

DEMOGRAPHICS & STUDENT ASSIGNMENTS

WORKSHOP ON SCHOOL BOUNDARIES I

Proposed 2019/20 School Boundary
Process

May 15, 2018

Presented by:

L. Brown, Chief Portfolio Services Officer
P. Sipple, Director, Demographics & Student
Assignments

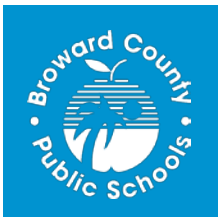


BROWARD COUNTY PUBLIC SCHOOLS

Objectives of Workshop

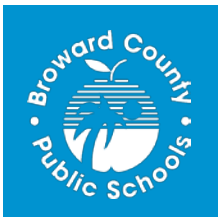
The Community School Boundary Process

- Proposed 2019/20 School Boundary Process and Timeline
- School Boundary Committee Resolution
- Schools Potentially Needing Evaluation for Policy 5000 Solutions
- Impacts from Potential Legislation



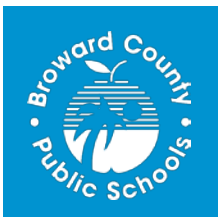
What is the Boundary Process?

- Florida statutes 1001.41 and 1001.42 give School Boards the power and duty of assigning students to schools
- To equitably serve our large student population while complying with local policy Second Amended Inter-local Agreement (ILA) which is a requirement for financial viability in the District's 5-year capital plan (DEFP) and state mandated Class Size Reduction it is necessary to review schools' geographic attendance areas on an annual basis for potential changes
- During this review communities have several opportunities to provide input on all school attendance areas
- The process concludes when the School Board votes to adopt the school boundaries for the following school year



Review of the 2018/19 Boundary Process

- DSA presented the 2018/19 Boundary Process and timeline at a School Board Workshop May 23, 2017. Direction was given by the Board to have SAF's nominate representatives and alternates for the School Boundary Committee (SBC), and have IZone principal facilitators choose members. Additional reps would be chosen for any school impacted by a proposed change.
- Timeline was modified due to the impact of Hurricane Irma - due dates for maps proposals and committee membership extended.
- DSA received 4 map boundary change proposals- 2 for Stoneman Douglas HS/ Coral Glades HS, and 2 for New River MS/ Parkway MS/ Driftwood MS
- At a School Board Workshop on October 24, 2017, Board consensus was not to move forward with any proposals received
- October 30, 2017- Supt. Runcie issued a memorandum recommending no boundary changes for 2018/19, and therefore no need to convene SBC. SBC public meeting and deliberation meeting both canceled.

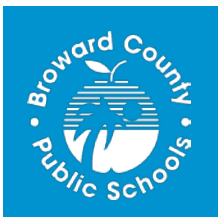


Proposed 2019/20 School Boundary Process

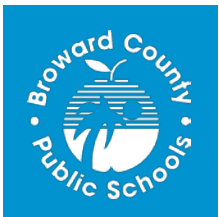
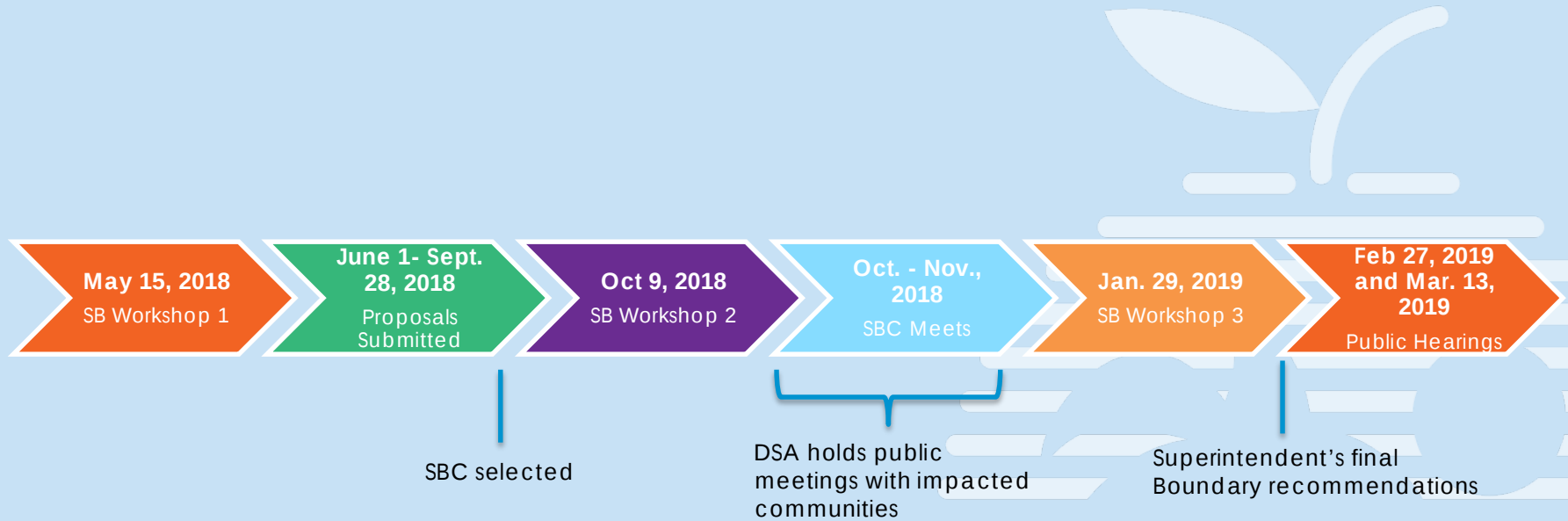
- Process used since 2014/15 Boundary Process
- A Committee representing each of the 28 IZones, nominated by SAFs and selected by IZone Principal Facilitators votes on boundary proposals to make a recommendation to the Board

Community Boundary Proposals

Pros	Cons
1. Allows community boundary concerns to be addressed	1. Can cause unnecessary conflict between communities
2. Facilitates community/ staff collaboration	2. May encourage potentially unreasonable proposals
	3. Inhibits long-range comprehensive planning



Proposed 2019/20 School Boundary Process Timeline



Schools to Monitor

Schools Exceeding Gross Capacity by 4 or More Classrooms, but not Expected to Need a Boundary Change in 2019/20:

1. Eagle Point Elementary
2. Embassy Creek Elementary
3. Silver Ridge Elementary
4. Tequesta Trace Middle

Schools not Expected to Meet Their LOS Due Date of 2019/20

1. Westchester Elementary

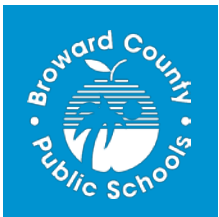
* Staff will continue to monitor enrollment and capacity at Stoneman Douglas High School



Monitor School Enrollment

Continue to watch enrollment through best practices

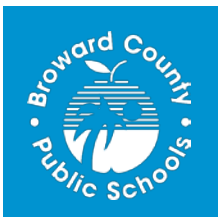
1. Communicate with any school approaching capacity
2. Conduct review of all programs at identified schools approaching capacity
3. Limit new reassignments and phase-out reassignments at schools approaching capacity
4. Perform on-site capacity usage analysis through school walk-through
5. Consider other SB Policy 5000 Options, such as school-within-a-school, co-teaching, floating teachers, etc.
6. Address verification, government database review, and potential use of private investigator



Potential Review Schools-Data

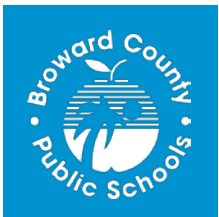
Update after September Benchmark Enrollment Report

School	2018/19 Projection	Gross FISH	Students Over Gross Capacity	Students over Perm FISH	LOS Year	Possible Solutions
Eagle Point Elementary	1,408	1,304	104	195	2021/22	Review Programming
Embassy Creek Elementary	1,218	1,087	131	112	2021/22	Review Programming
Silver Ridge Elementary	1,094	1,002	92	228	2021/22	Continue phase out of PreK, Review Programming
Westchester Elementary	1,187	1,166	22	150	2019/20	Review Reassignment Matriculation, Policy 5000 Option
Tequesta Trace Middle	1,587	1,432	155	192	2021/22	Review Programming and Master Schedule



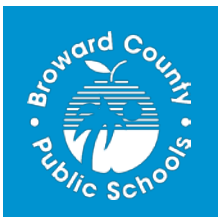
Alternate Opportunities in SB Policy 5000

- Alternate calendar
- Grade reconfiguration
- School-within-a-School (FS 1003.02 (4)) including floating teachers, co-teaching, reorg of groups of students
- Enrollment capping
- Choice seats
- Portable movement



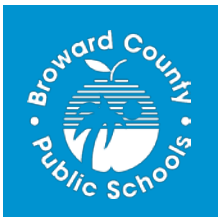
PreK ESE Space Planning

- PK ESE communicates every year with Demographics & Student Assignments (DSA) on available space to determine potential placement for PK ESE programs in the area being targeted. In the 2017/18 school year, this has already resulted in successfully reducing enrollment at several over-crowded elementary schools
- Having received the information from DSA, PK ESE will communicate with Transportation to determine which of the DSA recommendations are viable in terms of cost and travel time for PK students
- PK ESE will communicate with OSPA and identified principals
- Current students with disabilities will remain at their current school until they age out of preschool
- Preschool students with disabilities, who will turn three on or after September 2, 2017 and who are eligible for the type of ESE services provided in one of the preschool classes being discontinued at their current school, will be assigned at a preschool program that is not at or over capacity within the boundary of or near their home school, even if their boundary school is their current school
- The number and type of preschool classrooms will be determined based on staffing needs and projected growth



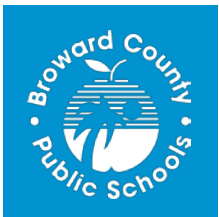
Goals of District Master Plan

1. Develop a comprehensive understanding of the District Portfolio
2. Develop an analysis framework to enable District leadership to make educational facilities and programming decisions aligning with the District's Strategic Goals
3. Present preliminary recommendations to attract and retain students, to best use District resources, to identify opportunities for innovation, and to improve existing practices and policies



Guiding Principles of the Master Plan

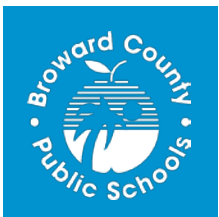
- 1. Alignment with Safety and Security Assessment**
 - Provide a safe learning environment for all students
- 2. Efficiency**
 - Use limited District resources wisely and for greatest positive impact
- 3. Innovation**
 - Innovate and improve the educational experience of children
- 4. Equitability**
 - Based on student and community needs
- 5. Sustainability**
 - Develop strategies that will enable the District Portfolio to succeed now and in the future



Elements of the Master Plan

1. Educational Facilities Usage Review
2. Administrative Facilities Usage Review
3. Educational Programs Review
4. Planning Processes and Policies Review
5. Planned Facilities and Safety Assessment Alignment
6. Transportation Review

Estimated Cost of the Master Plan -\$300,000 - \$500,000

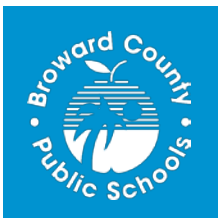


Accepting 2019/20 Community Boundary Proposals

- Community boundary proposals will be accepted from June 1, 2018 to September 28, 2018
- Based on School Board approved school boundary process timeline

Next Steps

- Board Agenda Item for School Boundary Committee Resolution June 26, 2018
- Proceed with the 2019/20 school boundary process
- Modification of Master Plan Elements



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Demographics & Student Assignments

Workshop on School Boundaries I – May 15, 2018

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