may be initiated against any enrolled student who is formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a proper prosecuting attorney for an incident which allegedly occurred on property other than public school property, if that incident is shown, in an administrative hearing with notice provided to the parents of the student by the principal of the school, to have an adverse impact on the educational program, discipline, or welfare in the school in which the student is enrolled. (F.S. §1006.09(2)).

5) Behavior Intervention Program Assignment

A behavior intervention program assignment is when, by action of the Superintendent, or designee, a student is removed from their school and school-related activities on or off school grounds. A behavior intervention program assignment is for a minimum of one academic quarter and continues until the student meets exit criteria of the assigned behavior intervention program. Transitions from a behavior intervention program assignment to a traditional school are considered at the end of each academic quarter for elementary students (Grades K-5) and each semester for secondary students (Grades 6-12). When a student is administratively assigned to a District Behavior Intervention Program for a violation of the Code of Student Conduct, and their parents refuse to

have their child participate, the student will be prohibited from attending any Broward County Public School for the remainder of the current school year plus one additional academic year.

a) Students found to have committed the following offenses on school property, school-sponsored transportation, or during a school-sponsored activity shall receive the most severe consequences provided in this policy which shall be mandatory suspension and administrative assignment to the Behavior Intervention Program, a referral to local law enforcement, and a referral for counseling services, as appropriate.
   (i) Aggravated Battery
   (ii) Arson or Attempted Arson
   (iii) Bullying (Grades 3-12)
   (iv) Hazing (F.S. §1006.135)
   (v) Kidnapping or Abduction/False Imprisonment
   (vi) Repeated violations of the Code of Student Conduct (see discipline matrix)
   (vii) Robbery or Attempted Robbery
   (viii) Sexual Battery (Rape) or Attempted Sexual Battery (Rape)
   (ix) Simple Battery on School Board Employee, Sports Official, Law Enforcement Officers, Firefighters, Emergency Medical Care Providers, Public Transit Employees or Agents, or Other Specified Officers (F.S. §§1006.13(5), 784.081, and 784.07).
   (x) Violation of an Alternative Probation Contract or Substance Probation Contract
b) Workback Opportunities for Offenses Mandating an Administrative Assignment to a Behavior Intervention Program or Expulsion
   (i) Success within all workback programs shall be based upon the requirements of the District-assigned Behavior Intervention program and workback agreements as determined by the District case managers.
   (ii) **Substance workback** shall mean that the student is eligible to return to a regular school program upon successful completion of the State-certified rehabilitation or treatment program as determined by the District substance abuse case manager.
   (iii) Upon successful completion of the District-assigned behavior intervention program, the student shall transition back to the regular school program, except when indicated otherwise in this policy. In the case of a student with a disability, a return to their regular school program may be a change in placement that would require action by the IEP/504 Team.

6) Expulsion

An expulsion occurs when, by action of the School Board, a student is removed from school and school-related activities on or off school grounds. Students who are expelled may be eligible to receive continuing education services in a District-assigned behavior intervention program. Students who engage in the continuing education services in a District-assigned behavior intervention program may be eligible to transition back to a traditional school after a minimum of one calendar year from the date of assignment to the program, if they meet the established exit criteria of the program. Students who do not engage in the continuing education services in a District-assigned behavior intervention program will be expelled for the remainder of the current school year plus one additional school year. If a student committing any of the offenses in this subsection is a student who has a disability, the District school board shall comply with applicable State Board of Education rules (F.S. §1006.13(3)).

a) The term of the expulsion shall commence with the date of the School Board's final order.
b) The term of exclusion from school shall not exceed the remainder of the current school year plus the subsequent school year. Students who enroll in the District-assigned behavior intervention program may qualify for an early completion transition no earlier than one calendar year from the date of the offense. Early completion requires regular school attendance, successful completion of the District-assigned behavior intervention program level system, and compliance with referred services, as applicable. Transitions from a District-assigned behavior intervention program assignment to a traditional school are considered at the end of each

academic quarter for elementary students (Grades K-5) and each semester for secondary students (Grades 6-12).

c) A District expulsion case manager shall monitor/verify that the student has successfully completed the assigned behavior intervention program and facilitate the student's transition and re-entry into the regular school program, except where otherwise indicated in this policy.

d) All expulsions shall be entered into the student information system and such documentation forwarded to any school upon request for the purpose of student admission.

e) Per F.S. §1006.13, District school boards may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion.

f) **OFFENSES LEADING TO MANDATORY EXPULSION**

Pursuant to F.S. §1006.13(3), students in grades K-12 found to have committed one of the following offenses involving any student, staff, school, and/or on school property, school transportation, or at a school-sponsored activity will be expelled, with or without continuing educational services, from the student's regular school for a period not less than 1 full year, will be referred to the criminal justice or juvenile justice system and referred to mental health services identified by the school district pursuant to F.S. §1006.04 and F.S. §1006.07(7), for evaluation and treatment as appropriate.

(i) Weapons Class A - Bringing a firearm or weapon, as defined in Chapter 790, including possessing, displaying, using, selling, or transmitting a firearm.

(A) Per 790.161, a person who willfully and unlawfully makes, possesses, throws, projects, places, discharges, or attempts to make, possess, throw, project, place, or discharge any destructive device.

(B) Per 790.1615, a person who perpetrates any unlawful throwing, projecting, placing, or discharging of any destructive device or bomb that results in any bodily harm, to any person, regardless of intent or lack of intent to cause such harm.

(C) Any object or item which can be classified as a weapon in accordance with this policy shall be conclusively determined to be a weapon and not considered to be an instrument or object other than a weapon as defined in this policy. Students are prohibited from possessing or using an object defined as a weapon within this policy at school, on school property, or at school sponsored events. Students may not be subject to mandatory suspension and expulsion proceedings when the principal determines the student used an instrument or object, which is not otherwise defined as a weapon within this policy, in self-defense.

(D) A student shall be subjected to mandatory expulsion for possession of a Class A Weapon, unless it is determined through the Pre-Expulsion conference that the Class A Weapon was unknowingly/inadvertently possessed and upon discovery/awareness, the student "immediately" reported, relinquished, or delivered the Class A Weapon to a staff member without incident. This may apply only to incidents with a behavioral threat assessment outcome that indicates there is no threat or indication of intended harm.

(ii) Threat to Kill/Mass Shooting – Per F.S. §836.10, any person who sends, posts, or transmits, or procures the sending, posting, or transmission of, a writing or other record, including an electronic record, in any manner in which it may be viewed by another person, when in such writing or record the person makes a threat to kill or do bodily harm to another, or conduct a mass shooting or act of terrorism.

(A) Electronic record is defined as any record created, modified, archived, received, or distributed electronically which contains any combination of text, graphics, video, audio, or pictorial represented in digital form. This does not include a telephone call.

(B) Per F.S. §790.162, it is unlawful for any person to threaten to throw, project, place, or discharge any destructive device with intent to do bodily harm to any person or with intent to do damage to any property of any person.

(iii) False Report/Hoax - Per F.S. §790.163, it is unlawful for any person to make a false report/hoax, with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, other deadly explosive, or a weapon of mass destruction as defined in F.S. §790.166, or concerning the use of firearms in a violent manner against a person or persons, and/or in accordance with F.S. §790.164 concerning any act of arson or other violence to property.

(A) Per F.S. §790.165, "hoax bomb" means any device or object that by its design, construction, content, or characteristics appear to be, or to contain, or is represented to be or to contain, a destructive device or explosive as defined in said chapter, but is, in fact, an inoperative facsimile or imitation of such a destructive device or explosive, or contains no destructive device or explosive as was represented.

(iv) Homicide.

g) **Expulsion from any in-state or out-of-state school.** At the time of initial registration for school from any in-State or out-of-State public, private, charter or research school, the student shall disclose previous school expulsions, arrests resulting in a charge, juvenile justice actions, and referrals to mental health services.

(i) Expulsion, dismissal, or administrative assignment to an alternative school for behavior of a student from any in-State or out-of-State public, private, charter, or research school will be honored by the School Board of Broward County, Florida if the act committed is one that would be grounds for expulsion or mandatory assignment to a behavior intervention program under this policy.

(ii) If a student who has been expelled, dismissed, or administratively assigned to an alternative school for behavior in another district, charter school or private school wishes admission, he/she shall be placed in an appropriate behavior intervention program, or a program designated by the Superintendent/designee for a period of time to commensurate with the terms of the original expulsion, dismissal, or assignment. The student shall also be referred to mental health services identified by the school district pursuant to F.S. §1012.584(4), when appropriate.

(iii) Note: Per F.S. §1006.07(1)(b), upon receipt of an out-of-district final order of expulsion, the order shall be recorded in the records of the receiving school district and the expelled student shall be advised of the final order of expulsion.

7) Zero Tolerance

Pursuant to F.S. §1006.13, District school boards shall promote a safe and supportive learning environment in schools by protecting students and staff from conduct that poses a threat to school safety. All incidents of threat shall be taken seriously and will be evaluated by a threat management team in accordance with School Board Policy 4380. A threat assessment team may use alternatives to expulsion or referral to law enforcement agencies to address disruptive behavior through restitution, civil citation, teen court, neighborhood restorative justice, or similar programs. Zero-tolerance policies may not be rigorously applied to petty acts of misconduct. Zero-tolerance policies must apply equally to all students regardless of their economic status, race, or disability. The threat assessment team shall consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act which would post a threat to school safety.

The District shall enter into agreements with the county sheriff's office and local police department specifying guidelines for ensuring that acts that pose a threat to school safety, whether committed by a student or adult, are reported to a law enforcement agency. The agreements must include the role of school resource officers, if applicable, in handling reported incidents and a procedure requiring school personnel to consult with school resource officers concerning appropriate delinquent acts and crimes.

The school principal shall notify all school personnel as to their responsibilities regarding incident reporting, which acts which pose a threat to school safety and crimes are properly reported to the school principal/designee, and that the disposition of the incident is properly documented.

Notwithstanding, any student who is attending a public school and is adjudicated guilty of or delinquent for, or is found to have committed, regardless of whether adjudication is withheld, or pleads guilty or nolo contendere to, a felony violation of as defined by F.S. §1006.13(6)(a) and, before or at the time of such adjudication, withholding of adjudication, or plea, the offender was attending a school attended by the victim or a sibling of the victim of the offense, the Department of Juvenile Justice shall notify the appropriate District school board of the adjudication or plea, the requirements in this paragraph, and whether the offender is prohibited from attending that school or riding on a school bus whenever the victim or a sibling of the victim is attending the same school or riding on the same school bus, except as provided pursuant to a written disposition order under F.S. §985.455(2). Upon receipt of such notice, the District school board shall take appropriate action.

B) The HOPE Scholarship Program

1) Pursuant to F.S. §1002.40, the Hope Scholarship is for students in grades kindergarten through 12 who are enrolled in a Florida public school and have been subjected to an incident of battery; harassment; hazing; bullying; kidnapping; simple battery; robbery; sexual offenses, sexual harassment, sexual assault, or sexual battery; threat or intimidation; or fighting at school to have the opportunity to transfer to another public school with capacity or to receive a scholarship to enroll in an approved private school. Incidents reported may be investigated at the district level, however, there does not have to be substantiation on the part of the district to offer a transfer to another public school with capacity or the ability for the student to move to an eligible private school on scholarship. School district personnel in Florida have a responsibility to notify families of the Hope Scholarship Program.
2) Upon receipt of a report of an incident, the school principal (or designee), is required to notify the parents of the reported incident and to investigate the incident to determine if it must be reported in SESIR, as required by F.S. §1006.09(6). Additionally, within 24 hours after receipt of the report, the principal or his/her designee shall provide a copy of the report to the parent of the alleged offender and to the superintendent.
3) After the investigation is completed, or within 15 days after the incident was reported to the principal, whichever comes first, the school district must notify the parent of the reported victim of their opportunity to transfer their child to another school under the Hope Scholarship Program.
4) Parents who wish to transfer their student to another public school must email their completed HOPE Scholarship Notification Form to schoolchoice@browardschools.com. For more information on how to apply for a private school scholarship, please visit www.floridaschoolchoice.org. Parents are required to inform the school district when the parent withdraws a student to attend a private school under this program.
5) Additional information on the HOPE Scholarship program can be found at https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/hope/.

SECTION IX: ANTI-BULLYING

SBBC believes that all persons are entitled to an educational setting that is safe, secure, equitable, and free from bullying or harassment of any kind. SBBC will not tolerate bullying, harassment, or discrimination of any kind, and violations of School Board Policy 5900: Anti-Bullying shall be just cause for disciplinary action as outlined in the Discipline Matrix.

School Board Policy 5900 outlines expectations, stakeholder responsibilities, procedures for reporting allegations of bullying and/or harassment, requirements for responding to allegations of bullying and/or harassment, investigative procedures, and more. This policy, and all policies, can be viewed at www.browardschools.com/policies.

SECTION X: RIGHT TO APPEAL DISCIPLINARY INFRACTIONS AND ADMINISTRATIVE CONSEQUENCES, GRIEVANCE PROCEDURES for DISCRIMINATION, BULLYING and/or HARASSMENT OFFENSES, including SECTION 504 DISCRIMINATION

There may be times when students do not agree with a violation of the Code of Student Conduct for which they have been disciplined and/or the corresponding administrative consequences. Students may speak with school staff first who will allow the student the opportunity to address the concern. Students may also request the presence of a third party, such as a counselor, assistant principal, other staff person, translator, or interpreter. Parent(s), and/or their attorney also have the right to be included. If a discussion does not resolve the concern, the student and/or parent(s) may request an appeal meeting. When requesting the appeal, the student and/or parent(s) must submit a request for an appeal within five (5) school days from the initial disciplinary notification. The request for an appeal must include a statement indicating what happened, when it happened, who was involved, and a detailed explanation for why the parent(s) or student feels the Code of Student Conduct, administrative consequences, and/or disciplinary infraction does not align with School Board policy or the discipline matrix.

A) Suspension appeals for District Schools
   1) Level 1 Appeal: The principal or the administrator with the most knowledge of the incident shall schedule a meeting with the parent/guardian within five (5) school days of receiving the written request. Following the meeting, the Principal shall provide a written decision parent/guardian within five (5) school days. All appeal documentation must be filed and maintained in the student's educational record.
   2) Level 2 Appeal: If a parent/guardian or student is unsatisfied with the outcome of the level 1 appeal, within five (5) school days from receipt of the school's written response, the parent(s)/student may request a second level of appeal in writing to their school's Regional Superintendent's Office. The request for a Level 2 appeal must include the school's written decision, original statement indicating what happened, when it happened, who was involved, and the detailed explanation of why the parent/guardian and/or student feels the Code of Student Conduct, administrative consequences, and/or disciplinary infraction does not align with School Board policy, or the disciplinary matrix.
      a) Upon receipt of such request, the Regional Superintendent, or designee, shall schedule a meeting with the parent/guardian and/or student within five (5) school days of receiving the written request for a Level 2 appeal. Following the meeting, a written decision will be provided to the parent/guardian and/or student within five (5) school days. Failure on the part of the parent/guardian or student to attend the scheduled meeting will result in the appeal being abandoned and the appeals process will be concluded.
   3) Level 3 Appeal: For SBBC public schools ONLY. If the parent(s)/student are unsatisfied with the decision of the Regional Superintendent or designee, they can file a third and final level appeal in writing to the Superintendent's Office/designee within five (5) school days of receipt of the outcome from the Regional Office. This letter of appeal must include all correspondence from all previous appeals.
      a) Upon receipt of the request for appeal, the Superintendent/designee will schedule a final meeting with the parent to attempt to resolve the matter. After the date of this meeting, the Superintendent/designee has five (5) school days to send a written response. The decision of the Superintendent/designee shall be final.
   4) A student shall serve his or her suspension during the pendency of any appeals. If the student is successful in his or her appeal, the student's record shall be corrected to remove all indications of the suspension, and the absences shall be reflected as "excused," for the period in question.
      a) For more serious incidents requiring a mandatory recommendation for an administrative assignment to a District behavior intervention program or expulsion, students will not be allowed to return to the school where the offense occurred. Instead, they will be eligible to receive their continuing education services at a District behavior intervention program site throughout the appeals process.

(i) Under specific circumstances, this provision may not apply to students with disabilities with an IEP or Section 504 Accommodation plan. At all times, all local, state, and federal laws will be followed.

B) Suspension appeals for Charter Schools Adopting the SBBC Code of Student Conduct
   1) Level 1 Appeal: The principal or the administrator with the most knowledge of the incident shall schedule a meeting with the parent/guardian within five (5) school days of receiving the written request. Following the meeting, the Principal shall provide a written decision parent/guardian within five (5) school days. All appeal documentation must be filed and maintained in the student's educational record.
   2) Level 2 Appeal: If a parent/guardian or student is unsatisfied with the outcome of the Level 1 appeal, within five (5) school days from receipt of the school's written response, the parent(s)/student may request, in writing, a meeting with the Charter School's Governing Board. The letter asking for the appointment must include a copy of the first written statement and the school's response, if one was received. The decision of the Charter School's Governing Board shall be final.

C) Reporting discrimination and/or harassment offenses
   1) If any District school student feels that he or she has been discriminated against or harassed, he or she may contact the Executive Director of Benefits and EEO Compliance in the Department of Equal Educational Opportunities, 600 Southeast Third Avenue, 14th Floor, Fort Lauderdale, Florida 33301, Phone: 754-321-2150. Teletype Machine (TTY): 754-321-2158. Email: EEO@Browardschools.com. Complaints relating to discrimination may also be addressed to the Office for Civil Rights, 61 Forsyth Street, S.W., Suite 19T70, Atlanta, GA 30303, or the State or Federal Office for Civil Rights.

D) Reporting Section 504 discrimination
   1) The steps below have been developed to comply with the law for resolution of individual complaints under Section 504/ADA. Persons aggrieved by District school actions are not required by law to exhaust the District's grievance procedures before filing a complaint at the Federal or State level.
   2) The following steps should be followed if resolution on Section 504/ADA issues is not achieved through informal discussion with appropriate school personnel. All meetings, discussions, etc. should be documented. Appropriate school personnel could include teachers, the Section 504 liaison, counselors, school administrator, etc.
      a) If informal discussions do not resolve the issue, the student/parent/guardian may obtain a Grievance Filing Form from the principal. The completed form should be submitted to the school principal.
      b) Within fifteen (15) school days of receipt of the written grievance, the school principal shall provide the grievant with a Grievance Resolution Notice that upholds, modifies, or denies the resolution sought.
      c) If the student/parent/guardian is not satisfied with the response issued in Step 2, he/she may file a complaint with the Superintendent of Schools and request an impartial hearing. When requested, school personnel may need to participate in the hearing process. The request for an impartial hearing would be submitted to: Director, Equal Educational Opportunities/ADA Compliance Department. This office can be reached by phone at 754-321-2150, by email at eeo@browardschools.com, or by U.S. Mail at Equal Educational Opportunities/ADA Compliance, 600 SE Third Ave, 14th Floor, Fort Lauderdale, FL 33301. As a party to the hearing, grievant(s) will be provided with full disclosure of their rights, including their impartial hearing rights, responsibilities and hearing procedures. The Department of Equal Educational Opportunities (EEO) will conduct an investigation and make a determination as to whether probable cause exists that the student was, in fact, discriminated against. A determination of probable cause will include specific recommendations for corrective actions. Parent/Guardian may request Grievance documents from the school-based §504 Liaison or from the District

504/ADA Specialist at (754) 321-8464.

Policy Custodian: School Culture and Student Support
Former Policy Number: 5.8
Policy Status: Active
Authority: F.S. §§120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2), 1001.42(28), 1001.43, 1001.51, 1006.07(2)
Laws Implemented: F.S. §§ 1002.22, 1002.221, 1002.40, 1003.31, 1003.32, 1006.07, 1006.08. 1006.09, 1006.13
Florida Administrative Code Rule, 6A-1.0017
History: Adopted: 4/19/11
Amended**:** 03/20/2012, 7/23/13, 4/15/14, 6/9/15, 5/3/16, 5/2/17, 6/11/19, 6/15/2021, 6/14/2022, 6/13/2023, 10/17/23, 7/23/24, 6/17/25

APPENDIX A

DEFINITIONS

Definitions

1. **Aggravated Battery** is defined as a battery where the attacker intentionally or knowingly causes more serious injury as defined in Rule 6A-1.0017(8)(g), F.A.C., such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant. Note: This is applicable to battery on School Board of Broward County employees, sports officials, or other specified officials as listed in F.S. §§784.07 and 1006.13(5), battery on a law enforcement officer, firefighter, emergency medical care provider, and others as listed in F.S. §784.07. If the incident involves a Class A or Class B Weapon, said incident shall be documented as weapon-related, per SESIR guidelines.
2. **Alcohol related incident** is defined as the possession, sale, purchase, transmittal, distribution, or use of alcoholic beverages. Use means the person is caught in the act of using, admits to the use, or is discovered to have used in the course of an investigation. Note: Alcohol incidents must not be reported to FLDOE as drug related per SESIR guidelines.
3. **Alternative Probation Contract (APC)** is a one-year probationary contract that, if violated, will result in a recommendation for an administrative assignment to a District behavior intervention program. The one-year period begins from the date of the qualifying incident. If the student transfers to another District or Charter school during the term of the APC, the terms of the contract still apply. Refer to the discipline matrix for qualifying incidents.
4. **Arson** is defined as intentionally setting a fire or to intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported in SESIR.
5. **Bullying** (which includes cyberbullying) is defined in School Board Policy 5900.
6. **Burglary** is defined as illegal entry into a facility. The unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.
7. **Cheating**
    a. **Major Cheating** is defined as an act of academic dishonesty by a student who engages in unauthorized use, possession, coordination, promotion, marketing, sharing, distribution, publication, or duplication of tests/exams such as mid-terms, finals, end of course, or other standardized assessments. Cheating, Major also includes but is not limited to changing, giving, facilitating academic dishonesty, seeking to buy, buying grades, selling grades, facilitating the transaction, sale, or purchase of grades or examples, paying someone to change grades, access to exams, or grades or to securing answers to an exam in any manner.
    b. **Minor Cheating** is defined as an act of academic dishonesty by a student who chooses to submit work that is not their own.
8. **Class Cut (Skipping)** is defined as deliberate/willful refusal to attend an assigned class at the designated/required time.
9. **Criminal Mischief (Equal to or greater than $1,000)** is defined as willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other acts of vandalism thereto.
10. **Days** shall be construed to be school days (as determined by the applicable school calendar) whenever mentioned in this policy.
11. **Detention, Unserved,** is defined as an unexcused absence from an assigned detention.
12. **Discriminatory Comments/Actions** are defined as the use of discriminatory words, phrases, social media, actions/retaliation, gestures, symbols or images that slander/demean or is reasonably foreseeable to have a negative impact upon an individual, or community of people/group.
13. **Disruption on Campus-Major** is defined as a major disruption of all or a significant portion of campus activities, school-sponsored events, or school bus transportation. Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others.

14. **Dress Code Violation** is defined as dressing or accessorizing in a manner that violates the Dress Code section of the Code of Student Conduct or a school's approved unified dress policy, or by dressing or accessorizing in a manner that is dangerous to the health and/or safety of oneself or others or in a manner that causes a substantial disruption to the learning environment.
15. **Drug Sale, Attempted Sale, Distribution or Transmittal** is defined as the illegal sale or distribution of drugs. The manufacture, cultivation, sale, distribution, or transmittal of any drug, leaf marijuana, narcotic, controlled substance, or substance represented to be a drug, narcotic, or controlled substance. This includes drug possession with intent to sell.
16. **Fighting-Major (Mutual Combat)** is defined as mutual combat or mutual altercation. The mutual participation of two or more persons using force or physical violence that results in injury requiring professional medical attention.
17. **Fighting-Medium** is defined as mutual participation of two or more persons using force or physical violence (i.e., punching, slapping, kicking, striking, etc.) that may require physical intervention and/or results in injury requiring first aid.
18. **Grand Theft (Equal to or greater than $750)** is defined as the unauthorized taking, carrying, riding away with, or concealing the property of another person, including motor vehicles, without threat, violence, or bodily harm. The item(s) value must be worth $750 or more.
19. **Harassment** is defined in School Board Policy 5900.
20. **Hazing** is defined as any action or situation that endangers the mental or physical health or safety of a student at a school with any grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.
21. **Homicide** is defined as the unjustified killing of one human being by another.
22. **Inciting a Disturbance** is defined as the encouragement or contribution to any fight, disruption, and/or any violation of the Code of Student Conduct, that is reasonably foreseeable to negatively impact a student's ability to learn, a teacher's ability to teach, or negatively impact the school community, school transportation or school-sponsored event. The incident is also applicable when off campus conduct creates a nexus between the school community impacting a student's ability to learn, a teacher's ability to teach, or resulting in a disruption on school campus, school transportation or school-sponsored event. Encouragement/contribution includes, but is not limited to knowingly recording, displaying, posting an incident via an electronic device/social media, or through handwritten or verbal communication.
23. **Injury**
    a. **Minor** is defined as an injury, which solely requires first aid.
    b. **Serious** is defined as an injury, which requires treatment, by professional medical personnel or injury which involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 U.S.C. 1365(h)(3)).
24. **Kidnapping** is defined as forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against his or her will and without lawful authority.
25. **Larceny/Theft (Less than $750)** is defined as the unauthorized taking, carrying, riding away with, or concealing the property of another person, including motor vehicles, without threat, violence, or bodily harm. The item(s) value must be less than $750.
26. **Leaving school grounds without permission** is defined as unauthorized leaving of the school grounds or school-sponsored event during the regular school day or during a school-sponsored event for which the parent has not given written authorization for the student to attend.
27. **Majority Age Student** is any student who is 18 years or older.
28. **Mistreatment of Peers** is defined as words or actions made directly or indirectly towards another that cause harm/hurt feelings that may or may not have minimal effect of interfering with the student's educational performance, opportunities, or benefits. This includes electronic statements.

29. **Mood-Altering Substance** is defined as any substance that is or may be detrimental to the user or to others, including, but not limited to, alcohol or alcoholic beverages, leaf marijuana (less than 20 grams), hallucinogens/chemical intoxication, inhalants, over- the-counter medication taken in excess of the manufacturer's recommended dosage limit.
30. **Non-School - Other Serious Incident/Delinquent Act** is defined as an act, off school property, which would be a felony if committed by an adult. (F.S. §1006.09(2)).
31. **Other Major - Other Serious Incident/Delinquent Act** is defined as any person who commits any serious, harmful incident resulting in the need for law enforcement consultation not already set forth by SESIR guidelines or policy, which occurs on SBBC property, during school events or activities, or on school transportation.
32. **Out of Assigned Area** means willfully entering an area of campus not on a student's assigned schedule, other than a common resource area, without permission. These areas include but are not limited to athletic facilities, classrooms, offices, and restrooms/changing facilities. For this to apply to restrooms/changing facilities, students must first be asked by school personnel to leave and refuse to do so (F.S. §553.865(9)(a)).
33. **Over the Counter (OTC) Medications** are medications that may be sold directly to a consumer without a prescription from a physician or licensed healthcare provider.
34. **Parent** is defined as either or both parents of a student, 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 the parent. (F.S. §1000.21(6)).
35. **Petty Offenses or Petty Acts of Misconduct - Acts that are not a threat to school safety and do not require consultation with law enforcement. (F.S. §1006.13(2)(c)). They include, but are not limited to:**
    a. Willful disobedience;
    b. Defiance of the authority of a member of the staff;
    c. Use of profane or obscene language; or
    d. Repeated exhibitions of behavior that interferes with the teacher's ability to communicate effectively;
    e. Incidents as outlined by the Discipline Matrix.
36. **Possession** is defined as the knowing, intentional, deliberate, or inadvertent control of any article, object, substance, asset, or property.
37. **Robbery** is defined as the use of force to take something from another. The taking or attempted taking of money or other property from the person or custody of another, with the intent to permanently or temporarily deprive the person or owner of the money or other property under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear.
38. **Self-defense** is when a student is unable to leave the area of a "pending attack" and must use any action that is necessary to protect oneself from serious bodily harm using only the amount of force necessary to get away from the attack and immediately seek help from the nearest adult. Provocation and/or retaliatory actions are NOT considered self-defense and will be considered as mutual participation and subject to appropriate disciplinary actions. Provocation/retaliation is considered:
    a. Provoking another student using actions or words (verbal or written), to engage in an altercation and striking back after being struck.
    b. Willingly entering the area of a "pending attack" and involving oneself in the confrontation.
    c. Continuing to strike or hit after being able to get away.
    d. Choosing not to leave the area after being able to get away.
    e. Returning to the confrontation after getting away.
39. **Sexual Assault** is defined as an incident that includes actual fondling, actual indecent liberties, or actual child molestation or threatened rape. Both males and females can be victims of sexual assault.
40. **Sexual Battery (Rape)** is defined as forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or foreign object. Both males and females can be victims of sexual battery.

41. **Sexual Harassment** is defined as the unwelcomed conduct of sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the internet.
42. **Sexual Misconduct / Sexual Offenses (Other)** is defined as lewdness or indecent exposure. Other sexual contact, including intercourse, without force or threat of force. Includes subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner.
43. **Simple Battery** is defined as an actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual.
44. **Simple Battery on School Board Employee, Sports Official, Law Enforcement Officers, Firefighters, Emergency Medical Care Providers, Public Transit Employees or Agents, or Other Specified Officers (F.S. §§1006.13(5), 784.081, and 784.07)** is the actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual.
45. **Substance Probation Contract (SPC)** is a one-year probationary contract that, if violated, will result in a recommendation for an administrative assignment to a District behavior intervention program. The one-year period begins from the date of the qualifying incident. If the student transfers to another District or Charter school during the term of the SPC, the terms of the contract still apply. Refer to the discipline matrix for qualifying incidents.
46. **Tardiness, Habitual** is defined as consistent/repeated (5 times in a marking period) failure to be in the required place of instruction at the assigned time.
47. **Threat/Intimidation** is defined instilling fear in others. An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal and verbal threats of physical harm which are made in person, electronically or through any other means. Threat/intimidation must include the elements of intent, fear, and capability.
48. **Tobacco** is defined as cigarettes or other forms of tobacco/nicotine. The possession, sale, purchase, distribution, or use, transmittal of tobacco or nicotine products on schoolgrounds, at school-sponsored events, or on school transportation by any person under the age of 21. Tobacco incidents will not be reported to FLDOE as drug related per SESIR guidelines.
49. **Transmittal** is defined as the transfer of an object, thing, electronic message or image, or substance from one person to another. Transmittal does not occur when the person immediately returns the item back to the person who gave it to them or if it is immediately delivered to a teacher or school administrator.
50. **Trespassing** means to enter or remain on school grounds/campus, school transportation, or at a school-sponsored event/off campus, without authorization or invitation and with no lawful purpose for entry. Only incidents involving a student currently under suspension or expulsion, or incidents where any offender (student or non-student) was previously issued an official trespass warning by school officials, or where any offender was arrested for trespass are required to be reported to SESIR. Trespass incidents that did not have a prior official warning, did not result in arrest, or did not involve students under suspension or expulsion should be reported as locally defined incidents according to district policies.
51. **Unauthorized Substance** is defined as any narcotic, controlled substance, or when said drug/substance is used for chemical intoxication. Use means the person is caught in the act of using, admits to using or is discovered to have used in the course of an investigation. This includes any:
    a. substance/drug deemed illegal under Chapter 893.
    b. drug or controlled substance that constitute a felony under Florida statute.
    c. types of cannabis, including, but not limited to, marijuana and hemp, and derivatives of such, including, but not limited to THC and CBD products.
    d. prescription medication not prescribed for the student who is in possession of the medication, or any prescription medication not authorized by SBBC Policy 6305.

52. **Under the Influence** is defined as any student who attends a school or school-sponsored event subsequent to having used or ingested any mood-altering substance or unauthorized substance as defined within SBBC Policy 5100: Suspension and Expulsion.
53. **Vandalism (Less than $1,000)** is defined as destruction, damage, or defacement of school property. The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it.
54. **Violent Behavior** is defined as the use of physical force that causes damage, injury, violates or abuses another person or property.
55. **Weapons**
    a. **Class A Weapons** include any firearm, instrument, or object that can inflict serious harm on another person or can place a person in reasonable fear of serious harm. Possession of a firearm or any instrument or object as defined by Section 790.001, F.S., that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. This category includes, but is not limited to:
        i. Firearm, (whether operable or inoperable, loaded or unloaded) including, but not limited to, handgun, zip gun, pistol, rifle, shotgun, and starter gun, but excluding a BB gun, hard pellet gun, or airsoft gun.
            1. Note that a student who wields or threatens with a BB gun, hard pellet gun, or airsoft gun is considered in possession of a weapon under Rule 6A-1.0017, F.A.C. These incidents shall be handled in accordance with possession of a Class A weapon under this policy and SBBC Policy 5100.
        ii. Explosive propellants or destructive devices (operable or inoperable), including bombs
        iii. Dirk
        iv. Brass knuckles and/or metallic knuckles includes, but is not limited to, any device or instrument made of metal or other materials, designed to fit around the knuckles/fingers
        v. Billy club
        vi. Tear gas
        vii. Electric weapon or device including, but not limited to, stun gun and taser gun.
        viii. Slungshot - is a striking weapon consisting of weight or other hard object affixed on a flexible handle or strap
        ix. Chemical weapons or devices in a container with the capacity to hold more than 2 ounces of the chemical
        x. Flare gun
        xi. Ice pick
        xii. Knife – Any knife that may inflict harm on another person, or could be used to intimidate/threaten another person, including, but not limited to, fixed blade knives, regardless of size, switch blade knives, razor blades, or box cutters (except as authorized pursuant to F.S. 790.115(2)(a)), but excluding blunt-bladed table knives and common pocketknives, defined as a folded knife with a blade of 3 ¾ inches or less with no weapon-like characteristics. (see Class B weapons/items for other knives)
            1. Note that a student who wields or threatens with a common pocketknife is considered in possession of a weapon under Rule 6A-1.0017, F.A.C. These incidents shall be treated consistent with possession of a Class A weapon under this policy and SBBC Policy 5100.

    b. Class B Weapons include but are not limited to the following:
        i. Chains (i.e., household, industrial)
        ii. Pipe - a hollow cylinder or tube made of metal, wood, plastic, or similar material
        iii. Other pointed instruments or sharp objects, other than school supplies (i.e., pencil, compass)

iv. Nunchakus, Chinese stars
v. Chemical weapon or device such as pepper spray or mace in a container with the capacity to hold two (2) ounces or less of the chemical*
    1. *This does not apply to pepper spray/mace with the capacity to hold less than two (2) ounces if it was only possessed and not displayed, used, sold, or transmitted
vi. Ammunition and any component thereof, including, but not limited to bullets, shotgun shells, bullet casings and magazine clips
vii. Slingshot - a hand-held and hand-powered device consisting of a frame with attached rubber strap/straps, used for shooting objects
viii. Flammable liquids or combustible materials
ix. Projectile Device* - including, but not limited to, BB guns, hard pellet guns, and paint ball guns
    1. On a 1st offense only, for an elementary level student (Grades K-2), a projectile device shall not be categorized as a Class B weapon/item if the following conditions are met:
        a. the projectile device was unloaded; and
        b. the student was not in possession of ammunition for the projectile device.
    2. If the conditions above are met, for an elementary level student (Grades K-2), then the projectile device shall not be categorized as a Class B weapon/item per this policy.
x. All knives (other than a plastic eating utensil, manufactured for single use and disposal) made of any substance not categorized as Class A weapon
    1. At the principal's discretion, a blunt-bladed, round-tipped knife, which is prohibited, shall not be categorized as a Class B weapon on the first offense, if all the following circumstances are met:
        a. the item is used for the consumption of food as an eating utensil; and
        b. the item presents no threat to the environment.
    2. A plastic eating utensil (manufactured for single use and disposal) shall neither be categorized, nor consequenced, as a weapon/item under this School Board Policy or School Board Policy 5100: Suspension and Expulsion.
xi. Any instrument, tool, object, or substance used in a threatening manner toward another person.

Pursuant to F.S. §1006.07(2)(g), simulating a firearm or weapon while playing is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system unless simulating a firearm or weapon while playing substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm; however, this behavior shall not be classified as a Class B Weapon.

c. Simulating a firearm or weapon while playing includes, but is not limited to:
    i. Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon
    ii. Possessing a toy firearm or weapon that is 2 inches or less in overall length
    iii. Possessing a toy firearm or weapon made of plastic snap-together building blocks
    iv. Using a finger or hand to simulate a firearm or weapon
    v. Vocalizing an imaginary firearm or weapon
    vi. Drawing a picture, or possessing an image, of a firearm or weapon
    vii. Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon

APPENDIX B

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) NOTICE

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) NOTICE

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA'S NOTICE OF PRIVACY PRACTICES RELATED TO STUDENTS & FAMILY MEDICAL/MENTAL HEALTH RECORDS PROTECTED BY HIPAA

This notice describes how medical information about you and/or your child may be used and disclosed and how you can get access to this information.

PLEASE REVIEW IT CAREFULLY

The effective date of this notice shall be August 11, 2025.

THE SCHOOL BOARD OF BROWARD COUNTY (SBBC) DUTIES UNDER HIPAA

All medical and health records are protected by Florida Statute, the Family Educational Rights and Privacy Act (FERPA) or HIPAA, depending on the health care provider, the creator of the records, and the entity in possession of the records. Copies of medical records or health-related records submitted to schools (for example, by physicians) become education records (protected by FERPA) when the school is in possession of them.

HIPAA, a Federal law, requires entities covered by this law, including school districts in some limited situations, to maintain the privacy of all mental and physical health records. These records are referred to as "protected health information" (PHI).

HOW THE SCHOOL DISTRICT USES AND SHARES YOUR AND YOUR CHILD'S PROTECTED HEALTH INFORMATION (PHI)

PHI includes demographic and medical information about the past, present, or future physical or mental health of an individual. Demographic information may include your and your child's name, address, telephone number, Social Security number, and any other means of identifying you and/or your child as a specific person.

If a school or District department conducts any transactions electronically in connection with health care (for example, Medicaid billing), the information transmitted is covered by HIPAA.

Your or your child's PHI may be used or shared by the school district for purposes of medical and/or mental health treatment, payment for services, and health care operations. (Health care operations are activities compatible and directly related to treatment and payment, including day-to-day office business, administrative, and customer service activities.) Health care professionals may use this information in the clinics, schools, and/or hospitals to take care of you or your child.

It is important for you to be aware that this law allows the school district to share your and your child's PHI without your consent under the following circumstances:

a. To another health care provider for purposes of your or your child's treatment.
b. To insurance companies, Medicaid, or local, State, or Federal agencies to pay for the services provided to you or your child.
c. To report abuse of children, adults, or disabled persons.
d. For investigations related to a missing child and/or child abuse.
e. For internal investigations and audits by the school district or any grant funding body.
f. For investigations and audits by the State's Inspector General, Department of Education, or Auditor General.
g. For public health purposes including vital statistics, disease reporting, and regulation of health professionals.
h. For medical examiner investigations.

i. For research approved by the school district.
j. To respond to court orders and/or subpoenas (SBBC will make reasonable efforts to provide notice to you for an opportunity to seek a protective order).
k. For judicial and administrative proceedings.
l. When and as required by law. Restrictions by the most protective law (whether State or Federal) will be met.

Unless specified above, the school district will not share your and/or your child's PHI unless you provide written authorization. This authorization will have an expiration date. Additionally, you may revoke the authorization in writing at any time. Certain uses and sharing of psychotherapy (counseling) notes may also require your written authorization, except when required by a subpoena or court order. Uses and disclosures of PHI for marketing purposes as well as disclosures that constitute a sale of PHI require written authorization.

INDIVIDUAL RIGHTS

1. You have the right to request the school district to restrict the use of your and/or your child's PHI and with whom it may be shared. You have the right to request restrictions or limitations on the PHI used and disclosed for treatment, payment, or health care operations. You also have the right to request a limit on the PHI the school district Plan discloses to someone involved in your care or the payment of your care, like a family member or friend. To request a restriction, you must make your request in writing to the department providing the service, or you may send the request to the SBBC Privacy Officer at 600 S.E. 3rd Avenue, 11th Floor, Fort Lauderdale, FL 33301. In your request, you must tell us (1) what information you want to limit; (2) whether you want to limit our use, disclosure, or both; and (3) to whom you want the limits to apply. The school district will consider any of your requests but is not required to agree to them.
2. You have the right to request confidential communications. The school district may mail or call you with appointment reminders or regarding your responsibility to pay for services. We will make contact with you in the manner and at the address or telephone number you select. You may provide an address other than your residence where you can receive mail and where you may be contacted. You will be asked to put your contact information in writing.
3. You have the right to review and receive a copy of your PHI, except as limited by law. Your review of the PHI will be supervised and will be at a time and place that is convenient to you and a representative of the school district. You may be denied access as specified by law. This might occur if your child consented to care, and the parent's consent was not required by law or if your child is receiving care at the direction of a court or a person appointed by the court. If access is denied, you have the right to request a review by a licensed health care professional who is not involved in the decision to deny access. The licensed health care professional will be designated by the school district. If you request a copy, you may be charged a reasonable fee. We will provide you access to the PHI in the form and format requested by you if it is readily producible in such form and format, or if not, in a readable hard copy form. We will provide access (review and/or copy) requested within 30 days or notify you of a one-time 30-day extension, if necessary, and the reason for the extension and the date by which the information will be provided.
4. You have the right to correct your and/or your child's PHI. Your request to correct your or your child's PHI must be in writing and provide a reason to support your requested correction. If your correction is accepted, the school district will make the correction and tell you and others who need to know about the correction. The school district may deny your request, in whole or part, if it finds the PHI:
    a. Was not created by the school district.
    b. Does not qualify as PHI.
    c. Is by law not available for your review.
    d. Is accurate and complete.

If your request is denied, the school district will place your request for corrections with your PHI. You may also send a letter detailing the reason you disagree with the decision. The school district will respond to your letter in writing. You may also file a complaint, as described below in the section entitled Complaints.

5. You have the right to receive a list of the individuals and/or agencies with which the school district has shared your PHI. All requests for this list (also known as an accounting of disclosures) must state a time period that may not include a date earlier than six (6) years prior to the date of the request. The first list you request within a 12-month period will be provided free of charge. For additional lists, we may charge you for the costs of providing the list. The list will not include:
   a. Information shared to carry out treatment, payment, or health care operations.
   b. Information shared with you.
   c. Information incidental to otherwise permitted or required disclosures, pursuant to applicable regulations.
   d. Information you authorized to be shared.
   e. Information shared with individuals involved with your care.
   f. Information disclosed for national security or intelligence purposes.
   g. Information disclosed to correctional institutions or law enforcement officials when the disclosure was permitted without authorization.
   h. Information in a limited data set (which is PHI that excludes certain direct identifiers, such as name, address, social security number, etc.).
6. You have the right to be notified of a breach. If a breach of your unsecured PHI occurs, meaning your private information was disclosed without the required authorization, you have a right to be notified.
7. You have a right to a paper copy of this notice upon request. To obtain a paper copy, contact the school or District department providing the service.

This notice tells you how your and your child's PHI may be used and how the school district keeps this information private and confidential. The school district has always kept this information confidential; this notice simply explains the school district's legal responsibilities, with regard to PHI.

The law requires the school district to give this Notice of Privacy Practices to you. The school district is required to do what the notice currently in effect says it will do. SBBC is required to provide you with notice of its legal duties and privacy practices with respect to PHI, and to notify affected individuals following a breach of unsecured PHI. SBBC reserves the right to change the terms of this notice and to make the new provisions effective for all PHI that it maintains. If the school district changes how it handles your or your child's PHI records, you will be informed. The most current notice will be posted on the SBBC website, https://www.browardschools.com/Page/36133.

FOR FURTHER INFORMATION

Requests for further information about the matters covered in this notice may be directed to the SBBC Privacy Officer, Risk Management Department, who can be reached at 754-321-1914.

COMPLAINTS

If you believe your HIPAA privacy rights have been violated, you may file a complaint with the SBBC Privacy Officer at 600 S.E. 3rd Avenue, 11th Floor, Fort Lauderdale, FL 33301/ Telephone (754) 321-1914. You may also file a complaint online with the U.S. Department of Health and Human Services, Office for Civil Rights Complaint Portal at https://ocrportal.hhs.gov/ocr/portal/lobby.jsf, or mailing to: US Department of Health and Human Services; 200 Independence Avenue, SW; Room 509F HHH Bldg., Washington, DC 20201, or by phone at 1-800-368-1019, TDD: 1-800-537-7697. Please be advised the SBBC will not retaliate against you or your child for filing a complaint.

This Notice of Privacy Practices shall be in effect until a new Notice is approved and posted.

Appendix C

Administrative Discipline Matrix

The Administrative Discipline Matrix sets forth the guidelines for assessing consequences for violations of School Board policies. In accordance with Rule 6A-1.0017, F.A.C., school administrators have the discretion to deviate from these guidelines by assessing an appropriate consequence other than stated in the Matrix if they determine that there are mitigating or aggravating circumstances. In circumstances that do not involve drugs/substances or incidents that rise to expulsion or behavior intervention through progressive discipline, principals may deviate by one level when applying consequences per the Discipline Matrix. For incidents associated with drugs/substances and those with progressive discipline that rise to a recommendation for expulsion or behavior intervention, the school principal must seek approval from the Superintendent, or designee to deviate from the prescribed consequences. In these circumstances, consideration of the offenders' capacity to understand his or her behavior and the inappropriateness of his or her actions as well as the offender's age, development, and disability shall be considered (Rule 6A-1.0017, F.A.C.).

Per F.S. §1006.13, the threat assessment team shall consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act, which would pose a threat to school safety. Refer to School Board Policy 4380: Behavioral Threat Management for more information related to threats.

A threat assessment team may use alternatives to expulsion or referral to law enforcement agencies unless the use of such alternatives poses a threat to school safety.

A Recommendation for the Behavior Intervention Program (BIP) via the Expulsion Abeyance Office applies when elementary level student (Grades K-5) commits an offense for which a secondary student would receive a mandatory expulsion under SBBC Policy 5100.

All SESIR level incidents shall be addressed by school-based administrators only. SESIR guidelines require reporting to the FLDOE.

It is prohibited to issue an AES or an out of school suspension (OSS) in lieu of an in-school suspension (ISS) when the Discipline Matrix prescribes such an action. Documentation in the Student Information System and parent contact is required for all violations requiring administrative action. Discipline for ESE/504 students with disabilities shall be in accordance with State and Federal laws and SBBC policies. For incidents resulting in out-of-school suspension, AES shall be offered when appropriate and available (F.S. §1006.09(1)(a)).

Interventions and consequences for students are listed in the matrices below. <u>Parent contact is required for all incidents.</u> Additionally, the interventions and consequences may include but are not limited to:

• Parent conference/contact (mandatory)	• Verbal warning
• Referral to collaborative problem-solving team (CPST)	• Written reprimand
• Referral to School-based Threat Management Team (SBTMT)	• School/community service work
• Referral for support services (i.e., School Counselor, School Social Worker, Family Therapist)	• Detention (before school, afterschool, or Saturday)
• School-based attendance contract	• Time out
• School-based behavior contract	• Loss of extra-curricular activities (Up to 30 days)
• Alternative Probationary Contract (APC)	• Confiscation and/or restitution
• Substance Probationary Contract (SPC)	• In-school suspension
• Interventions Making Positive Adjustment Change (IMPAC) Program referral	• Out-of-school suspension with Alternative to External Suspension (AES)
• Referral to community programs, as available and applicable	• Expulsion
• School Environmental Safety Incident Reporting (SESIR)	• Bus suspension
• Administrative assignment to a District-assigned behavior intervention program	• Loss of all school-sanctioned activities for 1 calendar year
• Consultation with law enforcement	• HOPE Scholarship

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
23	**Aggravated Batt**	Out of School Suspension 10 days (Offer AES) [20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship to the victim [RD] Refer to Community Youth Support				
A1	**Alcohol Use, Possession, Purchase**	Out of School Suspension 4 days (offer AES) [20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required		

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
A3	**Alcohol Sale, Attempted Sale, Transmittal**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required		
AA	**Alcohol Under the influence**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CF] Confiscation	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [CL] Consult Law Enforcement [34] CPST Referral SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required		
13	**Arson**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [RE] Restitution [SF] Referral to Fire Starter Program				

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	**1st Incident**	**2nd Incident**	**3rd Incident**	4th Incident	5th Incident
		[CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required [TP] Behavior Threat Assessment Protocol				
ZN	**Battery Low Level**	Time out[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	Internal Suspension 1-2 days[20] Parent Contact/Conference [34] CPST Referral	
ZA	**Bullying**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [PB] Alternative Probationary Notice [CL] Consult Law Enforcement SESIR Reporting Required [34] CPST Referral	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required			
36	**Burglary**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [RE] Restitution	Out of School Suspension 6-9 days (offer AES) [20] Parent Contact/Conference [34] CPST Referral [RE] Restitution [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
		Enforcement [RE] Restitution				
Bu	**Bus Level One**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Bus Suspension 3-5 days[20] Parent Contact/Conference	Bus Expulsion for the Remainder of the Year[20] Parent Contact/Conference	
Bu	**Bus Level two**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference Consult with BTA Chair	Bus Suspension 3-5 days[20] Parent Contact/Conference Consult with BTA Chair	Bus Expulsion for the Remainder of the Year[20] Parent Contact/Conference Consult with BTA Chair		
Bu	**Bus Level Three**	Bus Suspension 6-9 days[20] Parent Contact/Conference Consult with BTA Chair	Bus Suspension 10 days[20] Parent Contact/Conference Consult with BTA Chair	Bus Expulsion for the Remainder of the Year[20] Parent Contact/Conference Consult with BTA Chair		
ZY	**Cell Phone Violation**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [CF] Confiscation	Time out[20] Parent Contact/Conference [CF] Confiscation	One Detention[20] Parent Contact/Conference [CF] Confiscation	One Detention[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	
ZB	**Cheating Major**	One Detention[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	One Detention[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	One Detention[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	One Detention[20] Parent Contact/Conference [34] CPST Referral	
ZL	**Class Cutting**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Time out[20] Parent Contact/Conference	Time out[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Time out[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	
V5	**Criminal Mischief greater $1,000**	Out of School Suspension 1-2 days (offer AES) [20] Parent Contact/Conference [MH] Referral to Mental	Out of School Suspension 3-5 days (offer AES) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor,	Out of School Suspension 6 days (offer AES) [20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation	Out of School Suspension 10 days (Offer AES) [20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program	

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
		Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	[RE] Restitution [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice SESIR Reporting Required	(MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	
ZP	**Detention Unserved**	Internal Suspension less than a day[[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference	
DC	**Discriminatory Actions/ Comments**	Time out[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [34] CPST Referral	
01	**Disobedience Insubordination**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	
D0	**Disruption on Campus Major**	Internal Suspension 1-2 days[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY)[CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	**1st Incident**	**2nd Incident**	**3rd Incident**	4th Incident	5th Incident
		Enforcement SESIR Reporting Required				
XA	**Disruption on Campus Minor**	Time out[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [34] CPST Referral	
SB	**Disruptive Unruly Behavior**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	
UP	**Disruptive Unruly Play**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Time out[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	
ZJ	**Distribution Sale of Unauthorized Materials Non-Criminal**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Time out[20] Parent Contact/Conference	One Detention[20] Parent Contact/Conference	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	
ZE	**Dress Code Violation**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Two Detentions or Saturday School[L3] Loss of Extracurricular Activities (3 DAY) [20] Parent Contact/Conference	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [X1] Loss of Extracurricular Activities (1-30 DAYS) [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [X1] Loss of Extracurricular Activities (1-30 DAYS)	

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	**1st Incident**	**2nd Incident**	**3rd Incident**	4th Incident	5th Incident
DP	**Drug Paraphernalia (use, possession, sale, purchase, transmittal)**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [RB] Recommend Behavior Intervention Program (MANDATORY) SESIR Reporting Required [RD] Refer to Community Youth Support	
D5	**Drug Use/Possession Leaf Marijuana (less than 20g)**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC		
DB	**Drug Possession Mood Altering Substance**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement		

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
		[CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	SESIR Reporting Required [CL] Consult Law Enforcement	SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC		
D8	**Drug Purchase Leaf Marijuana (less than 20g)**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required		
D9	**Drug Purchase Other Mood Altering Substance**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required		

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
D1	**Drug Purchase Unauthorized Substance**	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required [RD] Refer to Community Youth Support			
DS	**Drug Sale, Attempted Sale, transmittal of Leaf Marijuana (less than 20g)**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required		
D7	**Drug Sale, Attempted Sale, Transmittal of Unauthorized Substance**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support		

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
		Required [CN] Complete Immediate Notification Form for Regional Office and DSOC		[CL] Consult Law Enforcement SESIR Reporting Required		
DA	**Drug Under the influence leaf Marijuana (less than 20g) or other mood altering substance**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required		
D6	**Drug Under the influence Unauthorized Substance**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required		
DF	**Drug Use/ Possession Unauthorized Substance**	Out of School Suspension 8 days (offer AES)[PS] Probationary Substance Contract [34] CPST Referral [20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support			

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
		[CL] Consult Law Enforcement SESIR Reporting Required	[CL] Consult Law Enforcement SESIR Reporting Required			
ED	**Electronic Devices**	Internal Suspension 1-2 days[20] Parent Contact/Conference [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [CF] Confiscation SESIR Reporting Required [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)SESIR Reporting Required [20] Parent Contact/Conference [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) SESIR Reporting Required	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral [PB] Alternative Probationary Notice [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY)[CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required
SE	**Extortion**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [RE] Restitution [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [TP] Behavior Threat Assessment Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [RE] Restitution [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [TP] Behavior Threat Assessment Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required	
SS	**False Accusation Against School Staff**	Internal Suspension 1-2 days[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 6-9 days (offer AES) [20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY)[CN] Complete

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
		and DSOC [CL] Consult Law Enforcement SESIR Reporting Required [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	[CL] Consult Law Enforcement SESIR Reporting Required [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	[CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	[CL] Consult Law Enforcement [34] CPST Referral [PB] Alternative Probationary Notice	Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required
F9	**False Fire Alarm/911 Call**	Internal Suspension 1-2 days[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) SESIR Reporting Required [CL] Consult Law Enforcement	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral [PB] Alternative Probationary Notice [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY)[CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required
B4	**False Report Hoax**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required				

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
ZH	**Falsification Misrepresentation Lying Forgery of Signature**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	One Detention[20] Parent Contact/Conference	One Detention[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	One Detention[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	
F1	**Fight Major Mutual**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference Consult with BTA Chair Issue HOPE Scholarship SESIR Reporting Required [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship Consult with BTA Chair	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement Consult with BTA Chair Issue HOPE Scholarship SESIR Reporting Required	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	
F2	**Fight Medium**	Time out[20] Parent Contact/Conference Consult with BTA Chair SESIR Reporting Required Issue HOPE Scholarship [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Internal Suspension 1-2 days[20] Parent Contact/Conference SESIR Reporting Required Issue HOPE Scholarship Consult with BTA Chair [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference IMPAC AES Issue HOPE Scholarship [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required [CL] Consult Law Enforcement [34] CPST Referral	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
FS	**Fire Starting**	Internal Suspension 1-2 days [20] Parent Contact/Conference Consult with BTA Chair [RE] Restitution [SF] Referral to Fire Starter Program	Out of School Suspension 1-2 days (offer AES) [20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [RE] Restitution [SF] Referral to Fire Starter Program	Out of School Suspension 3-5 days (offer AES) [20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [RE] Restitution [SF] Referral to Fire Starter Program	Out of School Suspension 6-9 days (offer AES) [20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [RE] Restitution [SF] Referral to Fire Starter Program [CF] Confiscation [PB] Alternative Probationary Notice [34] CPST Referral	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY)[CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required
SG	**Gambling**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Time out[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	One Detention[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	
G1	**Gang or Gang-like Activity**	Internal Suspension 1-2 days[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) Consult with BTA Chair	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required Consult with BTA Chair	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required Consult with BTA Chair	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RE] Restitution [CL] Consult Law Enforcement SESIR Reporting Required [PB] Alternative Probationary Notice [34] CPST Referral Consult with BTA Chair	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY)[CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required
ZW	**Habitual Defiance of Authority**	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference	

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
HA	**Harassment**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference Issue HOPE Scholarship SESIR Reporting Required Consult with BTA Chair [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES) [20] Parent Contact/Conference [34] CPST Referral [RE] Restitution [PB] Alternative Probationary Notice	Out of School Suspension 10 days (Offer AES) [20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	
42	**Homicide**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required				
ST	**Illegal Use of Technology**	Internal Suspension 1-2 days[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [PB] Alternative Probationary Notice [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY)[CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
HT	**Inappropriate Touching**	Time out[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [34] CPST Referral	
Z3	**Inappropriate Use of Technology**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Time out[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	One Detention[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	One Detention[20] Parent Contact/Conference [34] CPST Referral	
Z1	**Inciting a Disturbance**	Time out[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	
K1	**Kidnapping**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) Issue HOPE Scholarship [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement				
T6	**Larceny Theft Grand greater than 750**	Out of School Suspension 1-2 days (offer AES) [20] Parent Contact/Conference [CF] Confiscation	Out of School Suspension 3-5 days (offer AES) [20] Parent Contact/Conference [CF] Confiscation [RE] Restitution [CL] Consult	Out of School Suspension 6-9 days (offer AES) [20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate	Out of School Suspension 10 days (Offer AES) [20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional	

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	**1st Incident**	**2nd Incident**	**3rd Incident**	4th Incident	5th Incident
		[RE] Restitution [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [RE] Restitution [CL] Consult Law Enforcement SESIR Reporting Required	Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required [RE] Restitution	
TH	**Larceny Theft Minor less than 100**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution	Time out[20] Parent Contact/Conference [RE] Restitution [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	One Detention[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	One Detention[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution School/Community Service Work	
ZG	**Leaving Campus without Permission**	One Detention[20] Parent Contact/Conference	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Two Detentions or Saturday School[20] Parent Contact/Conference [34] CPST Referral	Two Detentions or Saturday School[20] Parent Contact/Conference [34] CPST Referral	
ZI	**Minor Altercation**	Time out[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [X1] Loss of Extracurricular Activities (1-30 DAYS)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [X1] Loss of Extracurricular Activities (1-30 DAYS) [34] CPST Referral	
MP	**Mistreatment of Peers**	Time out[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor,	Internal Suspension 1-2 days[20] Parent Contact/Conference [SC] School Behavior Contract [MH] Referral to Mental Health	Internal Suspension 1-2 days[20] Parent Contact/Conference [34] CPST Referral	

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
			School Social Worker, Family Therapist) [X1] Loss of Extracurricular Activities (1-30 DAYS)	Serv (I.E. School Counselor, School Social Worker, Family Therapist)		
ZU	**Out of Assigned Area**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Time out[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	One Detention[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	
Z4	**Over the Counter Medication**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [CF] Confiscation	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [CF] Confiscation	One Detention[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	One Detention[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation	
OC	**Over the Counter Medication Sale**	Internal Suspension less than a day[20] Parent Contact/Conference [CF] Confiscation	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation	
SF	**Passing Producing Counterfeit Money**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension less than a day[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Internal Suspension 1-2 days[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CF] Confiscation [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
T5	**Petty Theft 100 to 750**	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [34] CPST Referral [RE] Restitution		
02	**Profanity**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	One Detention[20] Parent Contact/Conference	One Detention[20] Parent Contact/Conference	One Detention[20] Parent Contact/Conference	
ZX	**Profanity Directed Towards a Staff Member**	Time out[20] Parent Contact/Conference	One Detention[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	
ZC	**Prohibited Distracting Items Possession Use**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [CF] Confiscation	Time out[20] Parent Contact/Conference [CF] Confiscation	One Detention[20] Parent Contact/Conference [CF] Confiscation	One Detention[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	
R2	**Robbery**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CF] Confiscation [RE] Restitution [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required				

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	**1st Incident**	**2nd Incident**	**3rd Incident**	4th Incident	5th Incident
		[RB] Recommend Behavior Intervention Program (MANDATORY) Issue HOPE Scholarship				
SX	**Sexting**	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) Consult with BTA Chair	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required [CL] Consult Law Enforcement Consult with BTA Chair	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement Consult with BTA Chair	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [CL] Consult Law Enforcement SESIR Reporting Required Consult with BTA Chair	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY)[CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required
S2	**Sexual Assault**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required [TP] Behavior Threat Assessment Protocol [PB] Alternative Probationary Notice	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol	
S1	**Sexual Batt Rape**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC				

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
		[RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship				
50	**Sexual Harassment**	Internal Suspension 1-2 days[20] Parent Contact/Conference SESIR Reporting Required Issue HOPE Scholarship Consult with BTA Chair	Out of School Suspension 1-2 days (offer AES) [20] Parent Contact/Conference SESIR Reporting Required Issue HOPE Scholarship Consult with BTA Chair	Out of School Suspension 3-5 days (offer AES) [20] Parent Contact/Conference SESIR Reporting Required Issue HOPE Scholarship [PB] Alternative Probationary Notice Consult with BTA Chair [34] CPST Referral	Out of School Suspension 6-9 days (offer AES) [20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice SESIR Reporting Required Consult with BTA Chair	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY)[CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required
56	**Sexual Misconduct**	Internal Suspension 1-2 days[20] Parent Contact/Conference [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES) [20] Parent Contact/Conference [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES) [20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [PB] Alternative Probationary Notice	Out of School Suspension 6-9 days (offer AES) [20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY)[CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required
PA	**Simple Batt**	Internal Suspension 1-2 days[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law	Out of School Suspension 1-2 days (offer AES) [20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 6-9 days (offer AES) [20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY)[CN] Complete Immediate Notification Form for Regional Office and DSOC

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	**1st Incident**	**2nd Incident**	**3rd Incident**	4th Incident	5th Incident
		Enforcement SESIR Reporting Required Issue HOPE Scholarship	Issue HOPE Scholarship Consult with BTA Chair		Issue HOPE Scholarship [PB] Alternative Probationary Notice [34] CPST Referral Consult with BTA Chair	[CL] Consult Law Enforcement SESIR Reporting Required
PE	**Simple Batt School Board Employee**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required				
ZM	**Tardiness Habitual**	[20] Parent Contact/Conference	[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	[20] Parent Contact/Conference [34] CPST Referral	[20] Parent Contact/Conference [34] CPST Referral	
TW	**Threat High**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support			

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	**1st Incident**	**2nd Incident**	**3rd Incident**	4th Incident	5th Incident
		Required Issue HOPE Scholarship				
ZN	**Threat Low**	Time out[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Internal Suspension less than a day[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Internal Suspension 1-2 days[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	
TT	**Threat Medium**	Internal Suspension 1-2 days[20] Parent Contact/Conference [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC Issue HOPE Scholarship [TP] Behavior Threat Assessment Protocol SESIR Reporting Required	Internal Suspension 1-2 days[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement Issue HOPE Scholarship [TP] Behavior Threat Assessment Protocol SESIR Reporting Required	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement Issue HOPE Scholarship SESIR Reporting Required	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	
B3	**Threat to Kill Mass Shooting**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat				

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	**1st Incident**	**2nd Incident**	**3rd Incident**	4th Incident	5th Incident
		Assessment Protocol SESIR Reporting Required				
TV	**Threat Very High**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship				
TU	**Tobacco**	One Detention[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Internal Suspension 1-2 days[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	
EC	**Tobacco Vape**	One Detention[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor,	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor,	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident	5th Incident
		Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) SESIR Reporting Required	School Social Worker, Family Therapist) [CL] Consult Law Enforcement	School Social Worker, Family Therapist) [CL] Consult Law Enforcement	SESIR Reporting Required [34] CPST Referral	
66	**Trespassing**	Time out[20] Parent Contact/Conference SESIR Reporting Required	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) SESIR Reporting Required	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) SESIR Reporting Required	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) SESIR Reporting Required	
ZV	**Truancy**	[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	[20] Parent Contact/Conference [39] Attendance Contract [34] CPST Referral	[20] Parent Contact/Conference [34] CPST Referral	
ZS	**Unserved Saturday School**					
V4	**Vandalism less than 1000**	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [RE] Restitution [CF] Confiscation [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [RE] Restitution	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RD] Refer to Community Youth Support [RE] Restitution [CL] Consult Law Enforcement		

Administrative Discipline Matrix for
Kindergarten-Grade 2

	Incident	**1st Incident**	**2nd Incident**	**3rd Incident**	4th Incident	5th Incident
WA	**Weapons A**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference Recommendation for Expulsion (MANDATORY) SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement [RD] Refer to Community Youth				
WB	**Weapons B**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [TP] Behavior Threat Assessment Protocol	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [TP] Behavior Threat Assessment Protocol	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required	

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
23	**Aggravated Battery**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship			
A1	**Alcohol Use, Possession, Purchase**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
A3	**Alcohol Sale, Attempted Sale, Transmittal**	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required		
AA	**Alcohol Under the influence**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CF] Confiscation	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [CL] Consult Law Enforcement [34] CPST Referral SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
13	**Arson**	Out of School Suspension 10 days (Offer AES)[20] Parent			

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [RE] Restitution [SF] Referral to Fire Starter Program [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required [TP] Behavior Threat Assessment Protocol			
ZN	**Batt Low**	Time out[20] Parent Contact/Conference Consult with BTA Chair [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) Consult with BTA Chair	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) Consult with BTA Chair	Internal Suspension 1-2 days[20] Parent Contact/Conference [34] CPST Referral Consult with BTA Chair
ZA	**Bullying**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC Issue HOPE Scholarship SESIR Reporting Required			
36	**Burglary**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [RE] Restitution [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement Consult with BTA Chair [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required [34] CPST Referral [PB] Alternative Probationary Notice [RE] Restitution [CF] Confiscation	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required	
ZY	**Cell Phone Violation**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	One Detention[20] Parent Contact/Conference [CF] Confiscation	Two Detentions or Saturday School[20] Parent Contact/Conference [CF] Confiscation	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [CF] Confiscation
ZB	**Cheating Major**	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [L2] Loss of Extracurricular Activities (2 DAY) [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC	Internal Suspension 3-5 days[20] Parent Contact/Conference [L3] Loss of Extracurricular Activities (3 DAY) [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [L4] Loss of Extracurricular Activities (4 DAY) [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CL] Consult Law Enforcement [L5] Loss of Extracurricular Activities (5 DAY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
				(I.E. School Counselor, School Social Worker, Family Therapist)	
ZQ	**Cheating Minor (Grades 3-12)**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	One Detention[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [34] CPST Referral
ZL	**Class Cutting**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [L2] Loss of Extracurricular Activities (2 DAY)	Time out[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [39] Attendance Contract [L3] Loss of Extracurricular Activities (3 DAY)	One Detention[20] Parent Contact/Conference [L4] Loss of Extracurricular Activities (4 DAY)	Two Detentions or Saturday School[20] Parent Contact/Conference [34] CPST Referral [L5] Loss of Extracurricular Activities (5 DAY)
V5	**Criminal Mischief greater $1,000**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required [34] CPST Referral [PB] Alternative Probationary Notice	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
ZP	**Detention Unserved**	Two Detentions or Saturday School[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference
DC	**Discriminatory Actions Comments**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC IMPAC AES
01	**Disobedience Insubordination**	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)
D0	**Disruption on Campus Major**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY)

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[CL] Consult Law Enforcement SESIR Reporting Required	[CL] Consult Law Enforcement Consult with BTA Chair SESIR Reporting Required	[CL] Consult Law Enforcement SESIR Reporting Required	[CL] Consult Law Enforcement SESIR Reporting Required
XA	**Disruption on Campus Minor**	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract Consult with BTA Chair	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [X1] Loss of Extracurricular Activities (1-30 DAYS) [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [34] CPST Referral [X1] Loss of Extracurricular Activities (1-30 DAYS)
SB	**Disruptive Unruly Behavior**	One Detention[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)
UP	**Disruptive Unruly Play**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Time out[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)
ZJ	**Distribution Sale of Unauthorized Materials Non-Criminal**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	One Detention[20] Parent Contact/Conference	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Three Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)
ZE	**Dress Code Violation**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Two Detentions or Saturday School[20] Parent Contact/Conference [L3] Loss of Extracurricular Activities (3 DAY)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [X1] Loss of Extracurricular Activities (1-30 DAYS)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [X1] Loss of Extracurricular Activities (1-30 DAYS)
DP	**Drug Paraphernalia (use, possession, sale, purchase, transmittal)**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [RB] Recommend Behavior Intervention Program (MANDATORY) SESIR Reporting Required [RD] Refer to Community Youth Support
D5	**Drug Use/Possession Leaf Marijuana (less than 20g)**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation	

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	[CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral) [CL] Consult Law Enforcement SESIR Reporting Required	[RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
DB	**Drug Possession Mood Altering Substance**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral SESIR Reporting Required [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
D8	**Drug Purchase Leaf Marijuana (less than 20g)**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
D9	**Drug Purchase Other Mood Altering Substance**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
D1	**Drug Purchase Unauthorized Substance**	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required		

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
			[RD] Refer to Community Youth Support		
DS	**Drug Sale, Attempted Sale, transmittal of Leaf Marijuana (less than 20g)**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
D7	**Drug Sale, Attempted Sale, Transmittal of Unauthorized Substance**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
DA	**Drug Under the influence leaf marijuana or other mood altering substance**	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
D6	**Drug Under the influence Unauthorized Sub**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
DF	**Drug Use/ Possession Unauthorized Substance**	Out of School Suspension 8 days (offer AES)[PS] Probationary Substance Contract [34] CPST Referral [20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required		
ED	**Electronic Devices**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [CF] Confiscation SESIR Reporting Required [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)SESIR Reporting Required [20] Parent Contact/Conference [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required Consult with BTA Chair
SE	**Extortion**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [RE] Restitution [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [TP] Behavior Threat Assessment Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required	
SS	**False Accusation Against School Staff**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required [34] CPST Referral [PB] Alternative Probationary Notice	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement [RD] Refer to Community Youth Support	
F9	**False Fire Alarm 911 Call**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		Consult with BTA Chair [CL] Consult Law Enforcement SESIR Reporting Required	[MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required Consult with BTA Chair	[PB] Alternative Probationary Notice [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	[RB] Recommend Behavior Intervention Program (MANDATORY) SESIR Reporting Required [CL] Consult Law Enforcement
B4	**False Report Hoax**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required			
ZH	**Falsification Misrepresentation Lying Forgery of Signature**	One Detention[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [34] CPST Referral
F1	**Fight Major Mutual**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [PB] Alternative Probationary Notice Consult with BTA Chair Issue HOPE Scholarship SESIR Reporting Required IMPAC AES [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support Consult with BTA Chair	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement IMPAC AES Consult with BTA Chair Issue HOPE Scholarship SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship
F2	**Fight Medium**	Internal Suspension 1-2 days[20] Parent Contact/Conference Consult with BTA Chair SESIR Reporting Required Issue HOPE Scholarship [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) IMPAC AES [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference SESIR Reporting Required Issue HOPE Scholarship Consult with BTA Chair [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference Issue HOPE Scholarship [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required [CL] Consult Law Enforcement [34] CPST Referral	[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship
FS	**Fire Starting**	Out of School Suspension 3-5 days (offer AES)[20] Parent	Out of School Suspension 6-9 days (offer AES)[20] Parent	Out of School Suspension 10 days (Offer AES)[20] Parent	

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		Contact/Conference [TP] Behavior Threat Assessment Protocol [RE] Restitution [SF] Referral to Fire Starter Program [CF] Confiscation	Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RE] Restitution [SF] Referral to Fire Starter Program [CL] Consult Law Enforcement [TP] Behavior Threat Assessment Protocol [PB] Alternative Probationary Notice	Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [SF] Referral to Fire Starter Program [CL] Consult Law Enforcement SESIR Reporting Required [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support	
SG	**Gambling**	Time out[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	One Detention[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Two Detentions or Saturday School[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Internal Suspension less than a day[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral [CL] Consult Law Enforcement
G1	**Gang Activity**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement Consult with BTA Chair SESIR Reporting Required	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required [TP] Behavior Threat Assessment Protocol	
ZW	**Habitual Defiance of Authority 4 Disobedience Insubordination**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
HA	**Harassment**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference Issue HOPE Scholarship SESIR Reporting Required Consult with BTA Chair [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC Issue HOPE Scholarship SESIR Reporting Required [RD] Refer to Community Youth Support [PB] Alternative Probationary Notice [34] CPST Referral	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	
42	**Homicide**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior			

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required			
ST	**Illegal Use of Technology**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required [PB] Alternative Probationary Notice [34] CPST Referral	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
HT	**Inappropriate Touching**	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [34] CPST Referral [X1] Loss of Extracurricular Activities (1-30 DAYS)
Z3	**Inappropriate Use of Technology**	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [34] CPST Referral
Z1	**Inciting a Disturbance**	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
K1	**Kidnapping**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support Issue HOPE Scholarship [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement			
T6	**Larceny Theft Grand greater than 750**	Out of School Suspension 3-5 days (offer AES)[20] Parent	Out of School Suspension 6-9 days (offer AES)[20] Parent	Out of School Suspension 10 days (Offer AES)[20] Parent	

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RE] Restitution [CL] Consult Law Enforcement SESIR Reporting Required [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CF] Confiscation	Contact/Conference [CF] Confiscation [RE] Restitution [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [34] CPST Referral	Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
TH	**Larceny Theft Minor less than 100**	Time out[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution	One Detention[20] Parent Contact/Conference [RE] Restitution [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension less than a day[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution School/Community Service Work [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)
ZG	**Leaving Campus without Permission**	One Detention[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [L3] Loss of Extracurricular Activities (3 DAY)	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [L4] Loss of Extracurricular Activities (4 DAY)	Internal Suspension 1-2 days[20] Parent Contact/Conference [34] CPST Referral [L5] Loss of Extracurricular Activities (5 DAY)
ZI	**Minor Altercation**	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) Consult with BTA Chair	Internal Suspension 1-2 days[20] Parent Contact/Conference Consult with BTA Chair [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [34] CPST Referral [X1] Loss of Extracurricular Activities (1-30 DAYS)
MP	**Mistreatment of Peers**	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [X1] Loss of Extracurricular Activities (1-30 DAYS)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
ZU	**Out of Assigned Area**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Time out[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	One Detention[20] Parent Contact/Conference [L3] Loss of Extracurricular Activities (3 DAY) [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Two Detentions or Saturday School[20] Parent Contact/Conference [34] CPST Referral [L5] Loss of Extracurricular Activities (5 DAY)
Z4	**Over the Counter Medication**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [CF] Confiscation	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [CF] Confiscation	Internal Suspension less than a day[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv	Internal Suspension 1-2 days[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
				(I.E. School Counselor, School Social Worker, Family Therapist)	
OC	**Over the Counter Medication Sale**	Internal Suspension less than a day[20] Parent Contact/Conference [CF] Confiscation	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation
SF	**Passing Producing Counterfeit Money**	Internal Suspension less than a day[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Internal Suspension 1-2 days[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Internal Suspension 1-2 days[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement [SC] School Behavior Contract SESIR Reporting Required	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [34] CPST Referral
T5	**Petty Theft 100 to 750**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RE] Restitution [SC] School Behavior Contract [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement
02	**Profanity**	One Detention[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)
ZX	**Profanity Directed Towards a Staff Member**	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
ZC	**Prohibited Distracting Items Possession Use**	One Detention[20] Parent Contact/Conference	Two Detentions or Saturday School[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)
R2	**Robbery**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification			

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		Form for Regional Office and DSOC [CF] Confiscation [RE] Restitution [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support Issue HOPE Scholarship			
SX	**Sexting**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) SESIR Reporting Required Consult with BTA Chair [CL] Consult Law Enforcement
S2	**Sexual Assault**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol		
S1	**Sexual Batt Rape**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required [RD] Refer to Community Youth Support Issue HOPE Scholarship			
50	**Sexual Harassment**	Out of School Suspension 3-5 days (offer AES)[20] Parent	Out of School Suspension 6-9 days (offer AES)[20] Parent	Out of School Suspension 10 days (Offer AES)[20] Parent	

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required Issue HOPE Scholarship Consult with BTA Chair	Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [PB] Alternative Probationary Notice Consult with BTA Chair [34] CPST Referral	Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required Consult with BTA Chair	
56	**Sexual Misconduct**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [PB] Alternative Probationary Notice	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
PA	**Simple Batt**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [PB] Alternative Probationary Notice [34] CPST Referral	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement Issue HOPE Scholarship SESIR Reporting Required	
PE	**Simple Batt School Board Employee**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required [RD] Refer to Community Youth Support			
ZM	**Tardiness Habitual**	One Detention[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [39] Attendance Contract	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Three Detentions or Saturday School[20] Parent Contact/Conference [L4] Loss of Extracurricular Activities (4 DAY)	Three Detentions or Saturday School[20] Parent Contact/Conference [L5] Loss of Extracurricular Activities (5 DAY) [34] CPST Referral

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
			[L3] Loss of Extracurricular Activities (3 DAY)		
TW	**Threat High**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support		
ZN	**Threat Low**	Internal Suspension less than a day[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Internal Suspension 1-2 days[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement
TT	**Threat Medium**	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC Issue HOPE Scholarship [TP] Behavior Threat Assessment Protocol SESIR Reporting Required	Internal Suspension 1-2 days[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement Issue HOPE Scholarship [TP] Behavior Threat Assessment Protocol SESIR Reporting Required	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement Issue HOPE Scholarship SESIR Reporting Required [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship
B3	**Threat to Kill Mass Shooting**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol SESIR Reporting Required			

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
TV	**Threat Very High int**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support			
TU	**Tobacco**	One Detention[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Internal Suspension 1-2 days[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required
EC	**Tobacco Vape**	One Detention[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) SESIR Reporting Required	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required [34] CPST Referral
66	**Trespassing**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required
ZV	**Truancy**	One Detention[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [39] Attendance Contract	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [39] Attendance Contract	Three Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [39] Attendance Contract	Three Detentions or Saturday School[20] Parent Contact/Conference [34] CPST Referral [L5] Loss of Extracurricular Activities (5 DAY)

Administrative Discipline Matrix for Grades 3-5

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
			[L3] Loss of Extracurricular Activities (3 DAY)	[L4] Loss of Extracurricular Activities (4 DAY)	
V4	**Vandalism less than 1000**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [RE] Restitution [CF] Confiscation [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [RE] Restitution	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RE] Restitution [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [RE] Restitution [CF] Confiscation
WA	**Weapons A**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference Recommendation for Expulsion (MANDATORY) SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement [RD] Refer to Community Youth Support			
WB	**Weapons B**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [TP] Behavior Threat Assessment Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [CF] Confiscation [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required	

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
23	**Aggravated Battery**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support			
A1	**Alcohol Use, Possession, Purchase**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement IMPAC AES	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	
A3	**Alcohol Sale, Attempted Sale, Transmittal**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required			
AA	**Alcohol Under the influence**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement IMPAC AES	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [CL] Consult Law Enforcement [34] CPST Referral	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement	

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		SESIR Reporting Required [CF] Confiscation	SESIR Reporting Required IMPAC AES	IMPAC AES SESIR Reporting Required	
13	**Arson**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [RE] Restitution [SF] Referral to Fire Starter Program [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [RD] Refer to Community Youth Support SESIR Reporting Required [TP] Behavior Threat Assessment Protocol			
ZN	**Battery Low Level**	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
ZA	**Bullying**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC Issue HOPE Scholarship SESIR Reporting Required [RD] Refer to Community Youth Support			
36	**Burglary**	Out of School Suspension 3-5 days (offer AES) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES) [20] Parent Contact/Conference [34] CPST Referral [RE] Restitution [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES) [20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
Bu	**BUS Level One**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Bus Suspension 3-5 days[20] Parent Contact/Conference	Bus Expulsion for the Remainder of the Year[20] Parent Contact/Conference
Bu	**BUS Level two**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference Consult with BTA Chair	Bus Suspension 3-5 days[20] Parent Contact/Conference Consult with BTA Chair	Bus Expulsion for the Remainder of the Year[20] Parent Contact/Conference Consult with BTA Chair	
Bu	**BUS Level Three**	Bus Suspension 6-9 days[20] Parent Contact/Conference Consult with BTA Chair	Bus Suspension 10 days[20] Parent Contact/Conference Consult with BTA Chair	Bus Expulsion for the Remainder of the Year[20] Parent Contact/Conference Consult with BTA Chair	
ZY	**Cell Phone Violation**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	One Detention[20] Parent Contact/Conference [CF] Confiscation	Two Detentions or Saturday School[20] Parent Contact/Conference [CF] Confiscation [L4] Loss of Extracurricular Activities (4 DAY)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [CF] Confiscation [X1] Loss of Extracurricular Activities (1-30 DAYS)
ZB	**Cheating Major**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 4 days (offer AES)[20] Parent Contact/Conference [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral
ZQ	**Cheating Minor (Grades 3-12)**	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 3-5 days[20] Parent Contact/Conference [L3] Loss of Extracurricular Activities (3 DAY) [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 3-5 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [L4] Loss of Extracurricular Activities (4 DAY)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [L5] Loss of Extracurricular Activities (5 DAY)
ZL	**Class Cutting**	One Detention[20] Parent Contact/Conference	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [39] Attendance Contract [L3] Loss of Extracurricular Activities (3 DAY)	Three Detentions or Saturday School[20] Parent Contact/Conference [L4] Loss of Extracurricular Activities (4 DAY) [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Three Detentions or Saturday School[20] Parent Contact/Conference [34] CPST Referral [L5] Loss of Extracurricular Activities (5 DAY)
V5	**Criminal Mischief greater $1,000**	Out of School Suspension 3-5 days (offer AES) [20] Parent Contact/Conference	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference	Out of School Suspension 10 days (Offer AES) [20] Parent Contact/Conference [RB] Recommend Behavior Intervention	

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	[34] CPST Referral [CF] Confiscation [RE] Restitution [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice SESIR Reporting Required	Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
ZP	**Detention Unserved**	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference
DC	**Discriminatory Actions/Comments**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement Consult with BTA Chair	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement Consult with BTA Chair	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC Consult with BTA Chair [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement Consult with BTA Chair
01	**Disobedience Insubordination**	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
D0	**Disruption on Campus Major**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement IMPAC AES Consult with BTA Chair	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required Consult with BTA Chair		
XA	**Disruption on Campus Minor**	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
			[X1] Loss of Extracurricular Activities (1-30 DAYS)		
SB	**Disruptive Unruly Behavior**	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
UP	**Disruptive Unruly Play**	One Detention[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract
ZJ	**Distribution Sale of Unauthorized Materials Non-Criminal**	One Detention[20] Parent Contact/Conference [CF] Confiscation	Two Detentions or Saturday School[20] Parent Contact/Conference [CF] Confiscation	Three Detentions or Saturday School[20] Parent Contact/Conference [CF] Confiscation	Three Detentions or Saturday School[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)
ZE	**Dress Code Violation**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Two Detentions or Saturday School[20] Parent Contact/Conference [L3] Loss of Extracurricular Activities (3 DAY) [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [X1] Loss of Extracurricular Activities (1-30 DAYS)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [X1] Loss of Extracurricular Activities (1-30 DAYS)
DP	**Drug Paraphernalia (use, possession, sale, purchase, transmittal)**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [RB] Recommend Behavior Intervention Program (MANDATORY) SESIR Reporting Required [RD] Refer to Community Youth Support

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
D5	**Drug Use/Possession Leaf Marijuana (less than 20g)**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	
DB	**Drug Possession Mood Altering Substance**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral SESIR Reporting Required [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
D8	**Drug Purchase Leaf Marijuana (less than 20g)**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
D9	**Drug Purchase Other Mood Altering Substance**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
D1	**Drug Purchase Unauthorized Substance**	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation		

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	[CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required [RD] Refer to Community Youth Support		
DS	**Drug Sale, Attempted Sale, transmittal of Leaf Marijuana (less than 20g)**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement [RD] Refer to Community Youth Support SESIR Reporting Required			
D7	**Drug Sale, Attempted Sale, Transmittal of Unauthorized Substance**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required			
DA	**Drug Under the influence leaf Marijuana (less than 20g) or other mood altering substance**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
D6	**Drug Under the influence Unauthorized Substance**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY)	

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
			[CL] Consult Law Enforcement SESIR Reporting Required	[RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
DF	**Drug Use/ Possession Unauthorized Substance**	Out of School Suspension 8 days (offer AES)[PS] Probationary Substance Contract [20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required		
ED	**Electronic Devices**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [CF] Confiscation SESIR Reporting Required [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)SESIR Reporting Required [20] Parent Contact/Conference [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [CF] Confiscation [PB] Alternative Probationary Notice [34] CPST Referral	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required [RD] Refer to Community Youth Support Consult with BTA Chair	
SE	**Extortion**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [TP] Behavior Threat Assessment Protocol	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required	
SS	**False Accusation Against School Staff**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY)	

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	[34] CPST Referral [PB] Alternative Probationary Notice	[CL] Consult Law Enforcement [RD] Refer to Community Youth Support	
F9	**False Fire Alarm/911 Call**	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement		
B4	**False Report Hoax**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required			
ZH	**Falsification Misrepresentation Lying Forgery of Signature**	Two Detentions or Saturday School[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)
F1	**Fight Major Mutual**	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice Consult with BTA Chair Issue HOPE Scholarship SESIR Reporting Required IMPAC AES [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support		

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
F2	**Fight Medium**	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference Consult with BTA Chair SESIR Reporting Required Issue HOPE Scholarship [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) IMPAC AES [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice IMPAC AES SESIR Reporting Required Issue HOPE Scholarship Consult with BTA Chair [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference IMPAC AES [RB] Recommend Behavior Intervention Program (MANDATORY) Issue HOPE Scholarship [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required [CL] Consult Law Enforcement Consult with BTA Chair	
FS	**Fire Starting**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [RE] Restitution [SF] Referral to Fire Starter Program [CF] Confiscation	Out of School Suspension 6-9 days (offer AES) [20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [TP] Behavior Threat Assessment Protocol	Out of School Suspension 10 days (Offer AES) [20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RE] Restitution [RD] Refer to Community Youth Support [SF] Referral to Fire Starter Program [CL] Consult Law Enforcement	
SG	**Gambling**	One Detention[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Two Detentions or Saturday School[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CF] Confiscation	Internal Suspension less than a day[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement [CF] Confiscation SESIR Reporting Required	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required
G1	**Gang, or Gang-like, Activity**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement [RD] Refer to Community Youth Support SESIR Reporting Required	

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
ZW	**Habitual Defiance of Authority**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
HA	**Harassment**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference Issue HOPE Scholarship SESIR Reporting Required	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC Issue HOPE Scholarship SESIR Reporting Required [PB] Alternative Probationary Notice [34] CPST Referral	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support	
ZT	**Hazing**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) Issue HOPE Scholarship SESIR Reporting Required [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [RD] Refer to Community Youth Support			
42	**Homicide**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required			
ST	**Illegal Use of Technology**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [RB] Recommend Behavior Intervention Program (MANDATORY) [RE] Restitution	

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[CL] Consult Law Enforcement SESIR Reporting Required	[PB] Alternative Probationary Notice [RE] Restitution [CL] Consult Law Enforcement SESIR Reporting Required	[CL] Consult Law Enforcement [RD] Refer to Community Youth Support SESIR Reporting Required	
HT	**Inappropriate Touching**	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
Z3	**Inappropriate Use of Technology**	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
Z1	**Inciting a Disturbance**	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference Consult with BTA Chair [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
K1	**Kidnapping**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support Issue HOPE Scholarship [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement			
T6	**Larceny Theft Grand greater than $750**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required [CF]	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [RB] Recommend Behavior Intervention Program (MANDATORY) [RE] Restitution [CL] Consult Law Enforcement	

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		Confiscation [RE] Restitution	[RE] Restitution [CL] Consult Law Enforcement SESIR Reporting Required [CF] Confiscation [RE] Restitution	[RD] Refer to Community Youth Support SESIR Reporting Required	
TH	**Larceny Theft Minor less than $100**	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [RE] Restitution [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution School/Community Service Work
ZG	**Leaving Campus without Permission**	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [L3] Loss of Extracurricular Activities (3 DAY)	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [L4] Loss of Extracurricular Activities (4 DAY)	Internal Suspension 1-2 days[20] Parent Contact/Conference [34] CPST Referral [L5] Loss of Extracurricular Activities (5 DAY)
ZI	**Minor Altercation**	Out of School Suspension 3 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) Consult with BTA Chair	Out of School Suspension 5 days (offer AES)[20] Parent Contact/Conference Consult with BTA Chair [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 7 days (offer AES)[20] Parent Contact/Conference [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) Consult with BTA Chair	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
MP	**Mistreatment of Peers**	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [X1] Loss of Extracurricular Activities (1-30 DAYS)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference Consult with BTA Chair [34] CPST Referral
ZU	**Out of Assigned Area**	One Detention[20] Parent Contact/Conference	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [L3] Loss of Extracurricular Activities (3 DAY)	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [L4] Loss of Extracurricular Activities (4	Internal Suspension 1-2 days[20] Parent Contact/Conference [34] CPST Referral [L5] Loss of Extracurricular Activities (5 DAY)

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
				DAY) [SC] School Behavior Contract	
Z4	**Over the Counter Medication**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [CF] Confiscation	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [CF] Confiscation	Internal Suspension less than a day[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation
OC	**Over the Counter Medication Sale**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation
SF	**Passing Producing Counterfeit Money**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation SESIR Reporting Required
T5	**Petty Theft $100 to $750**	Out of School Suspension 3 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution IMPAC AES [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) IMPAC AES [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral [RE] Restitution IMPAC AES [SC] School Behavior Contract	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral [RE] Restitution IMPAC AES
02	**Profanity**	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E.	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E.

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
				School Counselor, School Social Worker, Family Therapist)	School Counselor, School Social Worker, Family Therapist)
ZX	**Profanity Directed Towards a Staff Member**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
ZC	**Prohibited Distracting Items Possession Use**	One Detention[20] Parent Contact/Conference	Two Detentions or Saturday School[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)
R2	**Robbery**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CF] Confiscation [RE] Restitution [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support Issue HOPE Scholarship			
SX	**Sexting**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC Consult with BTA Chair SESIR Reporting Required [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required [CL] Consult Law Enforcement [PB] Alternative Probationary Notice [34] CPST Referral Consult with BTA Chair	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required [RD] Refer to Community Youth Support Consult with BTA Chair	
S2	**Sexual Assault**	Out of School Suspension 6-9 days (offer AES) [20] Parent Contact/Conference	Out of School Suspension 10 days (Offer AES) [20] Parent Contact/Conference [CN] Complete Immediate Notification		

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required [CL] Consult Law Enforcement [PB] Alternative Probationary Notice [34] CPST Referral [TP] Behavior Threat Assessment Protocol	Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support		
S1	**Sexual Battery/Rape**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required [RD] Refer to Community Youth Support Issue HOPE Scholarship			
50	**Sexual Harassment**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required Issue HOPE Scholarship [CL] Consult Law Enforcement Consult with BTA Chair	Out of School Suspension 6-9 days (offer AES) [20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required [CL] Consult Law Enforcement [PB] Alternative Probationary Notice [34] CPST Referral Consult with BTA Chair Issue HOPE Scholarship	Out of School Suspension 10 days (Offer AES) [20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	
56	**Sexual Misconduct**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [RD] Refer to Community Youth Support SESIR Reporting Required Issue HOPE Scholarship [PB] Alternative Probationary Notice	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required	

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
PA	**Simple Battery**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship		
PE	**Simple Battery School Board Employee**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required [RD] Refer to Community Youth Support			
ZM	**Tardiness Habitual**	One Detention[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [39] Attendance Contract	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [L3] Loss of Extracurricular Activities (3 DAY)	Three Detentions or Saturday School[20] Parent Contact/Conference [L4] Loss of Extracurricular Activities (4 DAY) [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Three Detentions or Saturday School[20] Parent Contact/Conference [L5] Loss of Extracurricular Activities (5 DAY) [34] CPST Referral
TW	**Threat High**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support		
ZN	**Threat Low**	Internal Suspension 1-2 days[20] Parent Contact/Conference [TP] Behavior Threat Assessment	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	[TP] Behavior Threat Assessment Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	[TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	[TP] Behavior Threat Assessment Protocol [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement
TT	**Threat Medium**	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC Issue HOPE Scholarship [TP] Behavior Threat Assessment Protocol SESIR Reporting Required	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement Issue HOPE Scholarship [TP] Behavior Threat Assessment Protocol SESIR Reporting Required	Out of School Suspension 3 days (offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement Issue HOPE Scholarship SESIR Reporting Required [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship
B3	**Threat to Kill Mass Shooting**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol SESIR Reporting Required			
TV	**Threat Very High**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support			
TU	**Tobacco**	Internal Suspension 1-2 days[20] Parent Contact/Conference	Out of School Suspension 1-2 days (offer AES)[20] Parent	Out of School Suspension 1-2 days (offer AES)[20] Parent	Out of School Suspension 1-2 days (offer AES)[20] Parent

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Contact/Conference [34] CPST Referral [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required
EC	**Tobacco Vape**	Out of School Suspension 2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) SESIR Reporting Required	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [PS] Probationary Substance Contract [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [34] CPST Referral	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required
66	**Trespassing**	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [CL] Consult Law Enforcement IMPAC AES Consult with BTA Chair	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement		
ZV	**Truancy**	One Detention[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [39] Attendance Contract	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [L3] Loss of Extracurricular Activities (3 DAY)	Three Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [39] Attendance Contract [L4] Loss of Extracurricular Activities (4 DAY)	Three Detentions or Saturday School[20] Parent Contact/Conference [34] CPST Referral [L5] Loss of Extracurricular Activities (5 DAY)
ZS	**Unserved Saturday School**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference
V4	**Vandalism less than 1000**	Out of School Suspension 3 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker,	Out of School Suspension 6 days (offer AES)IMPAC AES [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E.	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation

Administrative Discipline Matrix for Grades 6-8

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		Family Therapist) [RE] Restitution [CF] Confiscation IMPAC AES [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC	School Counselor, School Social Worker, Family Therapist) [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [RE] Restitution	[CN] Complete Immediate Notification Form for Regional Office and DSOC [RD] Refer to Community Youth Support [RE] Restitution [CL] Consult Law Enforcement IMPAC AES	[CN] Complete Immediate Notification Form for Regional Office and DSOC [RD] Refer to Community Youth Support [RE] Restitution [CL] Consult Law Enforcement IMPAC AES
WA	**Weapons A**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference Recommendation for Expulsion (MANDATORY) SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement [RD] Refer to Community Youth Support			
WB	**Weapons B**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [TP] Behavior Threat Assessment Protocol	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [CF] Confiscation [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required	

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
23	**Aggravated Battery**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support			
A1	**Alcohol Use, Possession, Purchase**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	
A3	**Alcohol Sale, Attempted Sale, Transmittal**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required			
AA	**Alcohol Under the influence**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required [CF] Confiscation	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [CL] Consult Law Enforcement [34] CPST Referral SESIR Reporting Required IMPAC AES	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement	

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
				IMPAC AES SESIR Reporting Required	
13	**Arson**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [RE] Restitution [SF] Referral to Fire Starter Program [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [RD] Refer to Community Youth Support SESIR Reporting Required [TP] Behavior Threat Assessment Protocol			
ZN	**Battery Low**	Internal Suspension 1-2 days[20] Parent Contact/Conference Consult with BTA Chair [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	
ZA	**Bullying**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC Issue HOPE Scholarship SESIR Reporting Required [RD] Refer to Community Youth Support			
36	**Burglary**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [RE] Restitution [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required		
Bu	**Bus Level One**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Bus Suspension 3-5 days[20] Parent Contact/Conference	Bus Expulsion for the Remainder of the Year[20] Parent Contact/Conference

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
Bu	**Bus Level two**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference Consult with BTA Chair	Bus Suspension 3-5 days[20] Parent Contact/Conference Consult with BTA Chair	Bus Expulsion for the Remainder of the Year[20] Parent Contact/Conference Consult with BTA Chair	
Bu	**Bus Level Three**	Bus Suspension 6-9 days[20] Parent Contact/Conference Consult with BTA Chair	Bus Suspension 10 days[20] Parent Contact/Conference Consult with BTA Chair	Bus Expulsion for the Remainder of the Year[20] Parent Contact/Conference Consult with BTA Chair	
ZY	**Cell Phone Violation**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	One Detention[20] Parent Contact/Conference [CF] Confiscation	Internal Suspension 1-3 days [20] Parent Contact/Conference [CF] Confiscation [X1] Loss of Extracurricular Activities (1-30 DAYS)	Out of School Suspension 1-2 days [20] Parent Contact/Conference [CF] Confiscation
ZB	**Cheating Major**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [L2] Loss of Extracurricular Activities (2 DAY) [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [L3] Loss of Extracurricular Activities (3 DAY) [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [L4] Loss of Extracurricular Activities (4 DAY) [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral	
ZQ	**Cheating Minor (Grades 3-12)**	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 3-5 days[20] Parent Contact/Conference	Internal Suspension 3-5 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CL] Consult Law Enforcement [L5] Loss of Extracurricular Activities (5 DAY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral
ZL	**Class Cutting**	One Detention[20] Parent Contact/Conference [L2] Loss of Extracurricular Activities (2 DAY)	Two Detentions or Saturday School[20] Parent Contact/Conference [L3] Loss of Extracurricular Activities (3 DAY)	Three Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [39] Attendance Contract [L4] Loss of Extracurricular Activities (4 DAY)	
V5	**Criminal Mischief greater $1,000**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation [RE] Restitution [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [RD] Refer to Community Youth Support		

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
			[CL] Consult Law Enforcement SESIR Reporting Required		
ZP	**Detention Unserved**	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference	
DC	**Discriminatory Actions Comments**	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement Consult with BTA Chair	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement Consult with BTA Chair	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement Consult with BTA Chair	
01	**Disobedience Insubordination**	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [X1] Loss of Extracurricular Activities (1-30 DAYS)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	
D0	**Disruption on Campus Major**	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference IMPAC AES [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral [PB] Alternative Probationary Notice Consult with BTA Chair	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) IMPAC AES [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [TP] Behavior Threat Assessment Protocol [RD] Refer to Community Youth Support SESIR Reporting Required		
XA	**Disruption on Campus Minor**	Internal Suspension 1-2 days[20] Parent Contact/Conference Consult with BTA Chair [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) Consult with BTA Chair [X1] Loss of Extracurricular Activities (1-30 DAYS)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference Consult with BTA Chair [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	
SB	**Disruptive Unruly Behavior**	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference Consult with BTA Chair [34] CPST Referral
UP	**Disruptive Unruly Play**	One Detention[20] Parent Contact/Conference	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference	Out of School Suspension 1-2 days (offer AES)[20] Parent

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
					Contact/Conference [34] CPST Referral
ZJ	**Distribution Sale of Unauthorized Materials Non-Criminal**	One Detention[20] Parent Contact/Conference [CF] Confiscation	Two Detentions or Saturday School[20] Parent Contact/Conference [CF] Confiscation	Three Detentions or Saturday School[20] Parent Contact/Conference [CF] Confiscation	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)
ZE	**Dress Code Violation**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference	Two Detentions or Saturday School[20] Parent Contact/Conference [L3] Loss of Extracurricular Activities (3 DAY)	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [X1] Loss of Extracurricular Activities (1-30 DAYS)	Three Detentions or Saturday School[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)
DP	**Drug Paraphernalia (use, possession, sale, purchase, transmittal)**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [RB] Recommend Behavior Intervention Program (MANDATORY) SESIR Reporting Required [RD] Refer to Community Youth Support
D5	**Drug Use/Possession Leaf Marijuana (less than 20g)**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required	
DB	**Drug Possession Mood Altering Substance**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral SESIR Reporting Required [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
D8	**Drug Purchase Leaf Marijuana (less than 20g)**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
D9	**Drug Purchase Other Mood Altering Substance**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
D1	**Drug Purchase Unauthorized Substance**	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required [RD] Refer to Community Youth Support		
DS	**Drug Sale, Attempted Sale, transmittal of Leaf Marijuana (less than 20g)**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement [RD] Refer to Community Youth Support SESIR Reporting Required			
D7	**Drug Sale, Attempted Sale, Transmittal of**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation			

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
	Unauthorized Substance	[CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required			
DA	**Drug Under the influence leaf Marijuana (less than 20g) or other mood altering substance**	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
D6	**Drug Under the influence Unauthorized Substance**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PS] Probationary Substance Contract [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required	
DF	**Drug Use/ Possession Unauthorized Substance**	Out of School Suspension 8 days (offer AES)[PS] Probationary Substance Contract [20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required		
ED	**Electronic Devices**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral [PB] Alternative Probationary Notice	Out of School Suspension 10 days (Offer AES)SESIR Reporting Required [20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement [CN] Complete Immediate Notification		

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[CF] Confiscation SESIR Reporting Required	Form for Regional Office and DSOC [CF] Confiscation		
SE	**Extortion**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral [PB] Alternative Probationary Notice [CF] Confiscation SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)SESIR Reporting Required [20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [CF] Confiscation		
SS	**False Accusation Against School Staff**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral [PB] Alternative Probationary Notice [CF] Confiscation SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)SESIR Reporting Required [20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [CF] Confiscation		
F9	**False Fire Alarm/ 911 Call**	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RD] Refer to Community Youth Support [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required		
B4	**False Report Hoax**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required			
ZH	**Falsification Misrepresentation Lying Forgery of Signature**	Two Detentions or Saturday School[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv	

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
				(I.E. School Counselor, School Social Worker, Family Therapist)	
F1	**Fight Major Mutual**	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice Consult with BTA Chair Issue HOPE Scholarship SESIR Reporting Required IMPAC AES [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support		
F2	**Fight Medium**	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference Consult with BTA Chair SESIR Reporting Required Issue HOPE Scholarship [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) IMPAC AES	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice IMPAC AES SESIR Reporting Required Issue HOPE Scholarship Consult with BTA Chair	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol IMPAC AES [RB] Recommend Behavior Intervention Program (MANDATORY) Issue HOPE Scholarship [CN] Complete Immediate Notification Form for Regional Office and DSOC SESIR Reporting Required [CL] Consult Law Enforcement	
FS	**Fire Starting**	Out of School Suspension 6-9 days (offer AES))[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [RE] Restitution [SF] Referral to Fire Starter Program [CF] Confiscation [PB] Alternative Probationary Notice	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RE] Restitution [RD] Refer to Community Youth Support [SF] Referral to Fire Starter Program [CL] Consult Law Enforcement		
SG	**Gambling**	Two Detentions or Saturday School[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1 day[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Internal Suspension 1-3 days [20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[CF] Confiscation SESIR Reporting Required	[CL] Consult Law Enforcement SESIR Reporting Required	[CL] Consult Law Enforcement SESIR Reporting Required	
G1	**Gang, or Gang-like, Activity**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [RE] Restitution SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement [RE] Restitution SESIR Reporting Required		
ZW	**Habitual Defiance of Authority**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
HA	**Harassment**	Out of School Suspension 6-9 days (offer AES) [20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice Issue HOPE Scholarship SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) Issue HOPE Scholarship SESIR Reporting Required [RD] Refer to Community Youth Support		
ZT	**Hazing**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) Issue HOPE Scholarship SESIR Reporting Required [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC [RD] Refer to Community Youth Support			
42	**Homicide**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC			

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required			
ST	**Illegal Use of Technology**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required		
HT	**Inappropriate Touching**	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral	
Z3	**Inappropriate Use of Technology**	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
Z1	**Inciting a Disturbance**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) Consult with BTA Chair	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) Consult with BTA Chair	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral Consult with BTA Chair	
K1	**Kidnapping**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support Issue HOPE Scholarship [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement			
T6	**Larceny Theft Grand greater than $750**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference		

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [RE] Restitution [CL] Consult Law Enforcement SESIR Reporting Required	[CF] Confiscation [RB] Recommend Behavior Intervention Program (MANDATORY) [RE] Restitution [CL] Consult Law Enforcement [RD] Refer to Community Youth Support SESIR Reporting Required		
TH	**Larceny Theft Minor less than $100**	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [RE] Restitution [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution School/Community Service Work	
ZG	**Leaving Campus without Permission**	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [L2] Loss of Extracurricular Activities (2 DAY)	Internal Suspension less than a day[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [L3] Loss of Extracurricular Activities (3 DAY)	Internal Suspension 1-3 days[20] Parent Contact/Conference [34] CPST Referral [X1] Loss of Extracurricular Activities (1-30 DAYS)	
ZI	**Minor Altercation**	Out of School Suspension 3 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) Consult with BTA Chair	Out of School Suspension 7 days (offer AES)[20] Parent Contact/Conference [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral
MP	**Mistreatment of Peers**	Internal Suspension 1-2 days[20] Parent Contact/Conference	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [SC] School Behavior Contract[MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral	
ZU	**Out of Assigned Area**	Internal Suspension less than a day[20] Parent Contact/Conference [L3] Loss of Extracurricular Activities (3 DAY) [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [SC] School Behavior Contract	Internal Suspension 1-3 days[20] Parent Contact/Conference [34] CPST Referral [X1] Loss of Extracurricular Activities (1-30 DAYS)	
Z4	**Over the Counter Medication**	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [CF] Confiscation	Verbal Warning/Written Reprimand[20] Parent Contact/Conference [CF] Confiscation	Internal Suspension 1-2 days[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation	
OC	**Over the Counter Medication Sale**	Out of School Suspension 1-2 days (offer AES)[20] Parent	Out of School Suspension 1-2 days (offer AES)[20] Parent	Out of School Suspension 3-5 days (offer AES)[20] Parent	

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Contact/Conference [CF] Confiscation [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Contact/Conference [34] CPST Referral [CF] Confiscation	
SF	**Passing Producing Counterfeit Money**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required	
T5	**Petty Theft $100 to $750**	Out of School Suspension 3 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution IMPAC AES [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [RE] Restitution [SC] School Behavior Contract [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) IMPAC AES [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [34] CPST Referral [RE] Restitution IMPAC AES [SC] School Behavior Contract	
02	**Profanity**	Internal Suspension less than a day[20] Parent Contact/Conference	Internal Suspension 1-2 days[20] Parent Contact/Conference	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference	Internal Suspension 1-3 days & Loss of Extra-Curricular Activities (1-30 days) [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)
ZX	**Profanity Directed Towards a Staff Member**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral	
ZC	**Prohibited Distracting Items Possession Use**	One Detention[20] Parent Contact/Conference [CF] Confiscation	Two Detentions or Saturday School[20] Parent Contact/Conference [CF] Confiscation	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation	Internal Suspension 1-2 days[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CF] Confiscation
R2	**Robbery**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CF] Confiscation			

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[RE] Restitution [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support Issue HOPE Scholarship			
SX	**Sexting**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice Consult with BTA Chair SESIR Reporting Required [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) SESIR Reporting Required [CL] Consult Law Enforcement		
S2	**Sexual Assault**	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support			
S1	**Sexual Battery/ Rape**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required [RD] Refer to Community Youth Support Issue HOPE Scholarship			
50	**Sexual Harassment**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference		

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol SESIR Reporting Required Issue HOPE Scholarship	[CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship		
56	**Sexual Misconduct**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [PB] Alternative Probationary Notice [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [RD] Refer to Community Youth Support SESIR Reporting Required Issue HOPE Scholarship		
PA	**Simple Battery**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice Consult with BTA Chair [34] CPST Referral [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference Consult with BTA Chair [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship		
PE	**Simple Battery School Board Employee**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required [RD] Refer to Community Youth Support			
ZM	**Tardiness Habitual**	Two Detentions or Saturday School[20] Parent Contact/Conference	Three Detentions or Saturday School[20] Parent Contact/Conference	Three Detentions or Saturday School[20] Parent Contact/Conference	

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		[MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [L3] Loss of Extracurricular Activities (3 DAY)	[MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [39] Attendance Contract [L4] Loss of Extracurricular Activities (4 DAY)	[L5] Loss of Extracurricular Activities (5 DAY) [34] CPST Referral	
TW	**Threat High**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [PB] Alternative Probationary Notice [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [RB] Recommend Behavior Intervention Program (MANDATORY) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship [RD] Refer to Community Youth Support		
ZN	**Threat Low**	Internal Suspension 1-2 days[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement	Out of School Suspension 3 days (offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	
TT	**Threat Medium**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement Issue HOPE Scholarship [TP] Behavior Threat Assessment Protocol SESIR Reporting Required	Out of School Suspension 3 days (offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement Issue HOPE Scholarship SESIR Reporting Required [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 3-5 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required Issue HOPE Scholarship
B3	**Threat to Kill Mass Shooting**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth			

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
		Support [TP] Behavior Threat Assessment Protocol SESIR Reporting Required			
TV	**Threat Very High**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol SESIR Reporting Required			
TU	**Tobacco**	Internal Suspension 1-2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement SESIR Reporting Required	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement SESIR Reporting Required
EC	**Tobacco Vape**	Out of School Suspension 2 days[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) SESIR Reporting Required	Out of School Suspension 6 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CL] Consult Law Enforcement	Out of School Suspension 8 days (offer AES)[20] Parent Contact/Conference [CF] Confiscation [PS] Probationary Substance Contract [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist)	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [CL] Consult Law Enforcement SESIR Reporting Required
66	**Trespassing**	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [PB] Alternative Probationary Notice IMPAC AES [34] CPST Referral [CN] Complete Immediate Notification Form for Regional Office and DSOC Consult with BTA Chair SESIR Reporting Required [CL] Consult Law Enforcement	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [TP] Behavior Threat Assessment Protocol [RD] Refer to Community Youth Support [CL] Consult Law Enforcement IMPAC AES SESIR Reporting Required		

Administrative Discipline Matrix for Grades 9-12

	Incident	1st Incident	2nd Incident	3rd Incident	4th Incident
ZV	**Truancy**	Two Detentions or Saturday School[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [39] Attendance Contract [L3] Loss of Extracurricular Activities (3 DAY)	Three Detentions or Saturday School[20] Parent Contact/Conference [34] CPST Referral [L4] Loss of Extracurricular Activities (4 DAY)	Three Detentions or Saturday School[20] Parent Contact/Conference [34] CPST Referral [L5] Loss of Extracurricular Activities (5 DAY)	
ZS	**Unserved Saturday School**	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference	Out of School Suspension 1-2 days (offer AES)[20] Parent Contact/Conference
V4	**Vandalism less than $1,000**	Out of School Suspension 3 days (offer AES)[20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [RE] Restitution [CF] Confiscation IMPAC AES [CL] Consult Law Enforcement [CN] Complete Immediate Notification Form for Regional Office and DSOC	Out of School Suspension 6 days (offer AES)IMPAC AES [20] Parent Contact/Conference [MH] Referral to Mental Health Serv (I.E. School Counselor, School Social Worker, Family Therapist) [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [CL] Consult Law Enforcement [RE] Restitution	Out of School Suspension 9 days (offer AES)[20] Parent Contact/Conference [34] CPST Referral [CF] Confiscation [CN] Complete Immediate Notification Form for Regional Office and DSOC [RD] Refer to Community Youth Support [RE] Restitution [CL] Consult Law Enforcement IMPAC AES	
WA	**Weapons A**	Out of School Suspension 10 days (Offer AES)[20] Parent Contact/Conference Recommendation for Expulsion (MANDATORY) SESIR Reporting Required [CN] Complete Immediate Notification Form for Regional Office and DSOC [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement [RD] Refer to Community Youth Support			
WB	**Weapons B**	Out of School Suspension 6-9 days (offer AES)[20] Parent Contact/Conference [TP] Behavior Threat Assessment Protocol [CN] Complete Immediate Notification Form for Regional Office and DSOC [PB] Alternative Probationary Notice [CF] Confiscation [CL] Consult Law Enforcement	Out of School Suspension 10 days (offer AES)[20] Parent Contact/Conference [CN] Complete Immediate Notification Form for Regional Office and DSOC [RB] Recommend Behavior Intervention Program (MANDATORY) [RD] Refer to Community Youth Support [TP] Behavior Threat Assessment Protocol [CL] Consult Law Enforcement SESIR Reporting Required		