Office of the Superintendent
Board Meeting of November 18, 2026

November 4, 2026

Office of the General Counsel
Mr. Walter J. Harvey, General Counsel

SUBJECT:	**FINAL READING: PROPOSED AMENDMENTS TO SCHOOL BOARD POLICIES 2215.01, K-8 CENTERS, AND 5120, STUDENT SCHOOL ASSIGNMENT AND ATTENDANCE BOUNDARY COMMITTEE**
COMMITTEE:	**PERSONNEL, STUDENT, SCHOOL, AND COMMUNITY SUPPORT**
ALIGNMENT:	**STRATEGIC IMPACT**
INDICATOR: *(If Strategic Impact)*	**OBJECTIVE 4: ADJUST THE ORGANIZATION'S FACILITIES FOOTPRINT AND PRIORITIZE SCHOOL INVESTMENT.**
DECISION MATRIX: *(If Strategic Impact)*	**STRATEGIC PRIORITY**

DECISION MATRIX JUSTIFICATION:
(If Strategic Impact)

Improves a family-facing process by aligning boundary, magnet and choice timelines, and strengthens the boundary process the District uses to raise seat utilization and reduce surplus seat capacity.

BODY OF ITEM:

Consistent with the Board's responsibility to review and amend its policies, and pursuant to Board action, authorization is requested to amend School Board Policies 2215.01, *K-8 Centers*, and 5120, *Student School Assignment and Attendance Boundary Committee*.

Policies 2215.01 and 5120 are proposed for amendment in response to June 2026 agenda item H-10, "21st Century School Planning: Strengthening Attendance Boundaries, School Choice, and Student Assignment Policies & Processes," proffered by School Board Member Luisa Santos, which directed the Superintendent to "review Board Policies, including but not limited to, 2215.01, 5112, 5120, and 9140, along with related administrative procedures, and, if deemed appropriate, initiate rulemaking to modernize the District's attendance boundary, school choice, and student assignment policies." Pursuant to the item, Policy 2215.01 would be revised to clarify that students who do not wish to continue in grades 6-8 at their K-8 centers can be placed in any available school, including a Choice school under Policy 5131, *School Choice and Controlled Open Enrollment*. Policy 5120 would be revised to incorporate the item's directives, including "aligning ABC, Magnet, and Choice timelines, so families can make informed and reliable decisions before boundary changes take effect," and "providing earlier visibility into prospective boundary proposals and corresponding staff analysis regarding enrollment trends, facility utilization, regional capacity needs, and programmatic opportunities." Policy 5120 would also now require that community meetings take place reasonably in advance of a proposed boundary change being presented to the Board, and that the affected Board members must be notified in writing seven (7) days in advance of a proposed change being presented to the ABC or community. Further, the policy would now provide that alternate recommendations received by a region may, at the region's discretion, be included with the Superintendent's proposals to the Attendance Boundary Committee. Additionally, the policy would require administrative rulemaking proceedings for proposed boundary changes to be initiated no later than December of the preceding school year, ensuring students can still apply for another preferred placement. Finally, the policy would specify that affected student populations should be presented with alternative placement options as appropriate and feasible.

The Notice of Intended Action was published in the Miami Herald on October 19, 2026, and posted in various places for public information and mailed to various organizations representing persons affected by the adopted and amended Board policies and individuals requesting notification. The time to request a hearing or protest the adoption and amendment of these policies has elapsed.

These policy amendments were drafted in collaboration with and reviewed by the Superintendent, Cabinet, and District staff. The Notice of Intended Action and policies with strikethroughs and underlines are attached.

RECOMMENDED / ACTION PROPOSED BY:	That The School Board of Miami-Dade County, Florida, amend School Board Policies 2215.01, K-8 Centers, and 5120, Student School Assignment and Attendance Boundary Committee, and authorize the Superintendent to file the policies with The School Board of Miami-Dade County, Florida, to be effective November 18, 2026.

NOTICE OF INTENDED ACTION

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA, announced on October 14, 2026, its intention to amend School Board Policies 2215.01, *K-8 Centers*, and 5120, *Student School Assignment and Attendance Boundary Committee*, at its meeting of November 18, 2026.

PURPOSE AND EFFECT: School Board Policies 2215.01, *K-8 Centers*, and 5120, *Student School Assignment and Attendance Boundary Committee*, are proposed for amendment in response to Board action.

SUMMARY: School Board Policies 2215.01, *K-8 Centers*, and 5120, *Student School Assignment and Attendance Boundary Committee*, are proposed for amendment pursuant to Board action. Policy 2215.01 would be revised to clarify that students who do not wish to continue in grades 6–8 at their K-8 centers can be placed in any available school. Policy 5120 would be revised to incorporate the Board's directives; to require that community meetings take place reasonably in advance of a proposed boundary change being presented to the Board, and that the affected Board members must be notified in writing seven (7) days in advance of a proposed change being presented to the ABC or community. The policy would now provide that alternate recommendations received by a region may, at the region's discretion, be included with the Superintendent's proposals to the Attendance Boundary Committee. The policy would require administrative rulemaking proceedings for proposed boundary changes to be initiated no later than December of the preceding school year and would specify that affected student populations should be presented with alternative placement options as appropriate and feasible.

SPECIFIC LEGAL AUTHORITY UNDER WHICH RULEMAKING IS AUTHORIZED: Fla. Stat. ss. 1001.41(1)-(2), (6); 1001.42(4); 1001.43(10).

LAW IMPLEMENTED, INTERPRETED, OR MADE SPECIFIC: Fla. Stat. ss. 1001.42(4); 1001.49(3); 1002.31; 1003.06.

IF REQUESTED, A HEARING WILL BE HELD DURING SCHOOL BOARD MEETING OF November 18, 2026, which begins at 1:00 p.m., in the School Board Auditorium, 1450 N.E. Second Avenue, Miami, Florida 33132. Persons requesting such a hearing or who wish to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative as provided in Section 120.541 (1), F.S., must do so in writing by November 10, 2026, to the Superintendent, Room 912, at the same address.

ANY PERSON WHO DECIDES TO APPEAL THE DECISION made by the School Board of Miami-Dade County, Florida, with respect to this action will need to ensure the preparation of a verbatim record of the proceedings, including the testimony and evidence upon which the appeal is to be based. (Section 286.0105, Florida Statutes)

COPIES OF THE PROPOSED AMENDED POLICIES are available at cost to the public for inspection and copying in the Citizen Information Center, Room 102, 1450 N.E. Second Avenue, Miami, Florida 33132.

Book	Policy Manual
Section	November 18, 2026 - Final Reading
Title	K-8 CENTERS
Code	2215.01
Status	Final Reading

2215.01 - **K-8 CENTERS**

K-8 Centers are configured to include students from kindergarten through grade eight. The K-8 Center offers a tightly aligned curriculum for grade six through eight students that may include, in addition to the traditional core academic subjects, required foreign language for all students and an integrated subject alignment infusing technology, career path skills, real world projects, ethics, and character development. The K-8 Center also offers an extensive safety net to ensure that all students are ready for the transition to ninth grade, including a support team for every child who will follow his/her progress from grades six through eight.

A K-8 Center middle grade experience is not intended to be the equivalent of a traditional middle school environment. The range of electives, honors, and high school level courses available at the traditional middle school may be limited at a K-8 Center because of the smaller number of students in grades six through eight. Physical education and athletics may also be limited. The parents of all students enrolled in grade five or six at an established K-8 Center ~~shall~~ may choose to allow their children to continue at the K-8 Center or to enroll them ~~in the traditional middle~~ in another District school that ~~has been designated~~is available as an option. (See Policy 5131, *School Choice and Controlled Open Enrollment*.)

The conversion of a school campus to a K-8 Center should be made primarily for the purpose of improving educational services, including the provision of curricular continuity, the provision of optimum academic and social support, the relief of overcrowding, and such factors that might be unique to a particular conversion.

Creation of K-8 Centers or conversions of schools to K-8 Centers may occur as follows:

A. The ~~Associate Superintendent for Curriculum and Instruction~~Chief Academic Officer ~~-~~may plan such schools for the purpose of:

1. providing or extending a unique curricular program; or

2. providing equitable support for successful transition to senior high school across the District.

B. The Chief Facilities Officer may plan such schools for the purpose of reducing overcrowding, meeting the demands of expected population growth, or providing equitable access to suitable facilities.

C. A proposal for conversion may be initiated by a region, an Educational Excellence School Advisory Committee (EESAC), or a Parent Teacher Association/Parent Teacher Student Association (PTA/PTSA).

The process for proposing conversions of schools to K-8 Centers shall begin with the submission of a completed feasibility worksheet to School Choice. This worksheet shall be comprised of data on the rationale for the request, current school enrollment and capacity, projected increase in student enrollment with the added grades, projected impact on the enrollment and diversity of the neighboring schools, and school site acreage and current usage. Concurrent with the review of the application(s) worksheets by School Choice, the Office of School Facilities (Facilities), shall also review the application(s), specifically as it relates to the facility implications of the proposed conversion, including its standing within the District plan for such conversions and any anticipated traffic impact on the neighboring communities, as determined by a detailed traffic analysis.

If the reviews by both School Choice and Facilities show the proposed conversion to a K-8 Center is feasible, the entity that submitted the feasibility worksheet will be invited to develop a complete, written proposal to the respective region for review as detailed in Proposal Submission below. After a thorough evaluation of each proposal, the Region Superintendent shall attach a recommendation to approve or deny. Each proposal shall then be forwarded for analysis by the K-8 Center Technical Committee, reviewed by the K-8 Center Administrative Committee, and recommended~~ation~~ to the School Board as detailed in Proposal Review below. The following procedures for submission and review shall be followed.

1. Proposal Submission

a. Proposals must adhere to the District K-8 Center Application Format and must, at minimum, address the following factors: curricular provisions, including the method by which parents will choose between the two (2) middle grades options; staffing implications; initiating entity (source of the request); rationale for the request; current school enrollment and capacity;

projected increase in student enrollment with the added grades; projected impact on the enrollment and diversity of the neighboring schools; school site acreage and current usage; and evidence of community support, including evidence that the community has had an opportunity to review and discuss the traffic impact analysis prepared in connection with the application for K-8 conversion, including the conclusions in that analysis and any traffic improvement options proposed therein, if applicable.

b. Proposals may be submitted to School Choice at any time during the school year. Proposals reviewed in the fall will be considered at or prior to the December Board meeting, and those reviewed in the spring will be considered at or prior to the April Board meeting, unless extenuating circumstances intervene. The proposal for any conversion proposed to take place in a given school year must be submitted during the first submission cycle of the previous year or earlier.

2. Proposal Review

a. A K-8 Center Technical Committee shall examine all proposals and, by majority vote, forward the proposal to the next level of review with a recommendation to approve or deny the conversion.

The K-8 Center Technical Committee shall be comprised of the senior administrators of the following areas, or their designees, who must also be administrators:

1. Curriculum and Instruction;
2. Region in which the school is located;
3. Attendance Boundary Committee;
4. Civil Rights and Diversity Compliance;
5. Student Services;
6. Transportation;
7. School Facilities; and
8. Food and Nutrition.

Additional committee membership will include parent representatives from the following:

1. PTA/PTSA at the initiating school; and

2. PTA/PTSA at the affected middle school.
The Assistant Superintendent of School Choice will act as chair of the K-8 Center Technical Committee and the Region Superintendent of the region in which the school is located will present the proposal.

b. A K-8 Center Administrative Committee shall review each proposal, along with the District-level feasibility study and Districtwide plans for the establishment of K-8 Centers, if applicable, and, by majority vote, make a recommendation for acceptance or denial of the proposal to the Superintendent.

At least one (1) representative of the initiating entity must be available to answer questions from the K-8 Center Administrative Committee when the proposal is reviewed.

The K-8 Center Administrative Committee shall be comprised of the following persons, or their equivalent:

1. ~~Associate Superintendent, Curriculum and Instruction~~Chief Academic Officer or designee;

2. Assistant Superintendent, Curriculum and Instruction, School Improvement, who will act as chair and will only vote in the case of a tie;

3. Chief Facilities Officer, Office of School Facilities;

4. ~~Associate Superintendent/~~Chief Financial Officer, Financial Services, or designee;

5. Assistant Superintendent, Human ~~Resources/Performance~~Capital Management;

6. Region Superintendent of the region in which the school is located;

7. principal from an established K-8 Center;

8. one (1) representative from the Attendance Boundary Committee;

9. one (1) member of the United Teachers of Dade, selected by the Executive Vice President of the United Teachers of Dade; and

10. president of the County Council of PTA.

c. The Superintendent shall submit proposals to the Board with a recommendation for acceptance or denial.

d. The Board must, by a majority vote, approve or deny each proposal that it receives.

e. If the proposal is denied, the Board shall direct the Superintendent to articulate in writing the specific reasons based upon good cause supporting the denial of the proposal. If a proposal is denied, the originator may resubmit a revised proposal to the appropriate administrative office for review during subsequent submission cycles.

f. A Board-approved proposal shall be included for funding in the Five (5) Year Capital Plan, as part of its next regular annual update, unless otherwise directed by the Board.

g. Once the construction is completed, and prior to the facility being occupied by the additional grade level(s), the K-8 Center will be included in the Attendance Boundary Committee (ABC) process for a grade configuration change.

Effective 07.01.2011

Legal References:
F.S. 1001.41(3)
F.S. 1001.42(9)(b)(3)(7)(8)
F.S. 1001.43(2)(f)(4)(5)
F.S. 1002.20(6)(a)

Adoption Date: 05.11.2011

Book	Policy Manual
Section	November 18, 2026 - Final Reading
Title	STUDENT SCHOOL ASSIGNMENT AND ATTENDANCE BOUNDARY COMMITTEE
Code	5120
Status	Final Reading

5120 - **STUDENT SCHOOL ASSIGNMENT AND ATTENDANCE BOUNDARY COMMITTEE**

The assignment of students to District schools shall be consistent with the best interests of students and the best use of District resources.

I. Attendance Areas 2026-2027

The Superintendent is responsible for proposing attendance areas for District schools. The Superintendent will be assisted in this task by the Office of School Leadership and Performance, ~~the Office of School Facilities,~~ the Educational Enterprise Asset Development Team, and the Attendance Boundary Committee (ABC).

The Educational Enterprise Asset Development Team ~~Office of School Facilities~~ and the Office of School Leadership and Performance will provide the ~~Attendance Boundary Committee~~ABC and the community with proposed attendance boundary changes for schools in 2026-2027. Community input on these boundary changes will be solicited at regional community meetings. Individuals who wish to present alternate recommendations will be assisted by region staff. Any alternate proposals must be reviewed through the same process as the Superintendent's proposals. Community and ABC meetings will be held to present the attendance boundaries established for 2026-2027. ~~The Superintendent is authorized to develop administrative procedures to implement this process.~~

The ABC will take the following factors into consideration when reviewing proposed attendance areas regarding school boundaries: ability to conduct a viable educational program due to declining enrollment, impact on Exceptional Student Education programs, use of available student stations within contiguous areas,

degree and extent of transportation, programmatic impact due to lack of housing, reduction of the number of schools students must attend, integrity of feeder patterns, impact of new residential developments, construction of new schools, development trends, and impact of changes to other school boundaries.

~~Staff in the Office of School Leadership and Performance, the Office of School Facilities, Information Technology Services, Department of Transportation, Research Services, the Office of Community Partnerships, Education, and Business Access, and the Office of Intergovernmental Affairs, will assist t~~The Superintendent ~~in providing~~will collect data, analyze proposed attendance areas, and prepare recommendations for submission to the School Board.

The Board-approved school attendance zones for the current and upcoming school year are contained in the following documents:

A. Attendance Zones Previously Approved by the Board – 2025-2026;

B. Attendance Zone Recommendations and Related Administrative Actions – 2026-2027.

Copies of these documents are incorporated by reference in this policy and are on file in the Office of Board Recording Secretary and in the Citizen Information Center.

No assignment to schools or attendance schedules shall discriminate against students on the basis of gender, race, religion, disability, national origin, sex, color, ethnic or national origin, marital status, genetic information, age, political beliefs, sexual orientation, gender identification, social and family background, linguistic preference, medical reason, pregnancy, childbirth, medical condition to pregnancy, handicap, handicap against a student or employee, and any other legally prohibited basis.

The parent of siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. This request must be made no later than five (5) days before the first day of school each school year or five (5) days after the first day of attendance of the students if the students are enrolled in school after the school year commences. The school is not required to meet the request if there is factual evidence indicating a specific placement is better for the student than that requested by the parent.

The Superintendent may assign a student to a school other than that designated by the attendance area when such exception is justified by circumstances and is in the best interest of the student.

Whenever school boundaries are revised, every effort shall be made to continue ~~a~~ students in the ~~elementary~~ schools to which ~~s/he~~they ~~was~~ were initially assigned.

Wherever possible and advisable in the interests of students in non-magnet schools and programs, siblings shall be assigned to the same school. Assignment of siblings of students to magnet schools and programs is governed by Policy 2370.

The Superintendent shall assign incoming transfer students to schools, grades, and classes that provide each student the greatest likelihood of realizing their fullest educational potential.

The principal shall assign students in his/her school to appropriate grades, classes, or groups. This action shall be based on consideration of the needs of the student as well as the administration of the school.

II. **Development of Administrative Procedures**

The purpose of the attendance boundary change procedures is to systematically adjust attendance zones so that the Board can manage facility capacity, accommodate infrastructure, improve operational efficiency, stabilize feeder patterns, promote school choice options, balance student enrollment, and support equitable educational access. This process is to codify a clear, predictable and transparent and inclusive workflow involving internal reviews, board meetings, data analysis, and more importantly, meaningful and inclusive participation for the impacted school communities, stakeholders and families.

Guided by these principles, ~~T~~the Superintendent is authorized to develop administrative procedures to implement this ~~process~~policy, which shall include:~~.~~

A. Aligning ABC, Magnet, and Choice timelines, so families can make informed and reliable decisions before boundary changes take effect;

B. Providing early visibility and transparency into prospective boundary proposals and corresponding staff analysis regarding enrollment trends, facility utilization, regional capacity needs, and programmatic opportunities;

C. Accounting for school-based calendar breaks and holiday schedules to maximize predictability for school communities;

D. Providing individualized guidance for families at key operational milestones to enhance student retention in the District and support families;

E. Aligning attendance boundary planning with capital planning and facilities maintenance timelines so enrollment projections, utilization trends, and proposed boundary adjustments can inform long-term facility investment decisions;

F. Providing a mechanism for families to formally indicate interest or pre-enroll in proposed new configurations, so the District can cultivate interest, gauge demand for specialized program expansions, and proactively assign future programmatic resources during the planning cycle;

G. Determining whether revisions to policies and/or procedures are needed to clarify student assignment rules and modernize or update definitions of home schools, boundary options, and flexible seat allocation frameworks to safeguard the stability of neighborhood schools while expanding access to innovative district choice options; and

H. Ensuring equitable access to accurate information and community participation regarding the District's attendance boundary, school choice, and student assignment policies by developing the following comprehensive engagement strategies:

1. Enhanced online forums, digital translations of meetings, release of proposed and prospective school changes and programmatic models, and information presented in clear, accessible, and user-friendly language at community and ABC meetings;

2. A regularly updated public-facing, digital, multilingual ABC dashboard that includes current enrollment, utilization trends, program capacity, and draft boundary scenarios;

3. Regional or area-based informational opportunities scheduled at convenient times, utilizing virtual and hybrid participation options where feasible, with follow-up summaries for families and community members;

4. Transparent documentation of how community feedback is collected, reviewed, and incorporated into recommendations; and

5. Resources and engagement opportunities for PTAs and parent groups, independent of school administration.

I. Producing summaries of enrollment optimization trends, stakeholder perspectives, and finalized planning adjustments into existing annual District publications or accessible digital updates, ensuring this information is available in multilingual formats.

III. Request for Student ~~Transfers~~Choice Placements

A student may be permitted to attend a school other than the school serving the parents' residential area as stipulated in Policy 5131.

IV. Nonresident Students

Students who are not residents of Miami-Dade County may attend District schools as stipulated in Policy 5131.

V. Attendance Boundary Revisions

No attendance boundary change may be presented to the ABC or community without the affected Board member being notified in writing of the proposal. The notification must occur at least fourteen (14) days before the proposal is presented and include the specific basis for the proposal consistent with this policy.

Community meetings under this policy must occur reasonably in advance of administrative rulemaking proceedings being initiated to propose alternate attendance boundaries.

Administrative rulemaking proceedings to propose changes to attendance boundary for the 2027-2028 school year must be initiated no later than January 31, 2027. Thereafter, except in extraordinary circumstances, administrative rulemaking proceedings to propose changes to attendance boundaries must begin no later than December 31 of the preceding school year. Affected student populations should be presented with alternative placement options as appropriate and feasible.

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Legal References:
F.S. 1000.05
F.S. 1001.32
F.S. 1001.41
F.S. 1001.42
F.S. 1001.51
F.S. 1002.20
F.S. 1002.31
F.S. 1003.02
F.S. 1003.06
F.S. 1003.21

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