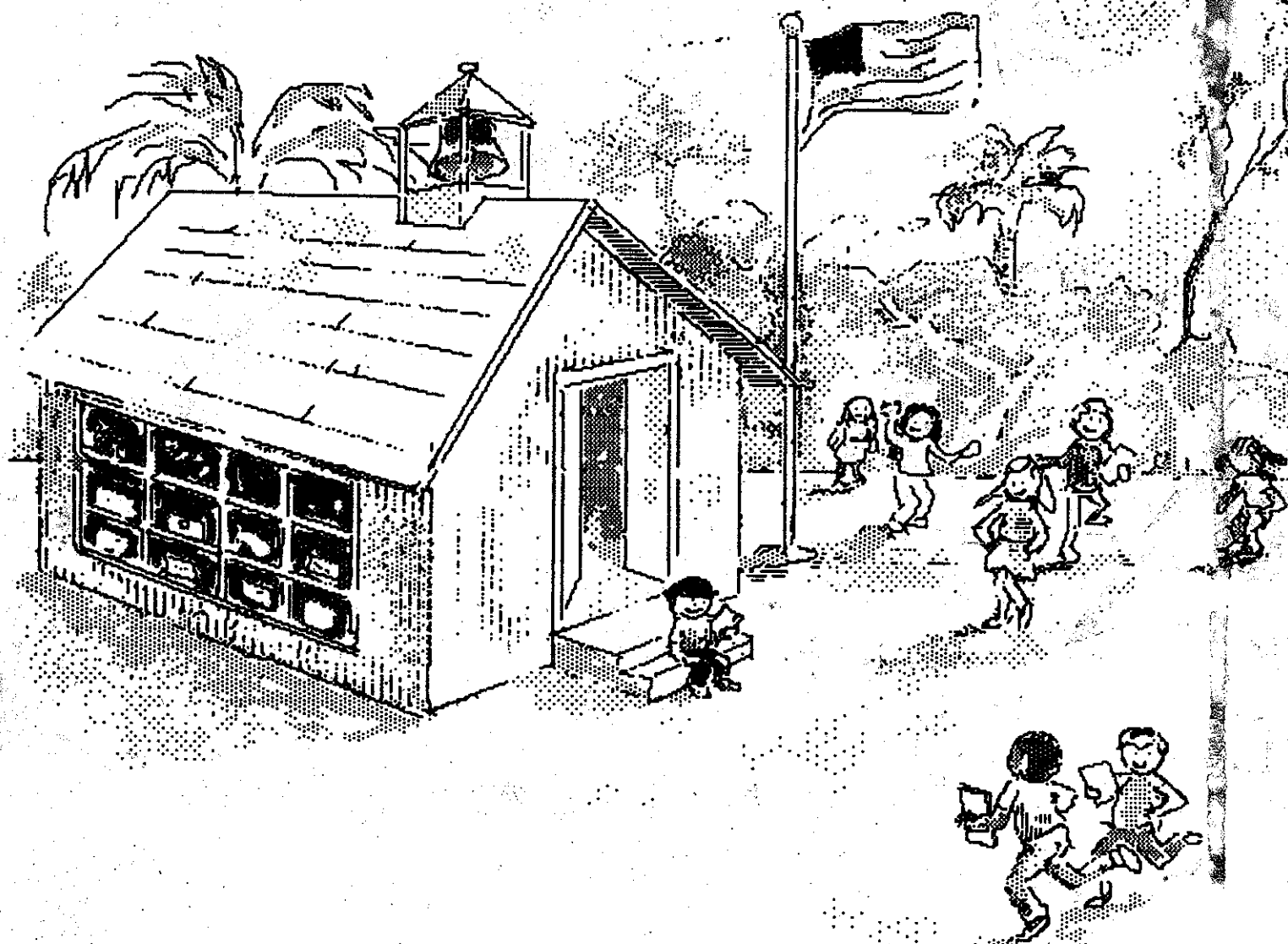


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The Superintendent's Task Force on School Usage and Boundaries

for
Superintendent
Dr. William J. Leary



MARCH 26, 1985

2nd printing

ACKNOWLEDGEMENTS

This report would have been impossible to produce without the assistance of many people who unselfishly gave their time, talents, and unlimited energy to this most important project.

The Task Force was the result of Superintendent William Leary's decision to entrust the task of setting boundaries and determining school usage to eleven selected members of his staff. His support and guidance to the Task Force is sincerely appreciated.

The members of the Superintendent's Task Force gave fifty-five days out of their busy schedules to thoroughly analyze every piece of relevant data. Nine hour days and weekend work were the norm and then the members went back to their offices in the evening to perform their regular job assignments. Overall, the Task Force members devoted approximately 5,445 man hours to this assignment.

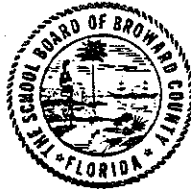
A special thanks must be extended to all the administrators in the school system who stopped what they were doing and provided assistance when the Task Force called. The district supervisors who were forced to carry an extra work load while their key staff worked on the Task Force should also be commended.

Many influential private and school-based community groups provided important input to the Task Force by agreeing to accept invitations to appear before us.

School Board attorney Ed Marko provided invaluable guidance to the Task Force in the area of desegregation and maintaining a unitary

school system. His advice was reviewed constantly throughout our proceedings.

The professional appearance of this report, as well as its excellent phrasing and grammar is a tribute to Nancy Kalan, who had the awesome task of editing the work of eleven writers. Also, special recognition should be given to Deanne Drouet and Kay Remmel, who spent long hours typing endless pages of statistics and script.



**THE SCHOOL BOARD
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THE NATION'S LARGEST FULLY ACCREDITED SCHOOL SYSTEM

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Introduction

1911

INTRODUCTION

Florida State Statute 230.33 (Duties & Responsibilities of Superintendent) (6) requires the Superintendent to recommend the establishment, organization and operation of such schools, classes and services as are needed to provide adequate educational opportunities for all children in the district, including schools and attendance areas, adequate facilities, and the elimination of school centers and the consolidation of schools.

School Board Policy 5000 states that "The Superintendent shall, no later than the second week in March, submit to the School Board, recommendations for the establishment, organization, and operation of educational facilities. This organization of schools, classes and services will provide adequate educational opportunities for all children in the District."

In order to comply with the above state statute and the School Board policy, Dr. Leary proposed, and the Board approved, the creation of the Superintendent's Task Force on Boundaries and School Usage. The Task Force is composed of eleven (11) district educators and administrators (See Appendix A).

The Task Force was given approximately sixty (60) days to analyze the following items:

- . current school student enrollment
- . projected student enrollment through the 1988-89 school year

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- . current school attendance zones
- . racial/ethnic ratios
- . educational facilities
- . related Board policies
- . positive alternative strategies to closing schools
- . per pupil operating costs
- . quality of school programs
- . Florida Inventory of School Houses (FISH).

The School Board contracted with Regional Research Associates (Drs. Schultz and Stronge) to provide the Task Force with pupil enrollment projections and assistance in determining the consequences of potential boundary changes. The Task Force also visited many schools in the county and interviewed affected groups and individuals to obtain further data (See Appendix B).

The findings and recommendations of the Task Force are contained in two (2) documents: (1) an Executive Summary and (2) a full report including all supporting documentation. Both documents utilize the same format: recommendations, the impact of the recommendations, and a financial impact statement.

The members of the Task Force are unanimous in their support for all of the recommendations contained in these reports. We believe that these recommendations will stabilize school attendance

boundaries, help maintain the unitary system, prepare for future growth, and improve the quality of the Broward County School System.

Quality Improvement Process

The Task Force utilized an approach to problem solving similar to Quality Circles identified as the Quality Improvement Process. This approach provided a framework in terms of establishing a common language, a set of operating procedures, and problem solving steps and techniques. All of these enabled the group to explore the problem and all its complexities as well as identify recommendations based upon Policy 5000 and other criteria. This approach was conceptualized by a United States social scientist and first used successfully in Japan. Recently such United States organizations as Honeywell, Pontiac, Florida Power and Light, Florida's State Department of Transportation and Volusia County government have found the approach valid, useful, and cost effective.

The process begins with the establishment of rules of conduct for group functioning and utilizes a decision making by consensus approach. The steps of problem identification, root cause identification, solution generation and selection, and continual data analysis and interpretation were included in the problem solving model. Techniques such as brainstorming, fishboning, matrix analysis, and barriers and aids, as well as thorough discussion of all points of view, were used to arrive at consensus. The resulting recommendations reflect this process and the seriousness of purpose which motivated the work of the Task Force.

Summary Statement of the Problem

Current school boundaries do not reflect the demographics of a changing Broward community. The combination of rapid growth in the west, stabilization of the population in the east, and location of existing facilities has created serious enrollment problems.

Most high schools in the northeast are severely underenrolled and, by projection, face more critical problems. Overenrollment in the northwest exists currently, and projections do not indicate any reduction in population growth. Several high schools in the southwest are faced with continuous growth projections, while middle schools in the same area are projected to decline in enrollment. Middle schools are facing excessive overcrowded conditions in the northwest and underenrollment in the east.

Given these changing demographics, the Task Force's recommendations for high schools and middle schools reflect consideration of immediate enrollment impact, stability, and the unitary school concept. In addition, factors such as condition of facilities, equitable school programs, transportation, and the potential for growth and/or marketing were considered.

While elementary school boundaries reflect some of the same demographic considerations as middle and high schools, unique characteristics exist. The number of elementary schools in the district, the relatively small geographic boundaries from which

students are drawn, shifting population, and the large number of students living in noncontiguous boundaries who are bused for desegregation make solutions to boundary problems difficult and complex.

The Task Force's recommendations for elementary schools result from consideration of these factors. They are intended to alleviate overenrollment/underenrollment problems, stabilize boundary lines, and enhance the neighborhood school concept where possible without upsetting the unitary school balance. Other considerations such as transportation, conditions of facilities, equitable school programs, and potential for growth and/or marketing were also discussed.

The Task Force concluded that some past approaches to boundaries and school usage, such as the establishment of noncontiguous pockets and magnet programs, have not been entirely successful. Consequently, the general recommendations section addresses several issues related to School Board Policy, magnet programs, marketing, new construction, and alternate uses of facilities.

Recommendations

HIGH SCHOOL RECOMMENDATIONS

School Closings

School closing is considered only as a last resort, when the combination of factors clearly indicates that a troubled school cannot be relieved by reasonable measures; when projections show the situation to continue or worsen; and when the closing has some positive benefits for surrounding schools, for example, a stabilizing influence or a positive impact on the unitary school concept. Such is the case with the Pompano High School. The school is experiencing severe problems, both current and projected, when objective criteria are applied. By closing Pompano High School, some very positive benefits will accrue to the surrounding schools receiving Pompano's students.

Recommendation H-1: Close Pompano High School and assign students to Deerfield, Ely and Northeast High Schools.

Seniors should be given the option of going as a class to Ely High School.

- Impact:
- A. Alleviates severe underenrollment in surrounding high schools.
 - B. Brings long term stability to the boundaries for surrounding high schools.
 - C. Has no adverse effect on the unitary school system.
 - D. Reduces excess high school capacity in the district.
 - E. Eliminates noncontiguous boundary.

Boundary Changes

Western High School currently faces an overenrollment problem which is projected to worsen significantly over the next few years if current boundaries are maintained. Both South Plantation and Stranahan High Schools, with boundaries contiguous to Western, have excess capacity; and adjustments would help stabilize projected enrollments at both schools. While the far western boundary for Stranahan will be expanded southward under the following recommendation, the alternative of "leap frogging" students over the existing Stranahan boundary to South Plantation was deemed unacceptable, especially since Stranahan's enrollment can be stabilized with the change.

Recommendation H-2: Adjust the South Plantation and Stranahan boundaries to bring in ninth through eleventh grade students currently assigned to Western.

- Impact:
- A. Alleviates overcrowding at Western.
 - B. Stabilizes the boundaries for South Plantation and Stranahan.
 - C. Does not adversely affect the unitary concept.

Severe overcrowding in the northwest section of the county requires immediate attention. Taravella and Coconut Creek and Coral Springs High Schools' current enrollments are well above capacity; and, in the case of Taravella, the forecast is for significant continued growth within the current boundary. While the need for a new high

school in the northwest cannot be offset by reasonable boundary changes, the following recommended boundary changes will help relieve the immediate problem and help stabilize enrollments at affected schools.

Recommendation H-3: Adjust the Piper High School boundary to bring in ninth through eleventh grade students currently assigned to Taravella and Coconut Creek.

- Impact:
- A. Reduces overcrowding at Taravella and Coconut Creek.
 - B. Stabilizes the boundaries through 88-89.
 - C. Does not adversely affect the unitary concept.

MIDDLE SCHOOL RECOMMENDATIONS

School Closings

The problem of severe underenrollment in several eastern middle schools is heightened by a general decline in the county's middle school population through the remainder of the 1980's. Therefore, stabilization of middle school boundaries in the east will require consolidation of schools. Within the cluster of schools which can be stabilized through consolidation, Rickards has the most serious problems, current and projected, when objective criteria are applied. Also, surrounding middle schools will benefit by receiving Rickards' students.

Recommendation M-1: Close Rickards Middle school and assign students to Pompano Beach, Lauderdale Lakes and Sunrise Middle schools.

- Impact:
- A. Alleviates severe underenrollment problems at the receiving schools.
 - B. Brings long term stability to the boundaries of affected middle schools.
 - C. Has an overall positive effect on the unitary school system.
 - D. Reduces excess middle school capacity in the district.

Boundary Changes

Boundary changes in the northwest should be made only if overcrowding at any one school can be minimized and the change can be considered stabilizing. Because of the magnitude of the over-

enrollment problem, the immediate need for another middle school, and the lack of precision regarding the exact location of the future growth with respect to current boundaries, no boundary adjustments can be recommended with confidence that they would have a stabilizing influence, or would sufficiently offset current problems. However, when a new middle school boundary is drawn, the cluster of northwestern schools will have to be rebounded. At that point, long term stability can be achieved.

The situation in the southwest is less critical. While current enrollments exceed capacity, overall projections indicate enrollment decline in that area over the next few years, so middle school enrollments will begin to stabilize themselves. Southwestern population growth should not seriously impact middle schools until the 1990's.

The only section of the county where boundary adjustments are advised is in the northeast. A more stable enrollment and closer racial balance can be affected there with the following change.

Recommendation M-2: Adjust the Deerfield Beach Middle School boundary west to bring in students currently assigned to Crystal Lake.

- Impact:
- A. Alleviates underenrollment at Deerfield Beach Middle and overenrollment at Crystal Lake.
 - B. Adjusts the racial balance between the two affected schools without an

adverse impact on the unitary concept.

- C. Reduces transportation needs and improves the neighborhood school concept for Deerfield Beach Middle.

ELEMENTARY RECOMMENDATIONS

School Closings

Several elementary schools in the district are seriously underenrolled and are surrounded by other schools facing enrollment declines. After carefully looking at the clusters of elementary schools impacted by declining enrollment and exhausting reasonable alternatives in terms of boundary adjustments, the following recommendations are made for elementary school closings.

Recommendation E-1: Close Markham Elementary and reassign students to Sanders Park, Charles Drew and Palmview. Utilize Markham for an early childhood/HEADSTART center.

- Impact:
- A. Alleviates severe underenrollment in the affected cluster.
 - B. Stabilizes the remaining schools in the cluster.
 - C. Utilizes the facility to meet an important community need.

Recommendation E-2: Close Floranada Elementary and reassign students to North Andrews Gardens, McNab and Dillard.

- Impact:
- A. Stabilizes enrollment at North Andrews Gardens, McNab, and Dillard.
 - B. Stabilizes the boundaries of the receiving schools.
 - C. Removes a noncontiguous boundary.
 - D. Improves the unitary school concept.

Recommendation E-3: Close Hortt Elementary and reassign students to Edgewood and Croissant Park. Concurrently, reassign students from Edgewood's current noncontiguous boundary to Sabal Palm.

- Impact:
- A. Eliminates underenrollment in the cluster of schools affected.
 - B. Stabilizes the boundaries for receiving schools.
 - C. Does not adversely affect the unitary school concept.
 - D. Eliminates a noncontiguous boundary.

Boundary Changes

In central Broward, Dillard Elementary has been designated as a traditional magnet school with an open boundary for students living in the central area. The following recommendation creates a fixed boundary for Dillard and eliminates the magnet program.

Recommendation E-4: Bound Dillard Elementary to bring back students assigned to Floranada. Establish a neighborhood boundary around the school and further use the school to cluster programs for bilingual students and preschool handicapped.

- Impact:
- A. Enhances the neighborhood school concept.
 - B. Eliminates two noncontiguous boundaries.

C. Does not adversely affect the unitary school system.

D. Provides a central location for cluster programs.

In the east, a cluster of schools face overenrollment/under-enrollment problems which need immediate attention. The following recommendation eases the pressure of severe overenrollment at North Side and brings some stability to the cluster. However, the cluster will need to be reviewed at the end of three years for possible further action.

Recommendation E-5: Adjust the North Side Elementary boundary to bring in students to Bennett. Adjust the Bayview Elementary boundary to bring in students currently assigned to Bennett.

- Impact:
- A. Relieves severe overcrowding at North Side.
 - B. Eliminates underenrollment at Bayview.
 - C. Does not adversely affect the unitary school concept.
 - D. Brings stability to the boundaries for Bennett and Bayview.

In addition to these substantive changes, two added boundary changes in the central area are recommended for safety reasons.

Recommendation E-6: Adjust the Rock Island Elementary boundary to bring in students currently assigned to Oriole.

- Impact: Eliminates a safety hazard for children who had to cross Oakland Park Boulevard.

Recommendation E-7: Adjust the Broward Estates boundary to bring in students north of Broward Boulevard currently assigned to Westwood Heights.

Impact: Eliminates a safety hazard for children who had to cross Broward Boulevard.

Problems in the central area can be dealt with by the following boundary change:

Recommendation E-8: Adjust the Plantation Elementary boundary to bring in students currently assigned to Royal Palm.

Impact: A. Alleviates severe overcrowding at Royal Palm.

B. Eliminates current underenrollment at Plantation and its projected further decline.

C. Has a stabilizing influence on enrollment at Plantation.

An additional severe overcrowding/underenrollment situation in the same general area is dealt with in an additional recommendation:

Recommendation E-9: Adjust the Meadowbrook Elementary boundary to bring in students currently assigned to Davie and Stephen Foster; adjust the Davie boundary to bring in students currently assigned to Stephen Foster; adjust the Tropical Elementary boundary to bring in students previously assigned to Griffin and Stephen Foster; adjust the Plantation Park boundary to bring in students previously assigned to Tropical.

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1862. It is a very important document, as it contains the President's annual message to Congress, which is a key part of the executive branch's communication with the legislative branch.

2. The second part of the document is a report from the Secretary of the Interior, dated January 10, 1862. It contains information about the state of the Department of the Interior, including the status of the various bureaus and the progress of the work of the department.

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6. The sixth part of the document is a report from the Secretary of the State, dated February 1, 1862. It contains information about the state of the Department of the State, including the status of the various bureaus and the progress of the work of the department.

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17. The seventeenth part of the document is a report from the Secretary of the Navy, dated March 25, 1862. It contains information about the state of the Department of the Navy, including the status of the various bureaus and the progress of the work of the department.

18. The eighteenth part of the document is a report from the Secretary of the State, dated April 1, 1862. It contains information about the state of the Department of the State, including the status of the various bureaus and the progress of the work of the department.

- Impact:
- A. Alleviates underenrollment at Meadowbrook and Plantation Park.
 - B. Eliminates overcrowding at Davie and alleviates overcrowding at Griffin.
 - C. Helps reverse projected overenrollment at Stephen Foster.
 - D. Stabilizes the boundaries at Meadowbrook, Davie, Stephen Foster, and Plantation Park.
 - E. Eliminates a noncontiguous boundary for Stephen Foster.
 - F. Does not adversely affect the unitary school system.

GENERAL RECOMMENDATIONS

Alternate Uses for Closed Facility

Closing a school and mothballing it or selling it are both unreasonable alternatives in consideration of the many unmet educational facility needs of the Broward community. Within the school system itself there are immediate facility needs for Adult Education, Exceptional Student Education, and HEADSTART, which should be given first priority. Other educational agencies also have facility needs.

Recommendation G-1: Utilize the Pompano High School facility for one or more of the following positive educational purposes: (a) to meet space needs of Adult Education, Exceptional Student Education, and/or HEADSTART; (b) to fill another educational need such as FAU/FIU campus.

- Impact:
- A. Gives the facility an important educational purpose of benefit to the community.
 - B. Reduces current district costs for renting facilities.
 - C. Places programs in a central location for better continuity and more efficient management.

Recommendation G-2: Utilize the Rickards Middle school facility for one or more of the following positive educational purposes: (a) to meet space needs of Adult Education, Exceptional Student Education and/or HEADSTART; (b) to fill another educational need such as FAU/FIU Campus.

- Impact:
- A. Gives the facility an important educational purpose of benefit to the community.
 - B. Reduces current district costs for renting facilities.
 - C. Places programs in a central location for better continuity and more efficient management.

Recommendation G-3: Utilize the three elementary school facilities for one or more of the suggested alternative uses (HEADSTART center, pre-school handicapped programs, Human Resource Development Training Center, administrative offices).

- Impact:
- A. Gives the facility an important educational purpose of benefit to the community.
 - B. Reduces current district costs for renting facilities.
 - C. Places programs in central locations for better continuity and more efficient management.
 - D. Provides space for current unmet program needs.

Alternatives to School Closings

Alternatives to school closings should be considered within the context of a long range plan which is designed to achieve maximum utilization of existing facilities and minimum need for construction of new facilities. Because population shifts from east to west continue to create underenrollment/overenrollment problems within reasonably drawn boundaries, long term solutions should involve a redefinition of the purpose of magnet programs. The concept of providing magnet program opportunities in schools to aid desegregation should be modified to include providing unique program opportunities to students which are unavailable elsewhere. By locating them judiciously, such magnet programs have the potential to draw students from overcrowded to underenrolled schools. Magnet school programs, to be effective, must be carefully planned, carry full commitment from the system, and be aggressively marketed to students.

Additional alternatives to school closings are included within the marketing concept presented outside the context of this report.

Recommendation G-4: Re-examine magnet school programs, with a goal of planning and implementing magnets which meet unique program needs of students. Placement of magnets should be within geographic regions to minimize transportation costs; should be placed in schools with consideration of off-setting enrollment decline; should be aggressively marketed by the

school system; and should be used for the purpose of providing quality programs not available in other schools rather than the express purpose of desegregation. Feeder magnets should be developed for appropriate magnets. Current traditional magnets should be eliminated. Other magnet programs should continue, pending study and future recommendations by the EPC.

Impact: A. Provides the opportunity to expand the scope and quality of our educational programs.

B. Potential for further stabilizing boundaries in schools with projected enrollment problems.

C. Potential for positive effect on the unitary system.

Although Nova schools are not technically magnet schools, the Task Force felt constrained to consider the success Nova has enjoyed in attracting students. As an alternative to closing an underenrolled school, the Nova program could be moved to another or several other locations. Before any steps are taken, however, the Nova concept should be clearly defined.

Recommendation G-5: The EPC should evaluate the Nova program and recommend needed changes. Use of the Nova concept as an alternative to closing schools should be examined.

Impact: A. Provides the opportunity to expand the scope and quality of our educational program.

B. Potential for enhancing the unitary system.

C. Potential for stabilizing schools
with enrollment problems.

In addition to exploring the use of magnet programs to help deal with the long term problem of enrollment decline in the east and growth in the west (as discussed in Recommendation G-4), there is a need to develop marketing strategies for selected elementary, middle, and high schools. Middle schools should be marketed in general because of some general perceptions of poor quality in terms of discipline and program. Marketing Hallandale and Stranahan High, Attucks Middle, and Collins and Norcrest Elementary Schools bears further consideration. In the long run, reasonable boundary lines cannot effectively offset the problems of these schools; and as capacity becomes available, in surrounding schools, these schools will need to be marketed or considered for some alternative strategies such as unique magnet programs.

Recommendation G-6: Stranahan and Hallandale High Schools should be considered by the Educational Planning Center for unique magnet programs and marketing.

- Impact:
- A. Provides time for planning.
 - B. Avoids the immediate overcrowding of other high schools which would have to absorb students if these schools were closed.
 - C. Provides capacity to deal with current overenrollment problem at Western High School.

Recommendation G-7: Plan and implement an aggressive marketing program for Attucks Middle School specifically and all Broward County Middle schools in general.

- Impact:
- A. Potentially reduces the exodus of middle school students from public to private schools.
 - B. Has a positive public relations impact on the school system as a whole.
 - C. Builds upon the success of Attucks in improving the unitary school concept.

Recommendation G-8: Market Collins Elementary so that it can absorb some of the projected growth in the Southeast. In the interim, utilize the empty space for a positive educational purpose such as HEADSTART.

- Impact:
- A. Provides space to deal with projected growth in the southeast.
 - B. Avoids overcrowding surrounding schools which would have to absorb Collins' students if closed.

Recommendation G-9: Market Norcrest Elementary to alleviate its severe underenrollment problem. Norcrest appears to be a prime candidate for marketing because private schools nearby appear to be drawing its population.

- Impact:
- A. Provides opportunity to Norcrest students who may be attending private schools in the areas.

- B. Potentially reduces underenrollment problem.
- C. Avoids overcrowding surrounding schools which would have to absorb Norcrest's students if closed.

New Construction

The problems of severe overcrowding in several sections of the county cannot be effectively dealt with by boundary changes. New construction needs for schools are addressed in the following recommendations:

Recommendation G-10: Build two new elementary schools in the northwest section of the county.

- Impact:
- A. Relieves severe overcrowding.
 - B. Stabilizes boundaries.
 - C. Accommodates projected growth.

Recommendation G-11: Build two new elementary schools in the southwest section of the county.

- Impact:
- A. Relieves severe overcrowding.
 - B. Stabilizes boundaries.
 - C. Accommodates projected growth.

Recommendation G-12: Build additional classrooms at Deerfield Park; if possible, using the modular classroom design so that they can be relocated in the future if needed as growth in other areas of the northeast occurs.

- Impact:
- A. Relieves severe overcrowding at Deerfield Park.

- B. Stabilizes Deerfield Park's boundary.
- C. Anticipates future growth in the northeast and provides future capacity.

Recommendation G-13: Review the Banyan, Castle Hill, Royal Palm and Lauderhill Paul Turner cluster for possible construction of a new school to alleviate the overcrowding which is projected to worsen significantly over the next few years.

- Impact:
- A. Provides time for future planning for that section of the district.
 - B. Keeps current boundaries for Castle Hill and Lauderhill Paul Turner stable for the next three years.
 - C. Provides a long range solution to anticipated growth and provides future capacity.

Recommendation G-14: Build a new middle school in the northwest section of the county.

- Impact:
- A. Relieves severe overcrowding.
 - B. Stabilizes boundaries.
 - C. Accommodates projected growth.

Recommendation G-15: Build a new high school in the northwest section of the county.

- Impact:
- A. Relieves severe overcrowding.
 - B. Stabilizes boundaries.
 - C. Accommodates projected growth.

Related Policy Considerations

School Board Policy 5000 requires the "designated task force" to review "... any other policy revisions necessary to ensure the implementation of this policy."

During the months of January and February, 1985, the Area Superintendents met with Mr. Marko to discuss revisions in School Board Policy 5001 (Attendance Boundaries, Assignments, Reassignments of Students and Enforcement of Attendance Rules), and magnet school policies. The Task Force requested an opportunity to review the proposed changes prior to their submission to the Policy Handbook Revision Committee.

The Task Force makes the following recommendations concerning policies related to Board Policy 5001.

Recommendation G-16: The "sibling" rule should be eliminated from Policy 5001.

Recommendation G-17: The "traditional school" magnet program should be eliminated.

The Task Force offers the following recommendations concerning Board Policy 5000 and the procedure utilized to implement it:

Recommendation G-18: Professional school district administrators should be utilized to review the related policy data and issue boundary and school usage recommendations to the Superintendent.

Recommendation G-19: The administrators should begin working on this process in September of the year preceeding the implementation of the changes.

Recommendation G-20: The formula designed by the Task Force for identifying those schools which must be reviewed for possible boundary changes, closings or alternatives to closings, should be adopted and utilized by future committees.

Recommendation G-21: A four (4) year cycle of major boundary changes should be adopted by the Board. Exceptions should be made only for critical situations, such as when new facilities are built to relieve severe overcrowding.

Recommendation G-22: The school district should develop a full in-house capability for handling all aspects of Board Policy 5000, e.g., boundary and distance program software, linear projections, cohort survival, etc.

Recommendation G-23: The Policy should be amended to remove the requirement that both the Area Superintendents and the designated Task Force (or EPC) be required to make boundary recommendations to the Superintendent.

Recommendation G-24: Transition teams should be established for schools being closed. The teams should be available to faculty, students and parents to facilitate the transition to the new school and should include representation from the following areas: student services, public relations, personnel, exceptional student education, the principals and advisory chairpersons of the sending and receiving schools.

Relocation Adjustment Compensation

The closing of five (5) schools in Broward County will affect a maximum of 188 instructional personnel. The district has existing procedures which will insure the orderly reassignment of continuing contract employees and reappointed annual contract teachers.

In order to assist these employees with the process of relocating to another work location, the following recommendations are offered for Board consideration:

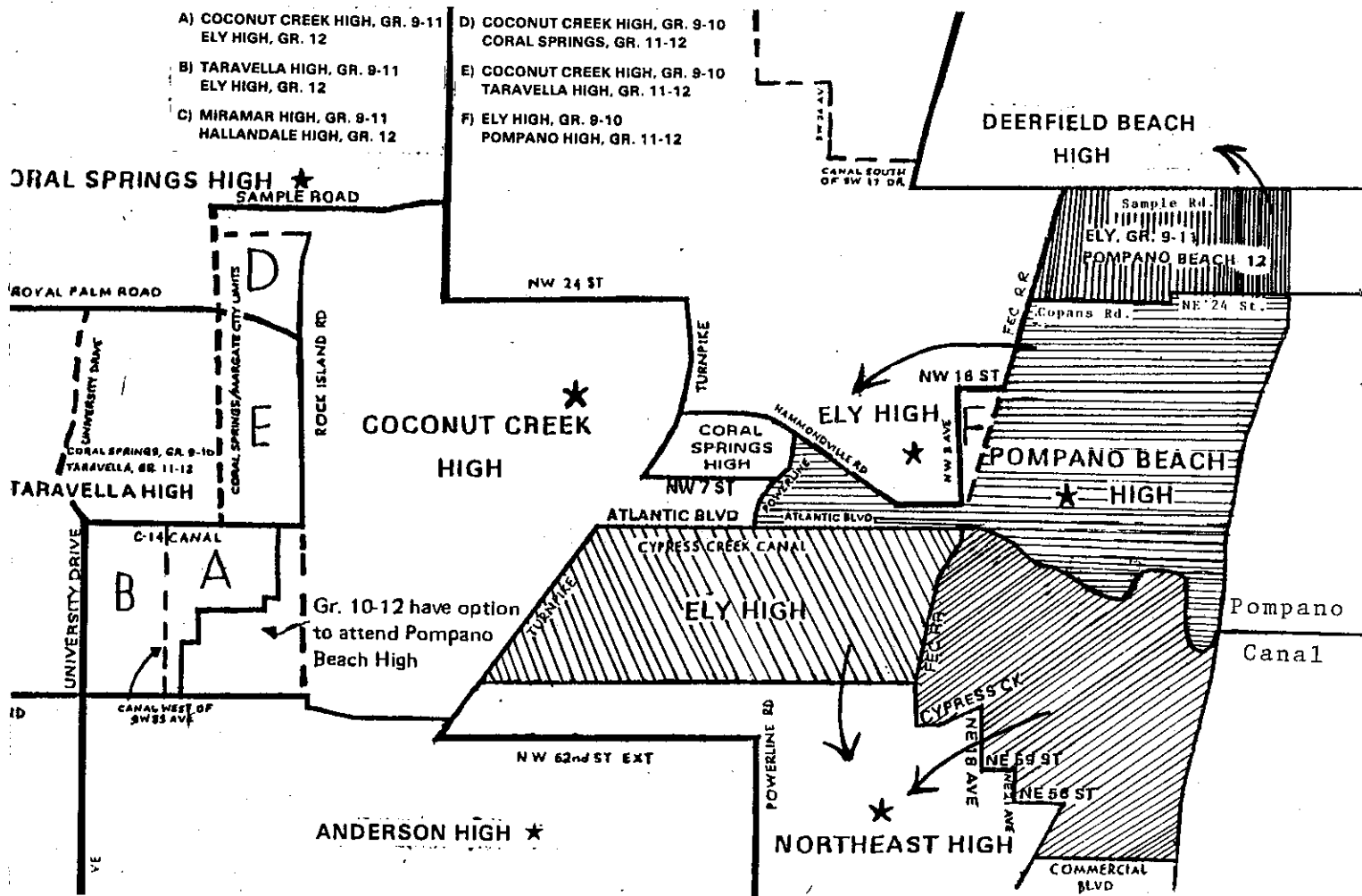
Recommendations G-25-G-26: Each of the affected teachers reemployed for the 1985-86 school year shall receive a one-time bonus of \$500.00.

All of the affected noninstructional staff reemployed for 1985-86 shall receive the same rate of pay in their new position for the 1985-86 school year. After one (1) year, the employee's salary will be determined by the Board approved pay grade assigned to the employee's new job classification.

- Impact:
- A. The total cost of this recommendation is \$116,560 including fringe benefits.
 - B. This bonus will help teachers adjust to being reassigned to a new work location.

Findings

H-1 CLOSE POMPANO BEACH HIGH



School Name	FISH	1984/85 Enroll	1985/86			1988/89	
			Proj	Revised	+ or -	Proj	Revised
Pompano Beach	1819	1283	1256	0	** -1256	1023	0
Deerfield Beach	1843	1616	1629	1889	+260	1460	1673
Ely	1770	1273	1219	*1598	+379	1103	1578
Northeast	1962	1521	1555	1873	+318	1342	1640

School Name	1984/85		1985/86	
	%	Min	Proj	Revised
Pompano Beach	14		16	0
Deerfield Beach	40		41	39
Ely	53		51	44
Northeast	27		26	23

* 204 85/86 seniors to attend Ely High School or home school

** 95 students who do not live in Pompano's boundaries are unresolved in the above figures and are assigned to their home school

Revised 4/2/85

H-1 Close Pompano High School

Ely to Deerfield -

63 Students

N - Sample Rd.
E - Ocean
S - N.E. 24 St./Copans Rd.
W - F.E.C. Railroad

Pompano to Ely -

515 Students

N - Copans Rd./N.E. 24 St.
E - Ocean
S - Atlantic Blvd./Pompano Canal/Lake Santa Barbara/
Intercoastal Waterway/Atlantic Blvd.
W - F.E.C. R.R./Hammondville Rd./Powerline Rd.

Pompano to Northeast -

266 Students

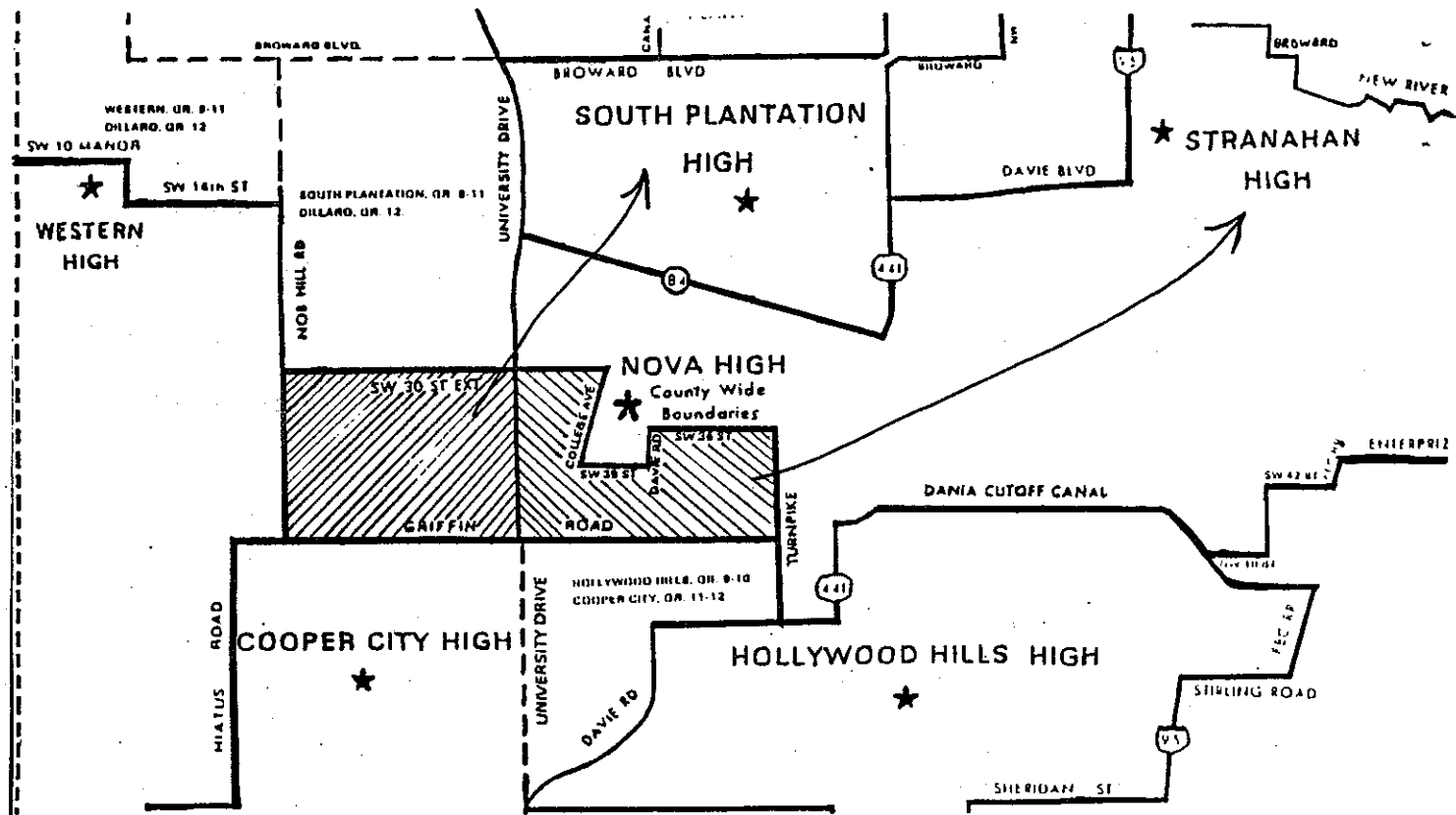
N - Atlantic Blvd./Pompano Canal/Lake Santa Barbara/
Intercoastal Waterway/Atlantic Blvd.
E - Ocean
S - Cypress Cr./N.E. 18 Ave./N.E. 59 St./N.E. 21 Ave./
N.E. 56 St./U.S. 1/Commercial Blvd.
W - F.E.C. R.R.

Ely to Northeast -

34 Students

N - Atlantic Blvd.
E - F.E.C. R.R.
S - McNab Rd. Extension
W - Turnpike

NON-TRANSPORTATION OPERATING BUDGET:	883,580
TRANSPORTATION:	[43,224]
SUB-TOTAL OPERATING BUDGET:	840,356
FOOD SERVICE BUDGET:	42,547
CAPITAL BUDGET:	1,110,985
TOTAL:	1,993,888



School Name	FISH	1984/85 Enroll	1985/86			1988/89	
			Proj	Revised	+ or -	Proj	Revised
Western	1779	1766	2044	1796	-248	2444	2142
Stranahan	1905	1384	1383	1592	+209	1279	1523
South Plantation	1943	1904	1880	1919	+ 39	1623	1681

School Name	1984/85	1985/86 % Min	
	% Min	Proj	Revised
Western	1	1	1
Stranahan	26	26	22
South Plantation	17	16	15

H-2 Western to S. Plantation and Stranahan

Western to S. Plantation -

39 Students

N - S.W. 30 St.
E - University Drive
S - Griffin Road
W - Nob Hill Road

Western to Stranahan -

209 Students

N - S.W. 30 St. Extension/College Ave./S.W. 39 St./
Davie Rd./S.W. 36 St.
E - Turnpike
S - Griffin Rd.
W - University Dr.

NON-TRANSPORTATION OPERATING BUDGET: 96,216

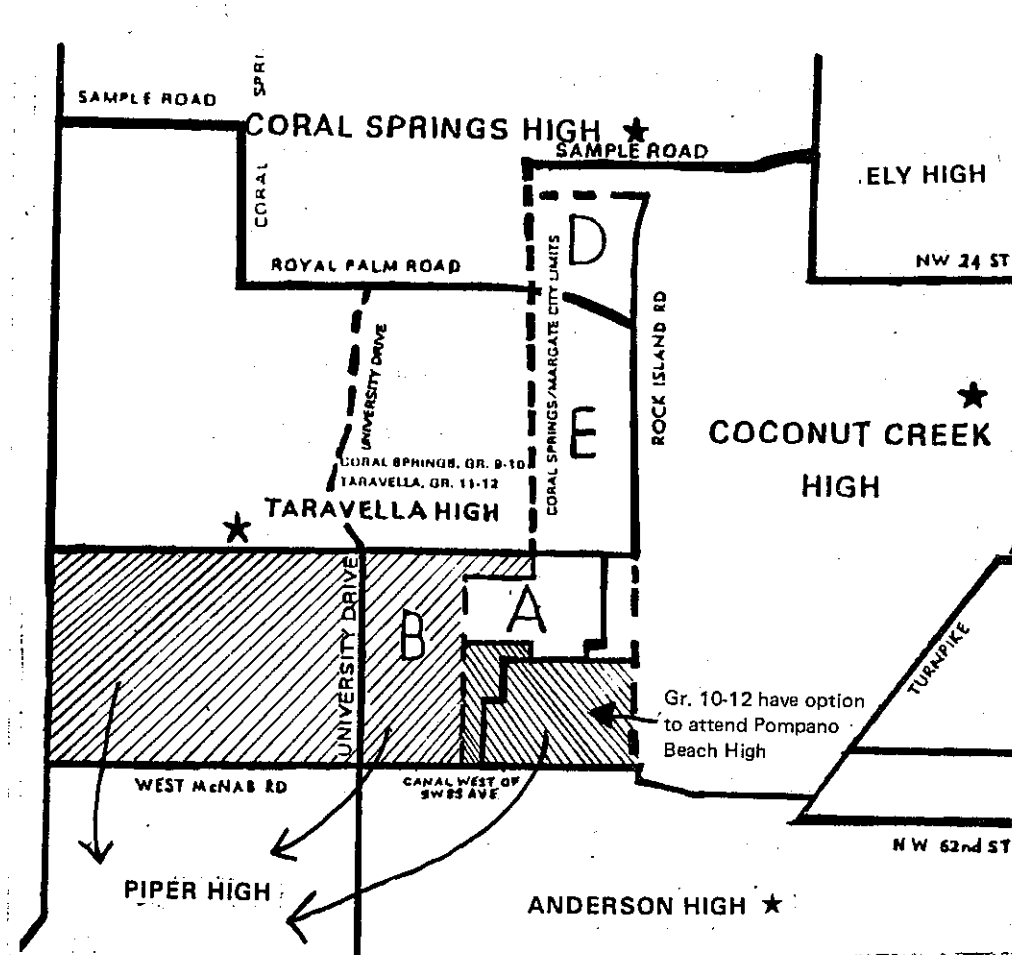
TRANSPORTATION: -17,280

SUB-TOTAL OPERATING BUDGET: 78,936

FOOD SERVICE BUDGET: 0

CAPITAL BUDGET: 0

TOTAL: 78,936



- A) COCONUT CREEK HIGH, GR. 9-11
ELY HIGH, GR. 12
- B) TARAVELLA HIGH, GR. 9-11
ELY HIGH, GR. 12
- C) MIRAMAR HIGH, GR. 9-11
HALLANDALE HIGH, GR. 12
- D) COCONUT CREEK HIGH, GR. 9-10
CORAL SPRINGS, GR. 11-12
- E) COCONUT CREEK HIGH, GR. 9-10
TARAVELLA HIGH, GR. 11-12
- F) ELY HIGH, GR. 9-10
POMPANO HIGH, GR. 11-12

School Name	FISH	1984/85 Enroll	1985/86			1988/89	
			Proj	Revised	+ or -	Proj	Revised
Taravella	1829	2454	2732	2451	-281	2985	2705
Piper	1993	1812	1789	2208	+419	1740	2204
Coconut Creek	1900	2457	2628	2490	-138	2545	2361

School Name	1984/85		1985/86	
	%	Min	Proj	Revised
Taravella	1		1	1
Piper	19		17	16
Coconut Creek	9		7	7

Revised 4/2/85

H-3 Taravella and Coconut Creek to Piper

Taravella to Piper -

281 Students

- N - Pompano Canal
- E - N. Lauderdale - Margate City Limits/Southgate Blvd./
Canal (Located between N.W. 66 Terr. and S.W. 83
Ave.)
- S - W. McNab Rd.
- W - Dike

Coconut Creek to Piper -

138 Students

- N - Canal (Located between S.W. 7 Ct. and S.W. 8 St.
following north of S.W. 9 St.)/Kimberly Blvd.
- E - Rock Is. Rd.
- S - McNab Rd.
- W - Canal (Located between N.W. 66 Terr. and S.W. 83
Ave.)

NON-TRANSPORTATION OPERATING BUDGET: 0

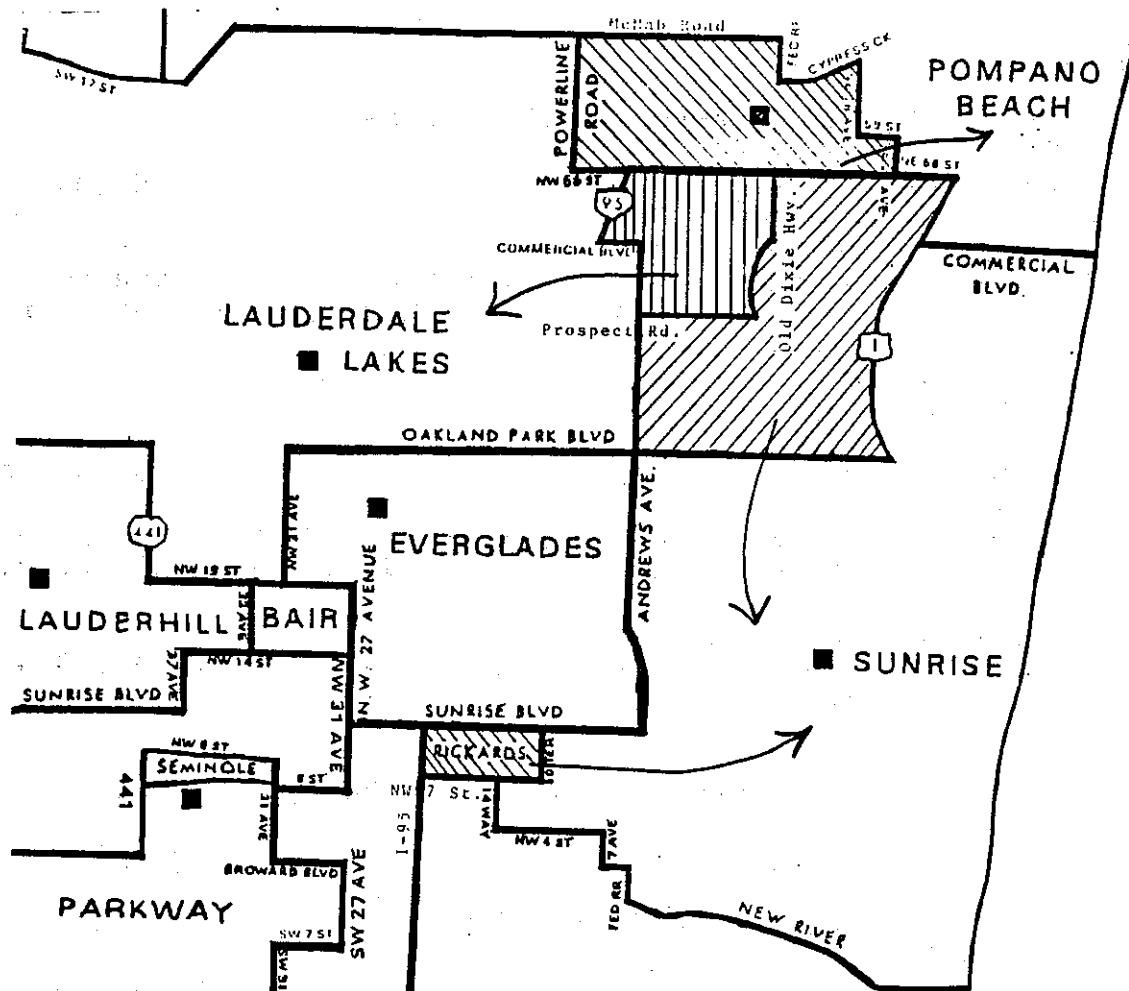
TRANSPORTATION: -4,526

SUB-TOTAL OPERATING BUDGET: -4,526

FOOD SERVICE BUDGET: 0

CAPITAL BUDGET: 0

TOTAL: -4,526



School Name	FISH	1984/85 Enroll	1985/86			1988/89	
			Proj	Revised	+ or -	Proj	Revised
Rickards	1165	809	795	0	-795	763	0
Pompano Beach	927	783	741	944	+203	685	870
Sunrise	1254	910	843	1275	+432	684	1063
Lauderdale Lakes	1139	1103	1015	1175	+160	941	1102

School Name	1984/85		1985/86	
	%	Min	Proj	Revised
Rickards	25		25	0
Pompano Beach	42		44	33
Sunrise	31		32	37
Lauderdale Lakes	19		19	16

M-1 Close Rickards Middle School

Rickards to Pompano Middle 203 Students

- N - McNab Rd./N.E. 56 St.
- E - F.E.C. R.R./Cypress Canal/N.E. 18 Ave./N.E. 59 St./N.E. 21 Ave.
- S - N.W. 56 St.
- W - Powerline Rd.

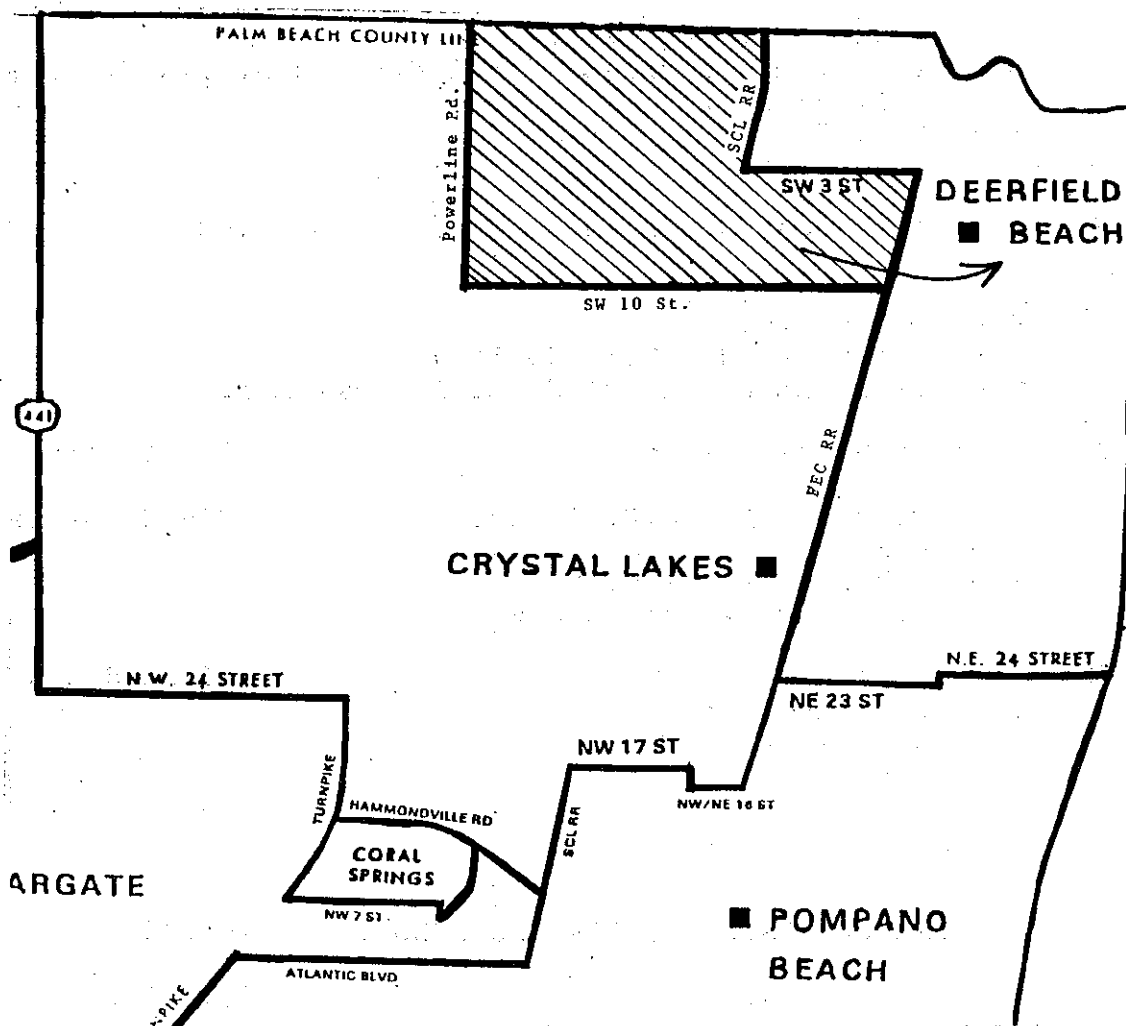
Rickards to Lauderdale Lakes Middle 160 Students

- N - N.W. 56 St.
- E - Dixie Hwy.
- S - Prospect Rd. (N.E. 44 St.)
- W - I-95/Commercial Blvd./N. Andrews Ave.

Rickards to Sunrise Middle 432 Students

- A. N - Prospect Rd./N.E. 56 St. (276 Students)
- E - U.S. 1
- S - Oakland Pk. Blvd.
- W - Dixie Hwy./Andrews Ave.
- B. N - Sunrise Blvd. (156 Students)
- E - N.W. 10 Terr.
- S - N.W. 7 St.
- W - I-95

NON-TRANSPORTATION OPERATING BUDGET:	451,239
TRANSPORTATION:	[39,435]
SUB-TOTAL OPERATING BUDGET:	411,804
FOOD SERVICE BUDGET:	66,230
CAPITAL BUDGET:	820,816
TOTAL:	1,298,850



School Name	FISH	1984/85 Enroll	1985/86			1988/89	
			Proj	Revised	+ or -	Proj	Revised
Crystal Lake	974	1212	1160	1040	-166	1017	843
Deerfield	1031	855	816	936	+166	744	918

School Name	1984/85	1985/86 % Min	
	% Min	Proj	Revised
Crystal Lake	45	46	43
Deerfield	32	34	39

Revised 3/28/85

M-2 Crystal Lake Middle to Deerfield Middle School 166 Students

N - Palm Beach Co. Line/S.W. 3 St. Extension
E - F.E.C. R.R.
S - S.W. 10 St.
W - Powerline Rd.

NON-TRANSPORTATION OPERATING BUDGET: 51,662

TRANSPORTATION: 3,847

SUB-TOTAL OPERATING BUDGET: 55,509

FOOD SERVICE BUDGET: 0

CAPITAL BUDGET: 0

TOTAL: 55,509

School Name	1984/85	1985/86	
	% Min	Proj	% Min Revised
Markham	89	97	0
Drew	100	100	100
Palmview	44	48	56
Sanders Park	73	80	84

E-1 Close Markham

From Markham to Palmview -

56 Students

N - Copans Road
E - I-95
S - N.W. 17 Pl.
W - Powerline Road

From Markham to Sanders Park -

175 Students

N - N.W. 17 Pl.
E - I-95/N.W. 13 St./S.C.L. R.R.
S - Hammondville Rd.
W - Powerline Rd.

From Markham to Drew -

105 Students

N - Hammondville Rd.
E - S.C.L. R.R.
S - Atlantic Blvd.
W - Powerline Rd./N.W. 21 Ave.

NON-TRANSPORTATION OPERATING BUDGET: 204,608

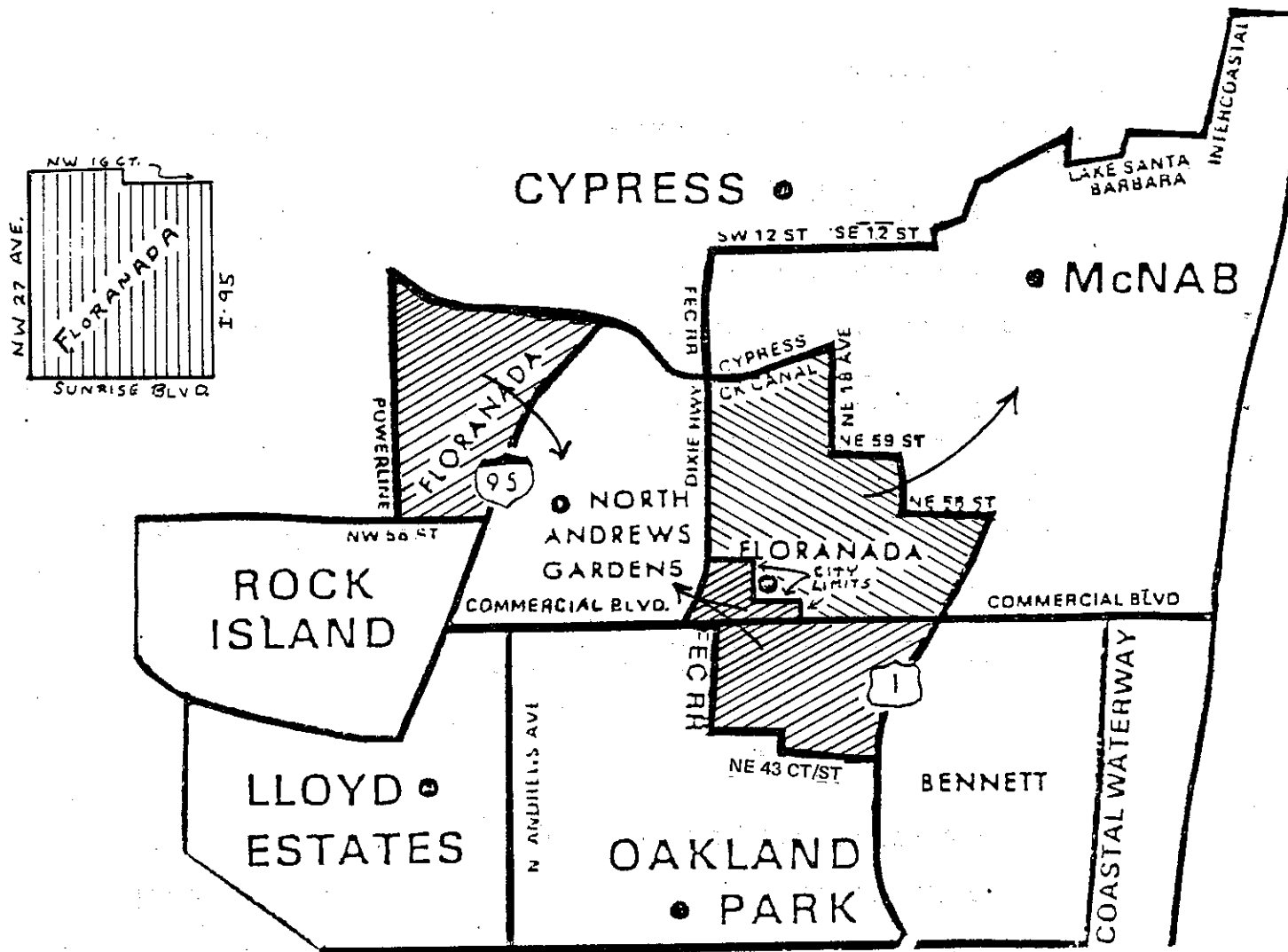
TRANSPORTATION: [8,095]

SUB-TOTAL OPERATING BUDGET: 196,513

FOOD SERVICE BUDGET: 42,481

CAPITAL BUDGET: 1,400

TOTAL: 240,394



REVISED 3/29/85

School Name	FISH	1984/85 Enroll	1985/86			1988/89	
			Proj	Revised	+ or -	Proj	Revised
Floranada	568	348	346	0	* -346	317	0
No. Andrews Gardens	578	477	398	465	+67	322	398
McNab	578	432	441	533	+92	466	533

School Name	1984/85		1985/86		% Min
	%	Min	Proj	Revised	
Floranada	53		54	0	
No. Andrews Gardens	2		1	1	
McNab	44		44	36	

* 187 students to Dillard Elementary

E-2 Close Floranada

From Floranada to N. Andrews Gardens - 67 students

A. N - Cypress Cr. Canal (17 Students)

E - I-95

S - N.W. 56 St.

W - Powerline Rd.

B. N - City Limits/Commercial Blvd. (50 Students)

E - U.S. 1

S - N.E. 43 Ct./St.

W - F.E.C. R.R./Commercial Blvd./Dixie Hwy.

From Floranada to McNab - 92 Students

N - Cypress Cr. Canal

E - N.E. 18 Ave./N.E. 59 St./N.E. 21 Ave./N.E. 56 St.

U.S. 1

S - Commercial Blvd./Oakland Pk. City Limit

W - Dixie Hwy.

From Floranada to Dillard - 187 Students

N - N.W. 16 Ct.

E - I-95

S - Sunrise Blvd.

W - N.W. 27 Ave.

NON-TRANSPORTATION OPERATING BUDGET: 182,417

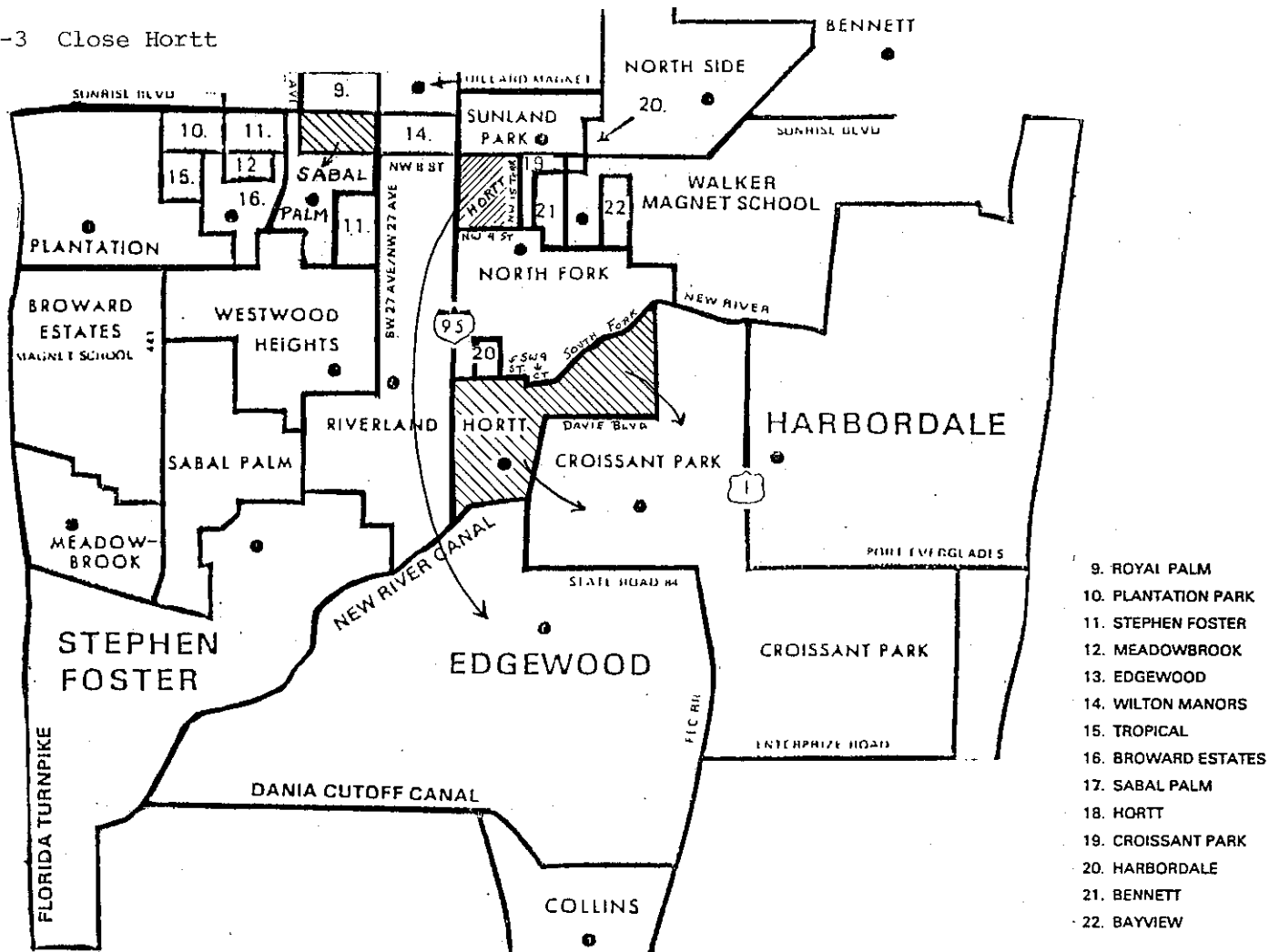
TRANSPORTATION: [2,848]

SUB-TOTAL OPERATING BUDGET: 179,569

FOOD SERVICE BUDGET: 31,486

CAPITAL BUDGET: 350

TOTAL: 211,405



School Name	FISH	1984/85 Enroll	1985/86			1988/89	
			Proj	Revised	+ or -	Proj	Revised
Hortt	252	255	257	0	*-257	228	0
Edgewood	413	355	329	433	+104	305	386
Croissant Park	534	461	430	522	+92	424	503
Sabal Palm	506	471	455	490	+35	482	528

School Name	1984/85		1985/86	
	%	Min	Proj	% Min Revised
Hortt	62		65	0
Edgewood	17		14	26
Croissant Park	31		29	28
Sabal Palm	85		88	89

* 26 out of boundary students returned to home schools

E-3 Close Hortt

From Hortt to Edgewood - 104 Students

N - N.W. 8 St.
E - N.W. 15 Terr.
S - N.W. 4 St.
W - I-95

From Hortt to Croissant Park - 92 Students

N - S.W. 9 St./S.W. 15 Ave./S.W. 9 Ct./S. Fork of
New River
E - S.W. 4 Ave./S. Fork of New River
S - S. Fork of New River/Davie Blvd.
W - I-95

From Edgewood to Sabal Palm - 35 Students

N - Sunrise Blvd.
E - N.W. 27 Ave.
S - N.W. 8 St.
W - N.W. 31 Ave.

NON-TRANSPORTATION OPERATING BUDGET: 248,701

TRANSPORTATION: -821

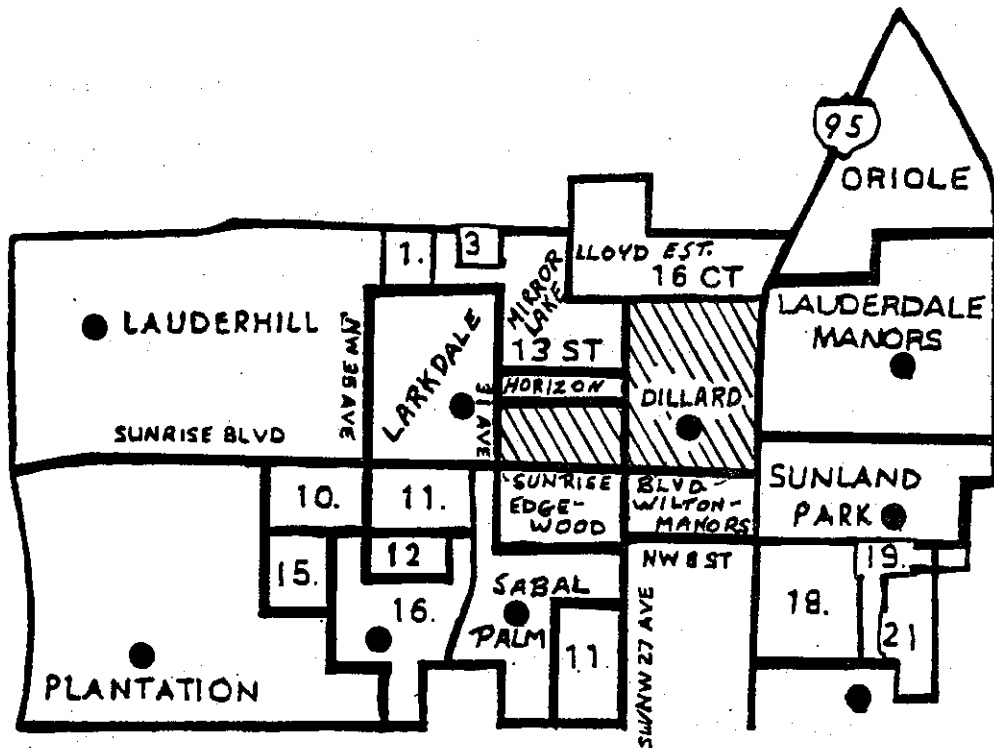
SUB-TOTAL OPERATING BUDGET: 247,880

FOOD SERVICE BUDGET: 29,333

CAPITAL BUDGET: 47,148

TOTAL: 324,361

BOUNDARY DILLARD



- . Current FISH - 608
- . Current 1984-85 Enrollment - 500
- . Current % Minority - 89%
- . Projected 1985-86 Enrollment - 507
- . Projected 1985-86 Minority - 80%

E-4 Boundary Dillard

From Floranada to Dillard -

187 Students

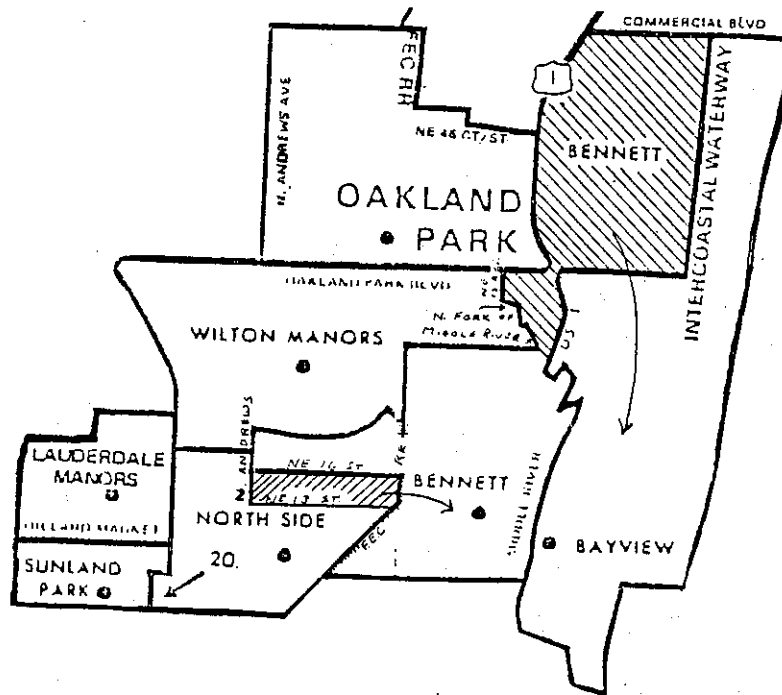
N - N.W. 16 Ct.
E - I-95
S - Sunrise Blvd.
W - N.W. 27 Ave.

From Royal Palm to Dillard -

45 Students

N - N.W. 12 St. (Both sides to Horizon)
E - N.W. 27 Ave.
S - Sunrise Blvd.
W - N.W. 31 Ave.

NON-TRANSPORTATION OPERATING BUDGET:	0
TRANSPORTATION:	-31,827
SUB-TOTAL OPERATING BUDGET:	31,827
FOOD SERVICE BUDGET:	0
CAPITAL BUDGET:	0
TOTAL:	31,827



School Name	FISH	1984/85 Enroll	1985/86			1988/89	
			Proj	Revised	+ or -	Proj	Revised
North Side	482	584	675	589	-86	1137	917
Bennett	413	418	401	440	+39	394	579
Bayview	360	317	306	353	+47	405	440

School Name	1984/85	1985/86 % Min	
	% Min	Proj	Revised
North Side	53	52	58
Bennett	29	27	26
Bayview	27	22	19

E-5 North Side to Bennett -

86 Students

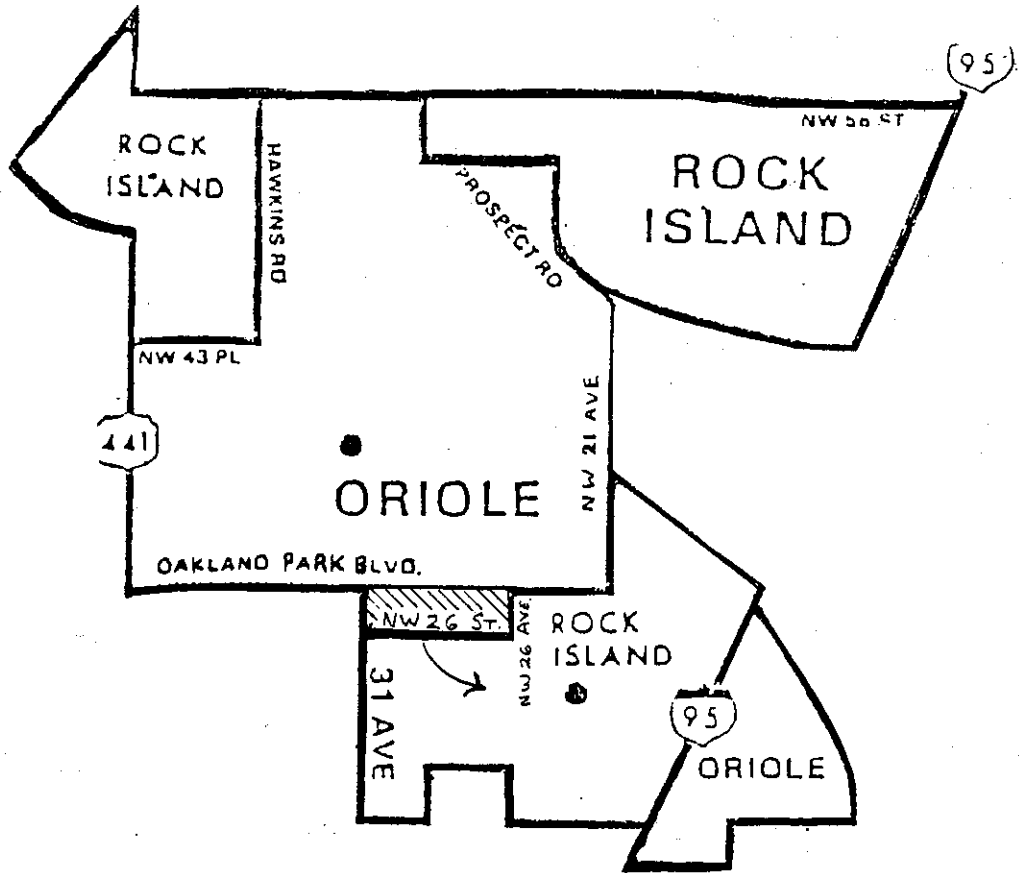
N - N.E. 16 St.
E - F.E.C. R.R.
S - N.E. 13 St.
W - N. Andrews

Bennett to Bayview -

47 Students

N - Commercial Blvd.
E - Intercoastal Waterway/U.S. 1
S - Oakland Park Blvd.
W - N. Fork/N.E. 18 Ave./U.S. 1

NON-TRANSPORTATION OPERATING BUDGET:	39,412
TRANSPORTATION:	0
SUB-TOTAL OPERATING BUDGET:	39,412
FOOD SERVICE BUDGET:	0
CAPITAL BUDGET:	0
TOTAL:	39,412

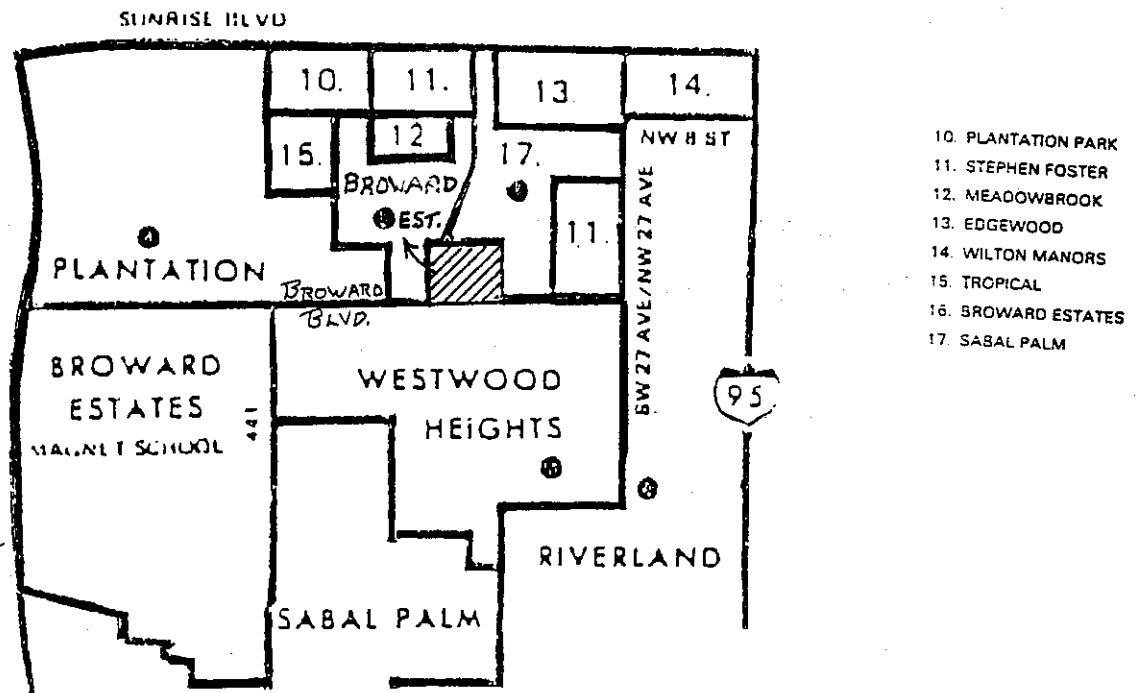


School Name	FISH	1984/85 Enroll	Proj	1985/86	+ or -	1988/89	
				Revised		Proj	Revised
Oriole	468	484	506	496	-10	547	540
Rock Island	271	514	516	526	+10	487	494

School Name	1984/85	1985/86 % Min	
	% Min	Proj	Revised
Oriole	47	50	49
Rock Island	95	94	93

N - Oakland Park Blvd.
E - N.W. 26 Ave.
S - N.W. 26 St.
W - N.W. 31 Ave.

NON-TRANSPORTATION OPERATING BUDGET:	4,677
TRANSPORTATION:	0
SUB-TOTAL OPERATING BUDGET:	4,677
FOOD SERVICE BUDGET:	0
CAPITAL BUDGET:	0
TOTAL:	4,677



School Name	FISH	1984/85 Enroll	1985/86			1988/89	
			Proj	Revised	+ or -	Proj	Revised
Westwood Heights	536	525	492	462	-30	545	518
Broward Estates	569	406	352	382	+30	317	344

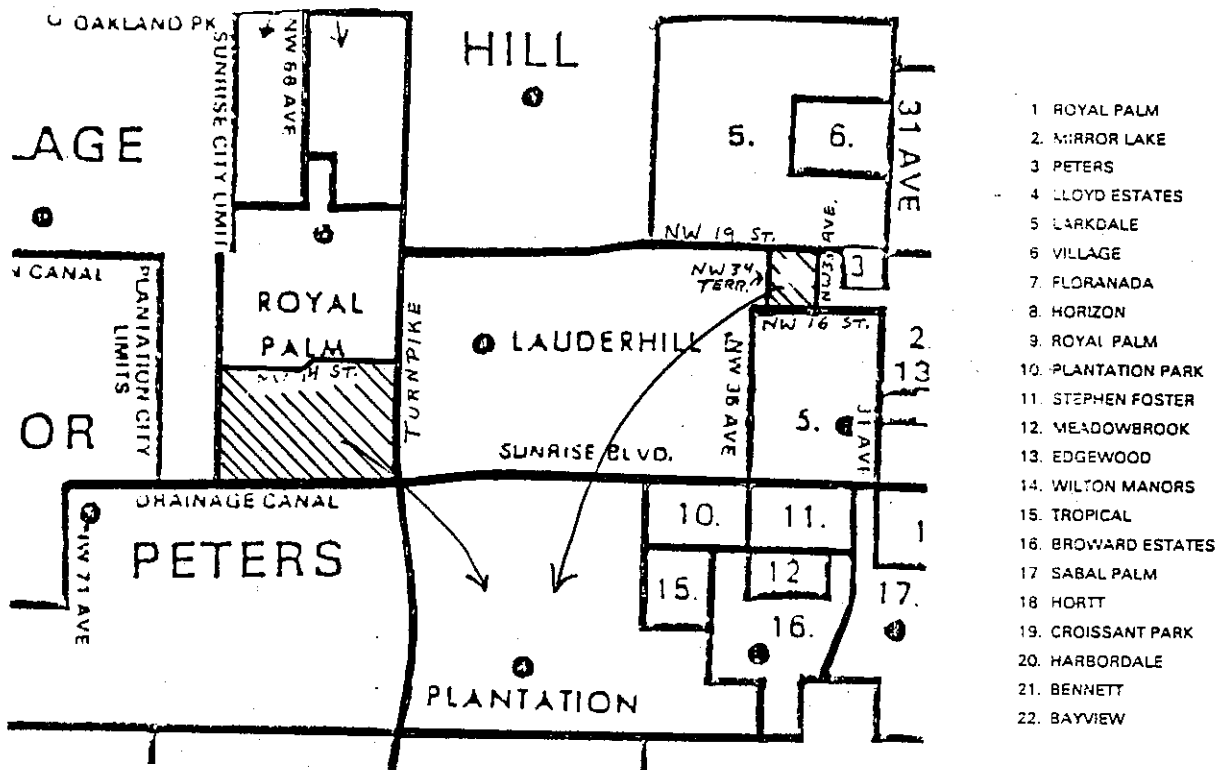
School Name	1984/85	1985/86 % Min	
	% Min	Proj	Revised
Westwood Heights	74	78	76
Broward Estates	62	66	69

E-7 Westwood Heights to Broward Estates

30 Students

N - N.W. 4 St.
E - N.W. 31 Ave.
S - Broward Blvd.
W - N.W. 34 Ave.

NON-TRANSPORTATION OPERATING BUDGET:	0
TRANSPORTATION:	0
SUB-TOTAL OPERATING BUDGET:	0
FOOD SERVICE BUDGET:	0
CAPITAL BUDGET:	0
TOTAL:	0



E-8 Royal Palm to Plantation -

128 Students

A. N - N.W. 14 St. (79 Students)
E - Turnpike
S - Sunrise Blvd.
W - Canal between 60 Ave. and Sunset Strip

B. N - N.W. 19 St. (49 Students)
E - N.W. 33 Ave.
S - N.W. 16 St.
W - N.W. 34 Terr.

NON-TRANSPORTATION OPERATING BUDGET: 57,505

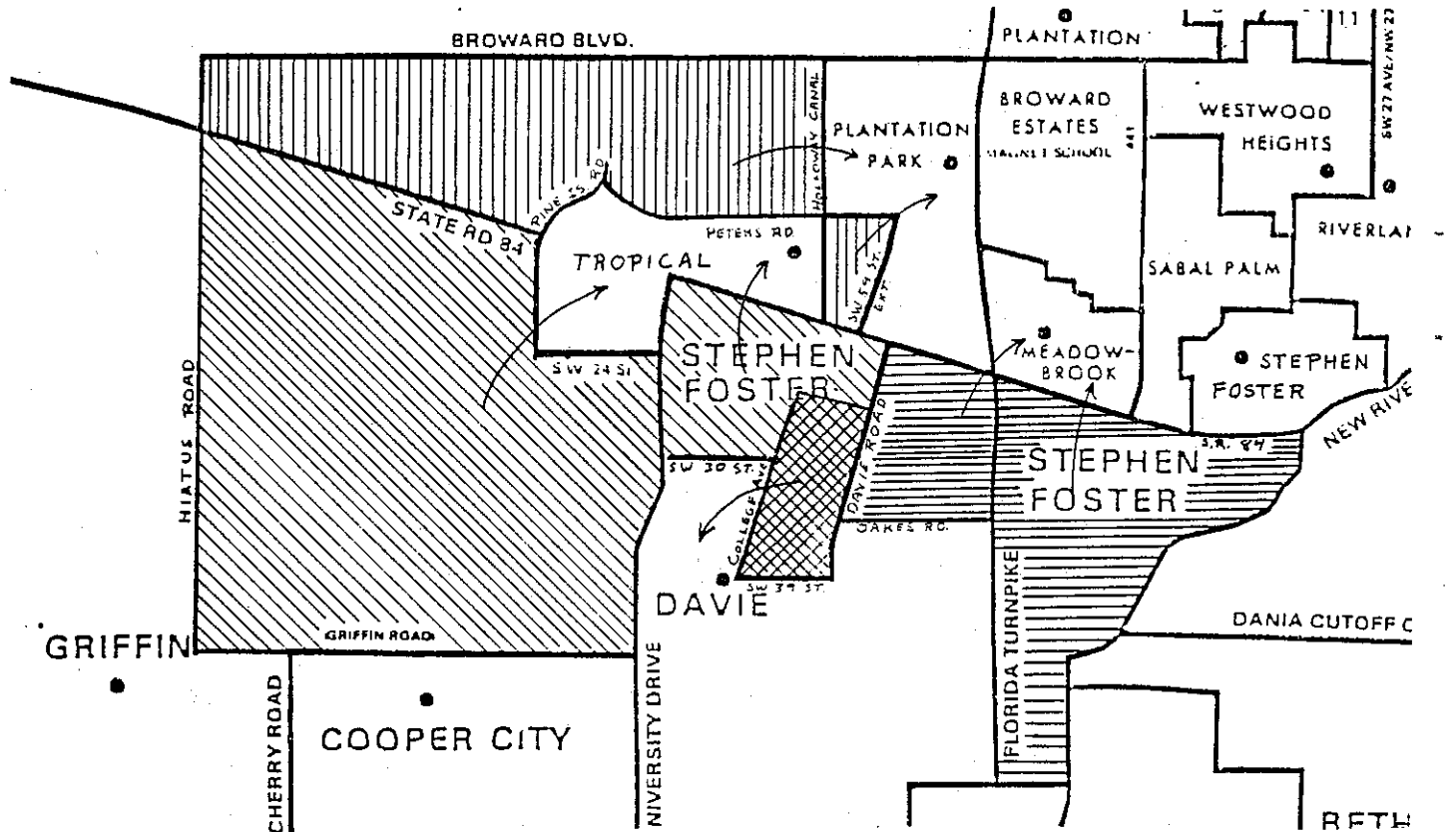
TRANSPORTATION: -1,313

SUB-TOTAL OPERATING BUDGET: 56,192

FOOD SERVICE BUDGET: 0

CAPITAL BUDGET: 0

TOTAL: 56,192



School Name	FISH	1984/85 Enroll	1985/86			1988/89	
			Proj	Revised	+ or -	Proj	Revised
Plantation Park	573	369	359	553	+194	297	494
Tropical	478	495	469	563	+94	431	687
Griffin	666	916	1026	777	-249	1578	1248
Davie	666	788	782	609	-173	812	654
Meadowbrook	484	363	326	528	+202	311	528
Foster	498	480	465	397	-68	627	445

School Name	1984/85		1985/86	
	%	Min	Proj	Revised
Plantation Park	21		27	17
Tropical	11		11	10
Griffin	2		1	0
Davie	6		6	8
Meadowbrook	16		13	8
Foster	29		26	31

E-9 Tropical to Plantation Park - 194 Students

A. N - Broward Blvd. (165 Students)
E - Holloway Canal
S - S.R. 84/Pine Is. Rd./Peters Rd.
W - Hiatus Road

B. N - Peters Rd. (29 Students)
E - S.W. 59 Ave.
S - S.R. 84
W - Holloway Canal

Griffin to Tropical - 249 Students

N - S.R. 84/S.W. 24 St.
E - Pine Is. Rd./University Drive
S - Griffin Rd.
W - Hiatus Rd.

Stephen Foster to Tropical - 39 Students

N - S.R. 84
E - Davie Rd.
S - S.W. 30 St./College Ave./Nova Dr.
W - University Drive

Stephen Foster to Davie - 0 Students

N - Nova Drive
E - Davie Rd.
S - S.W. 39 St.
W - College Ave.

Davie to Meadowbrook - 173 Students

N - S.R. 84
E - Turnpike
S - Oakes Rd.
W - Davie Rd.

Stephen Foster to Meadowbrook - 29 Students

N - North New River Canal
E - S. New River Canal/U.S. 441
S - S.W. 54 St.
W - Turnpike

NON-TRANSPORTATION OPERATING BUDGET: 205,734
TRANSPORTATION: -12,184
SUB-TOTAL OPERATING BUDGET: 193,550
FOOD SERVICE BUDGET: 0
CAPITAL BUDGET: 0

TOTAL: 193,550

ALTERNATE USES OF SCHOOL FACILITIES

After a decision is made to close a school, there are numerous viable alternatives to permanently closing the building. The Task Force has investigated six options for alternate uses of school facilities:

- A. Early Childhood
 - 1. HEADSTART Center
 - 2. Preschool - Primary School
 - 3. Preschool Handicapped Center
- B. Exceptional Student Education Center
- C. Human Resource Development Training Center
- D. Alternative Education Center
- E. Administrative Offices
- F. Vocational Technical Adult Education Center

A brief discussion of each alternate usage follows.

HEADSTART

HEADSTART, an early childhood program, would address current educational and community needs. Presently, there are 480 children enrolled in the HEADSTART Program. There is a waiting list of 2837 children of all ethnic backgrounds who are eligible for HEADSTART but cannot participate because of limited facilities, which prohibit expansion of the program (See Appendix C).

The expansion of the HEADSTART program would:

- provide services to a greater number of disadvantaged pre-kindergarten children of all ethnic backgrounds
- proportionately increase the number of handicapped children served by that agency
- increase funding in order to accomodate the number of children to be served
- eliminate the problem of administering 25 classes in 20 different elementary schools
- utilize space in underenrolled or closed facilities
- provide benefits to children and their families (i.e., educational programs, family counseling and support services, parent training programs, medical examination and follow-up, transportation, specialized diagnostic services, breakfast, lunch, and snacks.

Early Childhood

Preschool-Primary School

(Long Range Plan)

The Task Force learned that there are three programs which could potentially be placed either together or separately at a facility which is to be closed as a regular K-12 facility. The Preschool-Primary Center could positively address the needs of the community in which the school has been identified for closing. Such a Center could serve approximately 640 students including HEADSTART, kindergarten, pre-first, grades one, two and three children. Funding would be available through federal sources, (HEADSTART and Migrant Education) and FTE's which are available for the K-3 students.

Such centers are being developed in other areas in the United States as an answer to current early childhood educational concerns.

In addition to pedagogical concerns, the development of such a center would:

- meet the demands of day care for the latchkey children
- re-allocate federal funds in order to alleviate fragmentation of young students going from program to program on a daily basis
- redirect the evaluation, promotion, retention process of young children from a negative to positive process
- provide educational options for parents and students
- provide for the expansion of the HEADSTART program
- impact the unitary school system.

Preschool Handicapped

(Long Range Plan)

There may exist a need for a facility to house the pre-kindergarten handicapped population by 1989. The Study Panel for the Development of a Comprehensive Plan to Serve the Pre-kindergarten Handicapped Students presented its final report to the Bureau of Education for Exceptional Students, Florida Department of Education on May 24, 1984. The Pre-K Study Panel made the following recommendations:

- a. Districts should be mandated to provide education for 3 and 4 year old exceptional children.
- b. New eligibility criteria (non-categorical) for 3 to 5 year olds should be developed.
- c. The incidence rate for preschool children should be 5 to 6 percent of the preschool population.
- d. A full continuum of services should be available for 3 to 4 years old exceptional students.
- e. HRS should be responsible for providing services to children 0 - 2 years old.

If these recommendations become mandated legislation in 1989, expanding and/or establishing new pre-kindergarten programs would significantly impact Broward School District and could create problems. Some concerns the Task Force addressed were:

- Facility to house this population
- Cost analysis
- Adequate funding for transportation
- Support system needed to implement the delivery system
- Program's operational model
- Phasing in of mandate over period of years
- School District's option to provide services to this population.

Currently, there are 364 identified preschool handicapped children receiving educational and related services through the public school district, private and community based programs (i.e., Association for Retarded Citizens, Health and Rehabilitative Services, HEADSTART, Childrens Workshop, Easter Seal, etc.).

However, many children are not receiving services.

If the legislature mandates districts to provide educational and related services to the preschool handicapped, the chart below will indicate the approximate number of children in Broward County needing services over the next four years.

<u>Age</u>	<u>1985/86</u>	<u>1986/87</u>	<u>1987/88</u>	<u>1988/89</u>
0-2 years	102	128	136	148
3 years	96	109	116	139
4 years	70	98	146	168

The Coalition For the Education of Exceptional Students (CEES) Inc., platform addresses the phasing in method of providing services to the preschool handicapped population:

1. Provide services to the 4-year olds beginning 1986-87
2. Provide services to the 3-year olds beginning 1987-88

If the phasing in method is approved, this would mean that 98 preschool handicapped children in Broward County will be served in 1986-87 and 262 will be served in 1987-88.

Exceptional Student Education

Public Law 94-142 (Education of all Handicapped Children Act of 1975) requires school systems to provide services to handicapped children within the student's community school whenever possible. To parents, transporting severely emotionally handicapped (EH) children long distances from their communities to receive educational services is less desirable than local placement.

ESE has indicated that a need exists for a facility in the North Area to house approximately two hundred (200) severely emotionally handicapped students K-12. Several issues regarding a facility for this population have been reviewed:

- The program for the severely emotionally handicapped students housed at South Florida State Hospital should be moved to the north area.
- Students from the north area are bused a long distance for services.
- A facility in the north area could provide a therapeutic program and a vocational program for the students.
- Parent involvement could increase.
- Programs (north and south) would be equalized.

This program will need full use of a facility to provide appropriate educational and other related services.

Human Resource Development Training Center

If a school is to no longer house a K-12 program, another alternative is to use a school or part of a school as a centralized Human Resource Development Center. The current site at Oak Ridge Elementary is in jeopardy within the next year or so because the elementary school is projected to increase in enrollment.

If such an alternative would be considered, training for administrators, teachers, and non-instructional personnel could take place at one location. This year rental costs for training space are estimated to be \$9,500. Classrooms would be

renovated to become conference rooms and offices. Space could be used for the Beginning Teacher Program, a Developmental Assessment Program, and Targeted Selection Training and Interviews.

Alternative Education Center

There is a need for an adequate facility for the North Point Alternative Education Center program. It is presently housed in a cluster of portables located adjacent to adult detention facilities. If a facility which can accomodate the programmatic needs of students involved in this program becomes available, consideration should be given to relocation of the program.

Administrative Offices

As a result of the reorganizational study, there may be a need for additional administrative offices. Area Superintendents and their increased staffs could use a school (or part of a school) which has been closed as a regular K-12 center. Until the new administrative building is ready, there are possibly other space needs for staff which the Superintendent will identify.

Vocational Technical Adult Education Centers

The Task Force learned that facility needs exist for various vocational and adult education programs. Currently, VTAE is located at 233 sites, seventeen of which require leases. Rental Costs are \$132,424. FTE generated funds are required to offset \$72,579 of the total rental costs while grants defray \$59,845 of the rental expenses; BETA, \$24,945; and ABE/federal grants, \$24,900.

VTAE administration submitted two requests for the regular program to the Task Force:

- Move the Downtown Adult Center from its present location to an elementary or middle school within approximately a two mile radius of its present location. The present facility is too small and cannot be renovated due to the recommendation in the Broward County 1980 Educational Plant Survey to "convert to other county use."
- Provide an elementary or middle school in northern Broward County to house a third Adult Center, similar to Hallandale Adult in southern Broward County.

In addition to the preceeding requests, VTAE spokespersons have made the following proposals to meet the needs of the exceptional adult in Broward County:

In order to meet the needs of the exceptional adult in Broward County, the Vocational Technical Adult Education administrators have made the following proposals:

- Provide an elementary or middle school in central Broward County to house the existing Exceptional Adult Basic Education Program. Vocational Technical and Adult Education (VTAE) is currently leasing various facilities for this purpose. The location of a new facility is crucial in order that the advantage of public transportation services will continue to be utilized.
- Provide an additional facility to service handicapped and disadvantaged students in a transitional program. This facility would house programs currently not in existence and would provide a skill training component program in conjunction with the local business entity. It is estimated that 300 clients per year would be served. The facility features would include:

(a) Skill laboratory	2,000 sq. ft.
(b) Testing/evaluation	1,595 sq. ft.
(c) Administration Office	250 sq. ft.
(d) Teacher workroom	250 sq. ft.
(e) Classrooms (3)	750 sq. ft.

In order to be

Country

ALTERNATIVES TO SCHOOL CLOSINGS

Several alternatives to school closings were considered by the Task Force. There are numerous strategies to attract students to schools which are losing enrollment. Among those examined were magnet programs, the Nova program, joint use of facilities and marketing of schools.

Magnet Programs

Magnet programs in Broward School System have been designated to facilitate the process of integration by encouraging students to attend schools which are in predominately minority areas. If magnet programs in Broward County are evaluated only in reference to the integration factor, the committee concluded that they have been generally unsuccessful. However, there are potentially at least two other areas which should be examined: (1) the number of students, regardless of race, who are drawn to the magnet because of the uniqueness of the program and (2) program effectiveness. A consideration of existing magnet programs in light of facilitation of integration and the two other factors identified in the preceeding statement follows:

Traditional Magnet Schools

The first magnet school in Broward County was Pine Ridge Traditional Elementary School in the South Central Area. The purpose of the magnet was to effect more complete integration and to enhance the unitary school system. The model magnet at Pine

Ridge was to have open boundaries with a seventy-five percent white enrollment and a twenty-five percent black enrollment. Staff was selected by the principal on the basis of commitment to the philosophy of the traditional school. This philosophy supported a back-to-basics approach to education and a highly disciplined and patriotic atmosphere. Students and parents also signed a statement of commitment to the philosophy.

The Current Traditional Magnet School Program

The present traditional magnet schools have changed from the initial concept at Pine Ridge Elementary. Only one school has open boundaries, the other schools have open boundaries for the magnet program but are also boundaried schools. All traditional schools are located in the Central Area making it difficult for any of the schools to be efficient in drawing students. At the present time, there are two traditional magnet elementary schools, one with a closed boundary for the regular program and open boundary for the magnet program; the other an open boundary. There are three traditional magnet middle schools and one magnet traditional high school, all with a closed/open boundary. These traditional magnet middle schools are not accomplishing the initial purpose for which they were designed. The statistics reflect the schools are not drawing white students into the schools. In fact the percentage of white students is decreasing as shown in the following table for the two elementary magnet schools.

	<u>1982 % White Students</u>	<u>1984-85 % White Students</u>
Dillard	16	12
Broward Estates	42	37

The three traditional magnet middle schools are attracting a total of 81 students from out of their boundaries during the 1984-85 school year. Of these students, thirty-five are white. The one traditional high school magnet is not drawing any students.

Dillard School of Performing Arts

This magnet has 186 out-of-boundary students attending; 136 of whom are white. The program offers an in depth study of the Performing Arts for the career-oriented students. Intensive courses in acting, musical comedy, dance, instrumental music, scene design, costume design, stage lighting, and technical theater courses are taught in a structured three hour block and are reinforced through performing and producing major productions. Emphasis is placed on acquisition of skills, knowledge, and self-discipline necessary to more effectively compete in the Performing Arts field.

The excellent facilities and technical staff enhance the appeal of the program and provide the quality which differentiates the Performing Arts Magnet from theater programs at other high schools.

Ely Math/Science Magnet

The Math/Science magnet at Ely has drawn 148 out-of-boundary students; 118 of whom are white. The program provides a rigorous academic program, and admission is limited to students who score at or above the 90th percentile on the California Achievement Test. Students are required to take all gifted or advanced classes and a minimum of four math and four science courses. The program is unique in admission policy and course requirements; however, the selection of math courses does not seem to be essentially different from those courses offered in several other high schools.

Recruitment occurs through brochures and letters sent to parents of students who score at the 90th percentile or above on the CAT. However, representation of students who live south of Commercial Boulevard is minimal.

Hallandale Foreign Language Magnet

The foreign language magnet at Hallandale has drawn only 76 out-of-boundary students; 52 of whom are white. The program has been less successful than Ely in the draw of students and in receiving recognition for program effectiveness.

The program was supposed to offer students a specialized program in foreign languages and humanities. However, the language offerings are less attractive than non-magnet schools. Levels of language instruction are mixed in the same class; for example, French II

through IV may be in the same room. There are no special languages offered, and the classical languages are limited. Recruitment has not been successful. Perhaps this problem has arisen because Hallandale had its boundaries reduced in 1983, and in 1984 it was identified for closing. A deep-seated problem may be the lack of feeder schools where children begin immersion in foreign language early. The earlier second language instruction begins the better.

Deerfield Park and Walker/Science, Music, and Fine Arts Magnet
The music/science magnet at Walker had drawn sixty-nine out-of-boundary students; fifty-seven of whom are white. Deerfield Park has drawn six out-of-boundary students, all of whom are white. In both schools, all in-boundary students are considered to be part of the magnet.

The Walker program appear to be unique in terms of the violin instruction. The other experiences, such as outdoor laboratories, art, and music at both schools are not essentially unlike programs at other elementary schools. The greatest drawback to the music program seems to be the lack of middle and high schools in which to feed elementary magnet students.

MEGSSS Project

MEGSSS is a Mathematic program for Gifted Secondary School students. The fundamental purpose of Project MEGSSS is to provide an instructional program for gifted mathematics students (grades 6-12) utilizing the Element of Mathematics Program (EM), a curriculum design specifically for students with superior reasoning ability in mathematics.

The program for 1984-85 is located at two centers, Driftwood Middle and Plantation Middle, with a staff consisting of six highly qualified teachers including two of the authors of the Elements of Mathematics textbook series.

The students who participate in this program are identified from gifted students. Teachers and administrators are advised to nominate fifth grade gifted students who are at or above the 95th percentile in mathematics and the 90th percentile in reading on the District's regularly administered standardized test and who display most of the traits listed for the program. There are approximately 550 fifth graders each year in Broward County who have been identified as gifted students. Among these about 250 meet the above criteria and are nominated to be tested for Project MEGSSS. Approximately sixty sixth graders enroll in Project MEGSSS each year following the selection procedure.

The 1985-86 Project MEGSSS Program will consist of one middle school center housing 6-8th grade students at Plantation Middle. The 9th grade program will be housed at Plantation High School. This provides a feeder pattern for the Program.

NOVA

The Nova schools were opened in 1969 with a long range goal to provide an opportunity for Broward County children to receive a superior education from kindergarten through Ph.D. on the same campus.

An extensive study of the Nova schools has recently been submitted to the School Board. The Task Force read the report and generally concurred with findings.

Although it is generally conceded that Nova has been successful, it is not clear how to quantify or qualify the essence of that success. The Task Force concluded that the Nova program or Nova concept needs to be defined; and the Nova purpose should be redefined since it seems to have changed radically since the inception of the Nova schools in 1969. In addition, the Superintendent's Task Force on Boundaries, dealing within the limited time provided, found the following:

- Nova does not serve all areas of the county equally since the greater majority of the student body resides in the central and south areas of the county (South: 1416 students; Central: 2215 students; North: 428 students.)

- Nova students are accepted on a first come basis.
- Nova provides a tool of exit from underenrolled schools.
- The Nova program provides little research and development services to the system as originally intended.
- The high school and middle school programs share the same facilities.
- Transportation costs are greater due to the fact that the Nova schools are boundried county-wide, thus far exceeding the norm for number of students being transported to other public schools. Approximately 33% of the county's students are transported to other schools.
- The general public views the Nova program as being superior to other schools in the Broward County school system.

Joint Usage of Facilities

The Task Force has recommended that underenrolled schools could be helped if a portion of the underutilized facility could be shared. Although there is the potential for joint usage by business and industry, post secondary institutions and, perhaps, even municipal institutions, the Task Force didn't have adequate time to examine these possibilities closely.

Within the school system itself, there are also many space needs. It is conceivable that units from Vocational Adult Education, Exceptional Student Education (ESE), HEADSTART, Early Childhood, Human Resource Development, or area superintendents' offices could be placed in schools which are not using one hundred percent of their capacities.

Marketing

The marketing concern is being addressed by another task force headed by Mrs. Leslie Tworogers. The Boundaries Task Force recommends the marketing of Norcrest Elementary, Collins Elementary, Attucks Middle, Hallandale High, and Stranahan High. The Task Force also strongly recommends all middle schools in general for marketing.

Middle schools appear to suffer from a poor image. Parents are more likely to take children out of middle schools to send them to private schools than at any other time in their school careers. Historically, the middle school has suffered because of the fluctuation from five to six to seven and back to six periods in each day. With the loss of seventh period, many courses which could expand the quality of the middle school students' education have been dropped (foreign language, speech, drama, music).

In addition, parents are concerned about discipline for the transescent student. The open school concept may have damaged the perception of orderliness and discipline in the middle schools; and although the "openness" has been modified in most schools, the concern lingers on.

Parents of middle school aged students may need to be convinced to keep their children in the district schools or to bring them back from private schools. Only through intensive marketing can this objective be accomplished.

RELATED POLICIES

After careful study and review, the Task Force supports the Area Superintendents' recommendations on Policy 5001 and traditional magnet schools. Essentially, the major changes are the deletion of the sibling rule and the rescinding of the "traditional school" designation.

Both the Task Force and the Area Superintendents believe that the sibling rule can be utilized by parents and students as an "escape" from designated school boundaries. This can have an adverse economic and unitary impact on the affected school.

The "traditional school" concept emphasizes back-to-basics and strong discipline. Unfortunately, none of these programs has attracted the anticipated number of students; therefore, they should be eliminated. The actual enrollment figures were provided to the Board on January 14, 1985.

Almost every group and/or individual who appeared before the Task Force praised the Superintendent and School Board for turning over the task of boundary recommendations to professional administrators. The Superintendent's staff has the expertise necessary to generate the data needed to analyze the problems and design appropriate solutions. If the Task Force begins its assignment early each year, there would be ample time for the public to make valuable input into the process.

A tremendous amount of time is required to generate and analyze all of the data necessary for considering school usage and boundary changes. Each small modification in a school's existing boundary requires hours of analysis. In order to do a thorough, professional job, future task forces or the E.P.C. should utilize approximately six (6) months.

School Board Policy 5000 identifies seven (7) criteria to be considered for school closing decisions. However, the Board did not indicate which, if any, of the criteria it considers most important. In order to develop a list of candidate schools which might require a boundary change or the development of an alternative strategy to closing the school, the Task Force designed a formula which ranks the schools under the Board criteria which are quantifiable. Each school was assigned a score based on its distance from the district norm, and the Task Force dealt with schools at both extremes. After a ranking was produced through the above formula, other Board and Task Force criteria were applied in order to determine appropriate recommendations. (See Appendix D).

Research indicates that demographic projections are extremely accurate for up to four (4) years and become unreliable beyond that time period. The Board policy should be modified to establish a four (4) year period of stability in terms of boundary and school usage recommendations.

During the last several years, the Board has contracted with a number of firms to assist the administration in preparing and analyzing data associated with Policy 5000. Unfortunately, there is

often lost time between the request from the administration to the consultants and the production of the data. The District should invest sufficient resources to develop in-house capabilities to handle all aspects of the implementation of Board Policy 5000. The approximate cost to the district would be \$150,000.

Amended Board Policy 5000 requires the Area Superintendents and the appropriate Task Force to submit recommendations to the Superintendent concerning school usage and boundaries. This could result in conflicting recommendations which might undermine the entire boundary process. The policy should be amended to remove this conflict. Input from the Area Superintendents is important and can be obtained in other ways.

EDUCATIONAL QUALITY

Educational Quality was addressed by the Task Force on two levels:

(1) the scope of program opportunities available to students and
(2) the performance of students on standardized tests. With respect to program opportunities, the School Board has made a concerted effort to insure the quality of program from school to school through its Standards of Service, small school supplements, and budget concepts which provide small class funding for low demand courses at the middle and high school level. With the assistance of small class funding, large and small middle and high schools are able to offer a broad variety of programs. However, there is a difference in program opportunities which might consistently be attributed to the size of the student body. In a small school, a student might not be able to take a specific course because it is offered only one period a day, and it conflicts with another course the student wants or needs. The same student in a large school would have several sections from which to choose.

With respect to standardized test scores, the Task Force reviewed available data and, after separating out differences in test scores due to socio-economic differences in student populations, no consistent patterns could be found among schools which are candidates for boundary changes or closing.

Appendix A

1

2

3

4

1

1

Superintendent's Task Force on Boundaries

Bruce Collins, Director, Systems and Programming

Ruby Howell, Teacher

Thornton Humphries, Jr., Principal, Everglades Middle

Nancy Terrel Kalan, Ed.D., Ass't Supervisor, English/ESOL

Stan McCall, Director, Transportation Services

Virgil Morgan, Director, High Schools

Linda Murray, Ph.D., Director, Student Services

John Quercia, Budget Analyst V

Mark Seigle, Director, Employee Relations

Lee A. Stepanchak, Director, Pupil Accounting & Site Planning

Solomon Stephens, Director, Office of Comprehensive Planning
for Equal Opportunity

Sue Kinzer, Ed.D., Process Consultant, Human Resource
Development Department

Appendix B

LIST OF INDIVIDUALS/GROUPS APPEARING
BEFORE THE TASK FORCE

1. JOANNE STEWART, CHAIRPERSON - DISTRICT ADVISORY COMMITTEE
2. ED MARKO, ATTORNEY
3. BARBARA WALKER, PRESIDENT - BROWARD COUNTY PTA
4. RON SCHULTZ & BILL STRONGE - REGIONAL RESEARCH ASSOCIATES
5. CLINT HAMILTON & ORVILLE BRINK - SUPERINTENDENT'S COMMITTEE ON PUBLIC EDUCATION
6. BROWARD ELEMENTARY SCHOOLS PRINCIPALS ASSOCIATION
7. BROWARD ASSOCIATION OF MIDDLE SCHOOL PRINCIPALS
8. BROWARD HIGH SCHOOL PRINCIPALS ASSOCIATION
9. GORDON FOSTER, DIRECTOR - MIAMI DESEGREGATION ASSISTANCE CENTER, UNIVERSITY OF MIAMI
10. NORMAN SWIGLER, BETSY BOUSFIELD, WILLIAM DANDY - AREA SUPERINTENDENTS, SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
11. JUDY HUNT, DIRECTOR - SAFETY DEPARTMENT, SCHOOL BOARD OF BROWARD COUNTY, FL
12. MARY AYALA AND JIM KARAS - BROWARD COUNTY IMPLEMENTATION DEPARTMENT
13. TOM LARKIN, ASSOCIATE SUPERINTENDENT - BUSINESS SERVICES, SCHOOL BOARD OF BROWARD COUNTY, FL
14. CARLTON MOORE - NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE
15. ROBERT PULVER, DIRECTOR - SCHOOL FACILITIES, SCHOOL BOARD OF BROWARD COUNTY, FL
16. DREW MC DOUGALL, DIRECTOR - URBAN LEAGUE

Appendix C

BROWARD COUNTY

HEAD START

ELIGIBLE CHILDREN

1985

	LOCATIONS	Enrolled Children	Children Not Served	TOTAL
1	Deerfield Beach	20	33	103
2	Deerfield Park	35	46	81
3	Markman	37	73	110
4	Sanders	21	61	82
5 *	Charles Drew	0	62	62
6 *	Broadview	0	130	130
7 *	Cypress	0	140	140
8 *	Oakland Park	0	55	55
9 *	Royal Palm	0	160	160
10	Castle Hill	21	109	130
11 *	Rock Island	0	87	87
12	Larkdale	22	128	150
13 *	Dillard	0	78	78
14	Lauderdale Manors	22	73	95
15 *	Broward Estate	0	46	46
16	Sabal Palm	22	83	105
17	Walker	40	394	434
18	North Fork	20	128	148
19	Bayview	20	5	25
20	Plantation	34	0	34
21 *	Sunland Park	0	194	194
22	Meadowbrook	18	29	47
23 *	Pine Ridge	0	54	54
24 *	Riverland	0	49	49
25 *	Hortt	0	47	47
26 *	Edgewood	0	44	44
27	Croissant Park	20	65	85
28	Davie	18	32	50
29 *	Stirling	0	70	70
30	Collins	21	21	42
31	Driftwood	20	52	72
32 *	Miramar	0	62	62
33	Colbert	21	72	93
34	Hallandale	21	57	78
35	Watkins	38	48	86
GRAND TOTAL		491	2837	3328

**** Children not being served in Headstart

1940

1940

1940

1940			
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10
11	11	11	11
12	12	12	12
13	13	13	13
14	14	14	14
15	15	15	15
16	16	16	16
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87	87	87	87
88	88	88	88
89	89	89	89
90	90	90	90
91	91	91	91
92	92	92	92
93	93	93	93
94	94	94	94
95	95	95	95
96	96	96	96
97	97	97	97
98	98	98	98
99	99	99	99
100	100	100	100

Appendix D

CRITERIA FOR SCHOOL USAGE
AND ATTENDANCE AREAS

1. TRANSPORTATION
2. SCHOOL CLUSTER STABILITY
3. NEIGHBORHOOD SCHOOLS CONCEPT
4. POTENTIAL FOR GROWTH IN THE BOUNDARIES
5. POTENTIAL FOR MARKETING
6. FEEDER PATTERNS
7. STUDENT ENROLLMENT PROJECTIONS
8. UNITARY SCHOOL SYSTEM
9. FACILITIES
10. EQUITABLE INSTRUCTIONAL SERVICES

HIGH SCHOOL CANDIDATES
PER BOARD POLICY 5000

TOP FIVE CANDIDATES

POMPANO

ELY

HALLANDALE

STRANAHAN

PIPER

BOTTOM FIVE CANDIDATES

WESTERN

COOPER CITY

CORAL SPRINGS

COCONUT CREEK

TARAVELLA

HIGH SCHOOL COMPOSITE DATA SHEET FOR CANDIDATES

SCHOOL	ENROLL	OPER CST/MTD	FISH	PROJ88	84/85 %UTIL	88/89 %UTIL	UTIL INDEX	UTIL88 INDEX	COST INDEX	OVERALL INDEX
COCONUT CREEK	2457	377.75	1900	2545	29.32	33.95	185	129	125	146COCONUT CREEK
COOPER CITY	2239	408.58	1922	2256	16.49	17.38	115	75	66	85COOPER CITY
CORAL SPRINGS	2530	383.80	2167	3264	16.75	50.62	116	185	113	138CORAL SPRINGS
ELY	1273	532.71	1770	1103	-28.08	-37.68	-128	-107	-174	-136ELY
HALLANDALE	1195	534.23	1701	1123	-29.75	-33.98	-138	-95	-177	-136HALLANDALE
PIPER	1812	494.87	1993	1740	-9.08	-12.69	-25	-25	-101	-50PIPER
POMFANO	1283	545.09	1819	1023	-29.47	-43.76	-136	-127	-198	-154POMFANO
STRANAHAN	1384	497.67	1905	1279	-27.35	-32.86	-124	-91	-106	-107STRANAHAN
TARAVELLA	2454	358.03	1829	2985	34.17	63.20	211	226	163	200TARAVELLA
WESTERN	1766	429.36	1779	2458	-7.73	38.17	21	143	26	63WESTERN

HIGH SCHOOL CANDIDATES

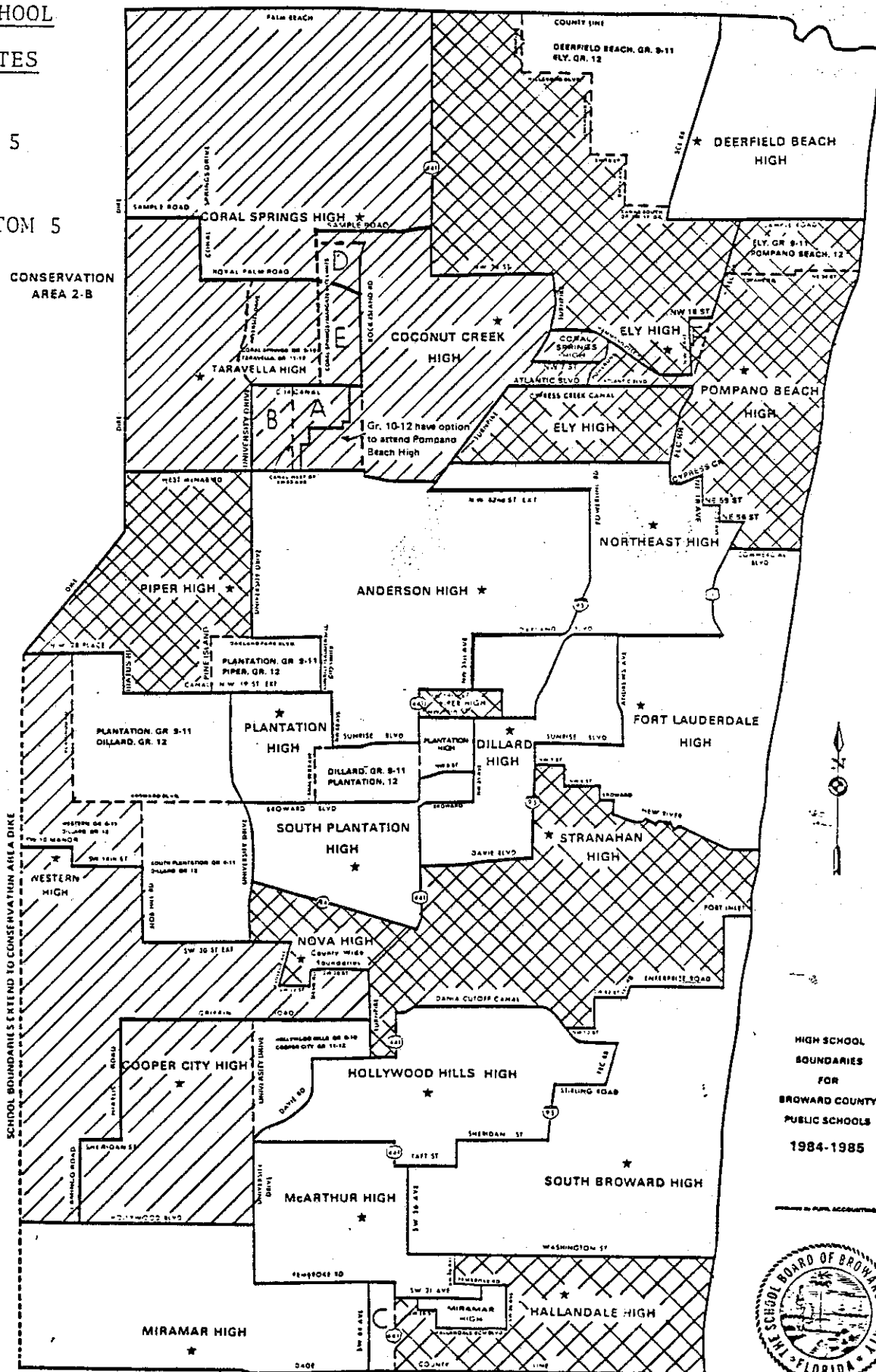


TOP 5



BOTTOM 5

CONSERVATION
AREA 2-B



HIGH SCHOOL
BOUNDARIES
FOR
BROWARD COUNTY
PUBLIC SCHOOLS
1984-1985



3/19/85

A) COCONUT CREEK HIGH, GR. 9-11
ELY HIGH, GR. 12
B) TARAVELLA HIGH, GR. 9-11
ELY HIGH, GR. 12
C) MIRAMAR HIGH, GR. 9-11
HALLANDALE HIGH, GR. 12

D) COCONUT CREEK HIGH, GR. 9-10
CORAL SPRINGS, GR. 11-12
E) COCONUT CREEK HIGH, GR. 9-10
TARAVELLA HIGH, GR. 11-12
F) ELY HIGH, GR. 9-10
POMPANO HIGH, GR. 11-12

MIDDLE SCHOOL CANDIDATES
PER BOARD POLICY 5000

TOP FIVE CANDIDATES

ATTUCKS

RICKARDS

SUNRISE

DEERFIELD BEACH

POMPANO BEACH

BOTTOM FIVE CANDIDATES

PIONEER

MARGATE

CORAL SPRINGS

PINES

RAMBLEWOOD

1. The first part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation.

2. The second part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation.

3. The third part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation.

4. The fourth part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation.

5. The fifth part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation.

6. The sixth part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation.

7. The seventh part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation.

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MIDDLE SCHOOL COMPOSITE DATA SHEET FOR CANDIDATES

SCHOOL	ENROLL	OPER CST/MTD	FISH	PROJBB	84/85 %UTIL	88/89 %UTIL	UTIL INDEX	UTILBB INDEX	COST INDEX	OVERALL INDEX
ATTUCKS	730	609.27	883	608	-17.33	-31.14	-95	-88	-271	-151ATTUCKS
CORAL SPRINGS	1551	393.31	1354	1885	14.55	39.22	63	150	93	102CORAL SPRINGS
DEERFIELD BCH	855	520.28	1031	744	-17.07	-27.84	-93	-77	-121	-97DEERFIELD BCH
MARGATE	1286	399.93	1079	1220	19.18	13.07	86	62	82	77MARGATE
PINES	1331	405.17	968	1316	37.50	35.95	177	139	73	130PINES
PIONEER	1477	369.45	1371	1535	7.73	11.96	29	58	133	74PIONEER
POMFANO BCH	783	519.28	927	685	-15.53	-26.11	-86	-71	-119	-92POMFANO BCH
RAMBLEWOOD	1757	389.58	1147	2299	53.18	100.44	254	357	100	237RAMBLEWOOD
RICKARDS	809	537.53	1165	763	-30.56	-34.51	-160	-99	-150	-137RICKARDS
SUNRISE	910	489.84	1254	684	-27.43	-45.45	-145	-136	-70	-117SUNRISE

MIDDLE
SCHOOL
CANDIDATES

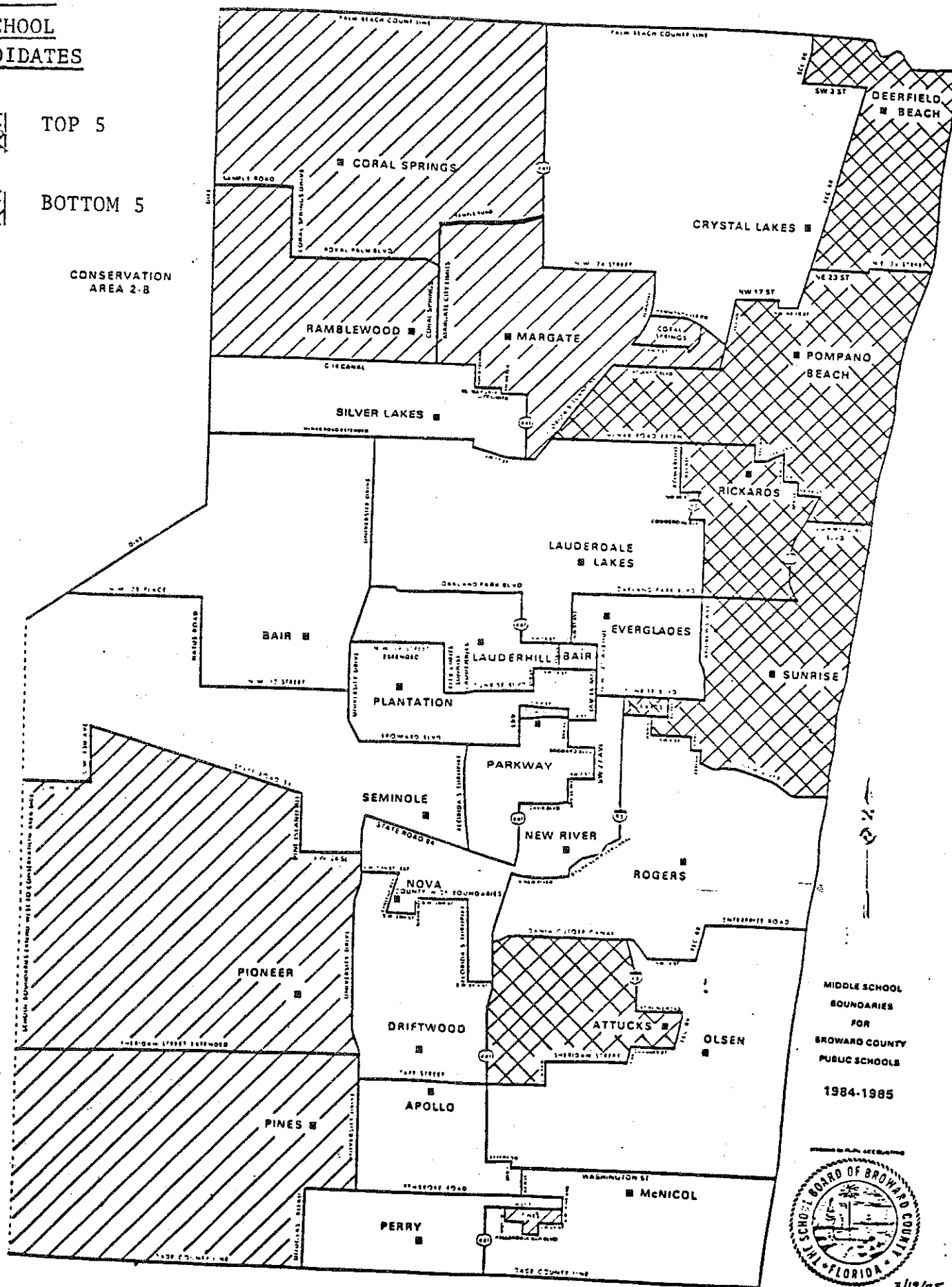


TOP 5

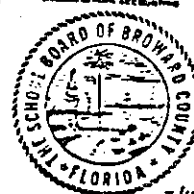


BOTTOM 5

CONSERVATION
AREA 2-B



MIDDLE SCHOOL
BOUNDARIES
FOR
BROWARD COUNTY
PUBLIC SCHOOLS
1984-1985



3/17/85

ELEMENTARY SCHOOL CANDIDATES
PER BOARD POLICY 5000

TOP TEN CANDIDATES

COLLINS
MARKHAM
PLANTATION PARK
HORTT
PLANTATION
MEADOWBROOK
FLORANADA
EDGEWOOD
DREW
BAYVIEW

BOTTOM TEN CANDIDATES

BANYAN
DEERFIELD PARK
CASTLE HILL
SUNSHINE
FLAMINGO
NORTH SIDE
GRIFFIN
HUNT
ROYAL PALM
MAPLEWOOD

ELEMENTARY SCHOOL COMPOSITE DATA SHEET FOR CANDIDATES

SCHOOL	ENROLL	OPR CST/WTG	FISH	PROJBB	84/85 %UTIL	88/89 %UTIL	UTIL INDEX	UTIL88 INDEX	COST INDEX	OVERALL INDEX
BANYAN	944	327.8502	666	999	41.74	50.00	176	87	61	108BANYAN
BAYVIEW	317	503.8983	360	405	-11.94	12.50	-61	4	-258	-108BAYVIEW
CASTLE HILL	539	326.7353	446	862	20.85	93.27	84	183	63	110CASTLE HILL
COLLINS	273	495.8051	504	190	-45.83	-62.30	-211	-163	-243	-206COLLINS
DEERFIELD PK	652	344.7186	498	927	30.92	86.14	128	167	31	109DEERFIELD PK
DREW	387	436.2148	510	406	-24.12	-20.39	-115	-70	-135	-107DREW
EDGEWOOD	355	453.6965	413	305	-14.04	-26.15	-70	-82	-167	-107EDGEWOOD
FLAMINGO	998	275.3774	705	1090	41.56	54.61	175	97	156	143FLAMINGO
FLORANADA	348	417.2718	568	317	-38.73	-44.19	-179	-123	-101	-134FLORANADA
GRIFFIN	916	333.1261	666	1578	37.54	136.94	157	280	52	163GRIFFIN
HORTT	255	572.7187	252	228	1.19	-9.52	-3	-45	-383	-144HORTT
HUNT	611	329.6348	487	1267	25.46	160.16	104	332	58	165HUNT
MAPLEWOOD	1078	351.7716	666	1466	61.86	120.12	264	243	18	175MAPLEWOOD
MARKHAM	359	471.2895	656	352	-45.27	-46.34	-208	-127	-199	-178MARKHAM
MEADOWBROOK	363	463.3880	484	311	-25.00	-35.74	-119	-104	-185	-136MEADOWBROOK
NORTH SIDE	584	292.3547	482	1137	21.16	135.89	85	278	126	163NORTH SIDE
PLANTATION	349	449.6878	495	278	-29.49	-43.84	-139	-122	-160	-140PLANTATION
PLANTATION PK	369	489.5268	573	297	-35.60	-48.17	-165	-131	-232	-176PLANTATION PK
ROYAL PALM	710	303.9851	556	1324	27.70	138.13	114	283	105	167ROYAL PALM
SUNSHINE	643	286.3102	434	649	48.16	49.54	204	86	137	142SUNSHINE

**ELEMENTARY
SCHOOL
CANDIDATES**

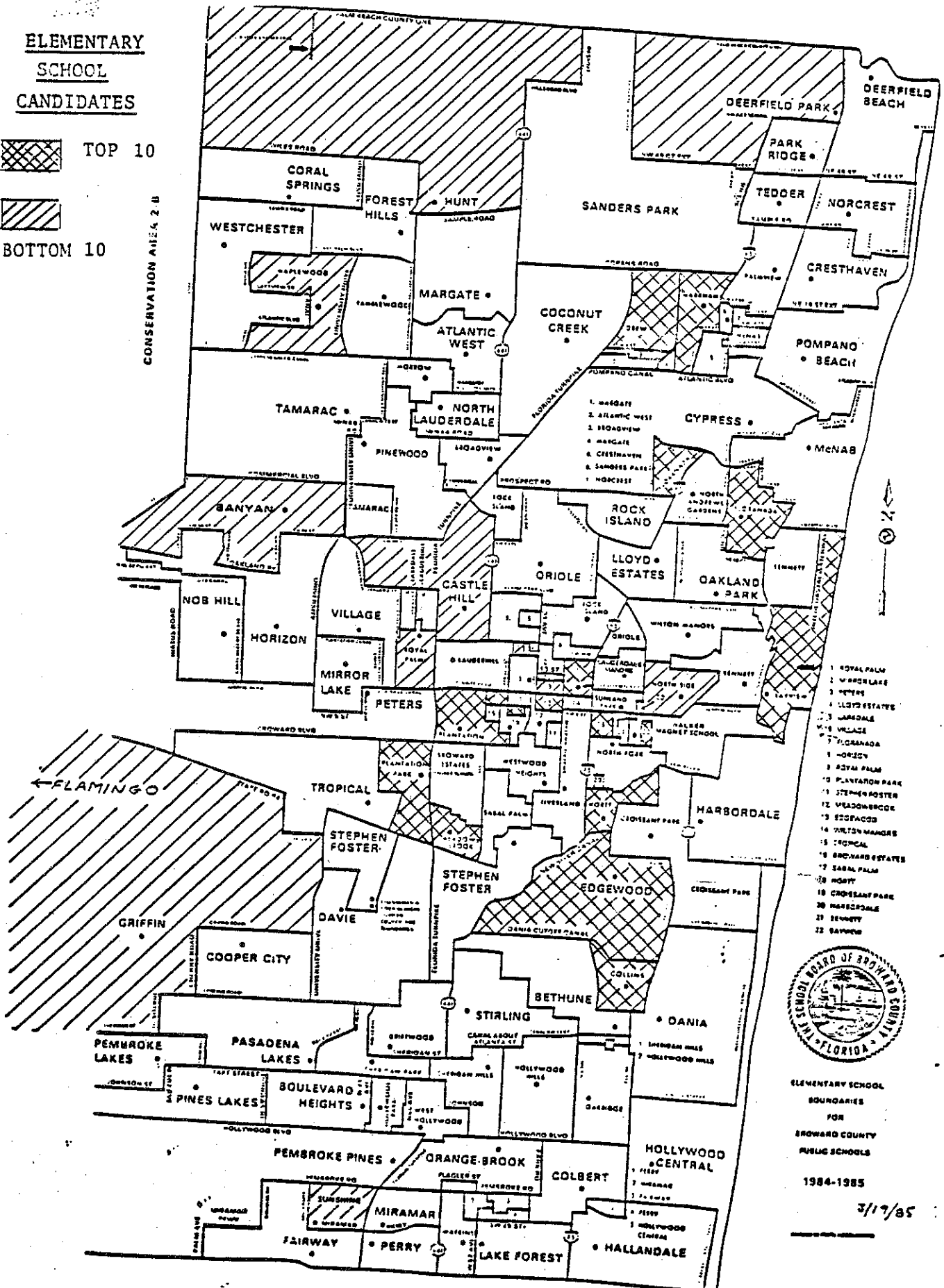


TOP 10



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CONSERVATION AREA 2 B



ELEMENTARY SCHOOL
BOUNDARIES
FOR
BROWARD COUNTY
PUBLIC SCHOOLS
1984-1985

3/17/85

Appendix E

ADEQUATE EDUCATIONAL FACILITIES, DESIGNATION OF SCHOOLS AND ATTENDANCE AREAS, DEVELOPMENT OF POSITIVE ALTERNATIVES TO KEEP SCHOOLS OPEN, AND ELIMINATION AND CONSOLIDATION OF SCHOOLS

THE SUPERINTENDENT SHALL, NO LATER THAN THE SECOND WEEK IN MARCH, SUBMIT TO THE SCHOOL BOARD RECOMMENDATIONS FOR THE ESTABLISHMENT, ORGANIZATION, AND OPERATION OF EDUCATIONAL FACILITIES. THIS ORGANIZATION OF SCHOOLS, CLASSES AND SERVICES WILL PROVIDE ADEQUATE EDUCATIONAL OPPORTUNITIES FOR ALL CHILDREN IN THE DISTRICT.

AFTER CONSIDERING RECOMMENDATIONS OF THE SUPERINTENDENT, THE SCHOOL BOARD SHALL ADOPT AND PROVIDE FOR THE EXECUTION OF PLANS FOR THE ESTABLISHMENT, ORGANIZATION, AND OPERATION OF THE SCHOOLS OF THE DISTRICT WHICH SHALL INCLUDE:

1. DESIGNATING SCHOOLS AND ATTENDANCE AREAS FOR THE ENSUING SCHOOL YEAR(S).
2. PROVIDING ADEQUATE EDUCATIONAL FACILITIES FOR ALL SCHOOL-AGE CHILDREN IN THE DISTRICT, AS DEFINED IN FLORIDA STATUTE 230.23 (c).
3. PROVIDING POSITIVE ALTERNATIVE STRATEGIES TO BE IMPLEMENTED WITHIN A DESIGNATED TIME FRAME FOR THOSE UNDERENROLLED SCHOOLS WITH THE POTENTIAL FOR BEING MARKETING EFFECTIVELY TO EITHER INCREASE THEIR ENROLLMENT OR DECREASE THEIR ADDITIONAL FINANCIAL IMPACT ON THE DISTRICT.
4. PROVIDING FOR THE ELIMINATION OF SCHOOL CENTERS AND FOR THE CONSOLIDATION OF SCHOOLS WHENEVER THE NEEDS OF PUPILS CAN BETTER AND MORE ECONOMICALLY BE SERVED.

AUTHORITY: F.S. 230.22 (1) (2)

AUTHORITY: F.S. 230.23 (4) (a) (b) (c)

Policy Adopted: 11/13/69

Policy Readopted: 9/5/74

Policy Amended: 3/7/83

Amended Policy Approved: 1/24/85

Rules

The procedural guidelines to be used in the implementation of this policy shall include the following components:

Objectives

1. Provide opportunities for equitable instructional services throughout the district.
2. Improvement of instructional services and student learning.
3. Stabilization of school attendance boundaries to the greatest extent possible. A three-to five-year cycle of major boundary changes should be strongly considered.
4. Maintenance of a unitary system. In applying this provision, the racial characteristics of students attending classes at more than one location will be calculated pro rata according to the amount of time spent at each location for the purposes of calculating the racial balance of the respective schools.
5. Impact on communities or racial/ethnic groups that is equitable.
6. Provide the opportunity for public input.
7. Establishment and maintenance of feeder patterns that permit students to move forward together from elementary to middle and middle to senior high schools where possible.
8. Involvement of the affected community in the decisions regarding recommendations for uses of schools no longer needed by the district.
9. Apply guidelines and standards for adequate educational facilities, designate schools and attendance areas, provide for positive alternative strategies, and after due consideration of all factors, eliminate and consolidate schools.

ADEQUATE EDUCATIONAL FACILITIES, DESIGNATION OF SCHOOLS AND ATTENDANCE AREAS, DEVELOPMENT OF POSITIVE ALTERNATIVES TO KEEP SCHOOLS OPEN, AND ELIMINATION AND CONSOLIDATION OF SCHOOLS

Rules - Continued

Guidelines for the Establishment of Boundaries and Attendance Areas

1. Boundary changes are appropriate means to maintain equal educational opportunities.
2. Consideration should be given to the racial/ethnic backgrounds of the student population at each school in order to maintain a unitary school system.
3. Where possible, neighborhood elementary schools should be maintained.
4. The assignment of student to or from a particular facility should be considered if it is continually overutilized or underutilized. The standards for closure or construction shall be considered in the application of this guideline.
5. The Area Superintendents, in conjunction with the Educational Planning Center or designated task force, will make recommendations to the Superintendent who, in turn, will make recommendations to the Board.
6. The School Advisory Committee, PTA, PTO and parents will be notified of proposed boundary changes and/or recommended closures, prior to Board action, allowing for full participation of the public.

Standards for School Construction and School Sites

1. In planning new school construction, site acquisitions or disposals, building additions, or the location of portables, the overall financial impact on the District, cost effectiveness, transportation requirements and enrollment projections for the affected geographical areas should be carefully considered as relevant factors.
2. Portable buildings should generally be used as temporary and not permanent facilities.
3. New plant construction should be considered when long-range enrollment projections clearly indicate the need for construction of additional facilities. The guidelines for establishment of boundaries shall be considered in the application of this standard.
4. A long-range plan for site acquisition and disposal must be prepared in conjunction with long-range projections of enrollment.
5. All plant construction and site acquisition and disposal must comply with State Board Rules and Florida Statutes.

Standards for the Closing of Schools

Schools should be considered for closing if they are consistently not educationally effective in relation to other schools in the district, using one or more of the following criteria:

1. The School's Florida Inventory of School Houses (FISH) capacity is one of the lowest in the district and/or program capacity is one of the lowest in the district.
2. The school's weighted FTE enrollment is so low as to require a significant financial subsidy for continued operation.
3. The school's per-pupil operating cost is one of the highest in the district with regard to utilities, custodial services, maintenance, and salaries for staff personnel other than faculty.
4. The school's student enrollment is one of the lowest in the district and/or the population projections of the school's contiguous attendance area is predicted to continue declining.

List of Sources

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LIST OF SOURCES

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7. Kaercher, Dan. "School Closings, What Can Parents Do?" Better Homes and Gardens: August, 1982.
8. McFatter, William. Superintendent's Recommendations for School Closings and School Attendance Areas. 1984-85.
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10. Strom, Carol. "Should Your School Be Closed?" PTA Today: October, 1982.
11. Superintendent of Schools, Minneapolis Public Schools. Recommendations and Critical Choices, Minneapolis Public School Facilities. November, 1981 and January, 1982.

