

Strategy & Operations Division

Redefining Our Schools
Workshop 4 – Rule Development

November 4, 2026
School Board Workshop

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INTRODUCTION

Presentation Rationale:	Pursuant to the guidelines in Policy 8010, School Attendance Zone Boundaries and School Usage, each school year staff shall notify the Superintendent of Schools of the schools that may need to be addressed for boundary or usage changes, planned facilities projects that may increase or reduce capacity, strategies to manage over enrollment or under enrollment, and recommendations for closing/consolidation/repurposing. The presentation is a follow-up to the August 25, 2026, September 22, 2026, and October 6, 2026, School Board Workshops. It comes to initiate the rule development process to establish school attendance zone boundaries and facility usage for the 2027-2028 school year.
Purpose:	Staff seeks to provide an update on the 2026-2027 Redefining Our Schools process. Final estimated financial impact is included in each proposal. Recommendations from the School Boundary Advisory Committee are provided as well.
Connection to the Strategic Plan:	The Superintendent may not allow the District to operate without an accountability system for policy implementation that includes expectations, evaluations, transparency, and continuous improvement.
Request to the School Board:	Please review the presentation and provide guidance and direction to the Superintendent to inform final rulemaking recommendations to designate school attendance zone boundaries and facility usage for the 2027-2028 school year. **Financial Impact:** The estimated cost impact for each proposal is outlined within the presentation.

Agenda

- Review Community Engagement Feedback
- School Boundary Advisory Committee Recommendations
- Review Data & Information for Each Proposal
- Next Steps
- Board Deliberation and Feedback

Why Are We Here?

- Annual **declining enrollment** has completely shifted the narrative.
- Over the past decade Broward County Public Schools has **lost more than 48,000 students.**
- This loss translates to more than **$430 million less in funding**.
- Currently, the District has over **61,000 empty student seats**.
- We cannot sustain the costs of operating schools that are not full.

Important Process Reminders

- **No final** decisions have been made as of today
- Community **surveys** have been completed
- **School Boundary Advisory Committee** recommendations are presented here
- Superintendent's **final** recommendations will be presented following the November 4, 2026, Workshop
- Final Board **decisions** will occur in **December** 2026

See Redefining Deliverables Timeline

October 6, 2026, School Board Workshop Guidance



At the conclusion of the October 6, 2026, School Board Workshop, the following guidance was provided:

- Continue developing proposals and options for the schools under consideration
- Finalize the estimated cost savings for each proposal
- Report the findings from the stakeholder surveys for the K-8 Southwest proposal and the Coral Springs ES proposal

Data Provided for School Board Analysis

- Enrollment and Utilization
- Student Programs and Services
- Receiving-School Readiness
- Transportation
- Facility Condition
- Operating Costs and Savings
- Community Feedback
- Risks, Tradeoffs, and Alternatives

Collective Community Consensus

- **The community understands the enrollment concerns, but they find value in maintaining neighborhood schools.**
- **Schools are more than brick-and-mortar buildings. They are community hubs that represent generations of academic excellence, rich traditions, historical significance, and comprehensive services for families.**
- **Cluster programs for students with special needs in the elementary schools should be included in all Redefining options.**
- **An aggressive, strategic marketing campaign should be continuously employed for all schools and programs.**
- **Schools need more programmatic options that are fully resourced.**
- **There is concern with transitioning elementary school students onto a middle school campus for a K-8 configuration as well as middle school students onto a high school campus for a 7-12 configuration.**

School Boundary Advisory Committee

- Resolution to establish the Committee was approved at the September 15, 2026, Regular School Board Meeting
- Committee Members include appointees from Board Members, Superintendent, and identified District Committees
- Virtual Orientation took place on October 12, 2026
- Committee Members participated in a publicly advertised deliberation meeting on October 26, 2006, at Nova Middle School
- The impacts of six considerations (feeder pattern, neighborhood integrity, ESE students, school diversity, distance to school, and enrollment) were used to analyze proposals
- Sonja Azim is the selected Committee Representative participating in the November 4, 2026, School Board Workshop Presentation

ESE: Exceptional Student Education

School Boundary Advisory Committee

The Committee Members' recommendations for school consolidations were based on the following assurances:

- Careful consideration for students with disabilities will be factored into each transition
- The students with disabilities will not be displaced by the consolidations
- Every effort should be made to create a program match for students with disabilities within the receiving schools
- Concierge service will be provided to all families throughout the transition
- All students wishing to exercise school choice options because of a consolidation will receive priority as outlined in Policy 5400, School Choice
- Include municipalities in the planning for any repurposed sites

School Boundary Advisory Committee

School Boundary Advisory Committee Deliberation Meeting Recommendation Vote Tally October 26, 2026				
#	Proposal	Yes	No	Result
1	Banyan Elementary into Discovery Elementary and Village Elementary	12	1	Recommended
2	Coral Springs Elementary to Parkside Elementary	13	0	Recommended
3	Lloyd Estates Elementary to North Andrews Gardens Elementary and Oakland Park Elementary	7	6	Recommended
4	Oakridge Elementary to Colbert Elementary	12	1	Recommended
5	Dolphin Bay Elementary and Silver Lakes Elementary to Glades K-8; Sunset Lakes Elementary as K-8	1	12	Not Recommended
5 Alternate	Dolphin Bay Elementary and Silver Lakes Elementary to Glades K-8; Sunset Lakes Elementary Remains K-5	9	4	Recommended
6a	Hollywood Park Elementary to Boulevard Heights Elementary and West Hollywood Elementary	0	13	Not Recommended
6b	Sheridan Park Elementary to Boulevard Heights Elementary, Driftwood Elementary and Hollywood Park Elementary	12	1	Recommended
7	Forest Glen Middle to Coral Park Elementary, Forest Hills Elementary, James S. Hunt Elementary, and Park Springs Elementary (6th Grade); and Coral Springs High (7th and 8th Grade)	0	13	Not Recommended
7 Alternate	Forest Glen Middle to Coral Springs Middle	12	1	Recommended
8	Walter C. Young Middle to Charles W. Flanagan High as a 6-12 School	12	1	Recommended
9a	William Dandy Middle into Parkway Middle	13	0	Recommended
9b	Dillard 6th - 8th Grade into Parkway Middle	0	13	Not Recommended

Student Services Support

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BROWARD
County Public Schools
Educate. Affirm. Inspire.

Supporting Your Student Through a School Change

A Guide for Families of Students with Disabilities

A school change can bring questions. Broward County Public Schools will work with families and school teams to support each student's individual needs and help promote a successful transition.

Brighter Futures Together

How We Have Prepared

- Reviewed student needs and existing plans and supports.
- Included ESE representatives in community conversations and planning.
- Coordinated information related to ESE services, supports and transportation.

What Continues

- The student's IEP continues to guide the special education, related services, accommodations and supports identified by the IEP team.
- Families remain important members of the IEP team.
- Students continue to have access to appropriate district services and supports.
- School teams remain focused on student safety, belonging, access and learning.



Who Can Help

- **School Principal or Designee** — School-specific questions and coordination.
- **ESE Specialist** — IEP and ESE services/supports.
- **Teachers and Service Providers** — Instruction, services and classroom supports.
- **School Counselor** — School transition and student support.
- **Regional ESE Team** — Additional ESE support and guidance.

Next Steps

The District office will take the following steps to support the parent, student and school:

1. **Parent Communication:** Provide the parent with information regarding the student's assigned school and respond to any questions.
2. **Connect with the school team:** Facilitate communication between the parent and the school team so they can discuss the student's needs and prepare for the student's arrival.
3. **Support the transition:** Work collaboratively with the parent and school team to help ensure a smooth transition and support the student's adjustment to the school.
4. **Provide ongoing support:** Remain available to the parent and school team to address questions, provide guidance, and assist as needed throughout the transition.

Questions?

Start with your student's school principal or ESE Specialist.

Exceptional Student Education
Broward County Public Schools
754-321-3400

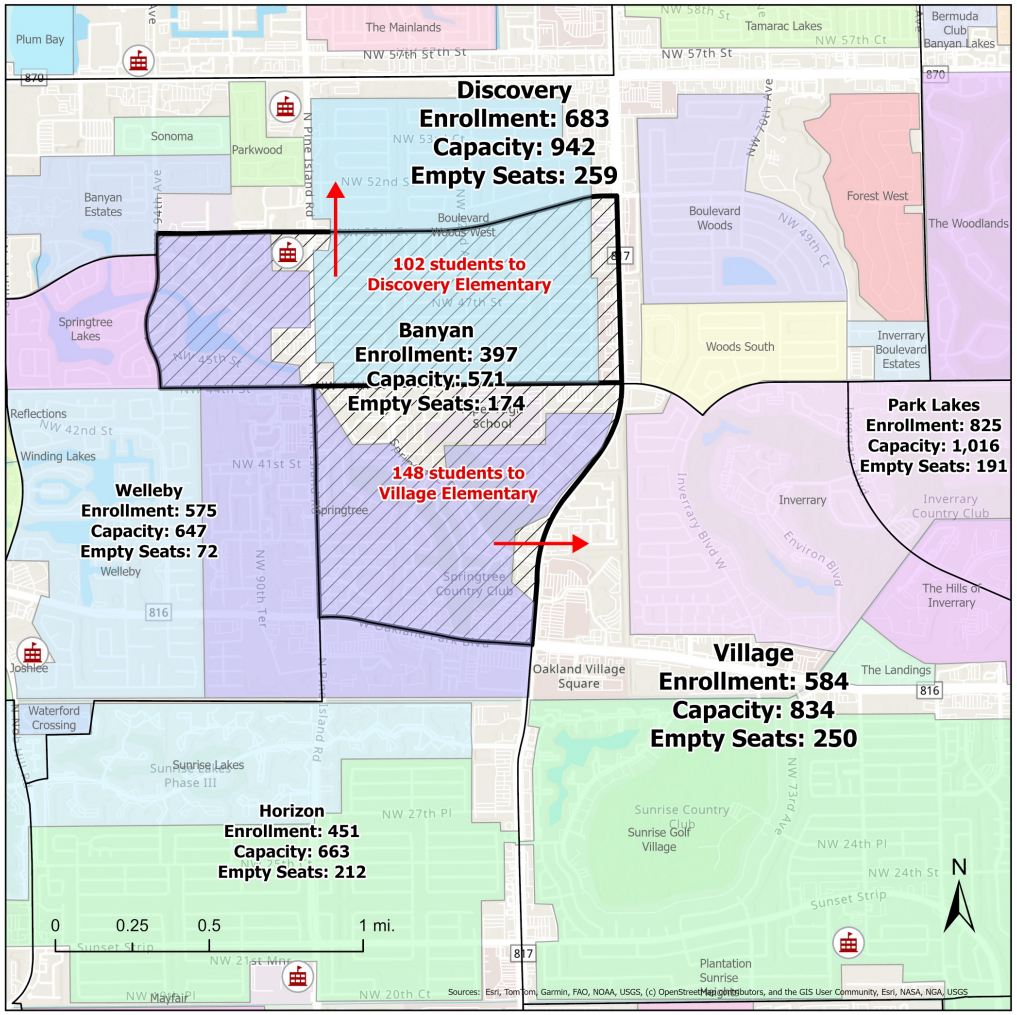
browardschools.com/ESE
Supporting Every Student. Every Day.

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational/ADA Compliance Department at 754-321-2150 or visit browardschools.com/EEO.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act (ADAAA) may call 754-321-2150.

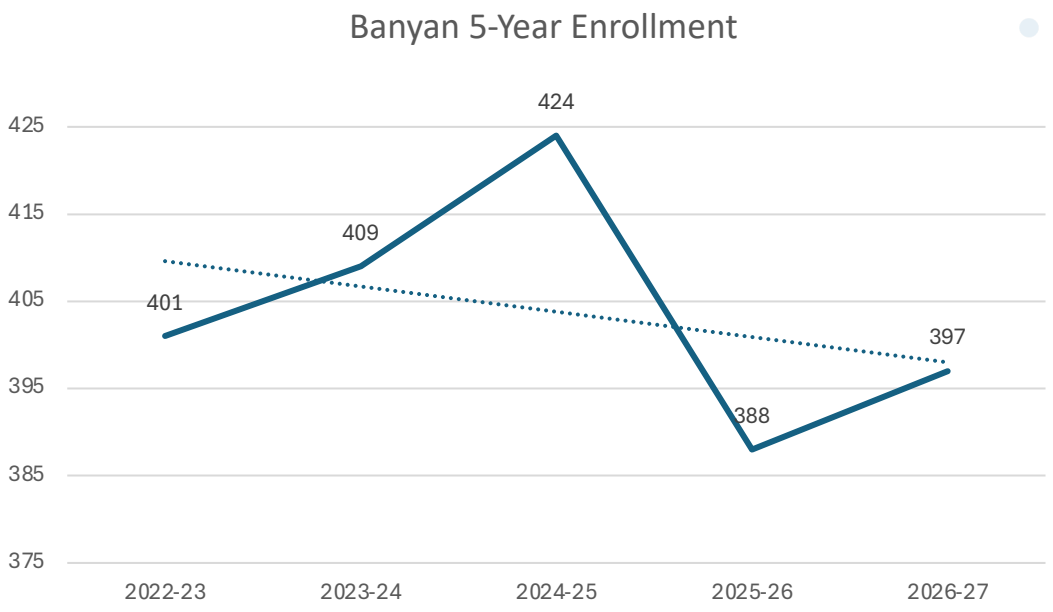
Proposal 1: Banyan Elementary to Discovery Elementary and Village Elementary

School	Banyan Elementary (Consolidating)	Discovery Elementary (Receiving)	Village Elementary (Receiving)
City	SUNRISE	SUNRISE	SUNRISE
SBMD	5	5	5
Type	ELEM	ELEM	ELEM
Utilization Permanent Capacity	69.5%	72.5%	70.0%
Enrollment Change 2025-26 to 2026-27	9	(42)	(56)
School Grade 2026	C	A	A
Total Students Living In Boundary	586	887	1,029
In-Boundary Students Attending	250	489	458
% of In-Boundary Students Attending	42.7%	55.1%	44.5%
Out-of-Boundary Students Attending	109	194	74
% of Students from Out-of-Boundary	27.5%	28.4%	12.7%
Living In-Boundary as a % of Permanent Capacity	102.6%	94.2%	123.4%
Living In-Boundary Over/ (Under) Perm. Capacity	15	(55)	195
Living In-Boundary and Attending Charter	160	192	220
% Living In-Boundary and Attending Charter	27.3%	21.6%	21.4%
Living In-Boundary and Attending Other BCPS	176	206	351
% Living In-Boundary and Attending Other BCPS	30.0%	23.2%	34.1%
% Non-Hispanic Black	67.5%	70.3%	84.9%
% Hispanic	23.4%	15.1%	8.7%
% Non-Hispanic White	4.3%	6.6%	3.4%
% FRL	81.6%	69.8%	87.7%
Shelter Status	N/A	N/A	N/A



Banyan Proposal

Consideration	Analysis
Impact on Enrollment	The proposal shifts 102 in-boundary students to Discovery Elementary and 148 in-boundary students to Village Elementary. This results in capacity utilization of 83.3% at Discovery Elementary and 87.8% at Village Elementary.
Impact on Feeder Patterns	This proposal does not clean or further split the Discovery Elementary feeder pattern, but it does increase the number of feeder middle schools for Village Elementary from three to four.
Impact on Neighborhood Integrity	This proposal does not split any neighborhoods.
Impact on Distance to School	Students currently living in the Banyan Elementary boundary would have to travel further to reach either Discovery Elementary or Village Elementary.
Impact on School Diversity	All three schools are demographically similar and majority Non-Hispanic Black. The proposal would slightly increase the percentage of Hispanic students at Discovery Elementary and Village Elementary and slightly decrease the percentage of Non-Hispanic Black students at both schools.
Impact on Students with Special Needs	Banyan Elementary currently has 44 students in self-contained ASD classes, of whom 20 are from out-of-boundary and can be shifted to programs at their home boundary schools. Additionally, there are 38 students in PreK ESE classes, of whom 19 are from out-of-boundary.



Banyan ESE Students in Self-Contained Classes			
Program	In-Boundary	OOB Total	Total
ASD	24	20	44
PKB	10	6	16
PKC	9	13	22
Total	**43**	**39**	**82**

Committee Vote
12 Yes/ 1 No:
Recommended

Banyan Proposal Financial Impacts

Category	One-Time	Recurring	Fund Type (Capital / General)
Estimated Revenue/Savings	--	$1,283,694	General Fund
Estimated Expenditures/Costs	--	--	--
Transportation Impact	--	$0	General Fund
Net Financial Impact	--	$1,283,694	General Fund

Annual Maintenance Costs at Banyan ES: $ 383,686
Annual Utility Costs at Banyan ES: $ 262,509
Average Annual Security Costs: $ 137,000

Green = Positive
Red = Negative

Total Estimated Savings
$2,066,889

Banyan Proposal Student Services

ESE and Special Programs Placement Options: Full continuum of IEP services. All accommodations, specialized instruction, related services (Speech, PT, OT), and supports documented in the IEP will continue to be provided at the receiving school.

Students	Potential Receiving School	Placement Condition
K–5 ESE students in general education or special programs	Discovery or Village Elementary	Full continuum of ESE services based on new home boundary school
Pre-K ESE students	Village or Discovery Elementary	Village new Pre-K program Discovery new Pre-K program and bus route required

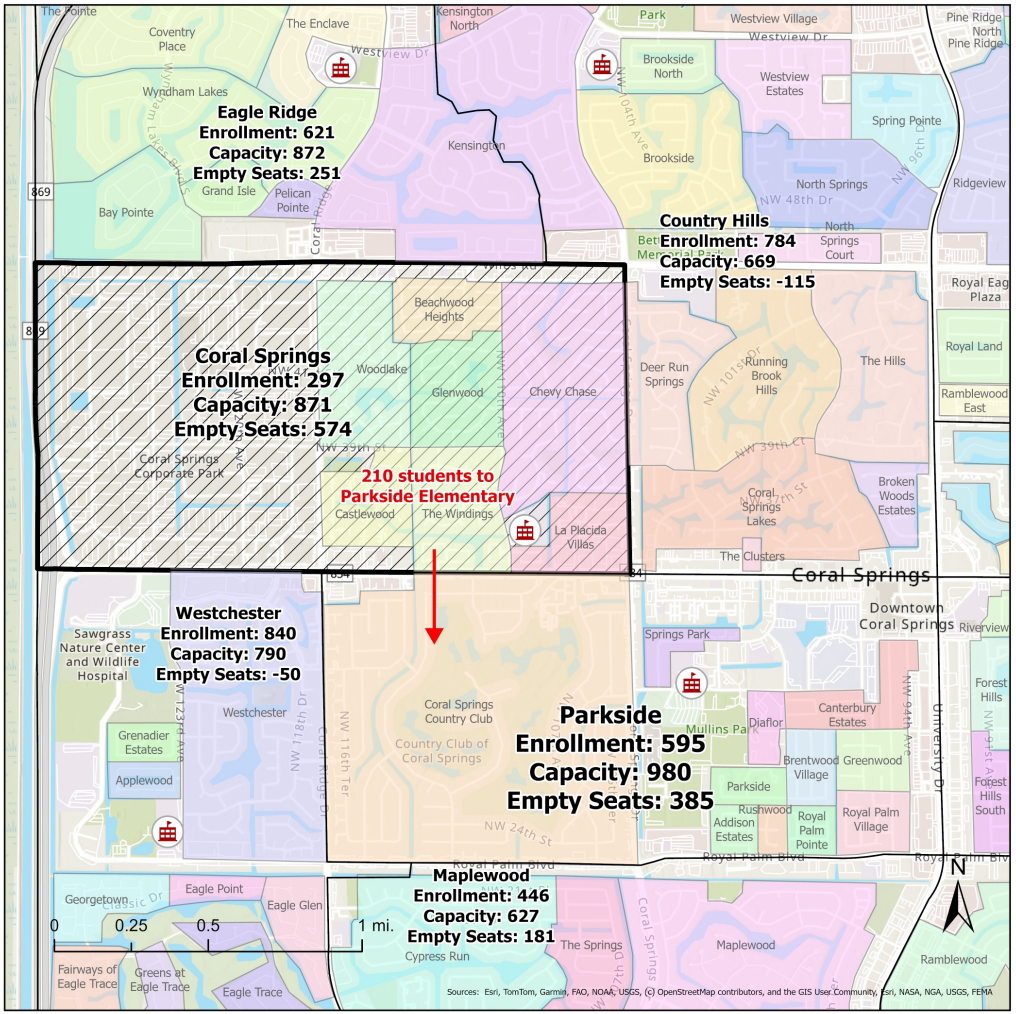
Financial Analysis Needed

Evaluate staffing, program capacity, and classroom space at the potential receiving schools under each placement scenario.

ESE: Exceptional Student Education IEP: Individual Education Plan PT: Physical Therapy OT: Occupational Therapy

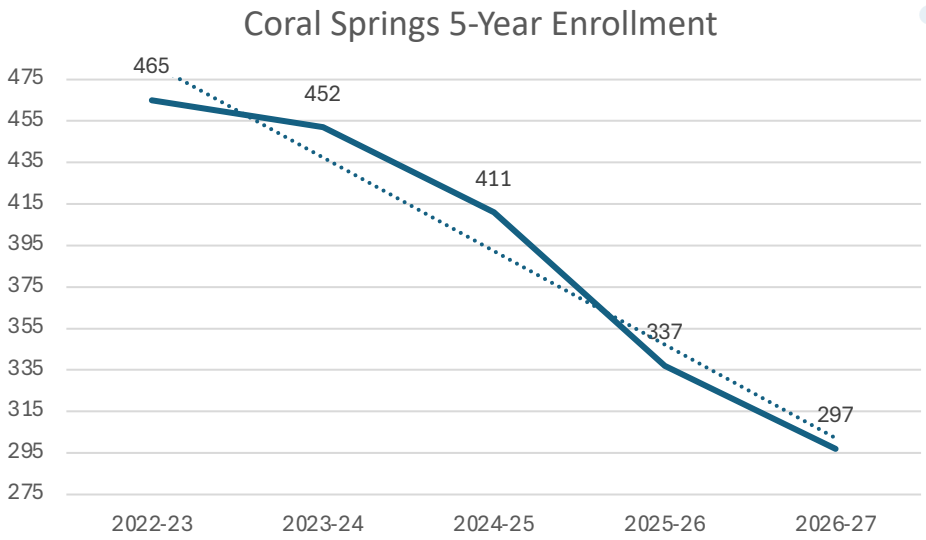
Proposal 2: Coral Springs Elementary to Parkside Elementary

School	Coral Springs Elementary (Consolidating)	Parkside Elementary (Receiving)
City	CORAL SPRINGS	CORAL SPRINGS
SBMD	4	4
Type	ELEM	ELEM
Utilization Permanent Capacity	34.1%	60.7%
Enrollment Change 2025-26 to 2026-27	(40)	(60)
School Grade 2026	A	A
Total Students Living In Boundary	624	731
In-Boundary Students Attending	210	406
% of In-Boundary Students Attending	33.7%	55.5%
Out-of-Boundary Students Attending	34	176
% of Students from Out-of-Boundary	11.4%	29.6%
Living In-Boundary as a % of Permanent Capacity	71.6%	74.6%
Living In-Boundary Over/ (Under) Permanent Capacity	(247)	(249)
Living In-Boundary and Attending Charter	176	160
% Living In-Boundary and Attending Charter	28.2%	21.9%
Living In-Boundary and Attending Other BCPS	238	165
% Living In-Boundary and Attending Other BCPS	38.1%	22.6%
% Non-Hispanic Black	73.7%	35.0%
% Hispanic	16.5%	41.8%
% Non-Hispanic White	6.4%	15.0%
% FRL	88.6%	25.2%
Shelter Status	N/A	GEN POP



Coral Springs Proposal

Consideration	Analysis
Impact on Enrollment	This proposal shifts 210 in-boundary students from Coral Springs Elementary to Parkside Elementary. This results in capacity utilization of 82.1% at Parkside Elementary.
Impact on Feeder Patterns	This proposal does not clean or further split the Parkside Elementary feeder pattern.
Impact on Neighborhood Integrity	This proposal does not split any neighborhoods.
Impact on Distance to School	Students currently living in the Coral Springs Elementary boundary would have to travel further to reach Parkside Elementary.
Impact on School Diversity	Coral Springs Elementary has a much higher percentage of students who are Non-Hispanic Black and FRL-eligible, while Parkside has higher percentages of students who are Non-Hispanic White or Hispanic.
Impact on Students with Special Needs	Coral Springs Elementary currently has five PreK ESE students, of whom one is from out-of-boundary and can be shifted to a program at their home boundary school.



Coral Springs ESE Students in Self-Contained Classes			
Program	In-Boundary	OOB Total	Total
PKB	4	1	5
Total	**4**	**1**	**5**

Committee Vote 13 Yes/ 0 No: Recommended

Coral Springs Proposal Financial Impacts

Category	One-Time	Recurring	Fund Type (Capital / General)
Estimated Revenue/Savings	--	$1,237,978	General Fund
Estimated Expenditures/Costs	--	--	--
Transportation Impact	--	$142,000	General Fund
Net Financial Impact	--	$1,095,978	General Fund

Annual Maintenance Costs at Coral Springs ES: $ 262,078
Annual Utility Costs at Coral Springs ES: $ 178,701
Average Annual Security Costs: $ 137,000

Green = Positive
Red = Negative

Total Estimated Savings
$1,673,757

Coral Springs Proposal Student Services

ESE and Special Programs Placement Options: Full continuum of IEP services. All accommodations, specialized instruction, related services (Speech, PT, OT), and supports documented in the IEP will continue to be provided at the receiving school.

Students	Potential Receiving School	Placement Condition
PK–5 ESE students in general education or special programs	Parkside Elementary	Full continuum of ESE services

Financial Analysis Needed

Evaluate staffing, program capacity, and classroom space at the potential receiving schools under each placement scenario.

ESE: Exceptional Student Education IEP: Individual Education Plan PT: Physical Therapy OT: Occupational Therapy

Coral Springs Proposal Student Services

Stakeholder Survey Results



- Participants focused on how school closures and student reassignment will affect children's stability, safety, and access to quality programs. Written comments show strong concern about losing neighborhood schools, larger class sizes, and unsafe walking routes, alongside repeated requests to keep dual language and arts opportunities intact. Opinions on how reassignment should be structured are mixed, with many valuing choice and community continuity, and others emphasizing proximity and capacity.

- Parents and guardians formed the largest group, as 118 of the 150 who answered Q1 identified as Parent/Guardian (79% of the 150 who answered Q1). In total, 150 participants responded to the survey and 117 completed it.

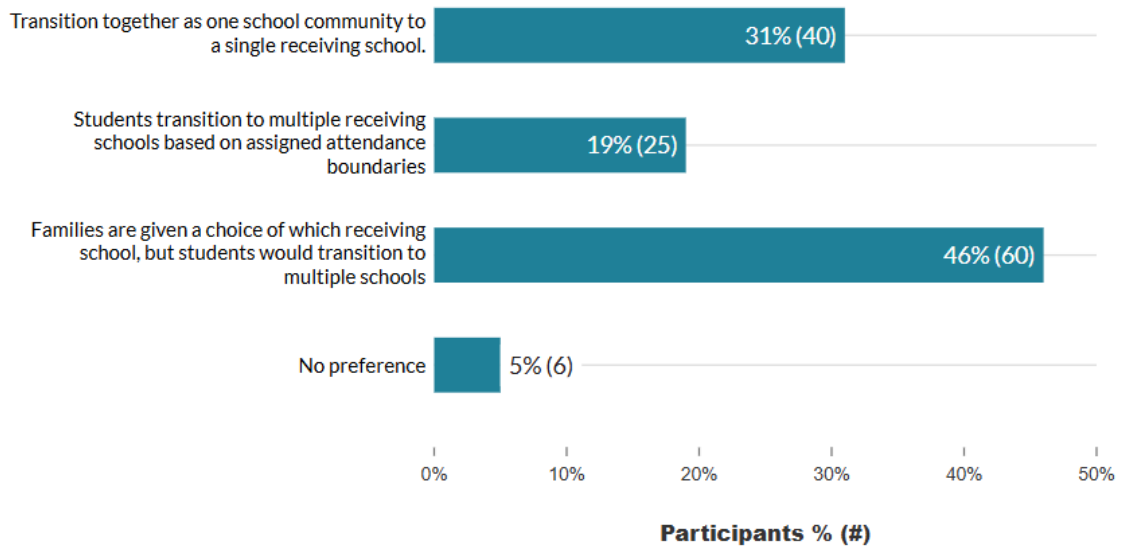
Note: Results posted at the time of presentation upload. Survey window closes October 30, 2026.

Coral Springs Proposal Student Services

Stakeholder Survey Results

Q3 | Which approach would you generally prefer if students must transition to another school?

Answered: 131 | Not answered: 19

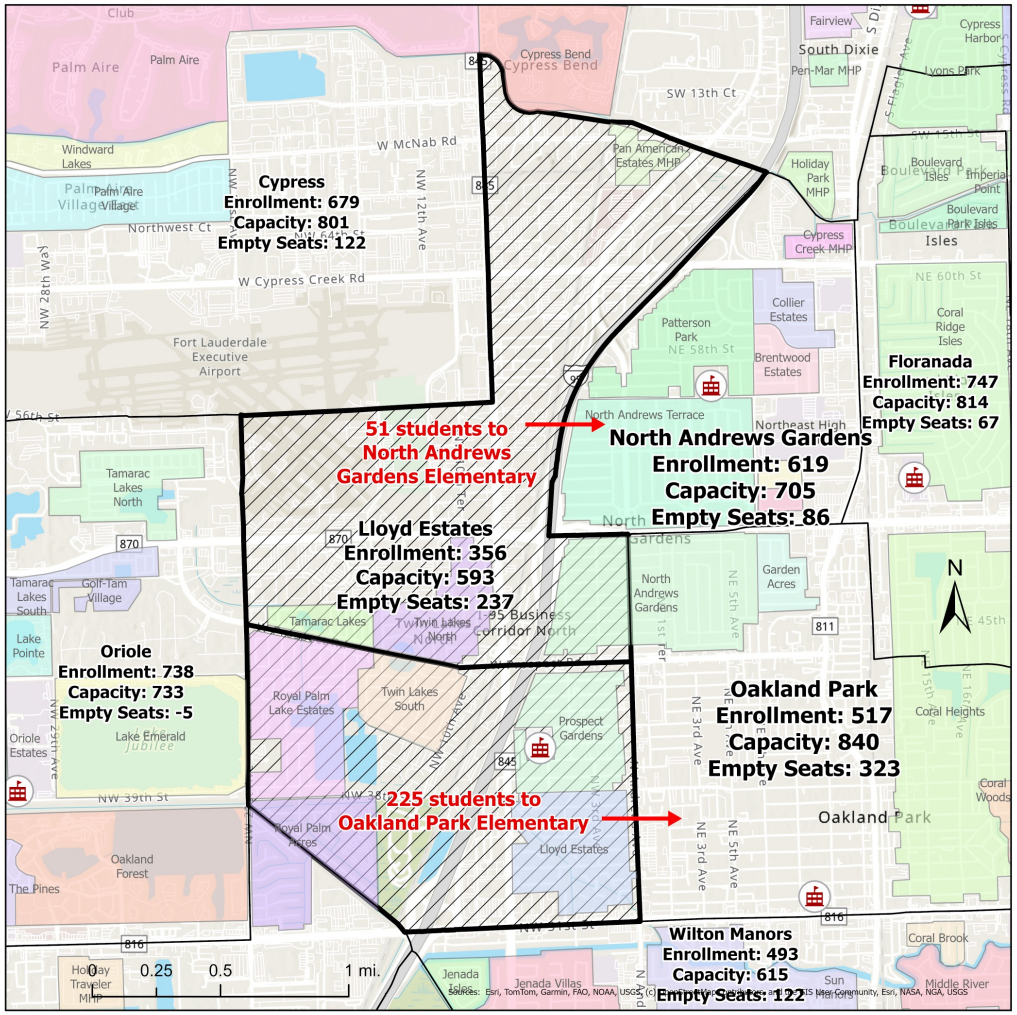


Note: Results posted at the time of presentation upload. Survey window closes on October 30, 2026.

ThoughtExchange Survey Summary

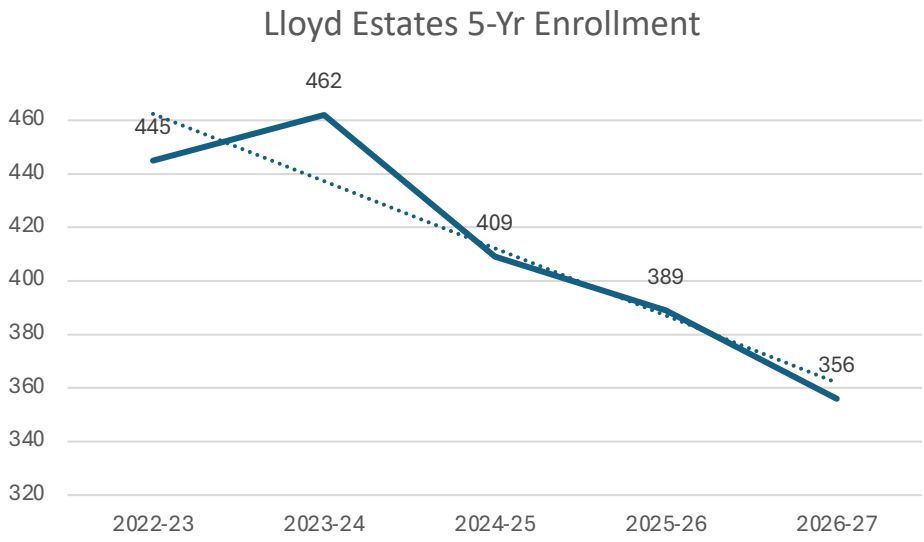
Proposal 3: Lloyd Estates Elementary to North Andrews Gardens Elementary and Oakland Park Elementary

School	Lloyd Estates Elementary (Consolidating)	North Andrews Gardens Elementary (Receiving)	Oakland Park Elementary (Receiving)
City	OAKLAND PARK	OAKLAND PARK	OAKLAND PARK
SBMD	3	3	3
Type	ELEM	ELEM	ELEM
Utilization Permanent Capacity	60.0%	87.8%	61.5%
Enrollment Change 2025-26 to 2026-27	(33)	(73)	6
School Grade 2026	A	A	A
Total Students Living In Boundary	457	484	605
In-Boundary Students Attending	276	382	398
% of In-Boundary Students Attending	60.4%	78.9%	65.8%
Out-of-Boundary Students Attending	51	237	59
% of Students from Out-of-Boundary	14.3%	38.3%	11.4%
Living In-Boundary as a % of Permanent Capacity	77.1%	68.7%	72.0%
Living In-Boundary Over/ (Under) Permanent Capacity	(136)	(221)	(235)
Living In-Boundary and Attending Charter	47	15	53
% Living In-Boundary and Attending Charter	10.3%	3.1%	8.8%
Living In-Boundary and Attending Other BCPS	134	87	154
% Living In-Boundary and Attending Other BCPS	29.3%	18.0%	25.5%
% Non-Hispanic Black	45.2%	26.8%	40.0%
% Hispanic	46.6%	57.5%	51.1%
% Non-Hispanic White	5.1%	9.9%	4.8%
% FRL	88.5%	79.8%	86.7%
Shelter Status	N/A	N/A	N/A



Lloyd Estates Proposal

Consideration	Analysis
Impact on Enrollment	The proposal shifts 51 in-boundary students to North Andrews Gardens Elementary and 225 in-boundary students to Oakland Park Elementary. This results in capacity utilization of 95.0% at North Andrews Gardens Elementary and 88.3% at Oakland Park Elementary.
Impact on Feeder Patterns	This proposal does not break the 100% elementary to middle to high school feeder patterns that both North Andrews Gardens Elementary and Oakland Park Elementary currently have.
Impact on Neighborhood Integrity	This proposal does not split any neighborhoods.
Impact on Distance to School	Students currently living in the Lloyd Estates Elementary boundary would have to travel further to reach either North Andrews Gardens Elementary or Oakland Park Elementary.
Impact on School Diversity	Lloyd Estates Elementary and Oakland Park Elementary have higher percentages of students who are Non-Hispanic Black and FRL-eligible, while North Andrews Gardens Elementary has higher percentages of students who are Hispanic and Non-Hispanic White.
Impact on Students with Special Needs	Lloyd Estates Elementary currently has ten PreK ESE students, of whom five are from out-of-boundary and can be shifted to programs at their home boundary schools.



Lloyd Estates ESE Students in Self-Contained Classes			
Program	In-Boundary	OOB Total	Total
PKB	5	5	10
Total	**5**	**5**	**10**

Committee Vote 7 Yes/ 6 No: Recommended

Lloyd Estates Proposal Financial Impacts

Category	One-Time	Recurring	Fund Type (Capital / General)
Estimated Revenue/Savings	--	$1,237,978	General Fund
Estimated Expenditures/Costs	--	--	--
Transportation Impact	--	$0	General Fund
Net Financial Impact	--	$1,237,978	General Fund

Annual Maintenance Costs at Lloyd Estates ES: $ 397,103
Annual Utility Costs at Lloyd Estates ES: $ 227,459
Annual Average Security Costs: $ 137,000

Green = Positive
Red = Negative

Total Estimated Savings
$1,999,540

Lloyd Estates Proposal Student Services

ESE and Special Programs Placement Options: Full continuum of IEP services. All accommodations, specialized instruction, related services (Speech, PT, OT), and supports documented in the IEP will continue to be provided at the receiving school.

Students	Potential Receiving School	Placement Condition
K–5 ESE students in general education	North Andrews Gardens or Oakland Park	Full continuum of ESE services based on new home boundary school
Pre-K ESE students	North Andrews Gardens or Oakland Park	Full continuum of ESE services based on new home boundary school

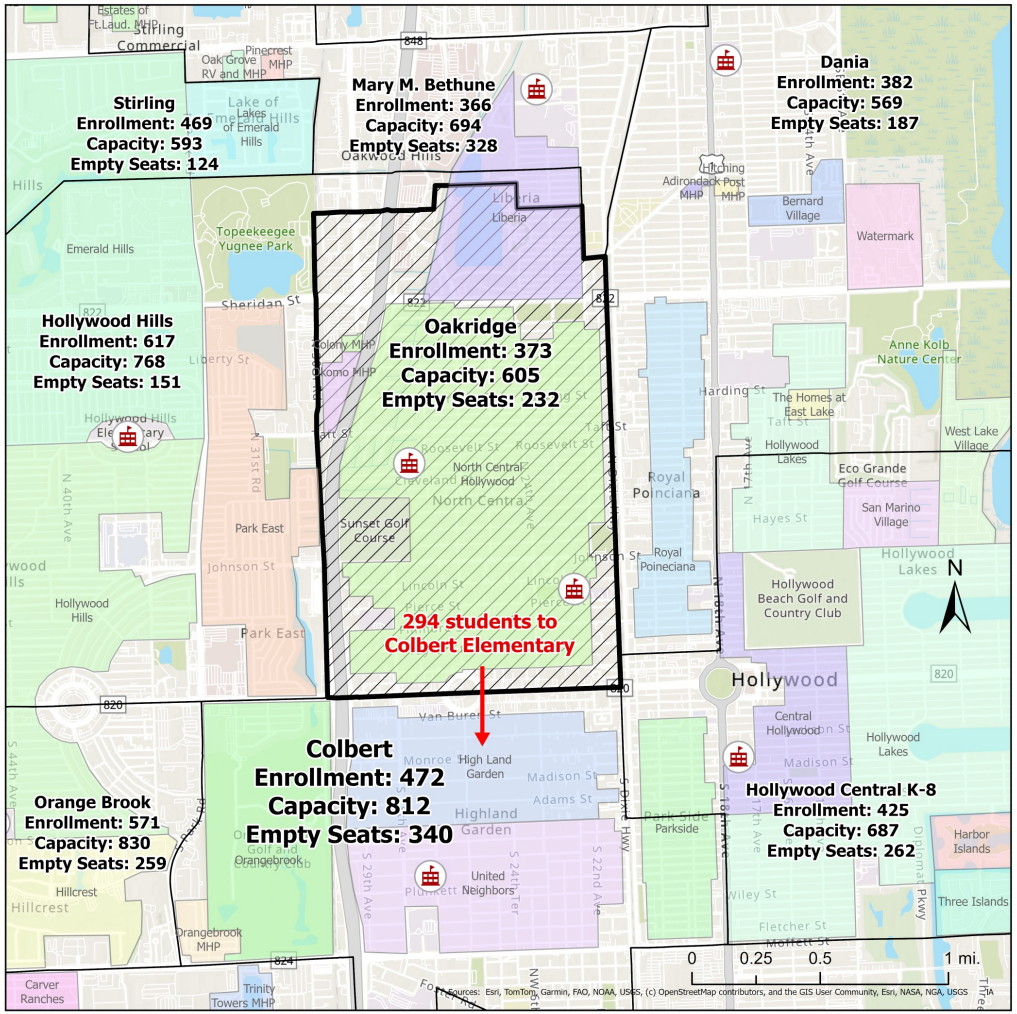
Financial Analysis Needed

Evaluate staffing, program capacity, and classroom space at the potential receiving schools under each placement scenario.

ESE: Exceptional Student Education IEP: Individual Education Plan PT: Physical Therapy OT: Occupational Therapy

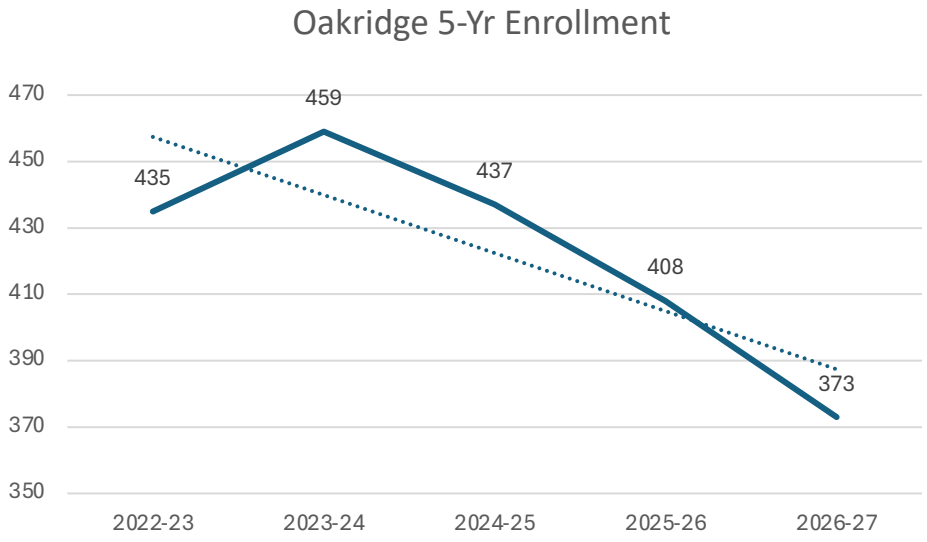
Proposal 4: Oakridge Elementary to Colbert Elementary

School	Oakridge Elementary (Consolidating)	Colbert Elementary (Receiving)
City	HOLLYWOOD	HOLLYWOOD
SBMD	1	1
Type	ELEM	ELEM
Utilization Permanent Capacity	61.7%	58.1%
Enrollment Change 2025-26 to 2026-27	(35)	(70)
School Grade 2026	B	B
Total Students Living In Boundary	813	706
In-Boundary Students Attending	294	330
% of In-Boundary Students Attending	36.2%	46.7%
Out-of-Boundary Students Attending	46	94
% of Students from Out-of-Boundary	12.3%	19.9%
Living In-Boundary as a % of Permanent Capacity	134.4%	86.9%
Living In-Boundary Over/ (Under) Permanent Capacity	208	(106)
Living In-Boundary and Attending Charter	324	262
% Living In-Boundary and Attending Charter	39.9%	37.1%
Living In-Boundary and Attending Other BCPS	195	114
% Living In-Boundary and Attending Other BCPS	24.0%	16.1%
% Non-Hispanic Black	42.6%	59.3%
% Hispanic	45.0%	34.1%
% Non-Hispanic White	7.8%	3.8%
% FRL	81.0%	89.0%
Shelter Status	N/A	N/A



Oakridge Proposal

Consideration	Analysis
Impact on Enrollment	The proposal shifts 294 in-boundary students to Colbert Elementary. This results in capacity utilization of 94.3% at Colbert Elementary.
Impact on Feeder Patterns	This proposal adds a fourth middle to high school feeder pattern to Colbert's current three feeder patterns.
Impact on Neighborhood Integrity	This proposal does not split any neighborhoods.
Impact on Distance to School	Most students currently living in the Oakridge Elementary boundary would have to travel further to reach Colbert Elementary. Most students living north of Taft St. would have to travel over two miles to Colbert Elementary and would be eligible for bus transportation, whereas now they can walk to Oakridge Elementary.
Impact on School Diversity	Oakridge Elementary has a lower percentage of students who are Non-Hispanic Black and a higher percentage of students who are Hispanic.
Impact on Students with Special Needs	Oakridge Elementary currently has 43 students in self-contained ASD classes, of whom 6 are from out-of-boundary and can be shifted to programs at their home boundary schools. Additionally, there are 13 students in PreK ESE classes, of whom 2 are from out-of-boundary.



Oakridge ESE Students in Self-Contained Classes			
Program	In-Boundary	OOB Total	Total
ASD	37	6	43
PKB	7	1	8
PKC	4	1	5
Total	**48**	**8**	**56**

Committee Vote 12 Yes/ 1 No: Recommended

Oakridge Proposal Financial Impacts

Category	One-Time	Recurring	Fund Type (Capital / General)
Estimated Revenue/Savings	--	$1,283,694	General Fund
Estimated Expenditures/Costs	--	--	--
Transportation Impact	--	$0	General Fund
Net Financial Impact	--	$1,283,694	General Fund

Annual Maintenance Costs at Oakridge ES: $ 309,688
Annual Utility Costs at Oakridge ES: $ 169,300
Annual Average Security Costs: $ 137,000

Green = Positive
Red = Negative

Total Estimated Savings
$1,899,682

Oakridge Proposal Student Services

ESE and Special Programs Placement Options: Full continuum of IEP services. All accommodations, specialized instruction, related services (Speech, PT, OT), and supports documented in the IEP will continue to be provided at the receiving school.

Students	Potential Receiving School	Placement Condition
PK–5 ESE students in general education or special programs	Colbert Elementary	Full continuum of ESE services

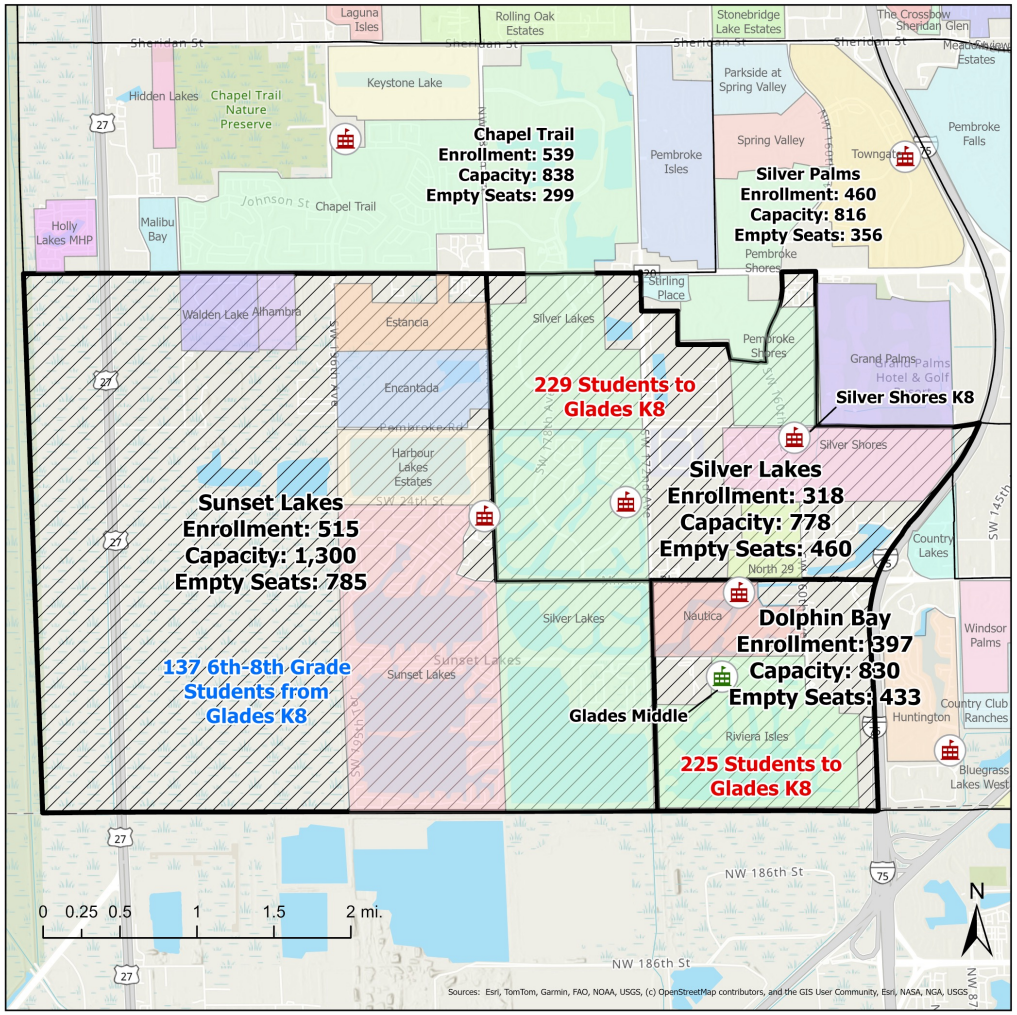
Financial Analysis Needed

Evaluate staffing, program capacity, and classroom space at the potential receiving schools under each placement scenario.

ESE: Exceptional Student Education IEP: Individual Education Plan PT: Physical Therapy OT: Occupational Therapy

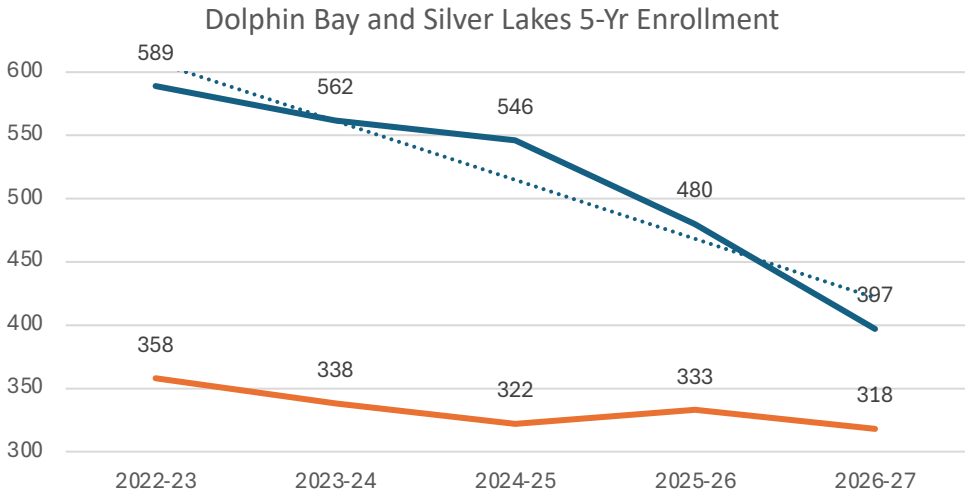
Proposal 5: Dolphin Bay Elementary and Silver Lakes Elementary to Glades K-8; Sunset Lakes Elementary as a K-8

School	Dolphin Bay Elementary (Consolidating)	Silver Lakes Elementary (Consolidating)	Sunset Lakes Elementary (Becomes K8)	Glades (Becomes K8)
City	MIRAMAR	MIRAMAR	MIRAMAR	MIRAMAR
SBMD	2	2	2	2
Type	ELEM	ELEM	ELEM	MIDD
Utilization Permanent Capacity	47.8%	40.9%	39.6%	37.3%
Enrollment Change 2025-26 to 2026-27	(83)	(15)	(38)	(175)
School Grade 2026	A	C	B	A
Total Students Living In Boundary	545	940	816	1,661
In-Boundary Students Attending	225	229	335	470
% of In-Boundary Students Attending	41.3%	24.4%	41.1%	28.3%
Out-of-Boundary Students Attending	144	67	138	217
% of Students from Out-of-Boundary	36.3%	21.1%	26.8%	31.6%
Living In-Boundary as a % of Permanent Capacity	65.7%	120.8%	62.8%	25.5%
Living In-Boundary Over/ (Under) Permanent Capacity	(285)	162	(484)	(181)
Living In-Boundary and Attending Charter	242	507	423	935
% Living In-Boundary and Attending Charter	44.4%	53.9%	51.8%	56.3%
Living In-Boundary and Attending Other BCPS	78	204	58	256
% Living In-Boundary and Attending Other BCPS	14.3%	21.7%	7.1%	15.4%
% Non-Hispanic Black	33.5%	36.8%	28.9%	45.0%
% Hispanic	47.9%	48.7%	44.7%	36.8%
% Non-Hispanic White	10.3%	6.9%	16.1%	6.0%
% FRL	54.9%	50.3%	44.3%	58.8%
Shelter Status	GEN POP	GEN POP	GEN POP	N/A



Southwest K-8 Proposals

Consideration	Analysis
Impact on Enrollment	All 454 in-boundary K-5 students at Dolphin Bay Elementary and Silver Lakes Elementary would be shifted to the Glades K8 campus, while 137 6th-8th grade students currently attending Glades Middle would shift to Sunset Lakes K8. This results in capacity utilization of 54.4% at Glades K8 and 50.2% at Sunset Lakes K8.
Impact on Feeder Patterns	This proposal does not clean or further split any feeder patterns.
Impact on Neighborhood Integrity	This proposal does not split any neighborhoods.
Impact on Distance to School	Students currently attending Silver Lakes Elementary would have to travel further to Glades K8, though students in the southern portion of the Dolphin Bay boundary would be closer to Glades K8 than to the Dolphin Bay campus.
Impact on School Diversity	All three elementary schools and Glades Middle are demographically similar.
Impact on Students with Special Needs	Dolphin Bay Elementary currently has 51 students in self-contained ASD classes, of whom 22 are from out-of-boundary and can be shifted to programs at their home boundary schools. Silver Lakes Elementary currently has 53 students in self-contained ASD classes, of whom 22 are from out-of-boundary and can be shifted to programs at their home boundary schools. Additionally, Dolphin Bay Elementary has 29 PK ESE students, of whom 20 are out-of-boundary, and Silver Lakes has 21 PK ESE students, of whom six are out-of-boundary.



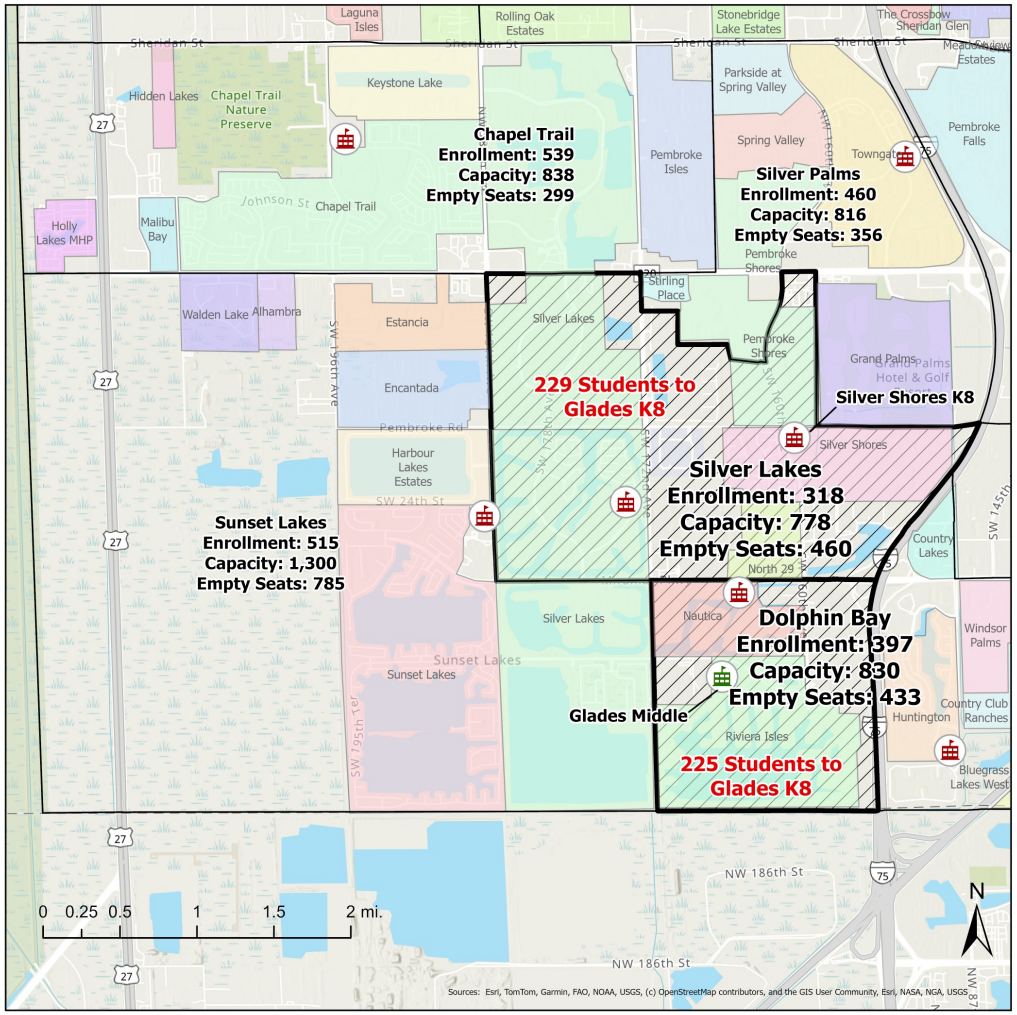
Silver Lakes ESE Students in Self-Contained Classes			
ASD	31	22	53
OSE		1	1
PKB	7	4	11
PKC	8	2	10
Total	**46**	**29**	**75**

Dolphin Bay ESE Students in Self-Contained Classes			
Program	In-Boundary	OOB Total	Total
ASD	29	22	51
PKB	3	6	9
PKC	5	14	19
Total	**37**	**42**	**79**

Committee Vote
1 Yes/ 12 No:
Not Recommended

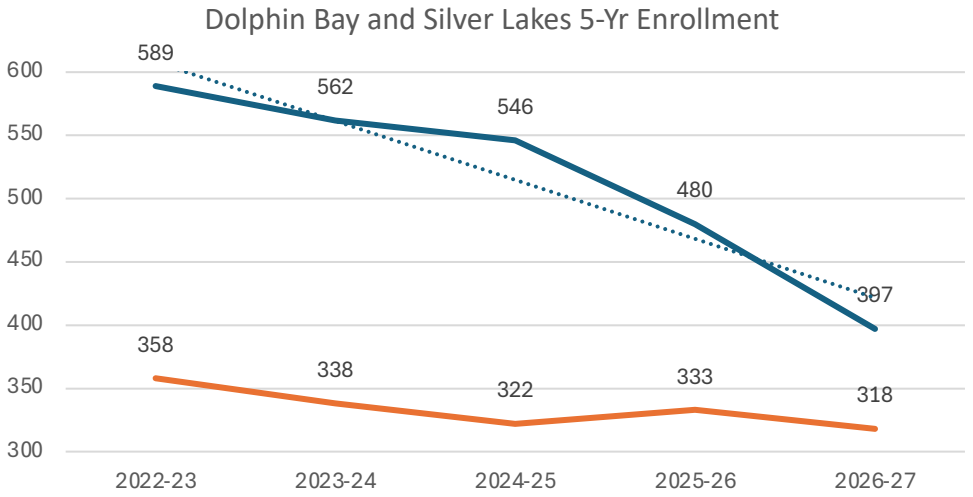
Proposal 5 Alternate: Dolphin Bay Elementary and Silver Lakes Elementary to Glades K-8

School	Dolphin Bay Elementary (Consolidating)	Silver Lakes Elementary (Consolidating)	Glades (Becomes K8)
City	MIRAMAR	MIRAMAR	MIRAMAR
SBMD	2	2	2
Type	ELEM	ELEM	MIDD
Utilization Permanent Capacity	47.8%	40.9%	37.3%
Enrollment Change 2025-26 to 2026-27	(83)	(15)	(175)
School Grade 2026	A	C	A
Total Students Living In Boundary	545	940	1,661
In-Boundary Students Attending	225	229	470
% of In-Boundary Students Attending	41.3%	24.4%	28.3%
Out-of-Boundary Students Attending	144	67	217
% of Students from Out-of-Boundary	36.3%	21.1%	31.6%
Living In-Boundary as a % of Permanent Capacity	65.7%	120.8%	25.5%
Living In-Boundary Over/ (Under) Permanent Capacity	(285)	162	(181)
Living In-Boundary and Attending Charter	242	507	935
% Living In-Boundary and Attending Charter	44.4%	53.9%	56.3%
Living In-Boundary and Attending Other BCPS	78	204	256
% Living In-Boundary and Attending Other BCPS	14.3%	21.7%	15.4%
% Non-Hispanic Black	33.5%	36.8%	45.0%
% Hispanic	47.9%	48.7%	36.8%
% Non-Hispanic White	10.3%	6.9%	6.0%
% FRL	54.9%	50.3%	58.8%
Shelter Status	GEN POP	GEN POP	N/A



Southwest K-8 Proposals Alternate

Consideration	Analysis
Impact on Enrollment	All 454 in-boundary K-5 students at Dolphin Bay Elementary and Silver Lakes Elementary would be shifted to the Glades K8 campus. This results in capacity utilization of 86.8% at Glades K8
Impact on Feeder Patterns	This proposal does not clean or further split any feeder patterns.
Impact on Neighborhood Integrity	This proposal does not split any neighborhoods.
Impact on Distance to School	Students currently attending Silver Lakes Elementary would have to travel further to Glades K8, though students in the southern portion of the Dolphin Bay boundary would be closer to Glades K8 than to the Dolphin Bay campus.
Impact on School Diversity	Both elementary schools and Glades Middle are demographically similar.
Impact on Students with Special Needs	Dolphin Bay Elementary currently has 51 students in self-contained ASD classes, of whom 22 are from out-of-boundary and can be shifted to programs at their home boundary schools. Silver Lakes Elementary currently has 53 students in self-contained ASD classes, of whom 22 are from out-of-boundary and can be shifted to programs at their home boundary schools. Additionally, Dolphin Bay Elementary has 29 PK ESE students, of whom 20 are out-of-boundary, and Silver Lakes has 21 PK ESE students, of whom six are out-of-boundary.



Silver Lakes ESE Students in Self-Contained Classes			
ASD	31	22	53
OSE		1	1
PKB	7	4	11
PKC	8	2	10
Total	**46**	**29**	**75**

Dolphin Bay ESE Students in Self-Contained Classes			
Program	In-Boundary	OOB Total	Total
ASD	29	22	51
PKB	3	6	9
PKC	5	14	19
Total	**37**	**42**	**79**

Committee Vote 9 Yes/ 4 No: Recommended

Southwest K-8 Proposals Financial Impacts

Transition the students at Dolphin Bay ES and Silver Lakes ES into Glades MS and extend the grades at Glades MS to K-8 school; Extend the grades at Sunset Lakes ES to K-8

Category	One-Time	Recurring	Fund Type (Capital / General)
Estimated Revenue/Savings	--	$2,561,724	General Fund
Estimated Expenditures/Costs	--	$350,000*	General Fund
Transportation Impact	--	$1,175,000	General Fund
Net Financial Impact	--	$1,036,724	General Fund

Annual Maintenance Costs at Dolphin Bay ES:	$ 257,559
Annual Utility Costs at Dolphin Bay ES:	$ 264,101
Annual Average Security Costs:	$ 137,000
Annual Maintenance Costs at Silver Lakes ES:	$ 207,645
Annual Utility Costs at Silver Lakes ES:	$ 229,233
Annual Average Security Costs:	$ 137,000

A 9:15 a.m. – 3:45 p.m. bell time would be cost neutral for Transportation

Total Estimated Savings
$2,269,262

Green = Positive
Red = Negative

*The estimated recurring increases for Glades and Sunset Lakes are based on the FY2026-27 K-8 support allocation model compared with each school's current support structure. The estimates assume the receiving schools remain within the projected staffing thresholds and include the additional administrative, guidance, clerical, operating, and other K-8 support costs identified in the allocation model.

Established 1915 BROWARD County Public Schools

Southwest K-8 Proposals Alt. Financial Impacts

Transition the students at Dolphin Bay ES and Silver Lakes ES into Glades MS and extend the grades at Glades MS to K-8 school; Sunset Lakes ES remain a K-5

Category	One-Time	Recurring	Fund Type (Capital / General)
Estimated Revenue/Savings	--	$2,561,724	General Fund
Estimated Expenditures/Costs	--	$160,000*	General Fund
Transportation Impact	--	$807,000	General Fund
Net Financial Impact	--	$1,594,724	General Fund

Annual Maintenance Costs at Dolphin Bay ES: $ 257,559
Annual Utility Costs at Dolphin Bay ES: $ 264,101
Annual Average Security Costs: $ 137,000

Annual Maintenance Costs at Silver Lakes ES: $ 207,645
Annual Utility Costs at Silver Lakes ES: $ 229,233
Annual Average Security Costs: $ 137,000

A 9:15 a.m. – 3:45 p.m. bell time would be cost neutral for Transportation

Total Estimated Savings
$2,827,262

Green = Positive
Red = Negative

The estimated recurring increase for Glades is based on the FY2026-27 K-8 support allocation model compared with the school's current middle school support structure. The estimate assumes Glades remains within the projected staffing thresholds and includes the additional K-8 support costs identified in the allocation model.

Southwest K-8 Proposals Student Services

ESE and Special Programs Placement Options: Full continuum of IEP services. All accommodations, specialized instruction, related services (Speech, PT, OT), and supports documented in the IEP will continue to be provided at the receiving school.

Students	Potential Receiving School	Placement Condition
Dolphin Bay / Silver Lakes K–5 ESE students	Glades K–8	Full continuum of ESE services
Dolphin Bay / Silver Lakes Pre-K ESE students	Sunset Lakes	Full continuum of ESE services

Financial Analysis Needed

Evaluate staffing, program capacity, and classroom space at the potential receiving schools under each placement scenario.

ESE: Exceptional Student Education IEP: Individual Education Plan PT: Physical Therapy OT: Occupational Therapy

Southwest K-8 Alt. Proposals Student Services

ESE and Special Programs Placement Options: Full continuum of IEP services. All accommodations, specialized instruction, related services (Speech, PT, OT), and supports documented in the IEP will continue to be provided at the receiving school.

Students	Potential Receiving School	Placement Condition
Dolphin Bay / Silver Lakes K–5 ESE students	Glades K–8	Full continuum of ESE services
Dolphin Bay / Silver Lakes Pre-K ESE students	Sunset Lakes K-5 or Silver Palms Silver Shores Coral Cove K–8	Sunset Lakes K-5 / Silver Palms: bus route required Silver Shores / Coral Cove: new Pre-K program and bus route required
Sunset Lakes K–5 ESE students	Remain at Sunset Lakes K-5	Sunset Lakes K-5 full continuum of ESE services
Sunset Lakes K-5 Pre-K ESE students	Remain at Sunset Lakes K-5	Remain at Sunset Lakes K-5

Financial Analysis Needed

Evaluate staffing, program capacity, and classroom space at the potential receiving schools under each placement scenario.

ESE: Exceptional Student Education IEP: Individual Education Plan PT: Physical Therapy OT: Occupational Therapy

Glades MS | Preliminary Snapshot

K-8 CONVERSION | RESTROOM + PLAYGROUND

Estimated Project Cost: $7.5 million

DESIGN

100% CDs

CURRENT STATUS

100% construction documents complete

CURRENT PROJECT PATH

1. **COMPLETE**
   100% CDs
2. **AE REVIEW IN PROGRESS**
   100% CDs (Comments)
3. **VALIDATION IN PROGRESS**
   Cost estimate (ROM)
4. **CONFIRM IN PROGRESS**
   Contractor schedule

NEAR-TERM DECISION: Review contractor cost and schedule against the 100% CDs to confirm budget and timeline before advancing to construction.

SCOPE FOCUS

RESTROOMS

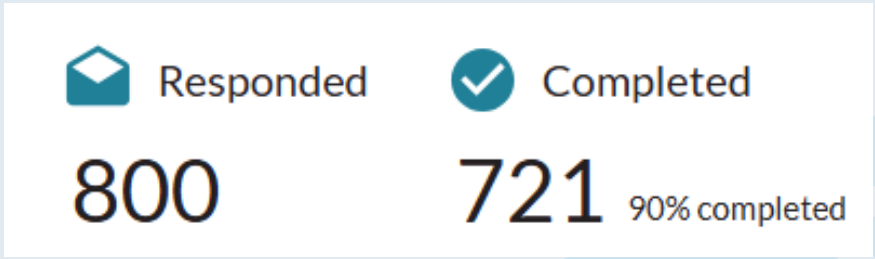
K-8 conversion requirements

PLAYGROUND

Site + civil coordination

Southwest K-8 Proposals Options

Stakeholder Survey Results



- Participants are highly protective of existing neighborhood elementary and middle schools, especially for younger and ESE students, and most want to keep a traditional K-5 plus separate 6-8 model. Many written comments emphasize safety, developmental appropriateness and continuity of ESE and PreK services.

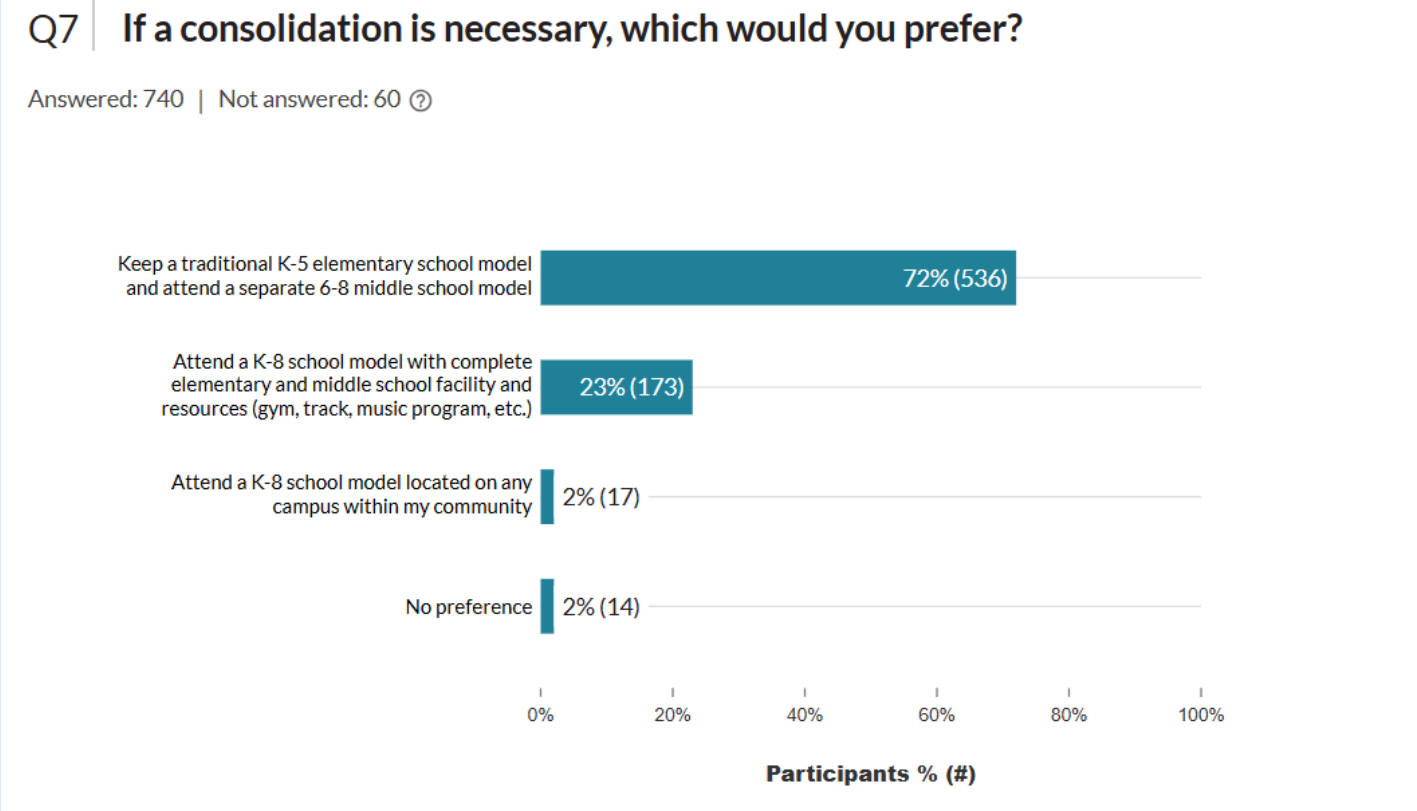
- While some families support K-8 on a middle-school campus, opposition is strong when this involves closing current schools or relocating children. Among the 800 participants who answered Q1, the largest group is parents or guardians, who account for 77% of those respondents. Overall, 800 participants responded to the survey and 721 of the 800 who responded went on to complete it.

Direction is needed to appropriately plan for the needs of the Glades MS facility.

ThoughtExchange Survey Summary

Southwest K-8 Proposals Options

Stakeholder Survey Results

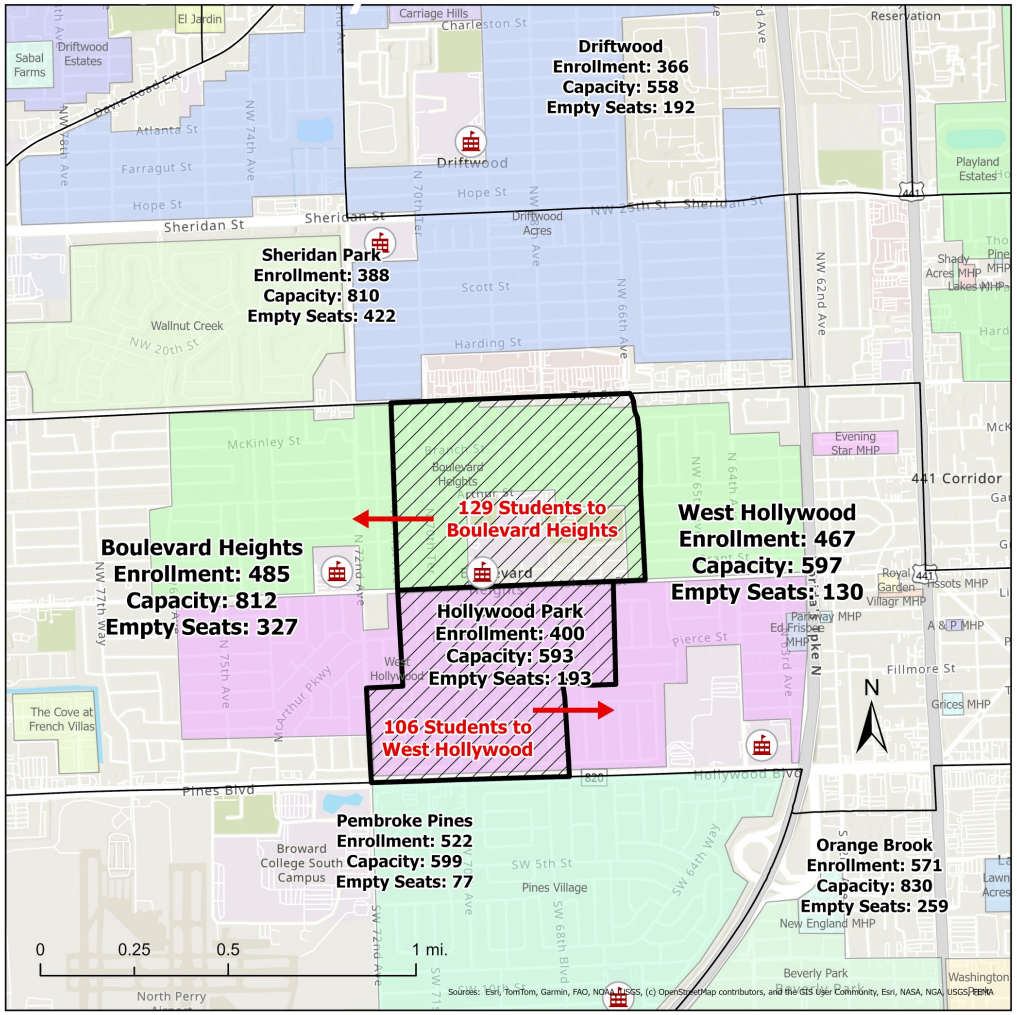


Direction is needed to appropriately plan for the needs of the Glades MS facility.

ThoughtExchange Survey Summary

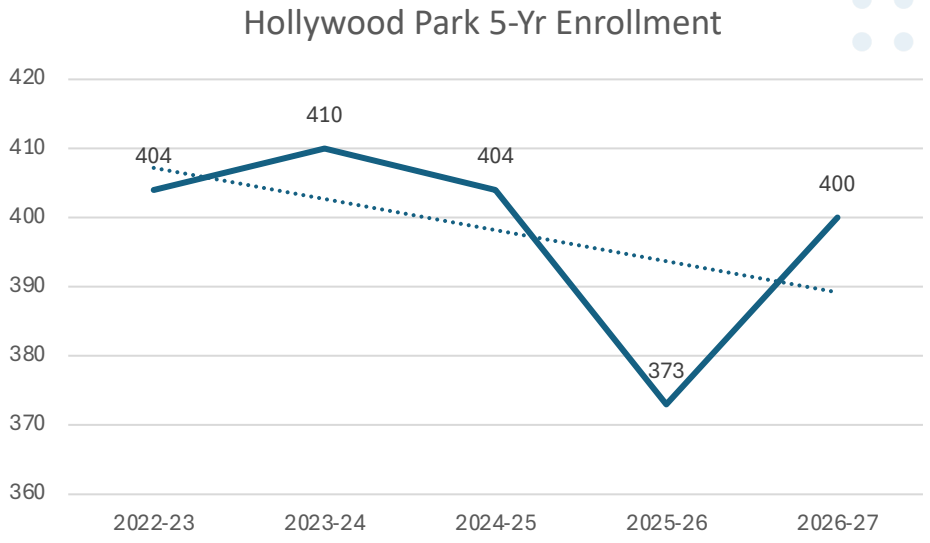
Proposal 6a: Hollywood Park Elementary to Boulevard Heights Elementary and West Hollywood

School	Hollywood Park Elementary (Consolidating)	Boulevard Heights Elementary (Receiving)	West Hollywood Elementary (Receiving)
City	HOLLYWOOD	HOLLYWOOD	HOLLYWOOD
SBMD	1	1	1
Type	ELEM	ELEM	ELEM
Utilization Permanent Capacity	67.5%	59.7%	78.2%
Enrollment Change 2025-26 to 2026-27	27	(18)	(8)
Enrollment Change 2024-25 to 2025-26	(4)	(103)	(12)
School Grade 2026	A	B	C
Total Students Living In Boundary	380	846	545
In-Boundary Students Attending	235	347	319
% of In-Boundary Students Attending	61.8%	41.0%	58.5%
Out-of-Boundary Students Attending	140	92	88
% of Students from Out-of-Boundary	35.0%	19.0%	18.8%
Living In-Boundary as a % of Permanent Capacity	64.1%	104.2%	91.3%
Living In-Boundary Over/ (Under) Perm. Capacity	(213)	34	(52)
Living In-Boundary and Attending Charter	55	317	113
% Living In-Boundary and Attending Charter	14.5%	37.5%	20.7%
Living In-Boundary and Attending Other BCPS	90	182	113
% Living In-Boundary and Attending Other BCPS	23.7%	21.5%	20.7%
% Non-Hispanic Black	23.0%	22.7%	32.3%
% Hispanic	67.8%	65.4%	58.5%
% Non-Hispanic White	5.5%	4.9%	4.9%
% FRL	77.3%	81.4%	86.5%
Shelter Status	N/A	N/A	0



Hollywood Park Proposal

Consideration	Analysis
Impact on Enrollment	The proposal shifts 129 in-boundary students to Boulevard Heights Elementary and 106 in-boundary students to West Hollywood Elementary. This results in capacity utilization of 75.6% at Boulevard Heights Elementary and 96.0% at West Hollywood Elementary.
Impact on Feeder Patterns	This proposal does not clean or further split any feeder patterns.
Impact on Neighborhood Integrity	This proposal does not split any neighborhoods.
Impact on Distance to School	This proposal does not significantly impact distance to school and does not necessitate any students being provided bus transportation.
Impact on School Diversity	All three schools are demographically similar.
Impact on Students with Special Needs	Hollywood Park has 42 students in self-contained IND classes, of whom 40 are from out-of-boundary and can be shifted to programs at their home boundary schools. Additionally, Hollywood Park Elementary has 25 PK ESE students, of whom 16 are out-of-boundary.

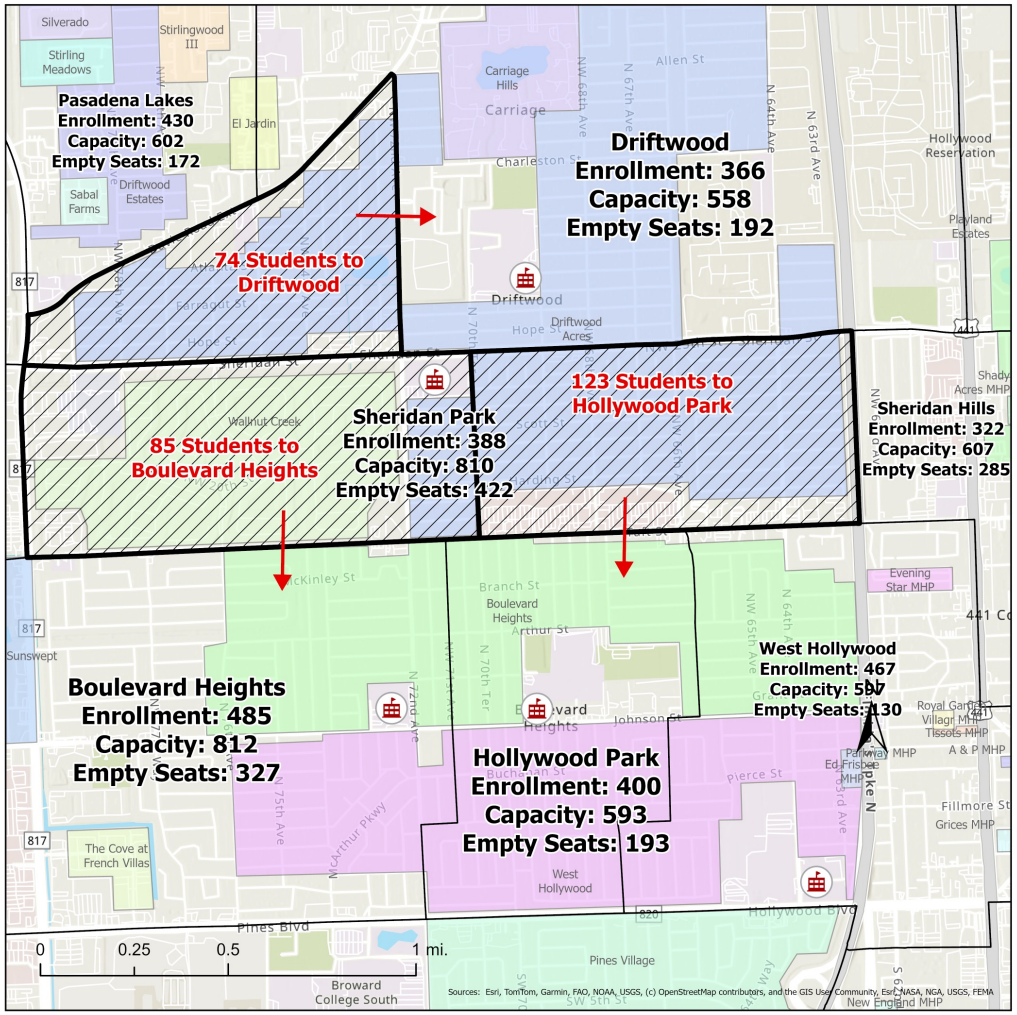


Hollywood Park ESE Students in Self-Contained Classes			
Program	In-Boundary	OOB Total	Total
IND	2	40	42
PKB	2		2
PKC	7	16	23
Total	**11**	**56**	**67**

Committee Vote
0 Yes/ 13 No:
Not Recommended

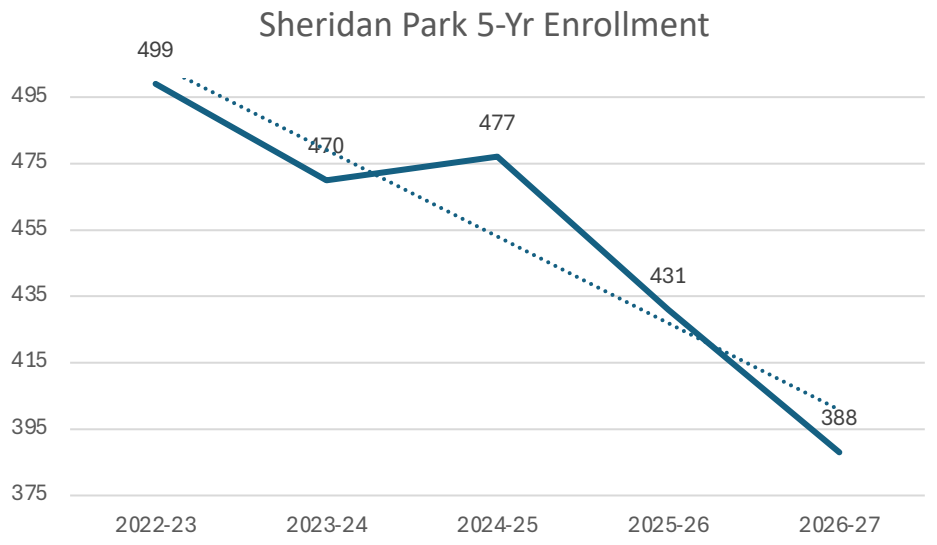
Proposal 6b: Sheridan Park Elementary to Boulevard Heights Elementary, Driftwood Elementary, and Hollywood Park Elementary

School	Sheridan Park Elementary (Consolidating)	Boulevard Heights Elementary (Receiving)	Driftwood Elementary (Receiving)	Hollywood Park Elementary (Receiving)
City	HOLLYWOOD	HOLLYWOOD	HOLLYWOOD	HOLLYWOOD
SBMD	1	1	1	1
Type	ELEM	ELEM	ELEM	ELEM
Utilization Permanent Capacity	s	59.7%	65.6%	67.5%
Enrollment Change 2025-26 to 2026-27	(43)	(18)	(44)	27
Enrollment Change 2024-25 to 2025-26	(89)	(103)	(96)	(4)
School Grade 2026	C	B	B	A
Total Students Living In Boundary	530	846	498	380
In-Boundary Students Attending	282	347	243	235
% of In-Boundary Students Attending	53.2%	41.0%	48.8%	61.8%
Out-of-Boundary Students Attending	100	92	82	140
% of Students from Out-of-Boundary	25.8%	19.0%	22.4%	35.0%
Living In-Boundary as a % of Permanent Capacity	65.4%	104.2%	89.2%	64.1%
Living In-Boundary Over/ (Under) Perm. Capacity	(280)	34	(60)	(213)
Living In-Boundary and Attending Charter	156	317	138	55
% Living In-Boundary and Attending Charter	29.4%	37.5%	27.7%	14.5%
Living In-Boundary and Attending Other BCPS	92	182	117	90
% Living In-Boundary and Attending Other BCPS	17.4%	21.5%	23.5%	23.7%
% Non-Hispanic Black	21.6%	22.7%	18.3%	23.0%
% Hispanic	57.2%	65.4%	63.9%	67.8%
% Non-Hispanic White	12.6%	4.9%	10.9%	5.5%
% FRL	71.9%	81.4%	84.2%	77.3%
Shelter Status	N/A	N/A	N/A	N/A



Sheridan Park Proposal

Consideration	Analysis
Impact on Enrollment	The proposal shifts 85 in-boundary students to Boulevard Heights Elementary, 74 in-boundary students to Driftwood Elementary, and 123 in-boundary students to Hollywood Park Elementary. This results in capacity utilization of 70.2% at Boulevard Heights Elementary, 78.9% at Driftwood Elementary, and 88.2% at Hollywood Park Elementary.
Impact on Feeder Patterns	This proposal adds a third middle to high school feeder pattern to Boulevard Heights's current split feeder pattern, and also splits Hollywood Park's current 100% feeder pattern.
Impact on Neighborhood Integrity	Driftwood Acres neighborhood is currently divided between Driftwood Elementary and Sheridan Park Elementary. As a result of this proposal, it will be divided between Driftwood Elementary and Hollywood Park Elementary.
Impact on Distance to School	Most students would have to travel further as a result of this proposal, though all will be less than two miles to school.
Impact on School Diversity	These schools are all demographically similar and majority-Hispanic.
Impact on Students with Special Needs	Sheridan Park Elementary currently has 54 students in self-contained ASD classes, of whom 28 are from out-of-boundary and can be shifted to programs at their home boundary schools.



Sheridan Park ESE Students in Self-Contained Classes

Program	In-Boundary	OOB Total	Total
ASD	26	28	54
Total	**26**	**28**	**54**

Committee Vote 12 Yes/ 1 No: Recommended

Hollywood Park/Sheridan Park Proposals Financial Impacts

Transition the students into Boulevard Heights ES and West Hollywood ES OR Another consolidation option that keeps Hollywood Park ES open

Category	One-Time	Recurring	Fund Type (Capital / General)
Estimated Revenue/Savings	--	$1,241,569*	General Fund
Estimated Expenditures/Costs	--	--	--
Transportation Impact	--	$0	General Fund
Net Financial Impact	--	$1,241,569*	General Fund

Annual Maintenance Costs at Hollywood Park ES: $ 143,441
Annual Utility Costs at Hollywood Park ES: $ 151,879
Annual Average Security Costs: $ 137,000

Total Estimated Savings
$1,673,889

Green = Positive
Red = Negative

*For the current estimate, Sheridan Park ES also reflects approximately $1,241,569 in recurring savings if the proposal to transition students into Boulevard Heights ES, Driftwood ES, and Hollywood Park ES is approved.

Hollywood Park/Sheridan Park Proposals
Student Services

ESE and Special Programs Placement Options: Full continuum of IEP services. All accommodations, specialized instruction, related services (Speech, PT, OT), and supports documented in the IEP will continue to be provided at the receiving school.

Students	Potential Receiving School	Placement Condition
Hollywood Park K–5 ESE students	West Hollywood or Boulevard Heights, or Stirling	West Hollywood / Boulevard Heights: new program required Stirling: bus route required
Hollywood Park Pre-K ESE students	Boulevard Heights (PKC / PKB) Sheridan Park (PKB or PKC) Pasadena Lakes or Driftwood (PKC / PKB)	Sheridan Park PKC: new program required Pasadena Lakes / Driftwood: bus route required
Sheridan Park K–5 ESE students	Driftwood or Boulevard Heights Hollywood Park Pasadena Lakes Sheridan Hills	Hollywood Park: new program required Pasadena Lakes: bus route required Sheridan Hills: new ASD program and bus route required
Sheridan Park Pre-K ESE students	Boulevard Heights or Hollywood Park (PKC / PKB)	No additional condition needed

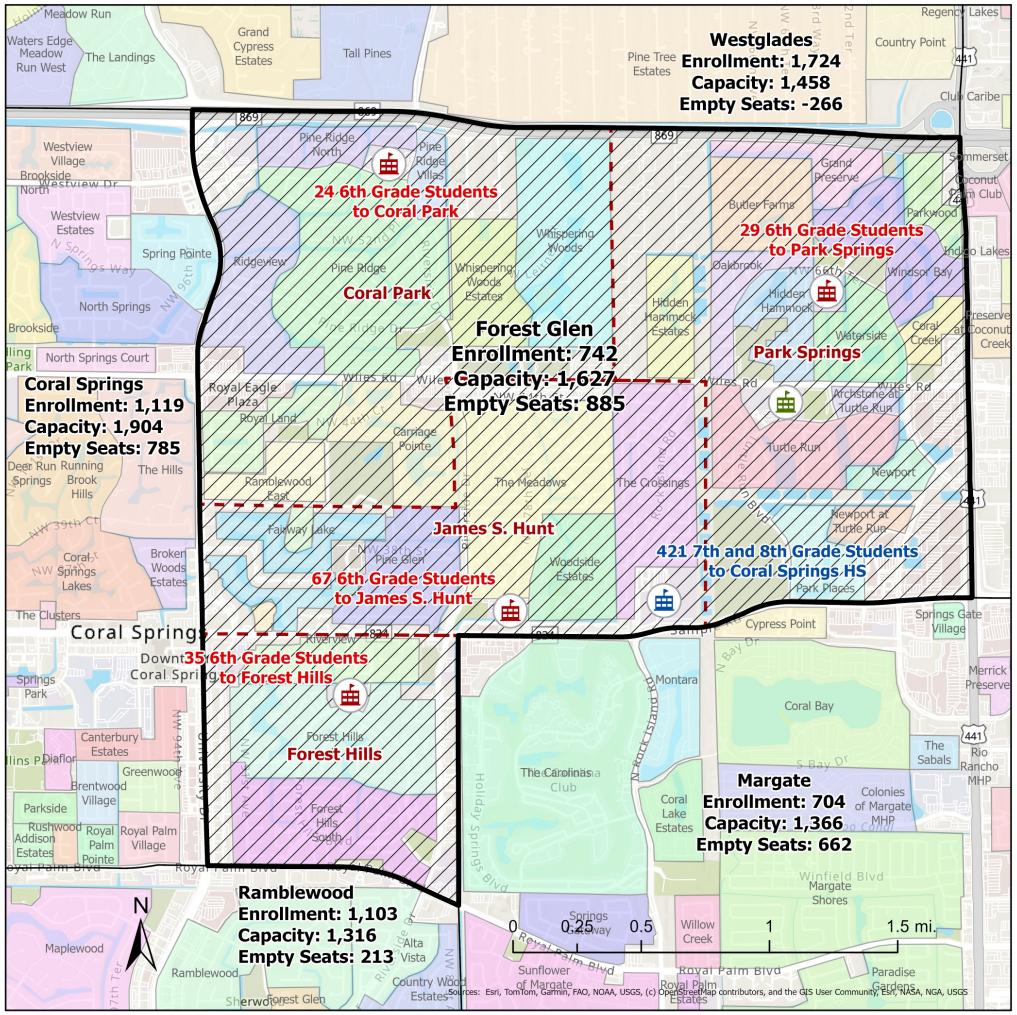
Financial Analysis Needed

Evaluate staffing, program capacity, and classroom space at the potential receiving schools under each placement scenario.

ESE: Exceptional Student Education IEP: Individual Education Plan PT: Physical Therapy OT: Occupational Therapy

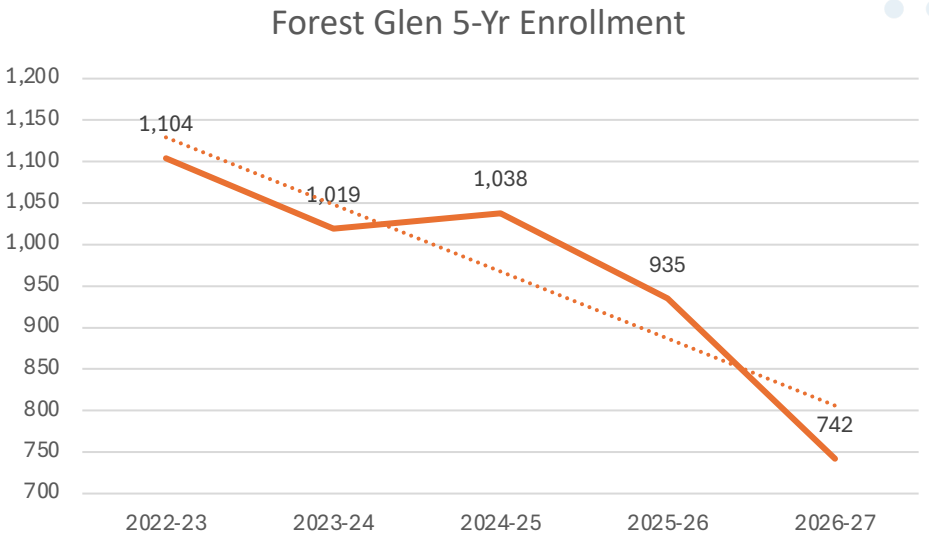
Proposal 7: Forest Glen Middle to Coral Park Elementary, Forest Hills Elementary, James S. Hunt Elementary, and Park Springs Elementary (6th Grade); and Coral Springs High (7th and 8th Grade)

School	Forest Glen Middle (Consolidating)	Coral Park Elementary (Receiving)	Forest Hills Elementary (Receiving)	James S. Hunt Elementary (Receiving)	Park Springs Elementary (Receiving)	Coral Springs High (Receiving)
City	CORAL SPRINGS	CORAL SPRINGS	CORAL SPRINGS	CORAL SPRINGS	CORAL SPRINGS	CORAL SPRINGS
SBMD	4	4	4	4	4	4
Type	MIDD	ELEM	ELEM	ELEM	ELEM	HIGH
Utilization Permanent Capacity	45.6%	64.7%	71.9%	49.8%	57.5%	65.9%
Enrollment Change 2025-26 to 2026-27	(193)	(37)	(52)	(13)	(42)	(132)
School Grade 2026	A	B	A	A	A	A
Total Students Living In Boundary	1,295	482	585	837	470	2,565
In-Boundary Students Attending	576	235	342	358	338	1,359
% of In-Boundary Students Attending	44.5%	48.8%	58.5%	42.8%	71.9%	53.0%
Out-of-Boundary Students Attending	166	133	169	41	324	559
% of Students from Out-of-Boundary	22.4%	33.4%	29.5%	9.8%	47.4%	29.1%
Living In-Boundary as a % of Permanent Capacity	79.6%	78.4%	73.6%	99.5%	39.5%	88.1%
Living In-Boundary Over/ (Under) Permanent Capacity	(332)	(133)	(210)	(4)	(719)	(345)
Living In-Boundary and Attending Charter	511	143	145	234	96	378
% Living In-Boundary and Attending Charter	39.5%	29.7%	24.8%	28.0%	20.4%	14.7%
Living In-Boundary and Attending Other BCPS	208	104	98	245	36	828
% Living In-Boundary and Attending Other BCPS	16.1%	21.6%	16.8%	29.3%	7.7%	32.3%
% Non-Hispanic Black	46.9%	31.2%	43.7%	62.3%	25.0%	50.9%
% Hispanic	30.7%	35.4%	37.6%	31.3%	28.7%	31.4%
% Non-Hispanic White	14.2%	22.1%	10.8%	2.6%	33.5%	10.4%
% FRL	69.7%	57.8%	68.5%	90.7%	45.2%	66.0%
Shelter Status	N/A	N/A	N/A	N/A	N/A	N/A



Forest Glen Proposal

Consideration	Analysis
Impact on Enrollment	This proposal moves 24 6th grade students to Coral Park Elementary, 35 6th grade students to Forest Hills Elementary, 67 6th grade students to James S. Hunt Elementary, 29 6th grade students to Park Springs Elementary, and 421 7th and 8th grade students to Coral Springs High. This results permanent capacity utilization of 68.6% (Coral Park), 76.4% (Forest Hills), 57.8% (James S. Hunt), 60.0% (Park Springs), and 80.4% (Coral Springs High).
Impact on Feeder Patterns	This proposal preserves the 100% elementary to high feeder patterns for Coral Park Elementary, Forest Hills Elementary, James S. Hunt Elementary, and Park Springs Elementary.
Impact on Neighborhood Integrity	This proposal doesn't split any neighborhoods.
Impact on Distance to School	This proposal doesn't impact travel distance.
Impact on School Diversity	This proposal doesn't change any boundaries, so there isn't an impact on diversity.
Impact on Students with Special Needs	Forest Glen Middle has 48 students in self-contained ESE classes of whom 7 are from out-of-boundary and can be shifted to programs at their home boundary schools.

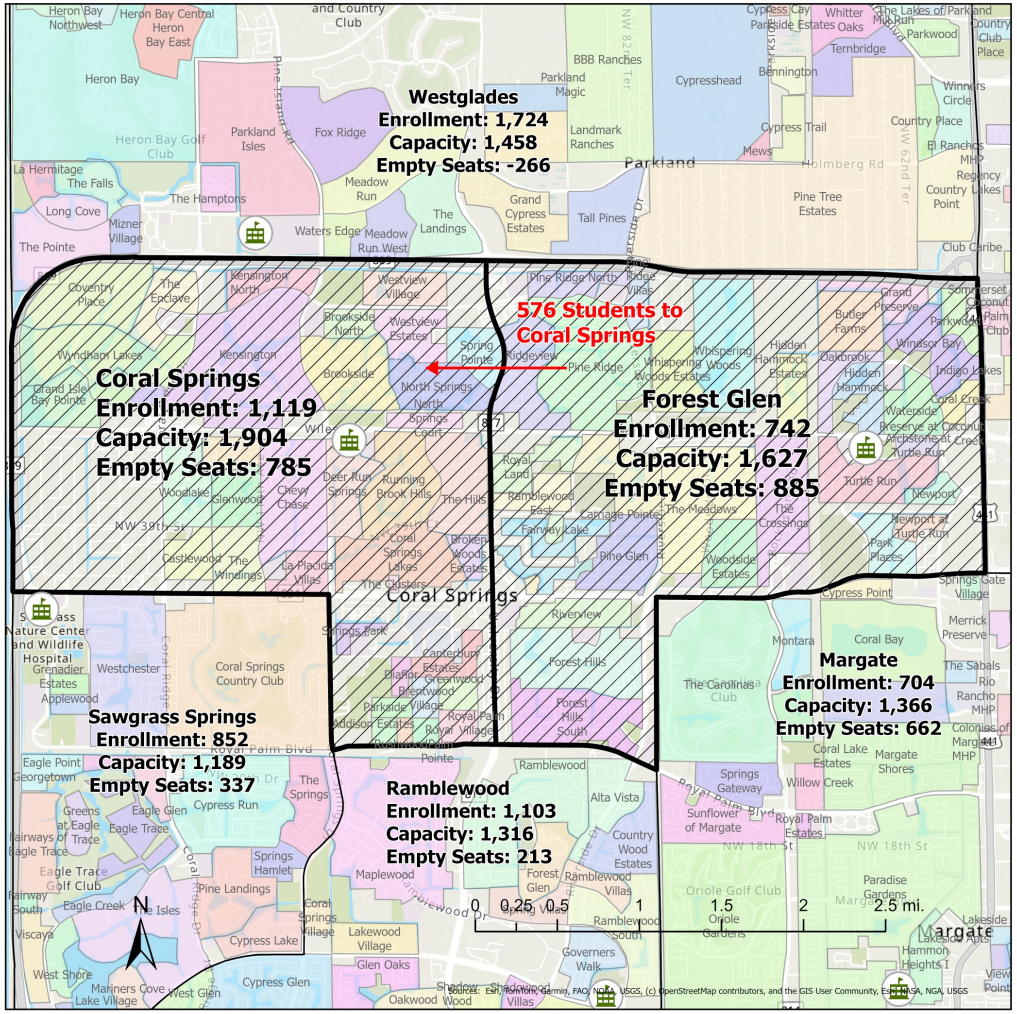


Forest Glen ESE Students in Self-Contained Classes			
Program	In-Boundary	OOB Total	Total
OSE	1		1
SVE	17	1	18
VEP	23	6	29
Total	**41**	**7**	**48**

Committee Vote
0 Yes/ 13 No:
Not Recommended

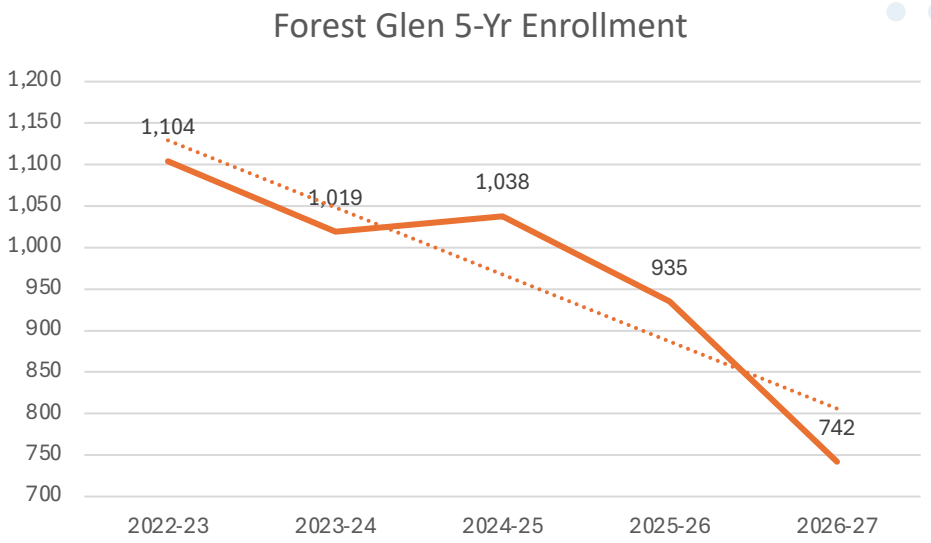
Proposal 7 Alternate: Forest Glen Middle to Coral Springs Middle

School	Forest Glen Middle (Consolidating)	Coral Springs Middle (Receiving)
City	CORAL SPRINGS	CORAL SPRINGS
SBMD	4	4
Type	MIDD	MIDD
Utilization Permanent Capacity	45.6%	58.8%
Enrollment Change 2025-26 to 2026-27	(193)	95
School Grade 2026	A	A
Total Students Living In Boundary	1,295	1,265
In-Boundary Students Attending	576	774
% of In-Boundary Students Attending	44.5%	61.2%
Out-of-Boundary Students Attending	166	345
% of Students from Out-of-Boundary	22.4%	30.8%
Living In-Boundary as a % of Permanent Capacity	79.6%	66.4%
Living In-Boundary Over/ (Under) Permanent Capacity	(332)	(639)
Living In-Boundary and Attending Charter	511	332
% Living In-Boundary and Attending Charter	39.5%	26.2%
Living In-Boundary and Attending Other BCPS	208	159
% Living In-Boundary and Attending Other BCPS	16.1%	12.6%
% Non-Hispanic Black	46.9%	30.2%
% Hispanic	30.7%	34.7%
% Non-Hispanic White	14.2%	23.5%
% FRL	69.7%	50.6%
Shelter Status	N/A	N/A



Forest Glen Proposal Alternate

Consideration	Analysis
Impact on Enrollment	This proposal moves 576 in-boundary students to Coral Springs Middle This results permanent capacity utilization of 89.0% at Coral Springs Middle.
Impact on Feeder Patterns	This proposal increases the Coral Springs Middle to High feeder pattern from two feeder high schools to three.
Impact on Neighborhood Integrity	This proposal doesn't split any neighborhoods.
Impact on Distance to School	Students in the eastern portion of the Forest Glen boundary will have to travel further to Coral Springs Middle, while students in the western portion of the boundary may travel less.
Impact on School Diversity	Forest Glen Middle has higher percentages of students who are Non-Hispanic Black and FRL-eligible, while Coral Springs Middle has a higher percentage of students who are Non-Hispanic White.
Impact on Students with Special Needs	Forest Glen Middle has 48 students in self-contained ESE classes of whom 7 are from out-of-boundary and can be shifted to programs at their home boundary schools.



Forest Glen ESE Students in Self-Contained Classes			
Program	In-Boundary	OOB Total	Total
OSE	1		1
SVE	17	1	18
VEP	23	6	29
Total	**41**	**7**	**48**

Committee Vote 12 Yes/ 1 No: Recommended

Forest Glen Proposal Financial Impacts

Extend the grades at Coral Park ES, Forest Hills ES, James S. Hunt ES, and Park Springs ES to grade 6 and extend the grades of Coral Springs HS to 7-12

Category	One-Time	Recurring	Fund Type (Capital / General)
Estimated Revenue/Savings	--	$2,044,794	General Fund
Estimated Expenditures/Costs	--	--	--
Transportation Impact	--	$255,000	General Fund
Net Financial Impact	--	$1,789,794	General Fund

Annual Maintenance Costs at Forest Glen MS: $ 399,302
Annual Utility Costs at Forest Glen MS: $ 373,907
Annual Average Security Costs: $ 339,000

Green = Positive
Red = Negative

Total Estimated Savings
$2,902,003

Forest Glen Alt. Proposal Financial Impacts

Consolidate Forest Glen MS into Coral Springs MS

Category	One-Time	Recurring	Fund Type (Capital / General)
Estimated Revenue/Savings	--	$2,044,794	General Fund
Estimated Expenditures/Costs	--	--	--
Transportation Impact	--	$0	General Fund
Net Financial Impact	--	$2,044,794	General Fund

Annual Maintenance Costs at Forest Glen MS: $ 399,302
Annual Utility Costs at Forest Glen MS: $ 373,907
Annual Average Security Costs: $ 339,000

Green = Positive
Red = Negative

Total Estimated Savings
$3,157,003

Forest Glen Proposal Student Services

ESE and Special Programs Placement Options: Full continuum of IEP services. All accommodations, specialized instruction, related services (Speech, PT, OT), and supports documented in the IEP will continue to be provided at the receiving school.

Students	Potential Receiving School	Placement Condition
Incoming Grade 6 ESE students at Coral Park, Forest Hills, James Hunt, or Park Springs	Current elementary school	Full continuum of ESE services
Incoming Grades 7–8 ESE students	Coral Springs 7–12	Full continuum of ESE services

Financial Analysis Needed

Evaluate staffing, program capacity, and classroom space at the potential receiving schools under each placement scenario.

ESE: Exceptional Student Education IEP: Individual Education Plan PT: Physical Therapy OT: Occupational Therapy

Forest Glen Alt. Proposal Student Services

ESE and Special Programs Placement Options: Full continuum of IEP services. All accommodations, specialized instruction, related services (Speech, PT, OT), and supports documented in the IEP will continue to be provided at the receiving school.

Students	Potential Receiving School	Placement Condition
Forest Glen	Coral Springs	Full continuum of ESE services

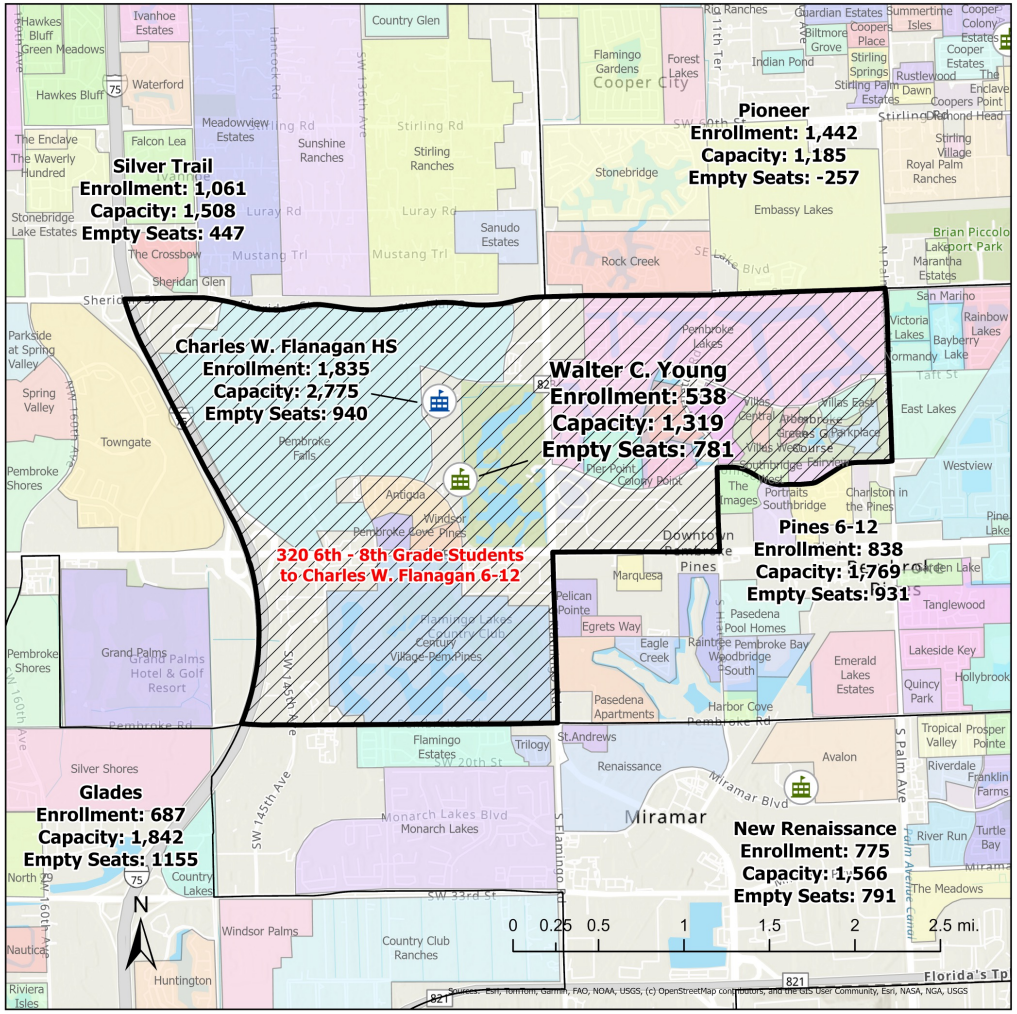
Financial Analysis Needed

Evaluate staffing, program capacity, and classroom space at the potential receiving schools under each placement scenario.

ESE: Exceptional Student Education IEP: Individual Education Plan PT: Physical Therapy OT: Occupational Therapy

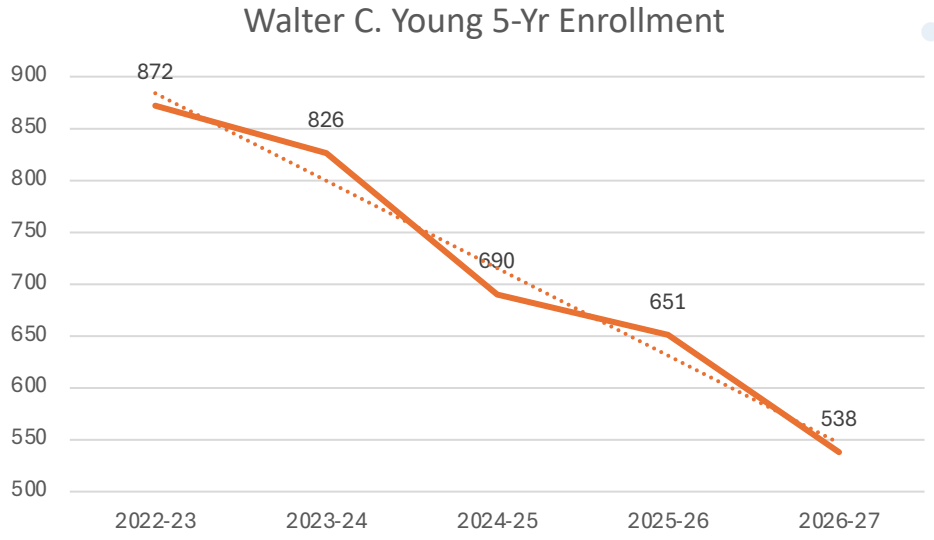
Proposal 8: Walter C. Young Middle to Charles W. Flanagan High as a 6-12 School

School	Walter C. Young Middle (Consolidating)	Charles W. Flanagan High (Receiving)
City	PEMBROKE PINES	PEMBROKE PINES
SBMD	2	2
Type	MIDD	HIGH
Utilization Permanent Capacity	40.8%	66.1%
Enrollment Change 2025-26 to 2026-27	(113)	(297)
School Grade 2026	A	A
Total Students Living In Boundary	757	2,705
In-Boundary Students Attending	320	1,356
% of In-Boundary Students Attending	42.3%	50.1%
Out-of-Boundary Students Attending	218	479
% of Students from Out-of-Boundary	40.5%	26.1%
Living In-Boundary as a % of Permanent Capacity	57.4%	97.5%
Living In-Boundary Over/ (Under) Permanent Capacity	(562)	(70)
Living In-Boundary and Attending Charter	367	871
% Living In-Boundary and Attending Charter	48.5%	32.2%
Living In-Boundary and Attending Other BCPS	70	478
% Living In-Boundary and Attending Other BCPS	9.2%	17.7%
% Non-Hispanic Black	31.4%	40.4%
% Hispanic	53.2%	46.5%
% Non-Hispanic White	7.4%	7.6%
% FRL	63.9%	59.0%
Shelter Status	N/A	N/A



Walter C. Young Proposal

Consideration	Analysis
Impact on Enrollment	This proposal shifts 320 in-boundary 6th through 8th grade students to Charles W. Flanagan High, which becomes reconfigured as a 6-12 school. This results in capacity utilization at Charles W. Flanagan High of 77.7%.
Impact on Feeder Patterns	This proposal does not clean or further split any feeder patterns.
Impact on Neighborhood Integrity	This proposal does not split any neighborhoods.
Impact on Distance to School	This proposal does not significantly impact travel distance.
Impact on School Diversity	This proposal does not impact diversity as Walter C. Young Middle is already a 100% feeder to Charles W. Flanagan High.
Impact on Students with Special Needs	Walter C. Young Middle has 22 students in self-contained ESE classes of whom 11 are from out-of-boundary and can be shifted to programs at their home boundary schools.



Walter C. Young ESE Students in Self-Contained Classes			
Program	In-Boundary	OOB Total	Total
OSE	1		1
SVE	7	6	13
VEP	3	5	8
Total	**11**	**11**	**22**

Committee Vote 12 Yes/ 1 No: Recommended

Walter C. Young Proposal Financial Impacts

Category	One-Time	Recurring	Fund Type (Capital / General)
Estimated Revenue/Savings	--	$2,010,179	General Fund
Estimated Expenditures/Costs	--	--	--
Transportation Impact	--	$0	General Fund
Net Financial Impact	--	$2,010,179	General Fund

Annual Maintenance Costs at Walter C. Young MS : $ 417,658
Annual Utility Costs at Walter C. Young MS: $ 508,795
Annual Average Security Costs: $ 339,000
Partial Reimbursement = $20,000 (annually)

Green = Positive
Red = Negative

Total Estimated Savings
$3,255,632

Walter C. Young Proposal Student Services

ESE and Special Programs Placement Options: Full continuum of IEP services. All accommodations, specialized instruction, related services (Speech, PT, OT), and supports documented in the IEP will continue to be provided at the receiving school.

Students	Potential Receiving School	Placement Condition
Walter C. Young	Charles W. Flanagan	Full continuum of ESE services Charles W. Flanagan: New varying exceptionalities (VE) program required

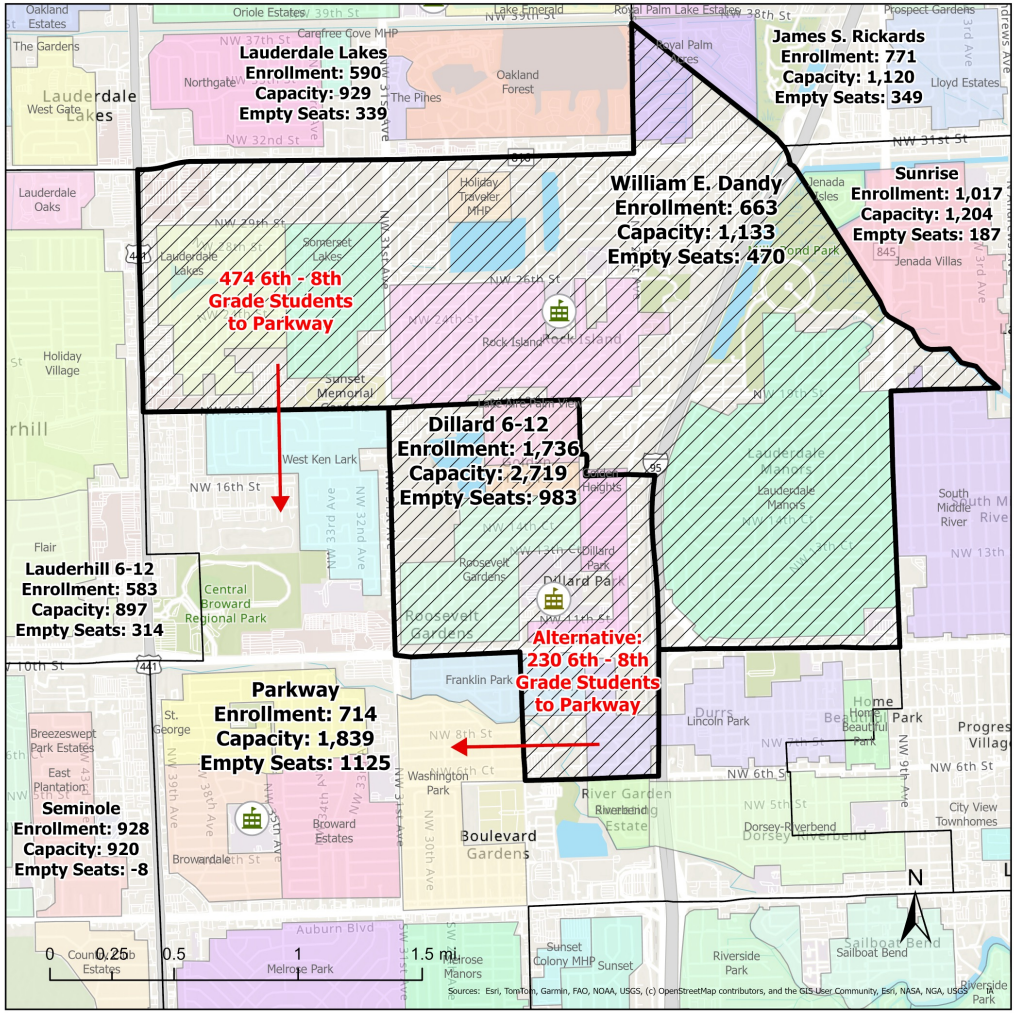
Financial Analysis Needed

Evaluate staffing, program capacity, and classroom space at the potential receiving schools under each placement scenario.

ESE: Exceptional Student Education IEP: Individual Education Plan PT: Physical Therapy OT: Occupational Therapy

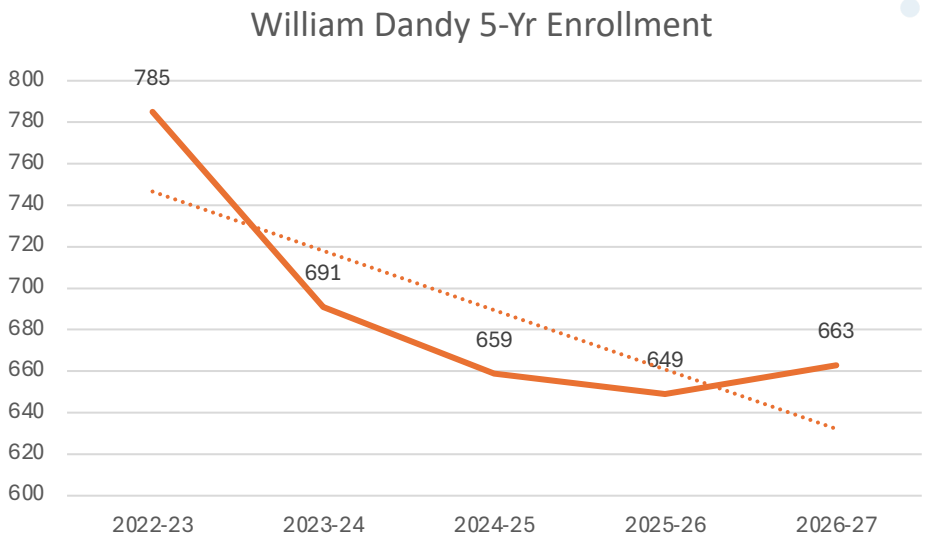
Proposal 9a: William Dandy Middle to Parkway Middle

School	William E. Dandy Middle (Consolidating)	Parkway Middle (Receiving)
City	FORT LAUDERDALE	LAUDERHILL
SBMD	5	5
Type	MIDD	MIDD
Utilization Permanent Capacity	58.5%	38.8%
Enrollment Change 2025-26 to 2026-27	14	(110)
School Grade 2026	B	C
Total Students Living In Boundary	891	1,071
In-Boundary Students Attending	474	557
% of In-Boundary Students Attending	53.2%	52.0%
Out-of-Boundary Students Attending	189	157
% of Students from Out-of-Boundary	28.5%	22.0%
Living In-Boundary as a % of Permanent Capacity	78.6%	58.2%
Living In-Boundary Over/ (Under) Permanent Capacity	(242)	(768)
Living In-Boundary and Attending Charter	171	133
% Living In-Boundary and Attending Charter	19.2%	12.4%
Living In-Boundary and Attending Other BCPS	246	381
% Living In-Boundary and Attending Other BCPS	27.6%	35.6%
% Non-Hispanic Black	90.6%	83.2%
% Hispanic	7.4%	12.5%
% Non-Hispanic White	0.9%	2.7%
% FRL	89.9%	88.0%
Shelter Status	0	0



Parkway and William Dandy Proposal

Consideration	Analysis
Impact on Enrollment	The proposal shifts 474 in-boundary students from William Dandy Middle to Parkway Middle. This results in permanent capacity utilization at Parkway Middle of 64.6%.
Impact on Feeder Patterns	This proposal would cause the Parkway Middle to high feeder pattern to increase from four to five feeder high schools.
Impact on Neighborhood Integrity	This proposal does not split any neighborhoods.
Impact on Distance to School	Students would have to travel further to school to reach Parkway Middle.
Impact on School Diversity	Both schools are demographically similar with over 80% Non-Hispanic Black students and over 80% FRL-eligible students. Parkway has slightly higher percentages of Non-Hispanic White students and over 80% FRL-eligible students.
Impact on Students with Special Needs	William Dandy Middle has 42 students in self-contained ESE classes of whom 8 are from out-of-boundary and can be shifted to programs at their home boundary schools.

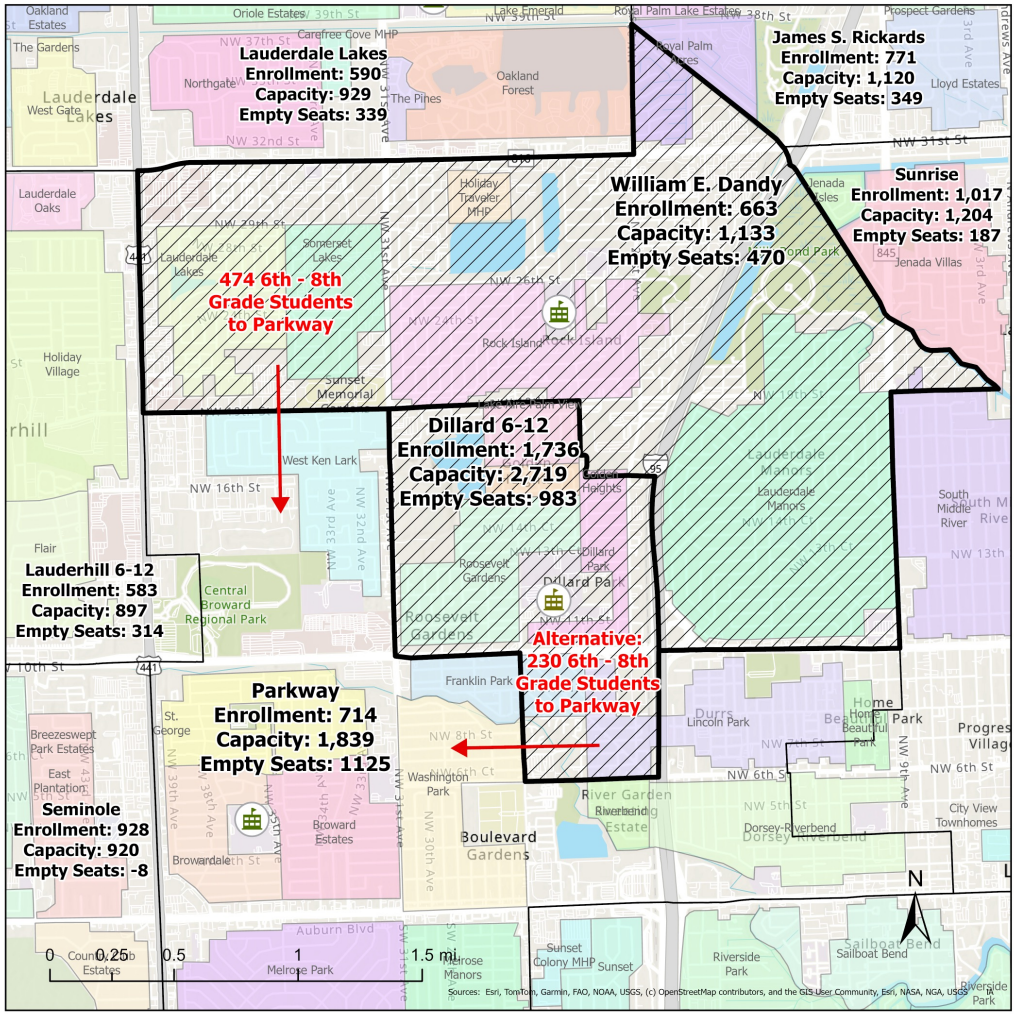


William Dandy ESE Students in Self-Contained Classes			
Program	In-Boundary	OOB Total	Total
SVE	13		13
VEP	21	8	29
Total	**34**	**8**	**42**

Committee Vote 13 Yes/ 0 No: Recommended

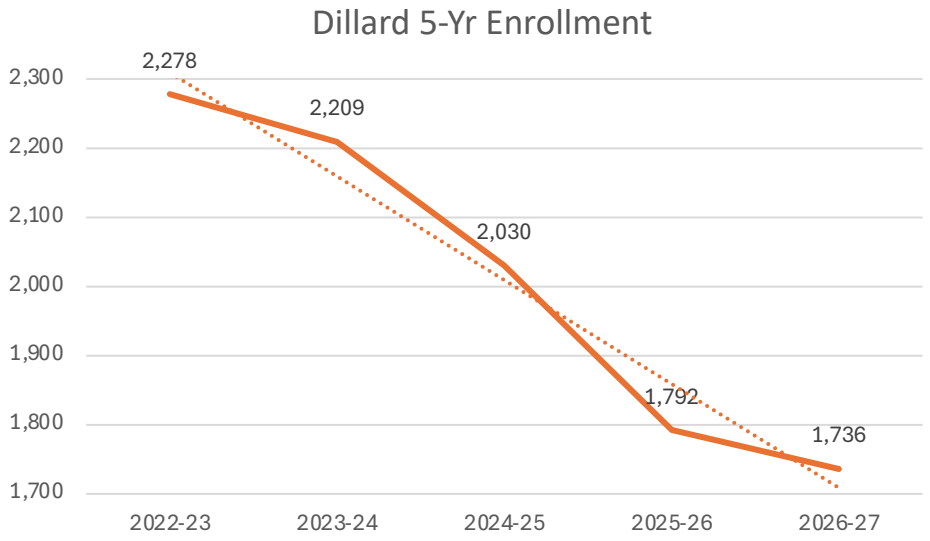
Proposal 9b: Dillard 6th – 8th Grade to Parkway Middle

School	Dillard 6-8 (Partial Consolidating)	Parkway Middle (Receiving)
City	FORT LAUDERDALE	LAUDERHILL
SBMD	5	5
Type	COMB	MIDD
Utilization Permanent Capacity	63.8%	38.8%
Enrollment Change 2025-26 to 2026-27	(56)	(110)
School Grade 2026	C	C
Total Students Living In Boundary	2,386	1,071
In-Boundary Students Attending	1,311	557
% of In-Boundary Students Attending	54.9%	52.0%
Out-of-Boundary Students Attending	425	157
% of Students from Out-of-Boundary	24.5%	22.0%
Living In-Boundary as a % of Permanent Capacity	87.8%	58.2%
Living In-Boundary Over/ (Under) Permanent Capacity	(333)	(768)
Living In-Boundary and Attending Charter	215	133
% Living In-Boundary and Attending Charter	9.0%	12.4%
Living In-Boundary and Attending Other BCPS	860	381
% Living In-Boundary and Attending Other BCPS	36.0%	35.6%
% Non-Hispanic Black	90.7%	83.2%
% Hispanic	6.5%	12.5%
% Non-Hispanic White	1.2%	2.7%
% FRL	84.0%	88.0%
Shelter Status	0	0



Dillard 6-8 Proposal

Consideration	Analysis
Impact on Enrollment	The proposal shifts 230 in-boundary 6th -8th grade students from Dillard 6-12 to Parkway Middle. This results in permanent capacity utilization at Parkway Middle of 51.3%. If 6th - 8th grade moves, this results in capacity utilization at Dillard decreasing from 63.8% to 55.4%
Impact on Feeder Patterns	This proposal does not clean or further split any feeder patterns.
Impact on Neighborhood Integrity	This proposal does not split any neighborhoods.
Impact on Distance to School	Students would have to travel further to school to reach Parkway Middle.
Impact on School Diversity	Both schools are demographically similar with over 80% Non-Hispanic Black students and over 80% FRL-eligible students. Parkway has slightly higher percentages of Non-Hispanic White students and Hispanic students.
Impact on Students with Special Needs	Dillard 6th-8th grade has 11 students in self-contained ESE classes of whom 3 are from out-of-boundary and can be shifted to programs at their home boundary schools.



Dillard 6-8 ESE Students in Self-Contained Classes			
Program	In-Boundary	OOB Total	Total
SVE	8	3	11
Total	**8**	**3**	**11**

Committee Vote
0 Yes/ 13 No:
Not Recommended

William E. Dandy Proposal Financial Impacts

Transition the students into Parkway MS

Category	One-Time	Recurring	Fund Type (Capital / General)
Estimated Revenue/Savings	--	$1,863,869	General Fund
Estimated Expenditures/Costs	--	--	--
Transportation Impact	--	$681,000	General Fund
Net Financial Impact	--	$1,182,869	General Fund

Annual Maintenance Costs at William E. Dandy MS: $ 406,997
Annual Utility Costs at William E. Dandy MS: $ 317,111
Annual Average Security Costs: $ 339,000

Green = Positive
Red = Negative

Total Estimated Savings
$2,245,977

William E. Dandy Proposal Financial Impacts

OR Transition the middle school students at Dillard 6-12 into Parkway MS; Dillard returns to a 9-12 school and William E. Dandy MS remains a 6-8 school

Category	One-Time	Recurring	Fund Type (Capital / General)
Estimated Revenue/Savings	--	$352,000*	General Fund
Estimated Expenditures/Costs	--	$8,000*	General Fund
Transportation Impact	--	$71,000	General Fund
Net Financial Impact	--	$273,000	General Fund

Annual Maintenance Costs at Dillard HS: N/A - school will remain open
Annual Utility Costs at Dillard HS: N/A - school will remain open

Total Estimated Savings
$273,000

Green = Positive
Red = Negative

*For the current estimate, Dillard HS reflects approximately $352,000 in recurring savings from the elimination of the additional 6-12 support positions, including associated fringe. Parkway MS reflects an estimated $8,000 recurring increase based on moving into the next middle-school operating allocation tier, and Dandy MS reflects no recurring change because it remains a 6-8 middle school.

William E. Dandy Proposals Student Services

ESE and Special Programs Placement Options: Full continuum of IEP services. All accommodations, specialized instruction, related services (Speech, PT, OT), and supports documented in the IEP will continue to be provided at the receiving school.

Students	Potential Receiving School	Placement Condition
William E. Dandy ESE students in general education or special programs	Parkway Middle	Full continuum of ESE services
Dillard Grades 6–8 ESE students	Parkway Middle	If William E. Dandy remains a Grades 6–8 middle school, it will continue to receive the full continuum of ESE services

Financial Analysis Needed

Evaluate staffing, program capacity, and classroom space at Parkway Middle under each placement scenario.

ESE: Exceptional Student Education IEP: Individual Education Plan PT: Physical Therapy OT: Occupational Therapy

Comprehensive Financial Impact of All Proposals

Estimated Savings Range	
Net Financial Impact of Proposals:	
Low $19,687,543	**High** $22,473,520

Green = Positive
Red = Negative

These annual recurring estimates are based on 10 school consolidations as presented in the proposals.

Impact on Available Student Stations

Currently, the District has over 61,000 available student stations in our traditional K-12 schools. The table below illustrates the potential reduction in student stations if the identified schools are no longer available for student use.

School	Permanent Student Capacity
Banyan ES	571
Coral Springs ES	871
Dolphin Bay ES	830
Lloyd Estates ES	593
Oakridge ES	605
Sheridan Park ES	810
Silver Lakes ES	778
Forest Glen MS	1,627
Walter C. Young MS	1,319
William Dandy MS	1,133
Total	**9,137**

Options for Repurposed Facilities

Option 1	Option 2	Option 3	Option 4
Identify a cluster of schools (two or three) to consolidate into one school. • Establish one repurposed facility as a swing space site • Temporarily relocate students as appropriate • Construct a larger facility as the new school for the repurposed sites	The campus may be repurposed for another District administrative use. • Department(s) may be identified to relocate to the campus. • The priorities would be for department(s) to co-locate in one complex and create central office hubs to provide services to schools.	After formal policy and procedure development, receive formal proposals for either: • Public-Private Partnership (P3) Opportunities with Interested Vendors • Enter into a Facility or Land Lease Agreement with Interested Parties	The statutory and policy procedures will be implemented to declare the land/property a surplus site and establish a minimum asking price. Receive direction to either: • Proceed with a direct negotiation • Proceed with the open bid process

Ongoing Actions for Repurposed Facilities

- ✓ Appraisals have been requested for eight sites
- ✓ Procuring the services of an industry consultant to determine the highest and best-case use for each site
- ✓ Secured the services of a commercial realtor to list available sites
- ✓ Received feedback from the School Board on the process to receive, evaluate, and act on letters of interest/proposals for available sites
- ✓ Created a central repository to receive letters of interests/proposals
- ✓ Developed a dedicated area for available sites on the Redefining Our Schools webpage

Walter C. Young MS is not included because the District has a 50-year land lease with the City of Pembroke Pines.

William E. Dandy MS is not included because the District has a Board-approved Performance-Based Agreement and pending Mutual Management Agreement and Shared Facility Plan with KIPP Miami.

Taxable Value of Identified District Sites

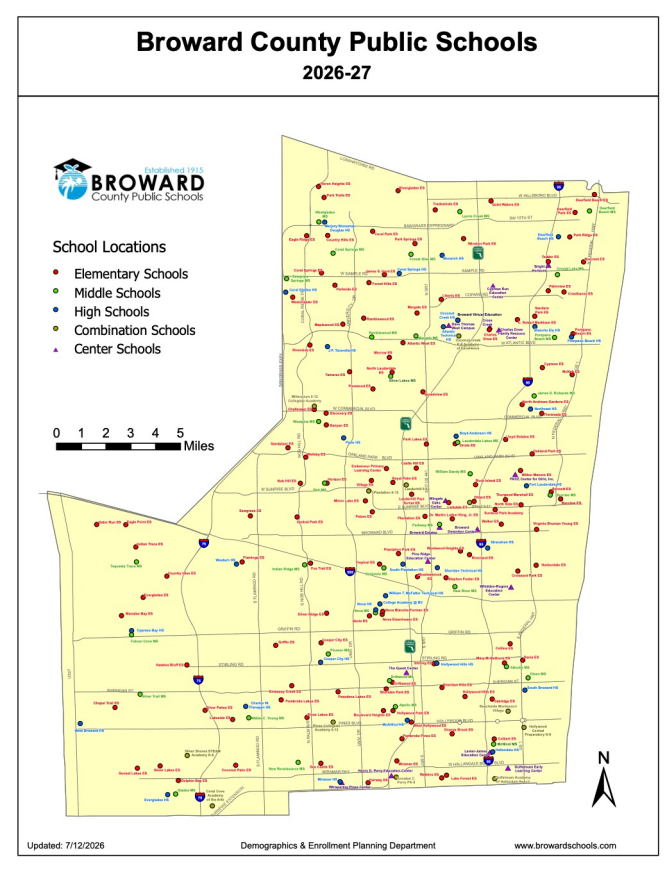
Location	*Taxable Value
Banyan ES	$12,569,150
Dolphin Bay ES	$19,022,010
Coral Springs ES	$14,262,170
Hollywood Park ES	$19,816,440
Lloyd Estates ES	$11,085,280
Oakridge ES	$10,321,680
Sheridan Park ES	$15,330,350
Silver Lakes ES	$16,666,900
Forest Glen MS	$29,515,910
Total	**$148,589,890**

Walter C. Young MS is not included because the District has a 50-year land lease with the City of Pembroke Pines.

William E. Dandy MS is not included because the District has a Board-approved Performance-Based Agreement and pending Mutual Management Agreement and Shared Facility Plan with KIPP Miami.

** Source: Broward County Property Appraiser Website – Just Value (Land and Building Value)*

Next Steps



- November 5, 2026: Superintendent's Final Recommendations Memo
- December 15, 2026: School Board Rulemaking Meeting for Final Vote
- December 16, 2026: Notifications to Impacted Families and Staff

Redefining Our Schools Deliverables

Redefining Our Schools 2026-2027 Timeline

✓	5/12/26	School Board Preliminary Workshop 1: Guidance on Redefining Our School 2026-2027 Goals
✓	7/21/26	School Board Preliminary Workshop 2: Redefining Our Schools 2026-2027 Criteria for Proposed Schools to Address, Process, and Timeline
✓	8/25/26	School Board Workshop 1: Redefining Our Schools 2026-2027 Finalize Schools to be Addressed and Stakeholder Engagement Process
✓	9/15/26	School Board Resolution to Establish School Boundary Advisory Committee
✓	9/22/26	School Board Workshop 2: Redefining Our Schools 2026-2027 Update and Capital Programs Discussion for Select Sites
✓	September 2026 through October 2026	Comprehensive Stakeholder Engagement Process
		School Boundary Committee Orientation & Training and Deliberation Meeting
✓	10/6/26	School Board Workshop 3: Redefining Our Schools 2026-2027 Fall Enrollment Update and Finalized School Proposals
→	**11/4/26**	**School Board Workshop 4 Rule Development: Redefining Our Schools 2026-2027 Update on Community Input and Boundary Committee Recommendations Final List of Schools to be Addressed with Proposed Changes**
	11/5/26	Superintendent's Final Recommendations Memo
	12/15/26	School Board Rulemaking Meeting: Final Vote
	12/16/26	Notification to Impacted Families and Staff
	1/15/27	School Choice Application Window Closes
	January 2027	Implement Transition Planning for 2027-2028 School Year

School Board Deliberation and Feedback

The Board's feedback will inform final recommendations that will be presented for Rulemaking at the December 15, 2026, Regular School Board Meeting

Sarah Leonardi, Chair
Dr. Jeff Holness, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Debra Hixon
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

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Appendix

Additional Options from October 6, 2026, Board Feedback

Schools that Can Be Potentially Consolidated Using Only Adjacent Capacity, as of 8/17/2026

Elementary

	Consolidating School	Enrollment 8/17/2026	Receiving School(s)	Available Space (Combined)	
1	Atlantic West	477	Liberty	657	7
2	Banyan	392	Discovery/ Village	510	5
3	Collins	215	Mary M. Bethune	332	1
4	Coral Springs	399	Eagle Ridge/ Parkside	646	4
5	Deerfield Park	406	Deerfield Beach/ Quiet Waters	544	7
6	Dolphin Bay	392	Sunset Lakes	784	2
7	Hollywood Park	399	Boulevard Heights/ West Hollywood	466	1
8	James S. Hunt	413	Park Springs	507	4
9	Larkdale	377	Dillard/ Lauderhill Paul Turner	519	5
10	Lloyd Estates	358	Cypress/ Oakland Park	461	5
11	Morrow	449	Tamarac	812	4
12	Nob Hill	428	Sawgrass/ Horizon	550	6
13	North Side	297	Walker	447	3
14	Oakridge	362	Colbert/ Dania	539	1
15	Pasadena Lakes	428	Driftwood/ Sheridan Park	616	1
16	Silver Lakes	320	Sunset Lakes (minus capacity used by Dolphin Bay)/ Silver Palms	743	2
17	Watkins*	302	Miramar*	531	1

*Consolidation works both ways.

Middle

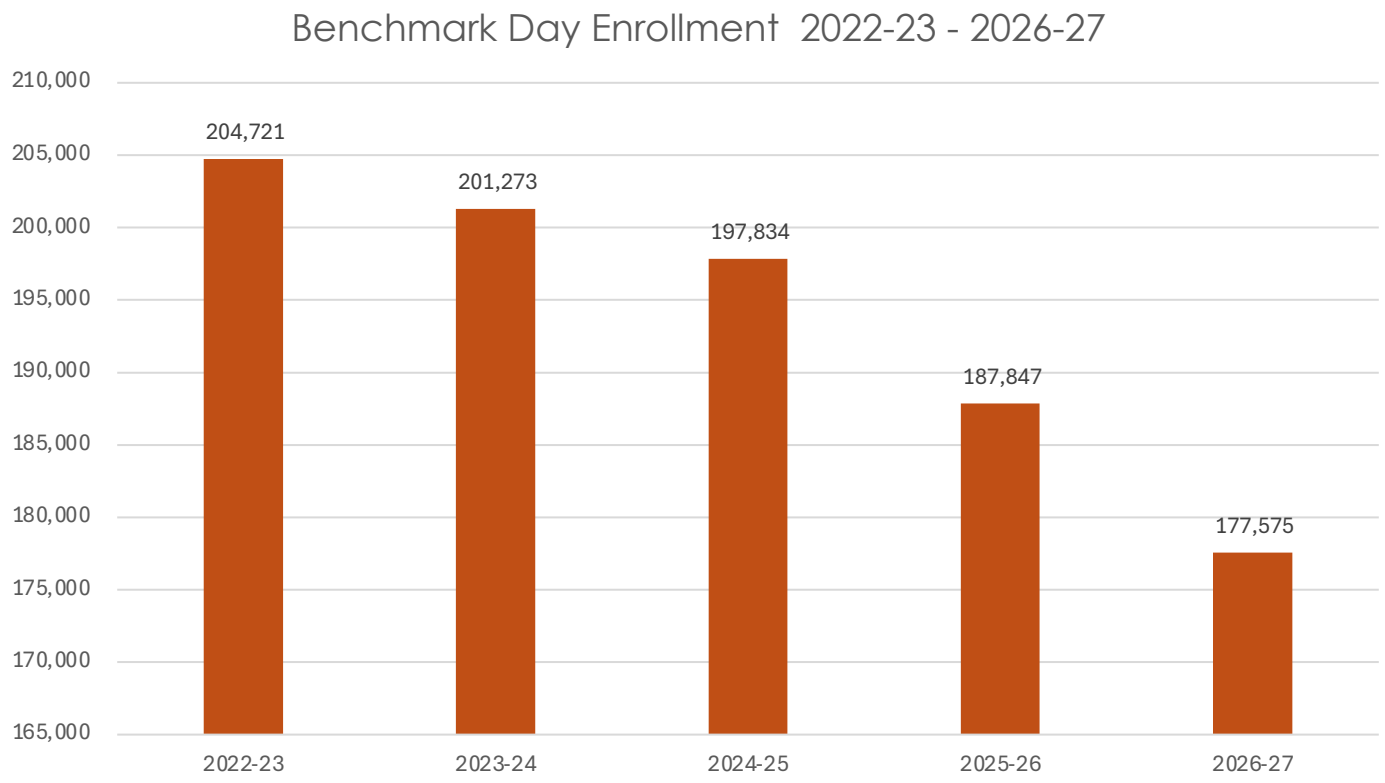
	Consolidating School	Enrollment 8/17/2026	Receiving School(s)	Available Space (Combined)	
1	Bair	566	Westpine	704	5
2	Crystal Lake	829	Deerfield Beach/ Lyons Creek	1,052	7
3	Forest Glen	731	Coral Springs/ Ramblewood	1,003	4
4	McNicol	415	New Renaissance	808	1
5	New Renaissance	758	Glades	1,143	2
6	Olsen	500	Attucks	816	1
7	Silver Lakes	552	Margate/ Lauderdale Lakes	984	2
8	Walter C. Young	537	Silver Trail/ Pines 6-12	1,339	2
9	William E. Dandy	665	Parkway	1,108	5

Additional Options from October 6, 2026, Board Feedback

Factors to Contemplate

- Proposals for 10 of 26 schools are included in this year's process.
- Any additional schools added must have community input opportunities that are consistent with this year's process.
- Any additional schools added would necessitate a pause and reset of this year's timeline.
- Any additional schools added would require a new rule development workshop and postpone the rulemaking meeting for a final vote.
- Any additional schools added will extend the School Choice application window until late February 2027 or early March 2027.

Benchmark Day Enrollment Trend



Five-Year Enrollment Loss = -27,146
Percentage Loss = -13.3%

Benchmark Day Enrollment Comparison

Benchmark Day Enrollment Count
2025-26 vs 2026-27

	PreK	K-5	6-8	9-12	Centers	District Total	Charters	District + Charter Total
2025-26	5,244	75,437	38,416	65,269	3,481	187,847	48,820	236,667
2026-27	5,248	70,752	36,599	61,752	3,224	177,575	46,749	224,324
Increase/ (Decrease)	**4**	**(4,685)**	**(1,817)**	**(3,517)**	**(257)**	**(10,272)**	**(2,071)**	**(12,343)**

ThoughtExchange Summary

- Throughout the seven community meetings, stakeholders, including parents, students, staff, community members, and City leaders, provided input on the supports families need to be successful if their respective school proposal was approved for next school year.

- Key action items included gathering ongoing community feedback, assuring special programs were included in the process, affirming the need for parent and community input in planning efforts, and ensuring decisions prioritize student and family needs.

The District remains committed to a transparent, inclusive process, with final recommendations expected after further analysis and Board review.

ThoughtExchange Inquiry

The question below was posed through the ThoughtExchange platform for stakeholders to respond to and rate other entries.

"If these proposals are approved, what supports would help students and families have a successful transition to their new school?"

Think about transportation, academics, student services, programs, communication, and family support.

ThoughtExchange Engagement Summary

Participation

7 [+7]	991 [+991]	1k [+1k]	15k [+15k]
Engagements	Participants	Thoughts	Ratings

ThoughtExchange Summary Links

Meeting Date & Location
Wednesday, September 9, 2026 Everglades High School
Thursday, September 10, 2026 McArthur High School
Monday, September 14, 2026 Coral Springs High School
Wednesday, September 16, 2026 Lloyd Estates Elementary School
Thursday, September 17, 2026 Banyan Elementary School
Wednesday, September 23, 2026 Charles W. Flanagan High School
Thursday, September 24, 2026 Dillard High School



2026-2027 Redefining Our Schools

Board Affirmations at the May 12, 2026, School Board Workshop

- Redefining Our Schools is a **multi-year** strategy.
- What the **Community** Reinforces (Core Themes):
  - Protect Rigorous Academic Programs
  - Guarantee ESE Continuity
  - Preserve Safety and Age-Appropriate Environments
  - Communicate Early and Clearly
  - Maintain Community Identity Where Possible
  - Fully Supported Schools (Resources)

ESE = Exceptional Student Education

2026-2027 Redefining Our Schools

Board Consensus at the May 12, 2026, School Board Workshop

Composition of the School Boundary Advisory Committee

- Each School Board Member Appoints a Representative
- Superintendent Appoints a Representative
- Each Board-Identified Committee Appoints a Representative

Utilize Multiple Data Guardrails

- Enrollment Trends, Facility Condition and Utilization, Program Demands, Transportation, Safety, Operational Readiness, Community Input

Criteria for Evaluating Proposals

- Impact on Distance to School, Enrollment, Feeder Patterns, Neighborhood Integrity, School Diversity, Students with Special Needs

2026-2027 Redefining Our Schools

Takeaways from the June 16, 2026, School Board Workshop

- Secure a Master Planner to Create a Longterm Plan for the District
- Explore Opportunities for Replacement Schools
  - Capacity Considerations by Level
  - State of the Art Facilities
- Create and Publish a Formal Process for Receiving Proposals
- Forecast Funding and Resources
- Establish a Capital Projects Dashboard
  - Increases Transparency
  - Demonstrates Efficiency

July 21, 2026, School Board Workshop Guidance



Español | Kreyòl Ayisyen | Portuguese

Established 1915 BROWARD County Public Schools

2026/27 SCHOOL CALENDAR

For an ADA accessible version of this calendar, visit browardschools.com/accessiblecalendar.

AUGUST

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

- Employee Planning (no school for students)
- Schools and Administrative Offices Closed
- Schools Closed
- Report Cards Issued (Grade 12 / K – Grade 11)
- Interim Reports Issued
- Early Release Day
- First and Last Day of School

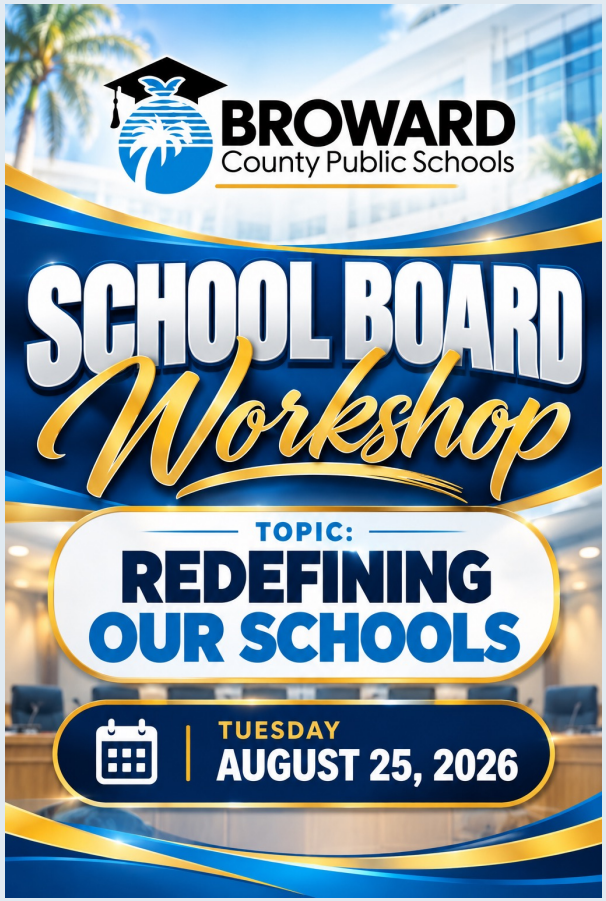
Severe Weather Make-Up Days: 10/9/26, 12/18/26, 3/18/27, 4/30/27 & 5/28/27

This calendar is subject to change. Any updates will be communicated and reflected digitally.

The items listed below will be included in the August 25, 2026, Redefining Our Schools Workshop Presentation:

- Finalized Schools to be Addressed
- Finalized Community Engagement Plan
- Finalized Composition of the School Boundary Advisory Committee Membership

August 25, 2026, School Board Workshop Guidance



At the conclusion of the August 25, 2026, School Board Workshop, the following guidance was provided:

- Proceed with Community Meetings
- Provide Comprehensive Datasets for School Proposals
- Finalized Composition of School Boundary Advisory Committee
- Capital Programs Update for Select Schools
- Develop a Schools of Hope Risk Analysis

September 22, 2026, School Board Workshop Guidance



At the conclusion of the September 22, 2026, School Board Workshop, the following guidance was provided:

- Proceed with Community Meetings & Input
- Continue developing current proposals
- Provide additional information for proposal alternatives being considered
- Update and republish the 2023 Redefining Data Book
- Descope appropriate work at Margate MS for future replacement facility

Presentation Attachments

Policy 8010: School Attendance Zone Boundaries and School Usage

September 16, 2026, Benchmark Enrollment Memo and Report

Updated Redefining Data Book

School Boundary Advisory Committee Resolution

School Boundary Advisory Committee Data Packet