



REDEFINING DISTRICT PROPERTIES

A Proposed Framework for
Responsible Stewardship, Strategic
Repurposing, and Community
Opportunities

School Board Workshop
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INTRODUCTION

Presentation Rationale:

The District is in its fourth year of Redefining Our Schools. Over the years, schools have been repurposed for other uses, sites have been identified for surplus, and vacant land has been sold. The Superintendent was charged with developing a formal process for these transactions. The General Counsel's Office has assisted staff in creating a comprehensive process and procedures for these purposes.

Purpose:

Staff seeks to provide an update on the comprehensive process for Redefining District Properties.

Connection to the Strategic Plan:

Business Operations

Request to the School Board:

Please review the presentation and provide feedback to the Superintendent and General Counsel on the Redefining District Properties process.

Financial Impact: The financial impact for Redefining District Properties will be determined when the final recommendations are presented for approval.

Purpose of the Process

A Strategic Approach to District-Owned Properties

- Establish a consistent, transparent process for evaluating District properties affected by school closures, consolidations, or repurposing
- Explore opportunities that support educational priorities, fiscal responsibility, and community needs
- Provide interested parties with a centralized process for submitting ideas and expressions of interest
- Evaluate potential leases, sales, public-private partnerships (P3s), and other permissible uses
- Preserve the Superintendent's administrative responsibilities and the School Board's decision-making authority

Guiding Principles

Responsible Stewardship of Public Assets



Transparency

Provide a clear, accessible process for public participation



Accountability

Document evaluations, recommendations, and decisions



Fiscal Responsibility

Consider financial sustainability and long-term District interests



Community Benefit

Explore opportunities that support students and surrounding communities



Legal Compliance

Follow applicable Florida law and School Board policies

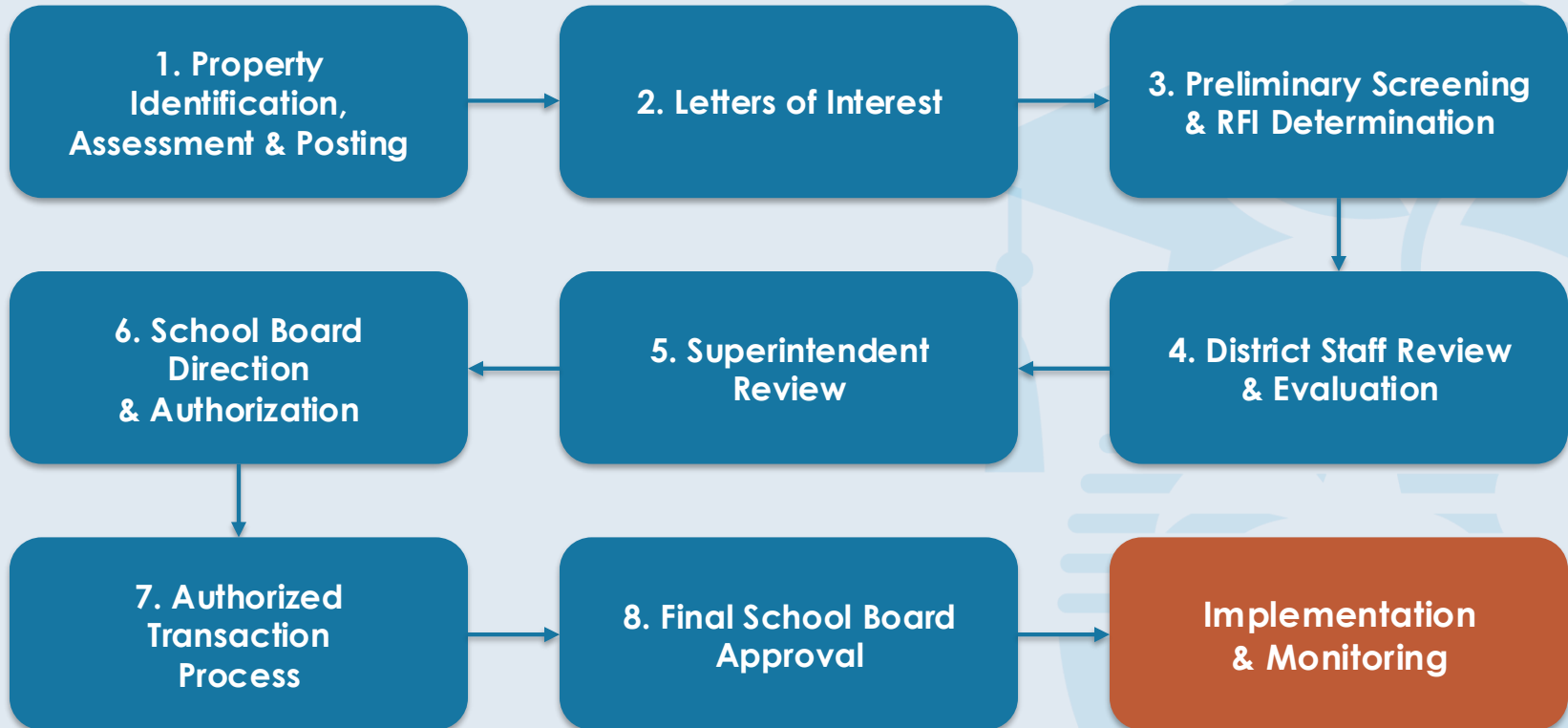


Flexibility

Consider multiple property uses and transaction structures

Redefining Process Overview

From Property Identification to Implementation



Identify Properties & Invite Interest

Steps 1–2: Property Assessment and Letters of Interest

Property Identification & Assessment

- Identify schools and facilities being considered for closure, consolidation, repurposing, or alternative use
- Assess future educational needs, property conditions, financial considerations, and legal restrictions
- Post identified properties and their status on the Redefining webpage

www.browardschools.com/redefining

Letters of Interest (LOIs)

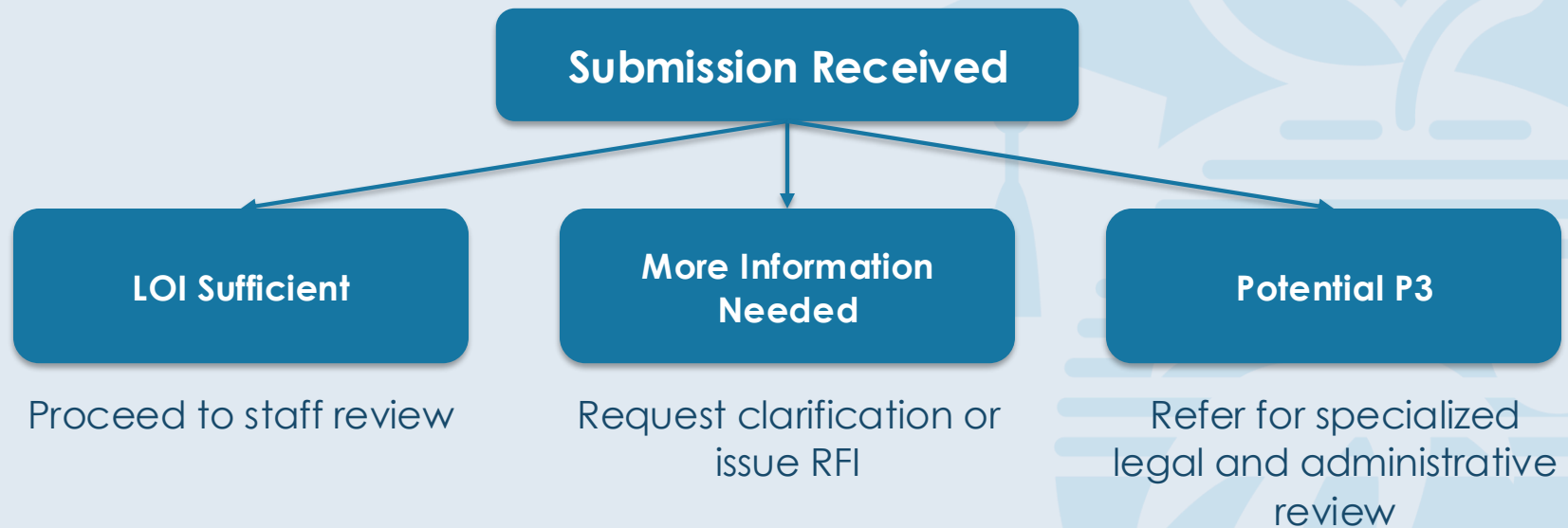
- Invite interested parties to submit proposed property uses and transaction concepts.
- Receive submissions through the official Redefining email.
- Acknowledge, document, and track all submissions.
- Clarify that an LOI does not create a right to selection or negotiation.

redefiningbcps@browardschools.com

Preliminary Screening

Step 3: Determining the Appropriate Next Step

Staff conducts an initial review to assess completeness, eligibility, and the nature of the proposed use.



Key Distinction: RFIs gather market information and explore opportunities, not to select a purchaser, lessee, or development partner.

Staff Review & Evaluation

Step 4: A Coordinated, Interdisciplinary Review

Strategy & Operations coordinates input from appropriate District departments, including Facilities, Planning, Finance, Procurement, and the Office of the General Counsel. External experts and consultants may assist as needed.

Areas of Evaluation

- Continued educational and operational needs
- Financial feasibility and potential revenue
- Community and public benefits
- Land-use and redevelopment considerations
- Legal restrictions and transaction alternatives
- Financial, operational, and contractual risks

Outcome: Documented staff findings and recommendations for the Superintendent

Superintendent & Board Review

Steps 5–6: Recommendation, Direction, and Authorization

Superintendent Review

- Review staff findings and proposed property strategies
- Request additional analysis or community engagement, as needed
- Determine the recommendation to advance for School Board consideration

School Board Direction and Authorization (Board Workshop)

- Consider the Superintendent's recommendation
- Determine the appropriate property strategy
- Authorize required next steps, including disposition procedures, leasing, P3 evaluation, or additional analysis

Key Principle: Initial Board direction does not necessarily constitute final approval of a transaction.

Authorized Transaction Pathways

Step 7: Different Transactions Require Different Procedures



Sale/Disposition

Confirm property eligibility, determine the appropriate disposition method, obtain valuation information, conduct applicable sale procedures, and prepare the agreement



Lease

Evaluate rental value and proposed use, determine the appropriate selection approach, negotiate terms, and prepare the final lease for Board consideration



Public-Private Partnership (P3)

Determine statutory applicability, complete the required evaluation and public processes, assess financing and public benefit, and negotiate authorized agreements

Final Approval & Implementation

Step 8: From Recommendation to Execution

Final School Board Approval (Board Meeting)

- Present the proposed transaction and supporting financial analysis
- Confirm legal and policy compliance
- Submit the final agreement for Board consideration
- Obtain approval before authorized execution

Implementation and Monitoring

- Complete closing or commencement requirements
- Monitor financial and contractual obligations
- Track development milestones and performance
- Maintain property records and provide periodic status updates
- Reassess properties when proposed transactions do not proceed

Legal & Policy Framework

Key Authorities Supporting the Redefining Process

Authority	Principal Application
F.S. 1013.28	Sale and Disposition of District Property
F.S. 1013.31	Educational Plant Surveys
F.S. 1013.15	Leasing District-Owned Property
F.S. 255.065	Public-Private Partnerships (P3s)
F.S. 1002.33 and 1002.333	Charter-School and Schools of Hope Facility Rights
F.S. Chapters 119 and 286	Public Records and Open Meetings
F.S. 112.313	Ethics and Conflicts of Interest
School Board Policy 8010	School Attendance Zone Boundaries and School Usage
School Board Policy 7315	Disposal of Surplus Land and Other Real Property
School Board Policy 7511	Leasing of School Board-Owned Property
School Board Policy 6327	Public-Private Partnerships, Unsolicited Proposals, Competitive Solicitations, and Direct Negotiations Regarding Board-Owned Property and Resources

Key Legal Distinction: School closure does not automatically authorize sale. Sales, leases, and P3s have different legal requirements and approval pathways.

Communications & Next Steps

A Consistent and Transparent Process

- All interested parties will be directed to the official Redefining webpage and email.
- Strategy & Operations will coordinate intake, documentation, routing, and responses.
- District staff may seek clarification or additional information through the established process.
- All communications must follow the District's established communications protocols.
- Any formal solicitation will remain subject to applicable law and School Board policies.

Proposed Next Steps

1. Finalize the Redefining administrative process and supporting forms
2. Confirm departmental roles and internal review procedures
3. Establish the property inventory and centralized submission tracker
4. Finalize the Redefining website and LOI/RFI submission procedures
5. Begin property-specific assessments and recommendations

The Redefining Process provides a structured approach to evaluating District assets, exploring community opportunities, protecting public resources, and ensuring appropriate Superintendent and School Board oversight.



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