



Established 1915

**BROWARD**  
County Public Schools

Redefining Our Schools >>>

**School Board Workshop**  
**May 29, 2024**



› ● Every **1** Counts! ● ‹

# Board Deliverables

- Bring back plan with Phase 1, adding the closure of 8 schools (using a county-wide approach)
- Create stakeholder committees by Board Member district to help build the plan
- Include key criteria for school closures\*:
  - Under-enrolled (excluding increasing enrollment)
  - Historical significance
  - Under-utilization
  - School performance
  - Facilities
  - Sufficient adjacent capacity
- Timeline with initiatives for 2025-26 (to include the number of unnamed schools for closure)
- How the District will interact with the community on identifying those schools for closure by this November
- Include a comparison of the financial impact to the District
- Address community involvement and the pros and cons of closing a number schools in 2025-26 vs 2026-27



\*See Florida Statute on Closed Facilities and Charter School Access

**Establish the threshold percentage for seat utilization (under-enrollment) to guide the Redefining Our Schools process.**





## Overview

- Problem and Theory of Action
- Criteria and Data Analysis
- District-wide Seat Utilization Review
- Community Engagement
- Redefining School Boundary Timelines
- Analysis of Pros and Cons
- Board Direction

# Problem and Theory of Action

## The Problem

**BCPS enrollment is declining, and our footprint is too large**

- There are ~43,000\* empty seats throughout BCPS
- Broward County has 300,000+ school-age children
  - ~200,000 at BCPS
  - ~50,000 Charter
  - ~50,000 Private

## If We Do This...

### Resize and Repurpose

- Inform by providing data-driven information on district challenges and opportunities
- Engage by collaborating continuously with our students, parents, staff and the community

## Then We Will...

### Retain and Recapture

- Improve student-centered learning opportunities
- Increase parental and community involvement
- Be more fiscally responsible



\*See Explanation of Capacity Change in Appendix

- Reduce BCPS Footprint to Align with Enrollment
- Optimize Facilities Utilization
- Optimize Student Outcomes and Experiences
- Be the “Choice” for Students and Families
- Offer Innovative Programs where Students Live
- Promote Equity in Resource Allocation
- Strengthen Capital Reserves
- Exhibit Fiscal Responsibility



# Criteria and Data Analysis

- Enrollment Concern (Seat Utilization)\*
- Benchmark Day Enrollment\*
- September Permanent Capacity\*
- 160<sup>th</sup> Day Enrollment\*
- April Permanent Capacity\*
- Sufficient Adjacent Capacity\*
- Historical Significance\*
- School Type (Elementary, Middle, High)
- School Grade (5-Year Average)
- Age of the Facility (Buildings Built Before 1960)\*
- Student Demographics:
  - % Assigned Attending\*
  - % Attending Charter\*

\*See Glossary of Terms in Appendix



# Districtwide Seat Utilization Review

| School Type  | Under 55% | Under 60% | Under 65% | Under 70%       |
|--------------|-----------|-----------|-----------|-----------------|
| Elementary   | 18        | 25        | 34        | 45 (37)*        |
| Middle       | 4         | 5         | 13        | 17 (11)*        |
| High         | 0         | 1         | 2         | 4 (0)*          |
| <b>Total</b> | <b>22</b> | <b>31</b> | <b>49</b> | <b>66 (48)*</b> |

\*This table reflects all schools below 70% permanent capacity utilization and is based on benchmark enrollment and September Florida Inventory of School Houses (FISH) data. The figures in parentheses represent the number of schools with sufficient adjacent capacity (see Explanation of Sufficient Adjacent Capacity in Appendix).



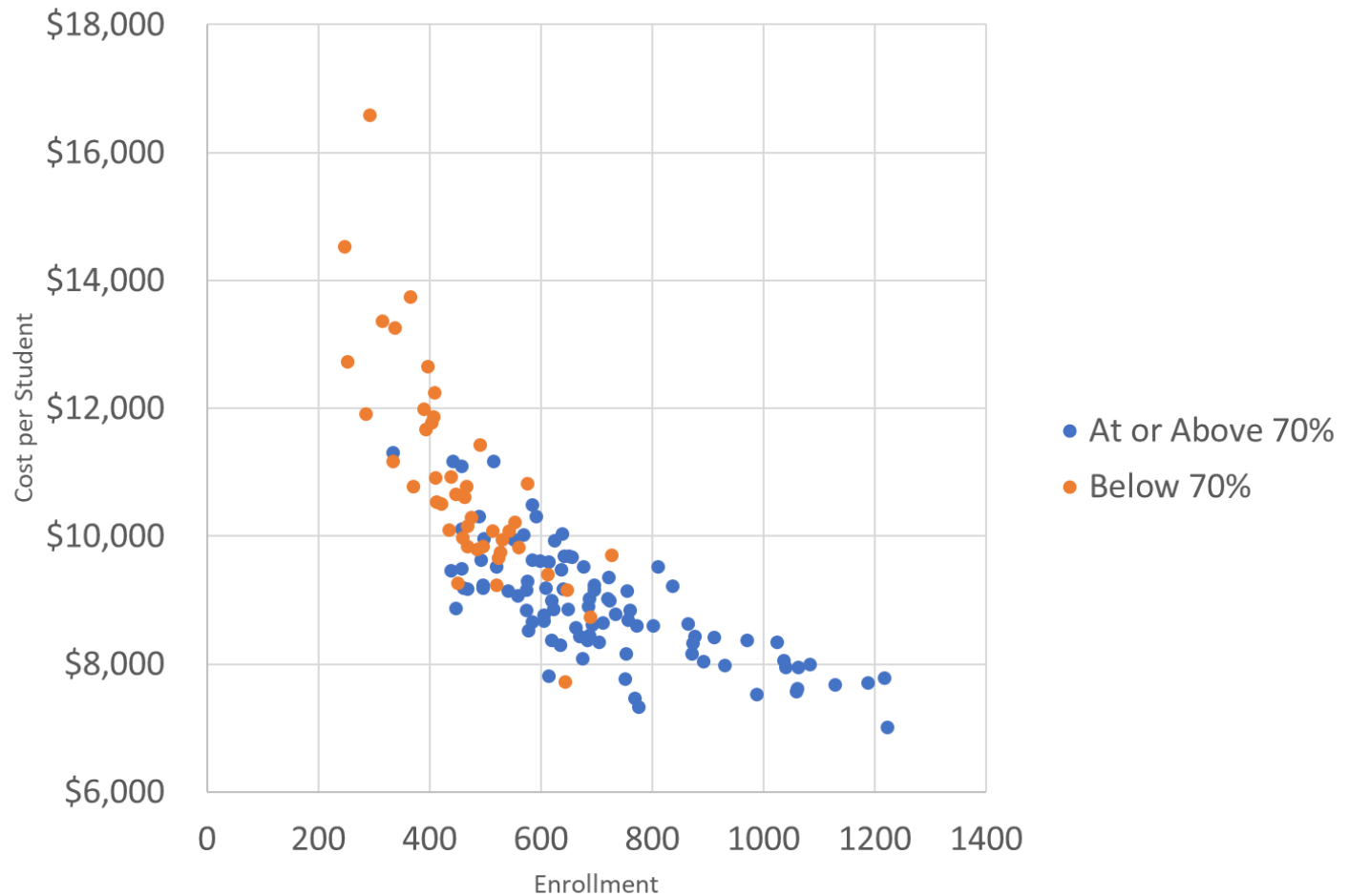


# Problem and Theory of Action

## Key Takeaways

- Higher enrollment typically leads to lower cost per student.
- Under-enrolled schools typically cost more than schools near capacity.
- Some schools have higher costs due to Exceptional Student Education (ESE) clusters and other unique circumstances.

Cost per Student by Utilization of Permanent Capacity: Elementary

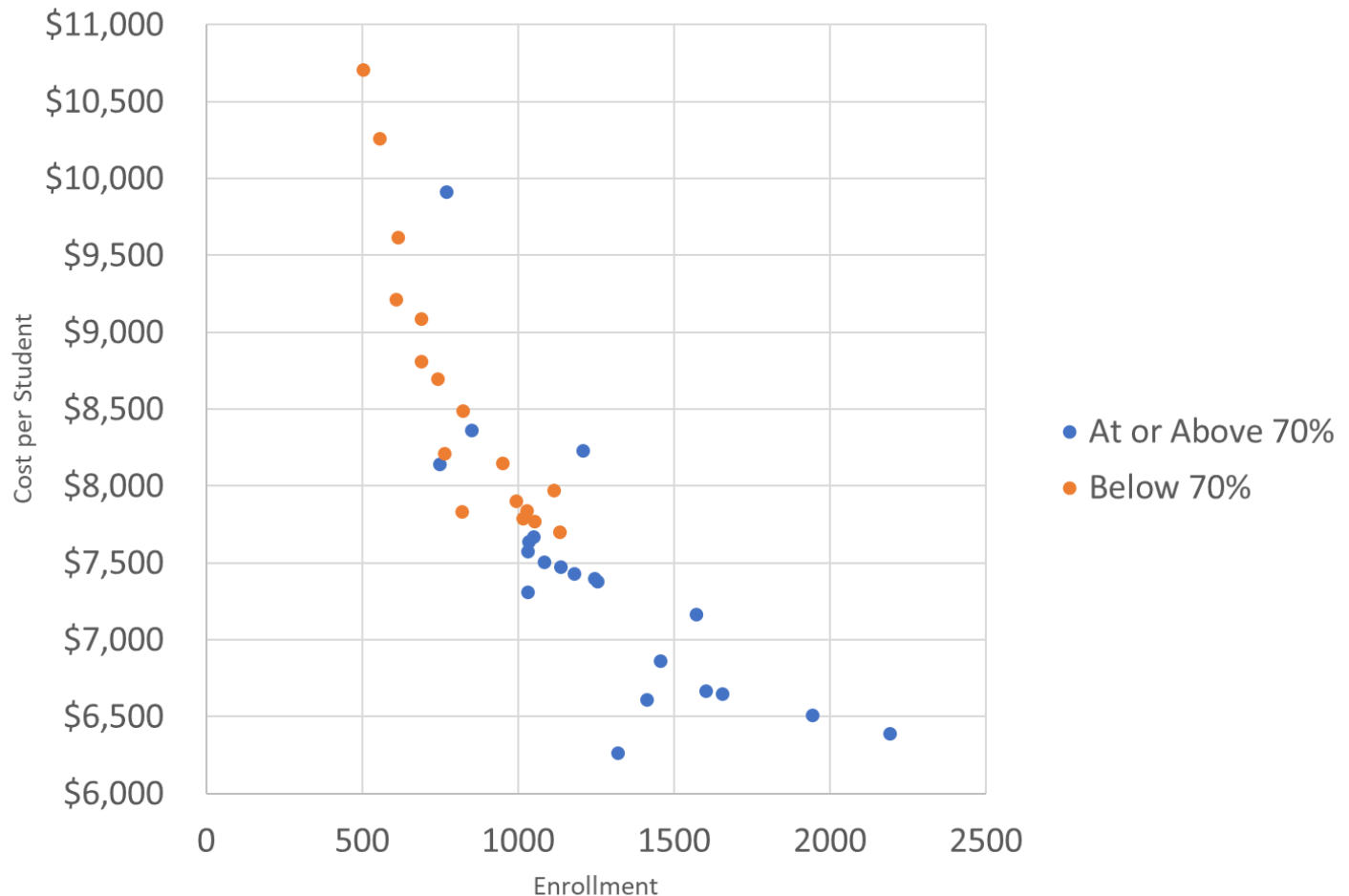


# Problem and Theory of Action

## Key Takeaways

- The same trends apply for middle schools districtwide.
- Small schools often do not have all the programs, specials, and electives that other schools have.
- BCPS currently incurs additional costs for small schools to access these programs.

Cost per Student by Utilization of Permanent Capacity: Middle

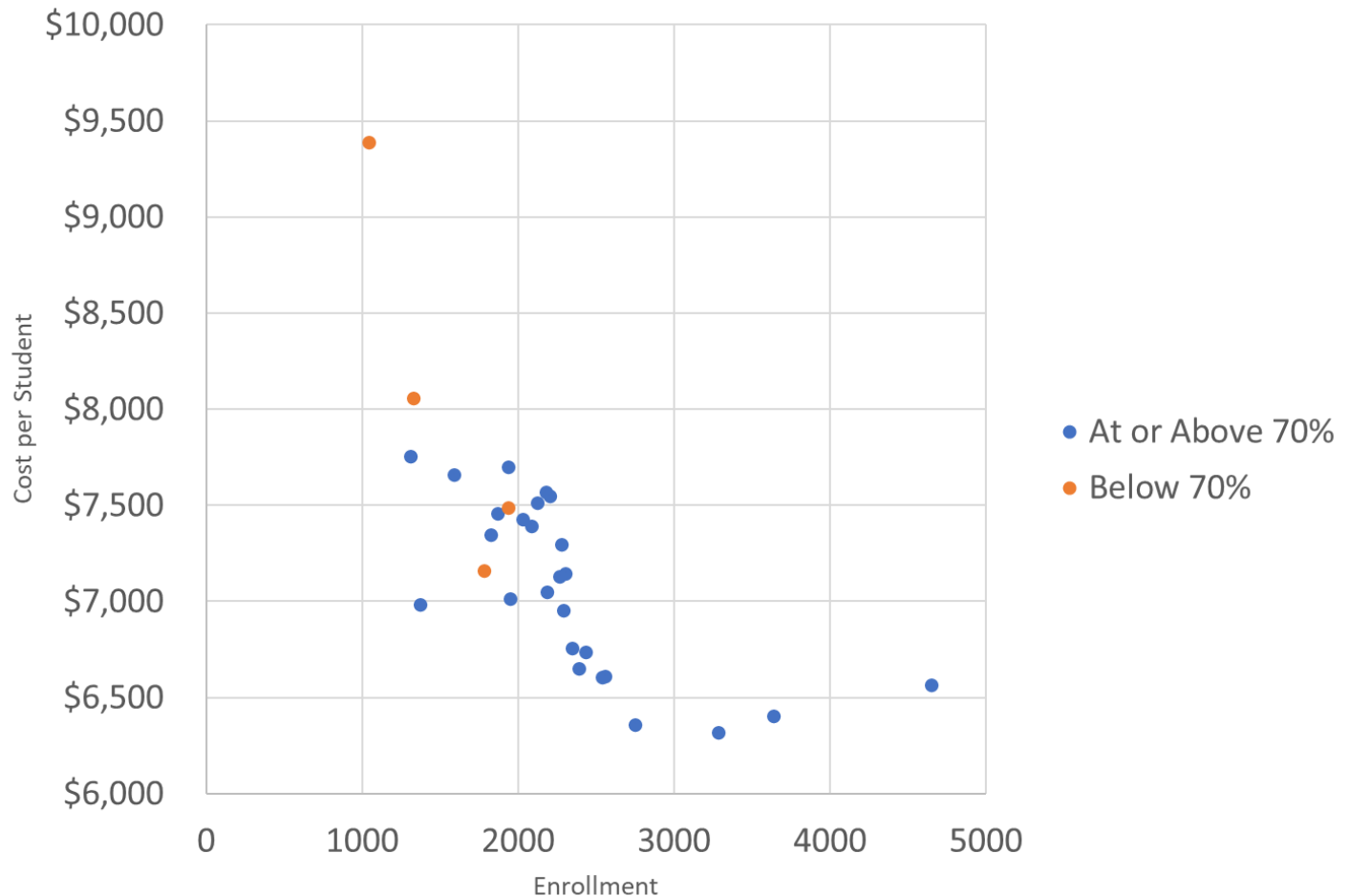


# Problem and Theory of Action

## Key Takeaways

- The same trends apply for high schools districtwide.
- Greater enrollment at a school typically leads to a lower cost per student.
- This enables more resources, programs, and opportunities for that school.

Cost per Student by Utilization of Permanent Capacity: High



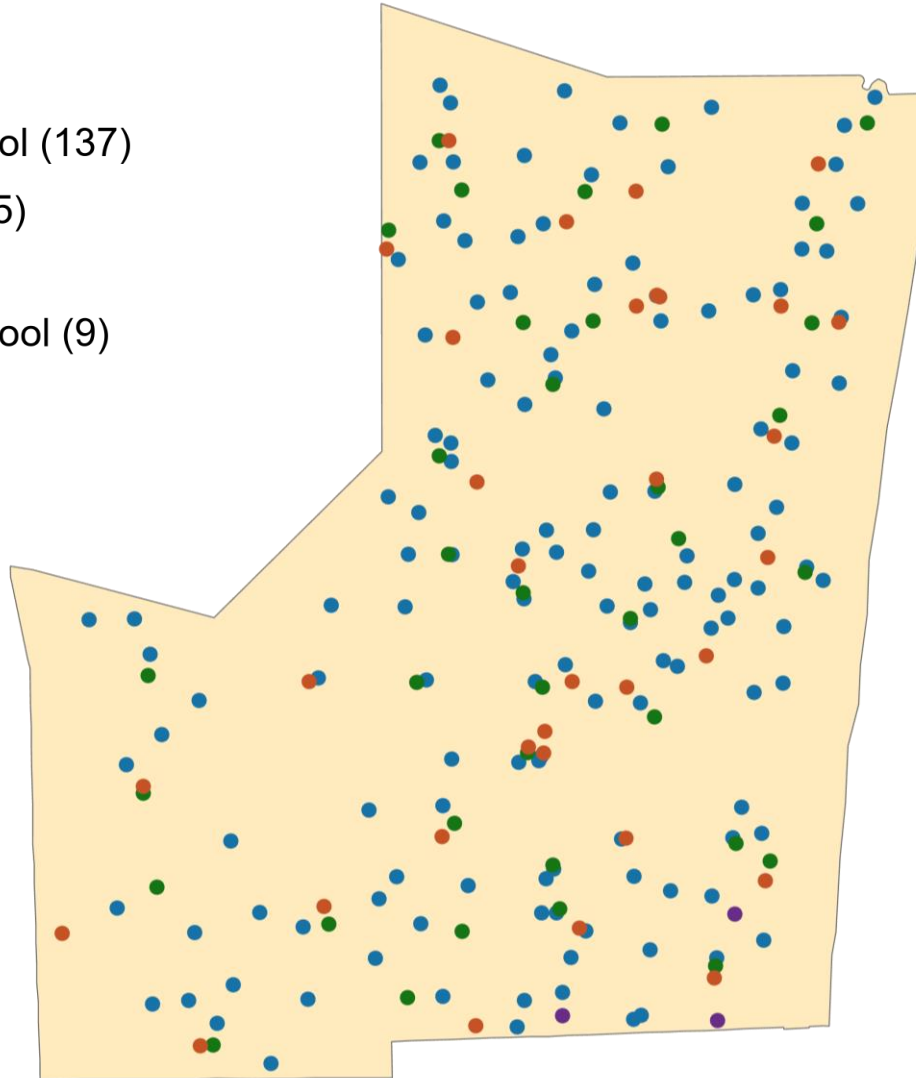
- Closing 1 elementary school would lead to an estimated \$1.8 Million in potential savings.\*
- Closing 1 middle school would lead to an estimated \$2.7 Million in potential savings.\*
- Closing 1 high school would lead to an estimated \$4.3 Million in potential savings.\*

\*See Explanation of Financial Impact in Appendix

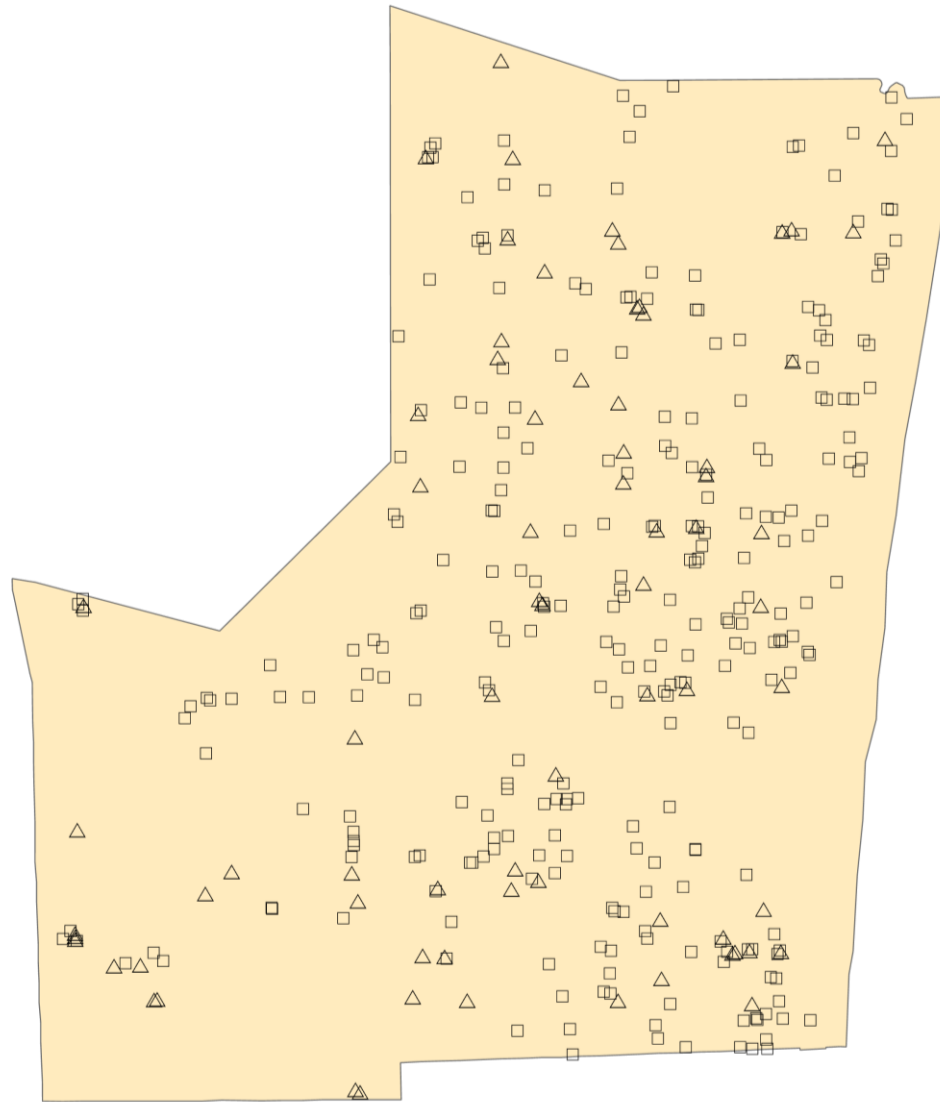


## BCPS Schools

- Elementary School (137)
- Middle School (35)
- High School (32)
- Combination School (9)



# Broward County Private and Charter Schools



- △ Charter School (87)
- Private School (309)

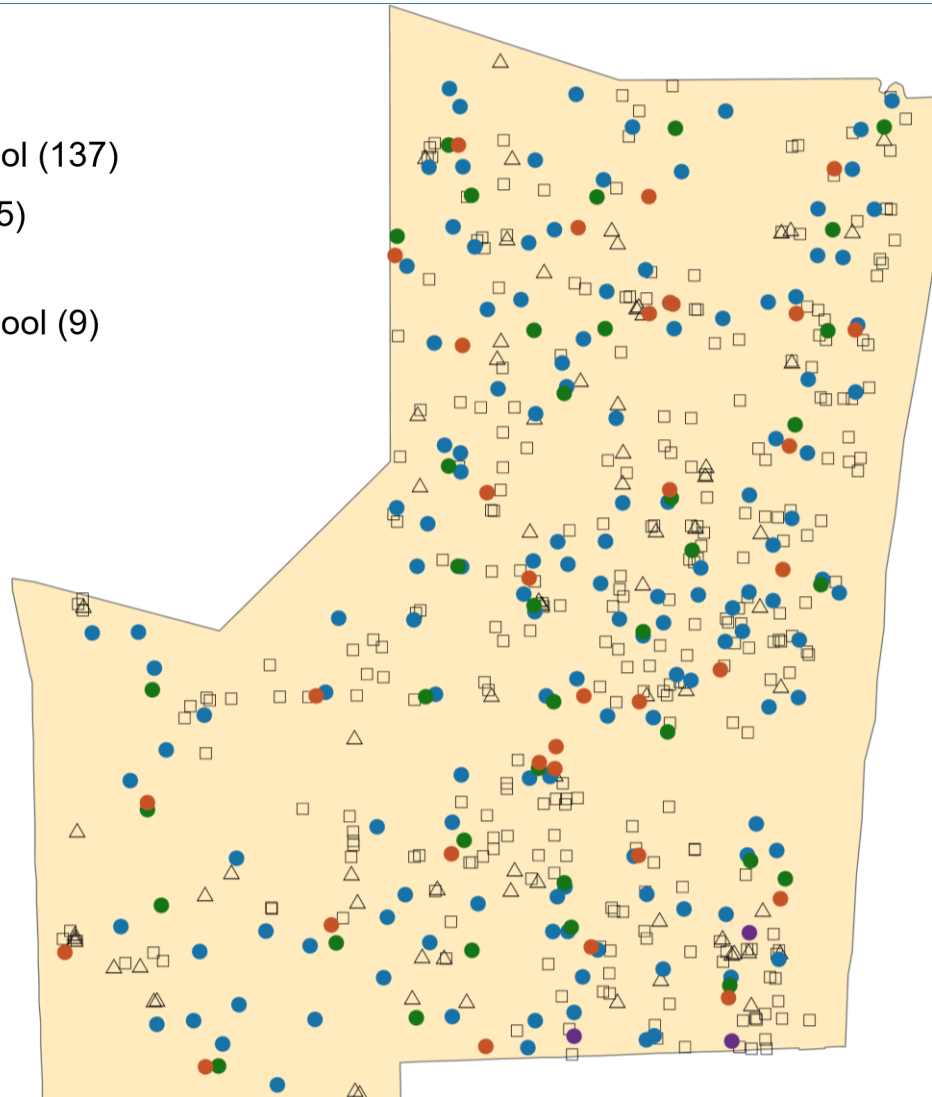


# All BCPS Schools Broward County

## Private and Charter Schools

### BCPS Schools

- Elementary School (137)
- Middle School (35)
- High School (32)
- Combination School (9)

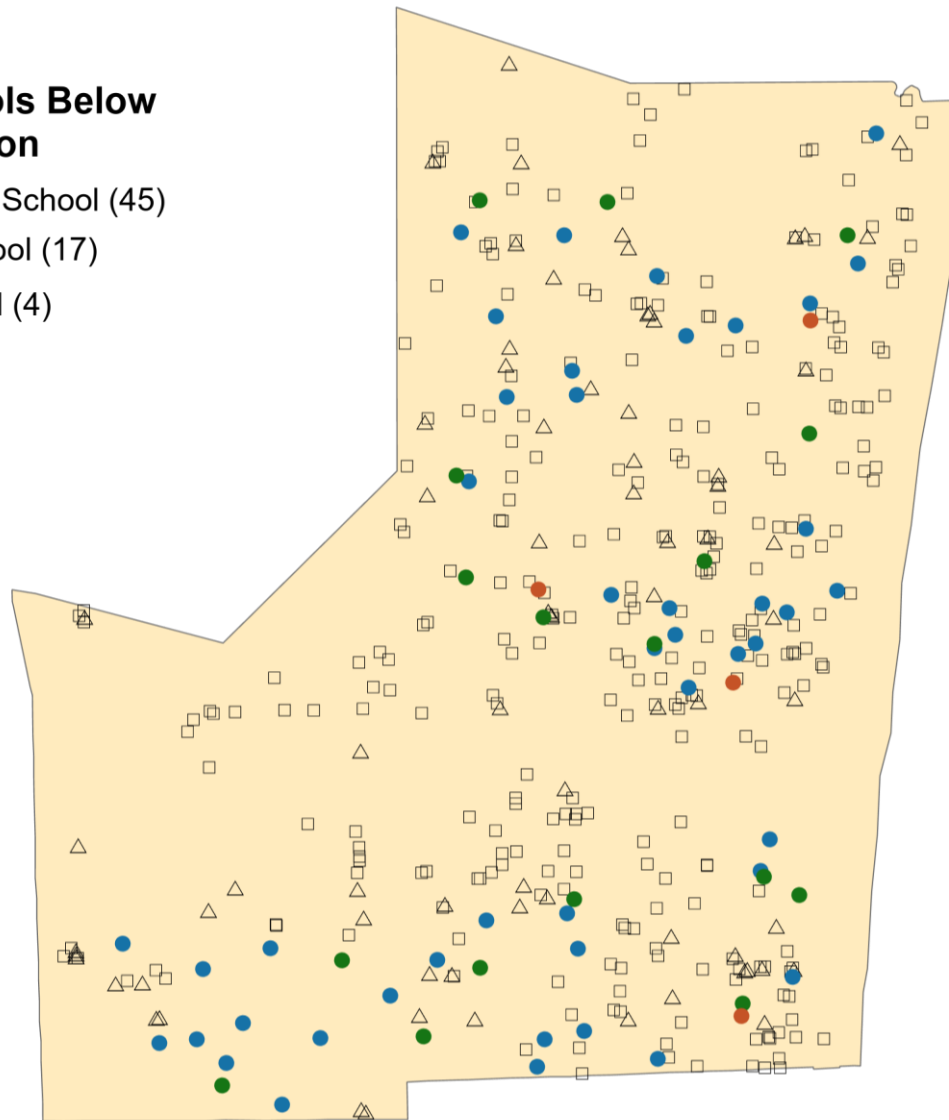


- △ Charter School (87)
- Private School (309)

# BCPS Under-Enrolled Schools 70% Utilization

## BCPS Schools Below 70% Utilization

- Elementary School (45)
- Middle School (17)
- High School (4)



- △ Charter School (87)
- Private School (309)

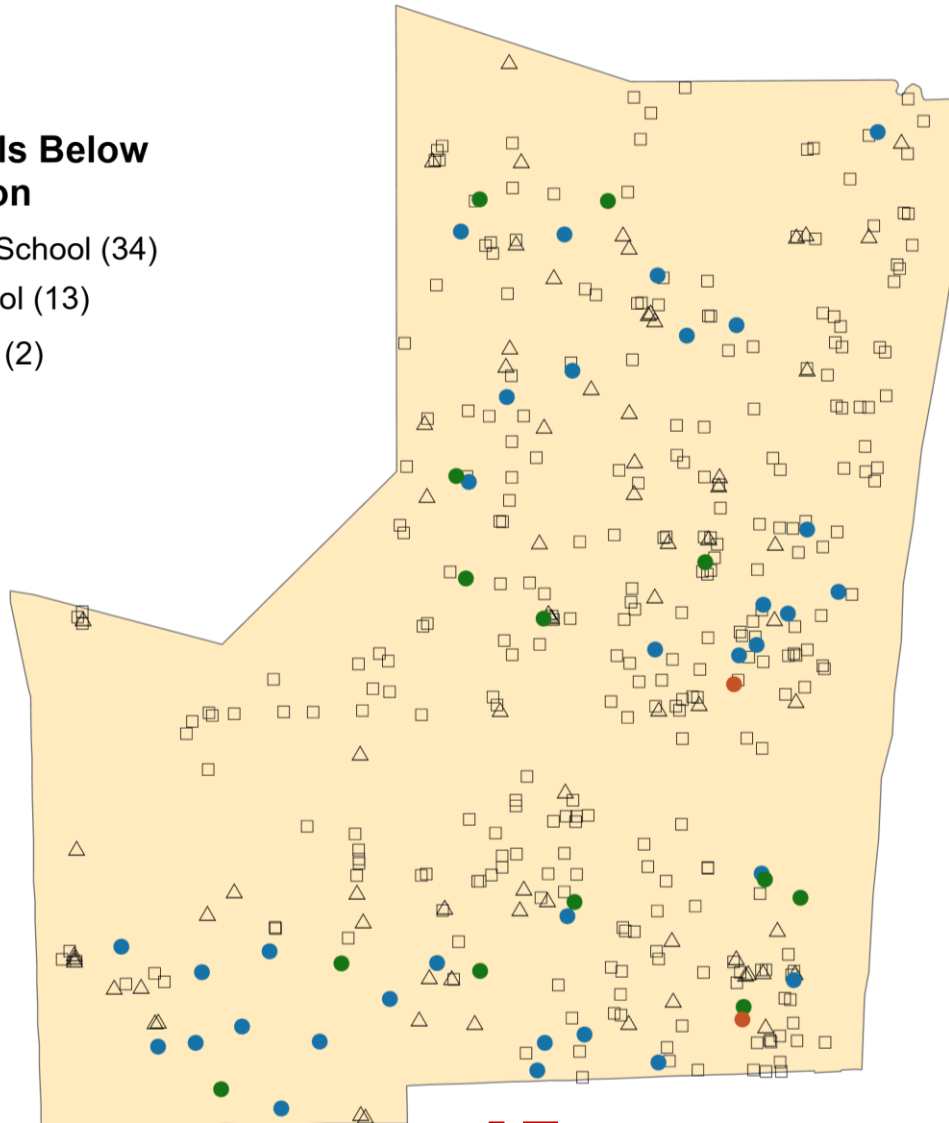


# BCPS Under-Enrolled Schools

## 65% Utilization

### BCPS Schools Below 65% Utilization

- Elementary School (34)
- Middle School (13)
- High School (2)



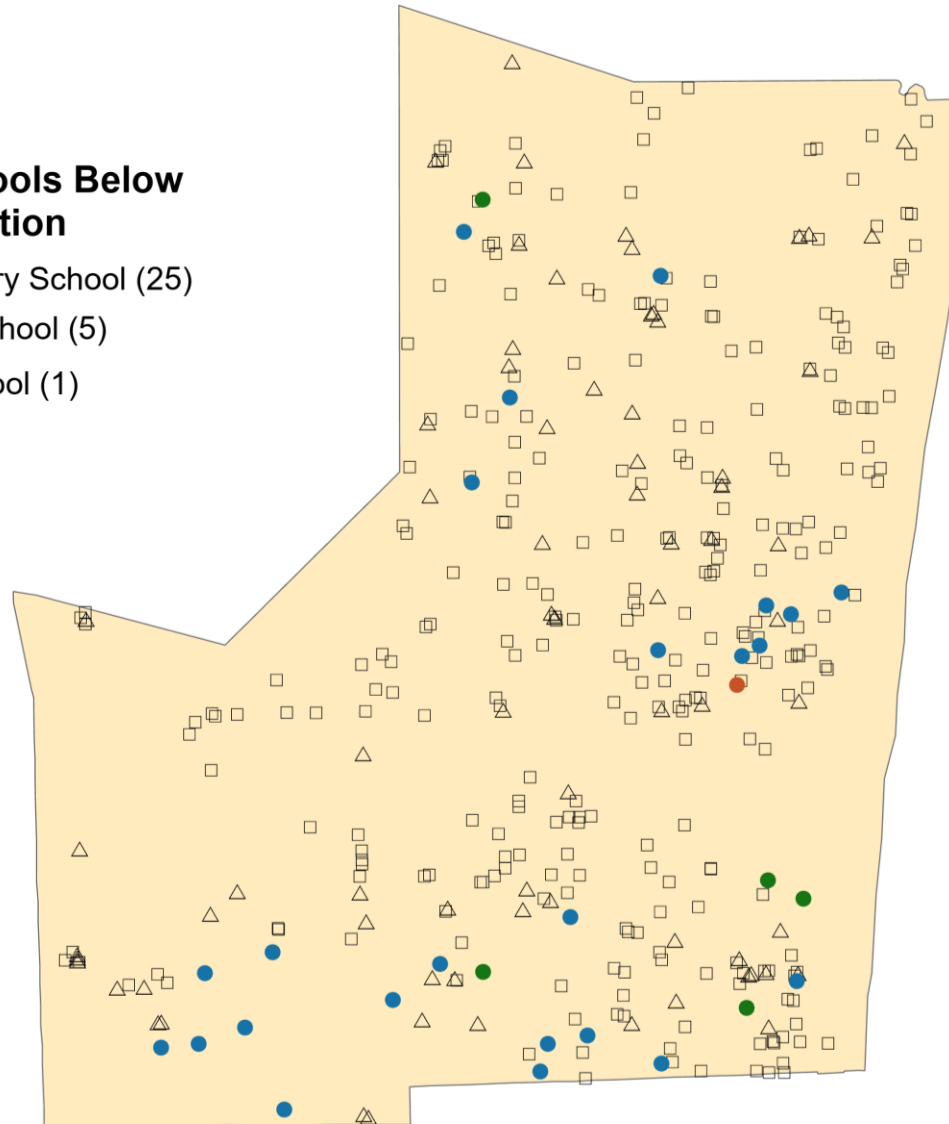
- △ Charter School (87)
- Private School (309)

# BCPS Under-Enrolled Schools

## 60% Utilization

### BCPS Schools Below 60% Utilization

- Elementary School (25)
- Middle School (5)
- High School (1)



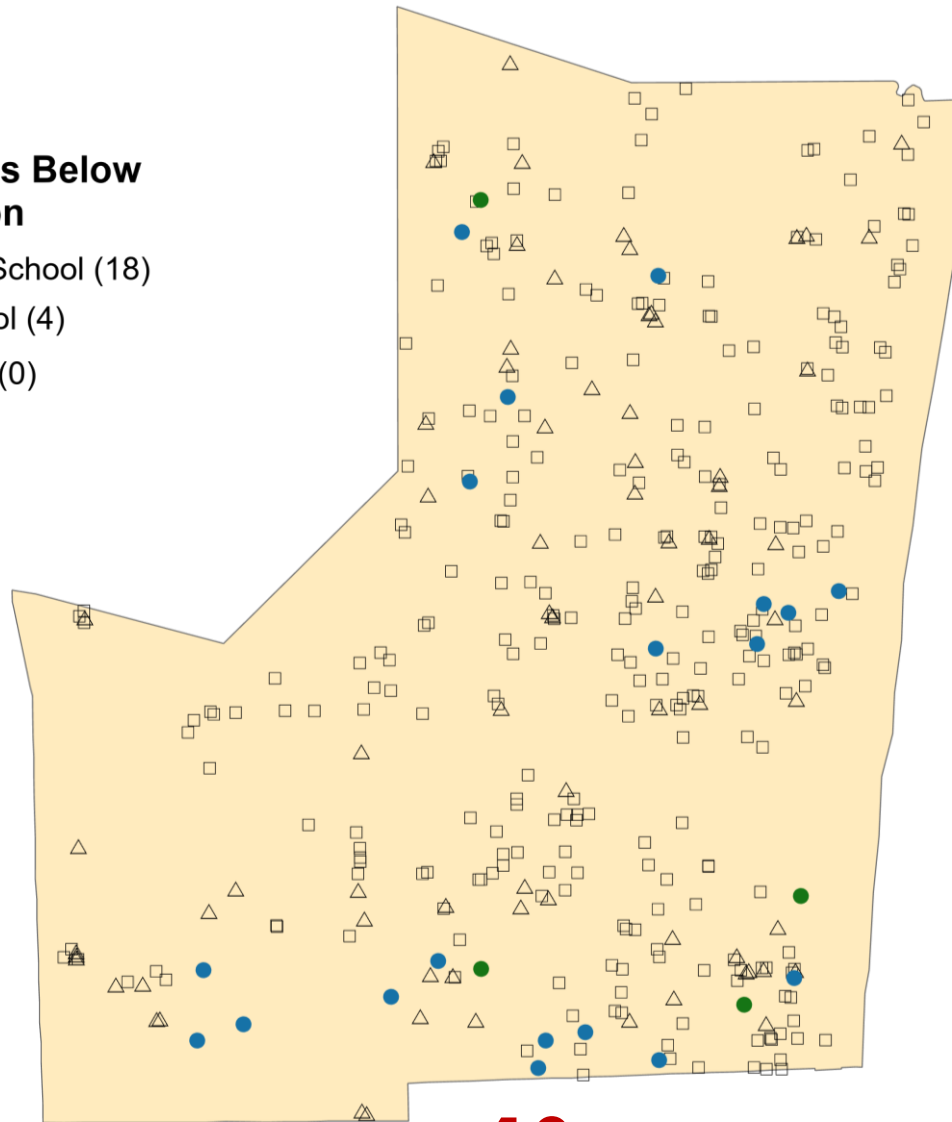
- △ Charter School (87)
- Private School (309)

# BCPS Under-Enrolled Schools

## 55% Utilization

### BCPS Schools Below 55% Utilization

- Elementary School (18)
- Middle School (4)
- High School (0)



- △ Charter School (87)
- Private School (309)





# Community Engagement

Optimal  
Student  
Experiences

Achieve  
Results  
Together

Define Access  
and Outcome  
Guardrails

Gather Input  
and Feedback

Engage and  
Empower

**Collaboration**

Stakeholder  
Committees

Advisory  
Committees

Community

Parents,  
Students, and  
Staff



# Proposed Redefining School Boundary Timeline 2025/26

**June – July  
2024**

**August  
2024**

**September – October  
2024**

**November  
2024**

| Stakeholders  | BCPS   | Community Engagement  | Next Steps  |
|---|--|---|---|
| <p>Meet with:</p> <ul style="list-style-type: none"> <li>• Municipalities</li> <li>• Faith Based Organizations</li> <li>• City Leaders</li> <li>• Civic Associations</li> </ul> | <p>Meet with:</p> <ul style="list-style-type: none"> <li>• Principals, Assistant Principals, Staff and Students</li> <li>• School Board Workshop to Identify Schools and Propose Process and Timeline</li> </ul> | <ul style="list-style-type: none"> <li>• Board Resolution to Approve Process in Schools that need to be addressed</li> <li>• Scenario Development</li> <li>• Community Engagement and Recommendations</li> <li>• School Board Rule Development Workshop to present feedback from the Community and get consensus on final proposed changes</li> </ul> | <ul style="list-style-type: none"> <li>• School Board Rule Making Meeting to Adopt Proposed Changes</li> <li>• Notification to the Community of adopted changes</li> <li>• Planning for the Implementation</li> </ul> |

**Orient and train advisories and stakeholder committees from June to August 2024.**

**Proposed First Choice Application Window is November 1<sup>st</sup>-30<sup>th</sup>, 2024**



# Proposed Redefining School Boundary Timeline 2026/27

**June – July  
2024**

**August  
2024**

**September – April  
2024-2025**

**May – Dec.  
2025**

## Stakeholders

Meet with:

- Municipalities
- Faith Based Organizations
- City Leaders
- Civic Associations

## BCPS

Meet with:

- Principals, Assistant Principals, Staff and Students
- School Board Workshop to Identify Schools and Propose Process and Timeline

## Community Engagement

- Board Resolution to Approve Process in Schools that need to be addressed
- Scenario Development
- Community Engagement and Recommendations
- School Board Rule Development Workshop to present feedback from the Community and get consensus on final proposed changes

## Next Steps

- School Board Rule Making Meeting to Adopt Proposed Changes
- Notification to the Community of adopted changes
- Planning for the Implementation

**Orient and train advisories and stakeholder committees from June to August 2024.**





# The Pros and Cons of Implementing in 2025/26

## Pros

- **Reduce Underutilized Schools Earlier**
- **Facility Optimization:** Alignment with enrollment and capacity earlier
- **Earlier Cost Savings:**
  - Facilities & Maintenance
  - Transportation
  - Supplies
  - Resource Allocation
  - Utilities

## Cons

- **Shorter Window for Stakeholder Engagement**
- **Transportation Remapping**
- **Potential Timing of School Choice**
- **Phased Implementation:** Each school may require different plans of action based on current conditions
- **Facilities Assessment:** Insufficient time for thorough evaluations



# The Pros and Cons of Implementing in 2026/27

## Pros

- **Longer Window for Stakeholder Engagement**
- **Facility Optimization**
- **Fewer Logistical Challenges**

## Cons

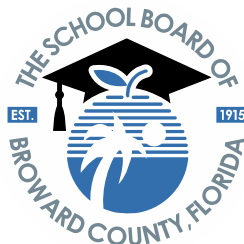
- **Annual Boundary Process**
- **Transportation Remapping**
- **Phased Implementation:** Each school may require different plans of action based current conditions
- **Facilities Assessment:** Still involves insufficient time for thorough evaluations in all locations
- **Delayed Cost Savings**
  - Facilities & Maintenance
  - Transportation
  - Supplies
  - Resource Allocation
  - Utilities



## May – June 2024 and Beyond



**Establish the threshold percentage for seat utilization (under-enrollment) to guide the Redefining Our Schools process.**



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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](mailto:eeo@browardschools.com).

[browardschools.com](http://browardschools.com)



# Appendix



# FL Statute on Closed Facilities and Charter School Access

FS 1002.33 (18)(e) “If a district school board facility or property is available because it is surplus, marked for disposal, or otherwise unused, it shall be provided for a charter school’s use on the same basis as it is made available to other public schools in the district. A charter school receiving property from the sponsor may not sell or dispose of such property without written permission of the sponsor. Similarly, for an existing public school converting to charter status, no rental or leasing fee for the existing facility or for the property normally inventoried to the conversion school may be charged by the district school board to the parents and teachers organizing the charter school. The charter school shall agree to reasonable maintenance provisions in order to maintain the facility in a manner similar to district school board standards. The Public Education Capital Outlay maintenance funds or any other maintenance funds generated by the facility operated as a conversion school shall remain with the conversion school.”



As of the April 2024 Florida Inventory of School Houses (FISH) report, the 6,285 seats in BCPS modular classroom buildings are no longer to be counted in permanent capacity. This change has resulted in a reduction of surplus permanent capacity from 49,310 seats as of the September FISH report to 43,025 seats in the April FISH report.



The calculation of available adjacent capacity looks at the sum of available seats, based on September FISH and benchmark day enrollment, of no more than three (3) schools that share a common boundary with the potential sending school. Schools with fewer than 150 unused seats were not considered as a boundary change may cause them to become over-enrolled.



**Enrollment Concern:** When the number of students enrolled at a school is below a certain percentage of the permanent capacity (total available space) of the school as measured by number of student seats, the school is considered under-enrolled, which has negative financial, equity, and resource-related consequences for the students at that school and districtwide.

**Benchmark Day Enrollment:** The enrollment in prekindergarten through twelfth grade, in all BCPS and charter schools. The Benchmark Day is the District's official enrollment reporting day for the school year, designated as the Monday, or first school day thereafter, following the Labor Day Holiday. Benchmark enrollment is a count of the total students enrolled in the BCPS student database on that day.

**September Permanent Capacity:** The Permanent Capacity of a school is the total number of satisfactory student stations contained in permanent buildings, multiplied by a utilization rate specific to the level and type of school. This number is determined through the Florida Inventory of School Houses (FISH).

**160th Day Enrollment:** The enrollment in prekindergarten through twelfth grade, in all BCPS and charter schools, captured at the 160th day of school.

**April Permanent Capacity:** Same as September Permanent Capacity but in April.

**Sufficient Adjacent Capacity:** Based on analysis from the Office of Demographics and Enrollment Planning, the determination of whether sufficient empty seats exist at schools adjacent to the school to absorb all the school's students if it were to close.





## Glossary of Terms (2 of 2)

**Historical Significance:** BCPS operates a handful of schools with historically significant buildings on their campuses. The Old Dillard Museum, located on the site of Walker Elementary, dates to 1924 and is the oldest building in use at any school in the county. Deerfield Beach, North Side and Oakland Park Elementary Schools, all opened in 1927 and have original buildings still standing on their campuses. Wherever possible and practicable, consideration should be given to honoring and preserving these historic structures, if conversations around school repurposing touch on these schools. In addition to maintaining historic structures, BCPS has an obligation to acknowledge its troubled past regarding civil rights and its treatment of Non-White students. From its inception in 1915 until 1965, Broward County operated fully racially segregated schools, and Black students were not permitted to attend White schools. The trauma engendered by racial segregation is still vivid in the memories of many of Broward County's residents, and though most of the former sites of all-Black schools have been demolished or converted to other uses over the years, ten formerly segregated Black schools are still in operation total. Page 71 of the [Redefining Our Schools Enrollment and Demographic Data Book](https://www.browardschools.com/cms/lib/FL01803656/Centricity/domain/13351/documents/Overview_of_Enrollment_and_Demographics.pdf) (available on our Redefining Our Schools webpage at [https://www.browardschools.com/cms/lib/FL01803656/Centricity/domain/13351/documents/Overview\\_of\\_Enrollment\\_and\\_Demographics.pdf](https://www.browardschools.com/cms/lib/FL01803656/Centricity/domain/13351/documents/Overview_of_Enrollment_and_Demographics.pdf)) shows the full list of segregated Black schools that historically operated in Broward County along with their status, and the accompanying map shows the formerly all-Black schools still in operation today. The very important role that these schools have played in the history of Broward County, and for the Civil Rights movement as whole should always inform any discussions around the future use of these facilities.

**Age of the Facility:** Percentage of buildings by total square footage on a school campus built before 1960 is greater than 50%.

**% Assigned Attending:** Students who attend the school from within the in-boundary area relative to the total number of students at the school

**% Attending Charter:** Students who reside within the school boundary who attend charter schools relative to the total population of students residing within the boundary who could (and/or do) attend that school



## Explanation of Financial Impact

The figures provided are broad projections based on numerous assumptions and rough estimates across key areas of operational cost. These include the following:

- Numerous costs are not saved when a school closes, because those costs follow the students from that school to their next school. These include:
  - Teachers
  - Programs
  - Security personnel
  - Course materials
  - Exceptional Student Education (ESE) support
  - Workforce education
- The facility would eventually no longer be the responsibility of BCPS, which means all utility and maintenance costs would be saved (though this may not happen in select cases, and if it did, the process may take several years).
- Utility, maintenance, and food and nutrition costs are based on current expenditures in these areas adjusted for projected inflation.
- Transportation costs are roughly estimated based on total projected expenditures extrapolated per school based on enrollment, with an average cost of \$1,962 per transported student per year.



- BCPS Enrollment Campaign task force conducted a comprehensive survey for parents whose children are not currently enrolled in BCPS schools
- The survey was electronically distributed to over 83,000 parents throughout Broward County from June 5, 2023, to June 23, 2023
- A total of 2,014 parents responded to the survey, 97% of the respondents chose charter schools

## Key Findings & Recommendations:

### 1. Reasons for Choosing Non-BCPS Schools:

Parents cited school letter grades, specialized programs (ESE services), and smaller schools/smaller class size as the primary reasons for selecting their current schools. Understanding these factors is crucial to improving BCPS's appeal.

### 2. Satisfaction Ratings:

A notable proportion of parents expressed high levels of satisfaction with their child's school experience, with 57% reporting satisfaction. Moreover, 52% of parents reported positive views on safety at their children's current schools.

### 3. Strengthen Academic Offerings:

To attract parents to BCPS, it is vital to enhance and expand academic programs, particularly during critical years such as ages 6-10 (50%) and 11-14 (52%). Offering a wider range of specialized options that align with student interests is key. The survey also highlighted the demographics of respondents, with 43% Hispanic, 37% White, and 24% Black.



## Key Findings & Recommendations:

### 4. Improve Extracurricular Opportunities:

Investing in diverse extracurricular activities and clubs, such as arts, sports, STEM, and leadership programs, will broaden the appeal to students with different interests and passions.

### 5. Foster Parental Engagement:

Building stronger parent-teacher communication channels and creating opportunities for active parental involvement, such as workshops, volunteer programs, and regular academic progress updates, are essential to fostering a supportive educational environment.

### 6. Attracting Parents to Public Schools:

Parents identified key factors that would influence their decision to attend public schools, including enhanced academic programs, increased extracurricular opportunities, improved safety measures, better transportation services, and greater options for parent involvement.



# Community Feedback for Identifying Schools to Address\*

1. Impact on affected students and families
2. Preservation of family legacy and traditions
3. Impact on teachers and classroom sizes
4. Quality of programming
5. Actual student population attending the school
6. Condition of school facilities
7. School demographics, grading trends, programs, community needs, enrollment trends
8. Potential value add for students
9. Transportation for students
10. Impact on low-income communities
11. Safety and appropriateness of combining different age groups in one school
12. Utilization of trade schools
13. Performance and support of school principals and administration
14. Equity in education
15. Academic achievements of students
16. Impact on student achievement and well-being
17. Historical significance of the school
18. Impact on housing and community development
19. Access to after-school programs
20. Impact on teacher-student ratio

\*From responses collected through ThoughtExchange platform during Community Conversations that took place February 8, 15, and 22.



# Redefining Our Schools: Marketing Plan

A year-round Marketing Campaign is being developed to promote the innovative schools and programs and world-class education opportunities available at Broward County Public Schools.\*

The campaign's overarching goals are to RETAIN, RECRUIT AND RECAPTURE students, reach new prospective families and grow total enrollment.

Leverages a mix of paid and owned channels to amplify our message, optimize ROI, and grow market share vs. charters and private schools through:

- District-owned platforms including BECON-TV, social media, website placements, earned media, and word-of-mouth outreach in our community,
- High-impact paid buys on local television, radio and digital media and targeted VOD, YouTube, and digital and social media units reaching Broward households with school-age children, and
- Out of Home placements in movie theater previews.

Campaign also includes school-based marketing collateral, turnkey templates and customer service tools.

\* Paid media investment subject to School Board approval.

\*\* MDCPS spending \$500K on "Your Best Choice" Campaign

| BCPS-Owned Channels            |                      |
|--------------------------------|----------------------|
| BECON-TV/WKPY Radio            | Parent Organizations |
| District & School websites     | Word-of-Mouth        |
| District Social media accounts | Brand Ambassadors    |
| Earned media (PR)              | Friend-get-a-Friend  |
| ParentLink Emails & Texts      | Alumni Outreach      |
| Municipal Partners             | Volunteers           |
| Community Partners             | School Open Houses   |

## Paid Media



# Customer Service Initiatives



## Establish Customer Service Standards

Define clear and measurable standards for customer service that align with the District's values and goals.



## Establish Norms & Expectations

Develop a set of norms and expectations that guide behavior and interactions internally and externally.



## Training & Resources

Provide training and resources to help staff meet the established standards and norms.



## Monitoring & Targeted Feedback

Implement a system for monitoring performance against customer service standards and providing targeted feedback.