

CCC Settlement Agreement Status Report, 2022-2023



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The School Board of Broward County, Florida
CCC Settlement Agreement Status Report, 2022-2023

TABLE OF CONTENTS

POINTS OF CONTACT	3
INTRODUCTION AND METHOD	4
RESULTS	5
Condition 1: Availability of Textbooks	6
Condition 2: Technology	11
Condition 3: Standards of Service	16
Condition 4: Advanced Placement/Honors Courses	19
Condition 5: Athletics and Extracurricular Activities	22
Condition 6: Media Centers	26
Condition 7: Discipline	31
Condition 8: Five-Year Capital Planning	37
Condition 9: Student Assignment/Reassignment	44
Attachments	

POINTS OF CONTACT

Condition	Responsible Division(s)	Responsible Department (s)
<i>Condition 1</i> Availability of Textbooks	Academics	Innovative Learning
<i>Condition 2</i> Technology	Information Technology Academics (Teacher Training)	Information Technology Innovative Learning
<i>Condition 3</i> Standards of Service	Academics	Research, Evaluation & Accountability Elementary Learning Secondary Learning
<i>Condition 4</i> Advanced Placement/Honors Courses	Academics	Secondary Learning
<i>Condition 5</i> Athletics and Extracurricular Activities	Associate Superintendent	Athletics and Student Activities
<i>Condition 6</i> Media Centers	Academics	Innovative Learning
<i>Condition 7</i> Discipline	Student Services	Equity, Diversity & School Climate
<i>Condition 8</i> Five Year Capital Planning	Chief Financial Officer Chief Facilities Officer	Capital Budget Capital Programs
<i>Condition 9</i> Student Assignment/Reassignment	Associate Superintendent	Choice/Charter Schools Management Support

The School Board of Broward County, Florida
CCC Settlement Agreement Status Report 2022-2023

Introduction

The CCC Settlement Agreement Status Report, 2022-23, provides information regarding the extent to which District and School staffs of Broward County Public Schools (BCPS) have met the conditions stipulated by the August 1, 2000, Citizens Concerned About Our Children (CCC) Settlement Agreement and Release. To ensure that diversity and equity are promoted within BCPS, the CCC Settlement Agreement specifies nine (9) conditions. Under each condition of the Agreement, BCPS, with the cooperation of the Diversity Committee established standards and indicators to address the terms of the Agreement.

This report includes information collected from a variety of data sources across District departments and available databases. The data and findings contained in the report focus on the 2021-22 and 2022-23 school years, where available.

The CCC Settlement Agreement applies to all District schools operated by BCPS. As charter schools are not District schools and are not operated by BCPS they are not addressed in the Agreement. Due to State and local budget shortfalls, the District cannot currently comply with some indicators established by the Diversity Committee.

Method

The indicators reflected in this report are the last known version of said indicators as reflected in the comprehensive report from the 2010-11 school year. Quantitative data for these indicators were gathered from District files, records, and databases. District staff will bring forward recommendations to the Diversity Committee for consideration to bring the indicators in alignment with current standards, policies, and practices.

Quantitative Measures

Quantitative data were chosen if the identified measure provided information regarding the status of one of the conditions in the Agreement and if the measure was available either through District databases or maintained in a file by a District department. To ensure data accuracy, select departments verified the site-by-site information.

Results

Results provided on the following pages include a current status of each of the indicators related to the nine conditions. Each indicator includes findings, actions (if applicable), and source of information. Table 1 provides a summary of the indicators by status.

Table 1: CCC Indicators 2021-22

Indicators Met			Indicators Not Met
1.2	4.3	7.3	1.1
1.3	5.2	7.4	3.1
1.4	5.3	8.1	5.1
2.1	5.4	8.2	6.3
2.2	6.1	8.3	6.4
2.3	6.2	8.4	6.6
3.2	6.5	8.5	
4.1	7.1	9.1	
4.2	7.2		

The School Board of Broward County, Florida

**Citizens Concerned About Our Children (CCC)
Settlement Agreement**

Condition 1: 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.

Indicators	Status
1.1 The school has one core textbook per child for Reading, Mathematics, Language Arts, Science, and Social Studies for elementary, middle, and high schools. The school has one core textbook per child for Foreign Language at middle and high schools.	Not Met
1.2 The school ensures that all assigned core textbooks meet the State adoption cycle standard, including approved waivers.	Met
1.3 The school is in compliance with District Policy 6.5 – Textbooks.	Met
1.4 The school has implemented a textbook replacement plan.	Met

Condition 1:

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.

1.1 The school has one core textbook per child for Reading, Mathematics, Language Arts, Science, and Social Studies for elementary, middle and high schools. The school has one core textbook per child for Foreign Language at middle and high schools.

Textbook orders are managed via the Instructional Materials Survey (IMS) databases and District student information system, TERMS. Textbook coordinators at each school can place order requests in the IMS databases based on current student enrollment counts reflected in TERMS throughout the school year to ensure incoming students have textbooks. Textbook coordinators at each school are responsible for counting deliveries and ensuring that the correct number of textbooks are delivered to the school by the vendor, Florida School Book Depository (FSBD).

Current cycle adoption materials are paid for by the District based on student enrollment counts reflected in TERMS. Replenishment materials from past adoptions are listed on the Delivery of Instructional Materials memo that is distributed to principals annually through BCPS Central in the Principals Information Vital to Operations and Teaching (PIVOT) section. This memo explains that materials are available for replenishment with District funds.

Textbook orders are placed based on current enrollment counts for each school to ensure that each student receives one book. Schools can place additional order requests for the current adoption cycle instructional materials and replenishment materials throughout the year based on enrollment growth.

Due to budget constraints, the District does not purchase books that are above/beyond enrollment counts. If a school wants to purchase extra instructional materials (beyond the one core textbook per child per subject allocation) they use their Maintenance of Effort (MOE) funds provided by the State.

The 2022-2023 Mathematics K-12 Adoption experienced several delays and challenges. The first delay was caused by the April 15 release of the State Mathematics Instructional Materials Adoption List. Based on State feedback, publishers had to recycle materials ready for distribution and make State recommended changes to be added to the approved State Adoption list. The recycling of materials led to a paper shortage and consequent instructional materials backorders.

In past adoptions where the District did not experience significant delays in books being delivered in a timely manner, only one approval cycle was required at a School Board meeting. For the newly adopted math materials, the Innovative Learning Department went before the Board on five separate occasions to gain approval for the selected titles as they were added to the approved State Adoption list at different times. Since materials chosen by the District were added to the State Approved List at different times, this necessitated approval by the School Board in phases. In past adoption cycles, the Innovative Learning Department was only required to have one public hearing, one Board meeting, one approval, and one 30-day protest period for the instructional

materials. The adoption for this year was an outlier in that approvals went before the Board at different times, leading to multiple protest periods and ultimately different order dates.

The Innovative Learning Department and Regional/Associate Superintendents and Teaching and Learning Directors have been working collaboratively this year to retrain and deliver messaging around spending the allocated Maintenance of Effort (MOE) dollars. This State allocation is designated for the purchase of any outstanding materials that may cause an academic gap at any school.

Source: Innovative Learning

1.2 The school ensures that all assigned core textbooks meet the State adoption cycle standard, including approved waivers.

All adopted core textbooks for BCPS follow the State adoption cycle. The internal District evaluation process of submitted materials aligns with the Florida Department of Education Core Questions Rubric. The current adoption cycle is the Social Studies K-12 cycle for the 2022-2023 school year.

Source: Innovative Learning

1.3 The school is in compliance with District Policy 6.5 – Textbooks.

Instructional Materials and Digital Classroom Materials policy is currently being updated. District Policy 6.5 was made inactive as of 9/13/2022. The Innovative Learning Department has been working on the updated Instructional Materials Policy No. 4100 and it is currently in review with the BCPS Legal Department.

The District purchases core textbooks during an adoption cycle for each student. Schools can request additional materials based on enrollment growth throughout the school year.

Materials are ordered and delivered directly to the schools by the State textbook vendor, FSBD. Students also receive digital access to all instructional materials via the single sign-on platform. This is in accordance with State Law and State Board of Education Rules to provide adequate Instructional and Digital Materials, as defined by F.S. 1006.23.

Source: Innovative Learning

1.4 The school has implemented a textbook replacement plan.

Each school collects fines for damaged or lost textbooks and uses the collected fines to replace the textbook.

Source: Innovative Learning

Condition 2:

The SCHOOL BOARD agrees to develop a plan to survey the present technology within the schools and 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.

Indicators	Status
2.1 The school meets District standard of laptop/computer to student ratio (1:6), laptop/computer to teacher ratio (1:1), printer to classroom ratio (1:2), Internet access for each classroom, and upgraded electricity and energy management cycles.	Met
2.2 The school has instructional staff who have been in the district for two or more years that are competent/proficient in the use and application of technology and software.	Met
2.3 Students and personnel have access to computers and technology.	Met

Condition 2:

The SCHOOL BOARD agrees to develop a plan to survey the present technology within the schools and 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.

- Technology in BCPS is governed by Policy 5306 – School and District Technology Usage
- Policy 5306 establishes and maintains guidelines and procedures for the appropriate technology utilization and infusion in the classroom, in the schools, and district administration and management, and in planning and evaluation to prepare students more effectively for the transition from school to work for success in the workplace, and to improve the operations of the school system.
- Protecting the District’s information assets based on risk against accidental or unauthorized disclosure, modification, or destruction and assuring the confidentiality, integrity, and availability of District data by applying appropriate physical and technical safeguards without creating unjustified obstacles to the conduct of the District’s mission and objectives and providing multi-factor authentication for all District personnel.

2.1 The school meets District standard of laptop/computer to student ratio (1:6), laptop/computer to teacher ratio (1:1), printer to classroom ratio (1:2), Internet access for each classroom, and upgraded electricity and energy management cycles.

The District currently exceeds the ratio of laptops to students. It is currently better than 1:2 ratio and improving. The laptop-to-teacher ratio is met at a 1:1 ratio. Printer to classroom ratio varies per school. Principals decide how to allocate network-based

printers. Through E-rate, we continue to update our infrastructure, inclusive of wireless access points and cabling.

Source: Information Technology

2.2 The school has instructional staff who have been in the district for two or more years that are competent/proficient in the use and application of technology and software.

To build capacity at the school sites and spread expertise across the District in the use of instructional technology to support pedagogy and department initiatives, Instructional Technology Facilitators (ITFs) from the Innovative Learning Department provide support via synchronous (face-to-face and virtual) professional learning sessions, asynchronous online courses, webinars, and direct teacher support scheduled through Bookings. This level of organizational support resulted in six hundred ninety-six (696) support events aligned to e-Learning. Additionally, there were one thousand, seven hundred thirty-three (1,733) support hours logged in support to department initiatives; one thousand, two hundred ten (1,210) of these support hours were dedicated to Title I schools. ITFs provided targeted support to over three thousand, nine hundred (3,900) teachers, three hundred seventy-two (372) administrators, and four thousand, ninety-one (4,091) students.

Learning Across Broward (LAB) is used as a Professional Development Learning Management System (PDLMS) to provide equitable access to all professional learning activities offered by the Innovative Learning Department related effective use of technology in the classroom and by teachers and District employees. As of December 2022, two hundred eighty-one thousand, seven hundred thirty-three (281,733) teachers,

administrators, and support staff registered to participate in professional learning and training for the 2022-23 academic year. The PDLMS is accessible at work and from home via the internet. The Canvas Learning Management System (LMS) and Microsoft Teams are used to offer face-to-face, hybrid, and online courses. This provides the greatest flexibility and access to learners based on their preferred learning method. In addition, many courses are offered asynchronous and synchronous so that busy educators can customize the fit of their learning activities within their teaching workdays. New for the 2022-23 school year, the Innovative Learning department began open entrance and exit courses that provide educators the additional flexibility to begin professional learning at a time and pace that works best within their individual schedules.

To establish a baseline of knowledge, skills, and abilities, 1st year teachers are required to complete introductory professional learning in using the Canvas LMS and Microsoft Teams. Digital instructional materials are subject-specific and supported by the Secondary and Elementary Learning Departments. District-wide digital resources are supported synchronously, asynchronously, and hybrid at the introductory, intermediate, and advanced levels. Furthermore, digital resources are supported by on-demand learning and a reference repository via <https://browardschools.instructure.com/courses/123>. Registrations and courses interests are captured using LAB.

Source: Innovative Learning

2.3 Students and personnel have access to computers and technology.

Students and teachers have access to various digital technologies throughout the entire District. The most recent technology survey was conducted in September 2022 and identified gaps in modern laptops needed to meet or exceed the previously established

criteria. The refresh project, which began in January 2020, is mostly responsible for providing schools with laptops for students and teachers.

- The teacher to laptop ratio is at a 1:1 with a device less than 3 years old.
- The student to laptop ratio is approaching a 1:1 issuance with a hybrid of newer and older devices.

It is our goal to continue the Refresh project commencing in the 2023-24 school year to replace aging devices and bridge shortfalls due to damage or loss.

Access Points are distributed throughout the entire campus covering every instruction classroom.

Source: Information Technology

Condition 3: The SCHOOL BOARD agrees to implement the developed Standards of Service for all schools. This will establish a countywide 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.	
Indicators	Status
3.1 The school has demonstrated above District average performance or gains in reading and mathematics on FCAT. <i>{Criteria: 90% of schools will demonstrate performance or register learning gains at or above the District average in reading and math}</i>	Not Met
3.2 The school has demonstrated above State average performance or gains in graduation rates. This indicator only applies to high schools. <i>{Criteria: 90% of schools will demonstrate a graduation rate equal to or higher than the State Average, or show an increase in graduation rate equal to or higher than the State increase.}</i>	Met

Condition 3:

The SCHOOL BOARD agrees to implement the developed Standards of Service for all schools. This will establish a countywide 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.

3.1 The school has demonstrated above State average performance or gains in reading and mathematics on FSA*. {Criteria: 90% of schools will demonstrate performance or register learning gains at or above the State average in reading and math.}

****Indicator updated to reflect statewide assessment administered during the 2021-22 school year.***

During the 2021-22 school year, one hundred sixty-two (76.4%) schools demonstrated performance or register learning gains at or above the State average in reading. Also, for the 2021-22 school year, one hundred fifty-two (71.7%) schools demonstrated performance or register learning gains at or above the State average in mathematics.

FSA ELA and Math by School Level, 2021-22

School Level	ELA				Math				
	Met Criteria		Not Met Criteria		Met Criteria		Not Met Criteria		Total
	n	%	n	%	n	%	n	%	N
Elementary	125	92.6	10	7.4	121	89.6	14	10.4	135
Middle	14	40.0	21	60.0	16	45.7	19	54.3	35
High	17	53.1	15	46.9	11	34.4	21	65.6	32
Combination	6	60.0	4	40.0	4	40.0	6	60.0	10
Total	162	76.4	50	23.6	152	71.7	60	28.3	212

Source: State/District Individual Accountability file 2021-22 (INDV file)

3.2 The school has demonstrated above State average performance or gains in graduation rates. This indicator only applies to high schools. {Criteria: 90% of

schools will demonstrate a graduation rate equal to or higher than the State average or show an increase in graduation rate equal to or higher than the State increase.}

For the 2021-22 school year 91.7% of the District schools were at or above the State graduation rate.

Graduation Rate by School Level, 2021-22

School Level	Met Criteria		Not Met Criteria		Total
	n	%	n	%	N
High	29	90.6	3	9.4	32
Combination	4	100.0	0	0.0	4
Total	33	91.7	3	8.3	36

Source: Florida's Federal Graduation Rates by Special Category by School and District, 2021-22

Condition 4: The SCHOOL BOARD agrees to develop a plan that shall establish a core of Advanced Placement (AP) 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. This condition only applies to high schools.

Indicators	Status
4.1 The District delivers AP and Honors core courses to every high school. The school delivers the core AP courses (American History, Biology, Calculus, AB English Language Composition, English Literature, Spanish/French). Data related to the Equity Plan: High school data will report the number and percentage of students enrolled in AP and Honors courses by subgroup.	Met
4.2 Students have access to discrete courses not taught at school through Distance Learning and on-line through Broward Virtual Education, and/or Florida Virtual School.	Met
4.3 The school ensures PSAT scores or ETS flagged reports are used to guide students into AP and Honors classes.	Met

Condition 4:

The SCHOOL BOARD agrees to develop a plan that shall establish a core of Advanced Placement (AP) 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. This condition only applies to high schools.

4.1 The District delivers AP and Honors core courses to every high school. The school delivers the core AP courses (American History, Biology, Calculus, AB English Language Composition, English Literature, Spanish/French). Data related to the Equity Plan: High school data will report the number and percentage of students enrolled in AP and Honors courses by subgroup.

Honors courses in core content areas are offered at every Broward County Public (BCPS) high school based on student interest and enrollment. See attachments for Condition 4: Grades 9–12 Upper-Level Enrollment.

Advanced Placement courses in core content areas are offered at every BCPS high school based on student interest and enrollment. See attachments for Condition 4: AP Results by School and Exam Name.

4.2 Students have access to discrete courses not taught at school through Distance Learning and online through Broward Virtual Education and/or Florida Virtual School.

For discrete courses not taught at their school, students have access through distance learning or online through Broward Virtual School for eight (8) Advanced Placement courses in the core subjects of Math, English, and Social Studies (English Language, English Literature, Calculus AB, Calculus BC, Microeconomics, Macroeconomics, Psychology, U.S. Government). Students can also take courses from Florida Virtual School which offers 14 Advanced Placement courses. Specific courses available at each school are listed in the attachments for Condition 4.

4.3 The school ensures PSAT scores or ETS flagged reports are used to guide students into AP and Honors classes.

Schools use AP Potential, which utilizes students' PSAT/SAT scores, to create a list of students that have been identified as having a high chance of being successful in Honors/AP courses (Level 3 courses or higher). All BCPS traditional schools enroll at least 85% of students flagged for success in upper-level courses.

Condition 5:

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. (Exemptions for 5.1, 5.2, 5.3, and 5.5 of technical high schools, vocational centers, and alternative/ESE centers.)

Indicators	Status
5.1 The athletic facilities at the high school meet the District standards (baseball field, softball field, track, gymnasium, tennis courts) and are in satisfactory condition.	Not Met
5.2 The school provides the opportunities for high school students to participate in all the core sports. The school provides the opportunities for middle school students to participate in no less than 3 of 4 core sports.	Met
5.3 Schools identified as offering core extra-curricular activities.	Met
5.4 The school uses home field, Lockhart Stadium, or other off campus facility.	Met

Condition 5:

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. (Exemptions for 5.1, 5.2, 5.3, and 5.5 of technical high schools, vocational centers, and alternative/ESE centers.)

5.1 The athletic facilities at the high school meet the District standards (baseball field, softball field, track, gymnasium, tennis courts) and are in satisfactory condition.

Fields are monitored yearly and addressed as needed when a discrepancy is reported or found by district staff during annual site visits. Tracks at Dillard 6-12, Northeast HS, and South Broward HS are currently under construction. All other athletic facilities across the District are in satisfactory condition.

Source: Department of Athletics and Student Activities

5.2 The school provides the opportunities for high school students to participate in all the core sports. The school provides the opportunities for middle school students to participate in no less than three of four core sports.

High school students are able to participate in all of the core sports offered at their schools. Varsity and Junior Varsity level sports include:

- Baseball
- Basketball

- Cheerleading
- Cross Country
- Flag Football (girls)
- Football
- Golf
- Lacrosse
- Soccer
- Softball
- Swimming & Diving
- Tennis
- Track & Field
- Volleyball (Boys and Girls)
- Water Polo
- Wrestling

Middle schools offer the following sports:

- Basketball
- Cross Country
- Golf
- Flag Football
- Floorball
- Soccer
- Track & Field

- Volleyball

Source: Department of Athletics and Student Activities

5.3 Schools identified as offering core extra-curricular activities.

All high schools offer extra-curricular activities outside of the realm of the mandated CCC recommendations of Student Government Association (SGA), National Honor Society, and Future Educators of America.

Source: Department of Athletics and Student Activities

5.4 The school use home field, Lockhart Stadium, now known as DRV Pink Stadium/AutoNation Sports Field) or other off campus facility.

High schools and middle schools utilize their own campus or have agreements (some are reciprocal) with municipalities for the use of some local parks. Some schools utilize DRV Pink Stadium/AutoNation Sports Field – formerly known as Lockhart Stadium.

Source: Department of Athletics and Student Activities

Condition 6:

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.

Indicators	Status
6.1 The school provides a balanced collection of 15,000 (10,000 at elementary schools) usable library volumes, or at least 10 volumes per student if school enrollment is less than or equal to 1,500 (1,000 at elementary schools).	Not Met
6.2 The library subscribes to a minimum of 35 periodicals annually, and the selections serve all grade levels.	Met
6.3 Budget expenditures meet maintenance of effort standards for the last three years - \$9.60 per elementary and middle school pupil and \$12.80 per pupil in high schools. Data will be reported but not used to determine degree of compliance.	Not Met
6.4 Students and personnel have access to media services, materials, and equipment.	Not Met
6.5 The school has implemented a plan to provide access to media center materials and a school wide take-home procedure.	Met
6.6 No more than 50% of the collection have publication dates older than 15 years.	Not Met

Condition 6:

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.

6.1 The school provides a balanced collection of 15,000 (10,000 at elementary schools) usable library volumes, or at least 10 volumes per student if school enrollment is less than or equal to 1,500 (1,000 at elementary schools).

Ninety-nine percent (99%) of Elementary Schools, sixty-six percent (66%) of Middle Schools, seventeen percent (17%) of High Schools, seventy-six percent (76%) of Combination Schools, and sixty-four (64%) of Centers met the standards as of January 2023.

To more closely monitor schools that are out of compliance, the Innovative Learning Department will conduct yearly updates. The Innovative Learning Department will provide schools that are out of compliance with appropriate support.

Source: Department of Innovative Learning

6.2 The library subscribes to a minimum of thirty-five (35) periodicals annually, and the selections serve all grade levels.

One hundred percent (100%) of the Media Centers are currently in compliance. BCPS subscribes to multiple online periodicals. Schools are utilizing the electronic magazines

and newspapers that are available through district-wide subscriptions to online databases (Encyclopedia Britannica, ProQuest SIRS Discoverer, ProQuest SIRS Researcher, GALE In Context (GIC) High School, and GALE In Context (GIC) Global Issues).

Source: Department of Innovative Learning

6.3 Budget expenditures meet maintenance of effort standards for the last three (3) years - \$9.60 per elementary and middle school pupil and \$12.80 per pupil in high schools. Data will be reported but not used to determine degree of compliance.

Seven percent (7%) of elementary schools, three percent (3%) of middle schools, zero percent (0%) of high schools, seven percent (7%) of combination schools, and thirteen percent (13%) of Centers met the standards for the 2021-22 school year.

The state allocates funding yearly for the upkeep and maintenance of library books, equipment, and resources within library media centers. The Innovative Learning Department and Regional/Associate Superintends and Teaching and Learning Directors have been collaborating this year to retrain and message around spending the allocated dollars to support any gaps in library media resources. When the distributed maintenance of effort dollars is not spent to update library book collections and the process of weeding does not occur, the percentage of books circulated per student decreases. These funds do not roll over from year to year.

Source: Department of Innovative Learning

6.4 Students and personnel have access to media services, materials, and equipment.

Circulation of books for the 2021-2022 school year and the circulation of books from August 2022 through January 2023 as reflected in the access to electronic resources usage reflects the following:

The average circulation of books per student:

- Elementary Schools eighteen (18) books per student,
- Middle Schools four (4) books per student,
- High Schools two (2) books per student,
- Combination Schools four (4) books per student, and
- Center Schools one (1) book per student.

Some factors that may affect the decrease in the circulation of materials within a school's media center are as follows:

- A decrease in student enrollment, but the volume of books remains the same, will show a reduction in the number of library materials being circulated.
- Schools with a media clerk that may have an operational library could be experiencing closures due to the role and responsibility of the media clerk shifting to other clerical needs within the school. This will have a direct impact on student visitation to this space as well as a reduction in the circulation of library books or materials.

Source: Department of Innovative Learning

6.5 The school has implemented a plan to provide access to media center materials and a school-wide take-home procedure.

All schools have been instructed to allow students to take materials home from the media center.

Source: Department of Innovative Learning

6.6 No more than 50% of the collection have publication dates older than 15 years.

Twenty-two percent (22%) of Elementary Schools, Seventeen percent (17%) of Middle Schools, twenty percent (20%) of High Schools, thirty-six percent (36%) of Combination Schools, and thirteen (13%) of Centers met the standards updated in January 2023.

The ability to update the library media collection is directly tied to school expenditures.

Schools that do not have an annual practice that includes creating a process for the annual updating of library/media materials while simultaneously weeding the school will see an increase in the age of collection.

Source: Department of Innovative Learning

Condition 7:

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 data and implement a plan to address the conclusions of said analysis and to assure equity in the administration of student discipline countywide.

Indicators	Status
7.1 The District will summarize on a school-by-school basis the proportion of disciplinary actions that comply with the Discipline Matrix prescription, as well as, external, multiple external, and internal suspension rates, and the proportion of alternative placements.	Met
7.2 The school uses at least three alternatives to external suspension as viable disciplinary options.	Met
7.3 The school communicates with parents as a disciplinary intervention to resolve student behavioral problems.	Met
7.4 The school provides access to alternative resources that promote positive student behavioral changes (e.g., Project B.L.A.S.T. Family Counseling Program).	Met

Condition 7:

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 countywide.

The department of Equity, Diversity and School Climate collects data on disciplinary practices across the District utilizing the Discipline Management System (DMS). This centralized database allows for ongoing monitoring, review, and analysis of data to ensure accuracy of coding and compliance with the discipline matrix. All violations of rules outlined in Policy 5.8 – Code of Student Conduct are input into the DMS for review and processing by school-based administrators and/or behavior specialists. All District principals and assistant principals participate in annual training focused on topics including, but not limited to, rule definitions, investigative procedures, requirements when issuing consequences and DMS navigation.

7.1 The District will summarize on a school-by-school basis the proportion of disciplinary actions that comply with the Discipline Matrix prescription, as well as, external, multiple external, and internal suspension rates, and the proportion of alternative placements.

When comparing the total number of non-charter schools (228) using the Discipline Management System (DMS) as prescribed with the total number of non-charter schools in the District not using the DMS, findings indicate that 97.3% of non-charter schools are using the DMS. The six (6) schools listed below do not use the DMS as they operate under their own specialized behavior modification programs.

Schools Not Using the Discipline Matrix	
Bright Horizons	Cross Creek School
Gulfstream Early Learning Center	The Quest Center
Whispering Pines Center	Wingate Oaks Center

School principals have the right to deviate from the guidelines of the discipline matrix when assessing an appropriate consequence other than state in the Matrix if he or she determines in his or her sole discretion that there are mitigating or aggravating circumstances. Principals may deviate by one level when applying consequences per the Discipline Matrix, except for substance related and mandatory expulsion incidents (SBBC Policy 5.8 – Code of Student Conduct).

The Equity, Diversity and School Climate department analyzes suspension data to determine school support needs. Schools with higher suspension rates are identified and additional support is provided as needed. Positive Behavior Intervention Specialists (PBIS) are assigned by region to support schools and students by helping in the design of behavior modification plans for identified students and monitor Multi-tiered System of Supports (MTSS)/Response to Intervention (RtI) plan implementation. Additionally, PBIS administrators do the following:

- Support school administrators to resolve issues related to appropriate programming for students with behavior challenges by serving as a district liaison on school MTSS/RtI teams.
- Communicate with school leaders, teachers, parents regarding the individual needs of identified students.
- Provide consultation in the development and implementation of functional behavior assessments and behavior intervention plans for individual students. This may include

conducting observations, home visits and participating in data collection and evaluation.

- Orchestrate re-entry meetings in concert with school support teams for students who are DJJ involved, have been suspended, returning from PROMISE, or have been expelled and require development plans to yield expected behaviors.
- Provide support for teachers who need assistance with classroom management and implementation of positive intervention strategies.
- Arrange for and provide on-going professional learning opportunities for schools focused on positive behavior supports for students with behavioral challenges.

The following links provide District reports for disciplinary actions regarding In-School Suspensions, Out-of-School Suspensions, and Alternatives to External Suspension (AES) in Broward County Public Schools (BCPS) through the 2020 school year. The report for the 2021-2022 school year is in final review and will be published in the coming weeks; however, data for the 2021-2022 school year is provided in the supplemental data file for Condition 7.

2020	Incidents and Suspensions in Broward County Public Schools, 2017-18 through 2019-20 [Brief #203] with Appendices released 12/9/2020
2019	Incidents and Suspensions in Broward County Public Schools, 2016-17 through 2018-19 [Brief #197] with Appendices released 12/2/2019
2018	Incidents and Suspensions in Broward County Public Schools, 2015-16 through 2017-18 [Brief #192] with Appendices
2017	Incidents and Suspensions in Broward County Public Schools, 2014-15 through 2016-17 [Brief #186] with Appendices (Excel) Released 11/8/2017
2016	Incidents and Suspensions, 2013-14 Through 2015-16 [Brief #178] with Appendices (Excel) Released 11/18/2016
2015	Incidents and Suspensions in Broward County Public Schools, 2012-13 through 2014-15 [Brief #176] with Appendices (Excel) Released 4/7/2016

2014	BCPS Data Snapshot: Incidents and Suspensions, 2013-14, Incidents and Suspensions in Broward County Public Schools, 2011-12 Through 2013-14 [Brief #166] Appendices (Excel) Released 3/11/2015
2013	BCPS Data Snapshot: Incidents and Suspensions, 2012-13, Incidents and Suspensions in Broward County Public Schools, 2010-11 through 2012-13 [Brief #162] with Appendices (Excel) Released 5/24/2014
2012	Incidents and Suspensions in Broward County Public Schools, 2009-10 through 2011-12 [Brief #157] Released 1/29/2013
2011	Suspensions in Broward County Public Schools, 2008-09 through 2010-11 [Brief #147] Released 4/26/2012

Source: BCPS Research, Evaluation and Accountability Department and Department of Equity, Diversity and School Climate

7.2 The school uses at least three alternatives to external suspension as viable disciplinary options.

Schools use a variety of alternatives to out-of-school suspensions such as detentions (after school or on Saturday), in-school suspensions, behavioral modification plans, counseling, etc., when appropriate. The interventions and/or consequences can be reviewed in each grade band's discipline matrix which is included in the appendix of the Code of Student Conduct. The Code of Student Conduct can be accessed at <https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13726/Code%20Book%20for%20Student%20Conduct%20rev%2022-23.pdf>.

Source: Discipline Management System and Code of Student Conduct

7.3 The school communicates with parents as a disciplinary intervention to resolve student behavioral problems.

Schools are required by Policy 5.8 to communicate with parents/guardians any time a student violates a rule outlined in the Code of Student Conduct.

Source: SBBC Policy 5.8

7.4 The school provides access to alternative resources that promote positive student behavioral changes (e.g., Project B.L.A.S.T. Family Counseling Program).

In addition to the support provided by District PBIS administrators, all schools are provided access to alternative resources that promote positive student behavioral changes in a variety of ways such as iCHAMPS, Suite360 Intervention and Restorative Justice, RethinkEd and EverFi Health and Wellness Modules.

Source: Department of Equity, Diversity and School Climate

Condition 8: The SCHOOL BOARD agrees to develop a plan to have a structured public analysis of the Five-Year Capital Plan and subsequent Five-Year Capital Plans, to allocate funds to bring school facilities into parity with district standards. The SCHOOL BOARD shall identify criteria, refine data analysis technique and prioritize the needs within constraints of available funding and publish that information within the Five-Year Capital Plan.	
Indicators	Status
8.1 The Five-Year Capital Plan contains a priority listing of projects to bring school facilities into parity with District Standards.	Met
8.2 The Five-Year Capital Plan contains capital improvement funding to accommodate the instructional and extra-curricular programs to meet agreement standards.	Met
8.3 The Five-Year Capital Plan is available for public review on a yearly basis.	Met
8.4 School meets minimum standards for school facilities as specified in the CCC Agreement. Standard One: All space standards are based on the Board-approved facility list standards in the current State Plan Survey. Standard Two: All new construction, expansion and remodeling will be based on the District's generic educational specification available on line at: www.browardschools.com Departments, Facilities and Construction. Standard Three: All permanent construction will meet the Florida Building Code.	Met
8.5 The Five-Year Capital Plan contains a listing of ADA facilities compliance projects. The District ensures that facilities meet the requirements of the Americans with Disabilities Act (ADA).	Met

Condition 8:

The SCHOOL BOARD agrees to develop a plan to have a structured public analysis of the Five-Year Capital Plan and subsequent Five-Year Capital Plans, to allocate funds to bring school facilities into parity with district standards. The SCHOOL BOARD shall identify criteria, refine data analysis techniques and prioritize the needs within constraints of available funding and publish that information within the Five-Year Capital Plan.

8.1 The Five-Year Capital Plan contains a priority listing of projects to bring school facilities into parity with District Standards.

The Board approved the Adopted District Educational Facilities Plan (ADEFP) on September 6, 2022. The plan includes a priority listing of projects to bring school facilities into parity with district standards. The District's needs are far beyond what is allocated in the five year capital plan, but an effort was made to provide resources to improve existing schools in alignment with the district strategic plan. To the extent that funding is available this indicator is met.

Source: Capital Budget

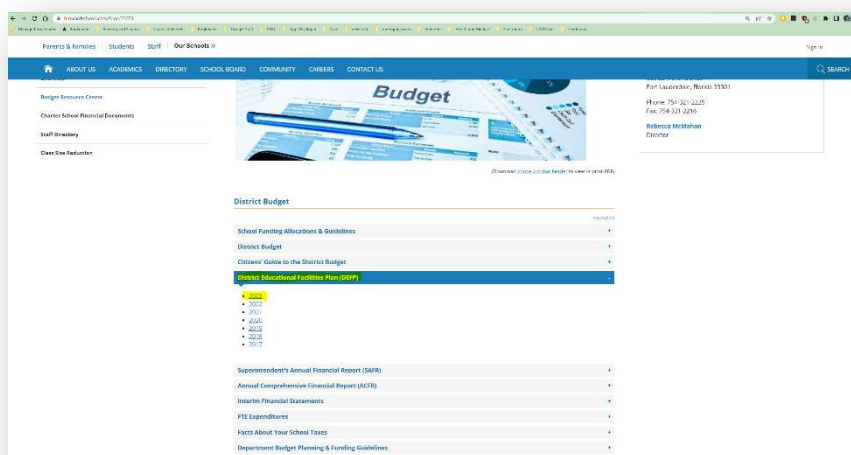
8.2 The Five-Year Capital Plan contains capital improvement funding to accommodate the instruction and extra-curricular programs to meet agreement standards.

The Board approved the Adopted District Educational Facilities Plan (ADEFP) on September 6, 2022. The plan includes a priority listing of projects to bring school facilities into parity with district standards. The District's needs are far beyond what is allocated in the five year capital plan, but an effort was made to provide resources to improve existing schools in alignment with the district strategic plan. To the extent that funding is available this indicator is met.

Source: Capital Budget

8.3 The Five-Year Capital Plan is available for public review on a yearly basis.

The District Educational Facilities Plan was presented to the public on July 26, 2022 and again on September 6, 2022. The adopted district educational facilities plan is available on the District's website: <https://www.browardschools.com/Page/35674>



Source: Capital Budget

8.5 School meets minimum standards for school facilities as specified in the CCC Agreement. Standard One: All space standards are based on the Board-approved facility list standards in the current State Plan Survey. Standard Two: All new construction, expansion and remodeling will be based on the District's generic educational specification available online at: www.browardschools.com under the Facilities and Construction Department. Standard Three: All permanent construction will meet the Florida Building Code.

The District has established minimum standards for school facilities that serve to provide consistent and equitable solutions to spatial requirements in accordance with educational

specifications, design criteria and technical specifications. One hundred percent (100%) of the schools met this indicator unless specifically waived by Board approved action.

Source: Pre-Construction

8.6 The Five-Year Capital Plan contains a listing of ADA facilities compliance projects. The District ensures that facilities meet the requirements of the Americans with Disabilities Act (ADA).

The District has developed a continuous ADA facilities compliance program that ensures facilities meet the requirements of the Americans with Disabilities Act (ADA).

Program accessibility and ADA compliance includes physical accessibility, but also incorporates all the policies, practices, and procedures that allow people with disabilities to participate in programs and access important information throughout the District. The ADA department implements projects and procedures to remove physical barriers found in schools throughout the District. For the most part these barriers are found in schools that were built prior to the Americans with Disabilities Act of 1992.

All new facilities are designed to provide equal access and encourage participation by all individuals, meaning that all forms of entry, exit and overall enjoyment must be equally accessible to all, whether a disabled person or not. These new buildings must comply with the current Florida Building Code Accessibility section as well as SREF requirements.

For existing facilities, the ADA department continues to address deficiencies that are developed into individual projects based on inspections, school requests, or for special accommodation requests by students or staff that arise during the school year. These

requests are evaluated by the OEEO department and once approved are completed by the ADA department.

Current projects within the ADA Department include:

- Over 25 projects related to accessible parking and accessible routes
- Accessible signage for restrooms
- Restroom remodeling and retrofits
- Installations of automatic door openers in several schools based on a special accommodation request from students or staff
- ADA compliant wheelchair lifts for stages and mezzanines
- Retrofit of existing workstations in Science Labs
- Portable wheelchair lifts
- Installation of changing tables
- Input and guidance on SMART projects containing ADA scope/plan reviews
- Providing assistance to the EEO/ADA compliance department when special accommodation requests/complaints are submitted to the district during the school year. These requests may come from teachers, students, staff or parents who require ADA related accommodations
- Individual projects arising from inspections performed by the Department of Education

ADA compliance is an ongoing effort for the District and with the recent approval by the Board to add staff to the ADA department demonstrates the District's commitment to

removing physical barriers from facilities and structures and providing equal access to students and staff.

Source: Pre-Construction

Condition 9:

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.

Indicators	Status
9.1 Student assignments/reassignments are based on multiple criteria pursuant to School Board Policy 5004.1	Met

Condition 9:

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.

9.1 Student assignments/reassignments are based on multiple criteria pursuant to School Board Policy 5004.1

The School Board of Broward County, FL does not utilize diversity as a factor to determine eligibility for student assignments, magnet programs or reassignments. BCPS options for students to attend other schools are guided by Policy 5004.1-School Choice. Policy 5004.1-School Choice outlines the criteria for magnet programs, Nova Schools, general reassignments, and military assignments. Race, national origin, ethnicity, religion, and gender are not considered in any criteria for selection. The Office of School Choice does collect the data on the School Choice Application for reporting purposes only.

[School Board Policy 5004.1-School Choice](#)