

# **PUBLIC SCHOOL FACILITIES ELEMENT**

## **GOALS, OBJECTIVES AND POLICIES**

**GOAL1:** The City shall collaborate with the School Board of Alachua County (School Board) to plan for public school capacity to accommodate projected enrollment demand within the five year, ten year, and twenty year planning periods.

Objective 1.1: Coordinate Land Use and School Capacity

It is the objective of the City of Alachua to coordinate land use decisions [see definition] with school capacity planning. This objective will be accomplished recognizing the School Board's statutory and constitutional responsibility to provide a uniform system of free and adequate public schools, and the City's authority for land use, including the authority to approve or deny applications for future land use, rezoning, and subdivision and site plans for residential development that generate students and impact the Alachua County school system.

Policy 1.1.a: Coordinated Map Series: The City, in conjunction with the SBAC and the Municipalities, shall annually update and maintain a public school facilities map series as supporting data and analysis. This map series, including the planned general location of schools and ancillary facilities for the five-year planning period and the long-range planning period, will be coordinated with the City's Future Land Use Map or Map Series. The Map Series shall include at a minimum:

1. map or maps which identify the existing location of public school facilities by type and existing location of ancillary plants;
2. A future conditions map or map series which depicts the planned general location of public school facilities and ancillary plants and renovated facilities by year for the five year planning period, and for the end of the long range planning period of the City; and,
3. A map or map series which depicts School Concurrency Service Areas (SCSAs) for high schools, middle schools and elementary schools.

Policy 1.1.b: Coordinating School Capacity with Planning Decisions: The City shall coordinate land use decisions with the School Board's Long Range Facilities Plans over the 5-year, 10-year and 20-year periods by requesting School Board review of proposed comprehensive plan amendments and rezonings that would increase residential density. This shall be done as part of a planning assessment of the impact of a development proposal on school capacity.

Policy 1.1.c: Geographic Basis for School Capacity Planning: For purposes of coordinating land use decisions with school capacity planning, the School Concurrency Service Areas (SCSAs) that are established for high, middle and elementary schools as part of the Interlocal Agreement for Public School Facility Planning shall be used for school capacity planning. The relationship of high, middle and elementary capacity and students anticipated to be generated as a result of land use decisions shall be assessed in terms of its impact (1) on the school system as a whole and (2) on the applicable SCSA(s). For purposes of this planning assessment, existing or planned capacity in adjacent SCSAs shall not be considered.

Policy 1.1.d: Criteria for Evaluating Land Use Decisions: In reviewing land use decisions, the School Board may address the following issues as applicable:

1. Available school capacity or planned improvements to accommodate the enrollment resulting from the land use decision;
2. The provision of school sites and facilities within neighborhoods;
3. The co-location of parks, recreation and neighborhood facilities with school sites;
4. The linkage of schools, parks, libraries and other public facilities with bikeways, trails, and sidewalks for safe access;
5. Traffic circulation, in the vicinity of schools including the provision of off-site signalization, signage, access improvements, sidewalks to serve schools and the inclusion of school bus stops and turnarounds;
6. Encouraging the private sector to identify and implement creative solutions to developing adequate school facilities in residential developments;
7. Whether the proposed location is consistent with any local government's school design and planning policies.

Policy 1.1.e: School Board-Report to City: The School Board shall report its findings and recommendations regarding the land use decision to the City. If the School Board determines that capacity is insufficient to support the proposed land use decision, the School Board shall include its recommendations to remedy the capacity deficiency including estimated cost. The School Board shall forward the Report to all municipalities within the County.

Policy 1.1.f: City to Consider School Board Report: The City shall consider and review the School Board's comments and findings regarding the availability of school capacity in the evaluation of land use decisions.

Policy 1.1.g: Capacity Enhancement Agreements: Where feasible and agreeable to the City, School Board, affected jurisdictions and the applicant, Capacity Enhancement Agreements shall be encouraged to ensure adequate capacity is available at the time the school impact is created. The School Board's Long Range Facilities Plans over the 5-year, 10-year and 20-year periods shall be amended to incorporate capacity modification commitments established by Capacity Enhancement Agreements.

Policy 1.1.h: School Board to Report to the Elected Officials Group: The School Board will annually provide a cumulative report of land use decisions and the effect of these decisions on public school capacity to the Elected Officials Group- comprised of representatives of the School Board, the County and the municipalities within the County- established by the Interlocal Agreement for Public School Facility Planning.

**GOAL 2:** Provide adequate public school capacity to accommodate enrollment demand within a five-year district facilities work program.

Objective 2.1: Implementation of School Concurrency:

The City shall coordinate with the School Board to assure the future availability of adequate public school facility capacity through its authority to implement school concurrency.

Policy 2.1.a: Interlocal Agreement: the City shall maintain the Interlocal Agreement for Public School Facility Planning to implement school concurrency in concert with the School Board and the Local Governments. The Interlocal Agreement shall be consistent with the goals, objectives and policies of the Element.

Policy 2.1.b: Ordinance Implementing School Concurrency: The City shall implement the provisions for public school concurrency management through its land development regulations.

Objective 2.2: Level of Service Standards

The City shall ensure, in coordination with the School Board, that the capacity of public schools is sufficient to support new residential subdivisions, plats and/or site plans at the adopted level of service (LOS) standards within the period covered by the five-year schedule of capital improvements.

Policy 2.2.a: Uniform Application of Level of Service (LOS) Standards: The LOS standards established herein shall be applied consistently by all the local governments within Alachua County and by the School Board on a district-wide basis to all schools of the same type.

Policy 2.2.b: Level of Service (LOS) Standards: The uniform, district-wide LOS standards shall be 100% of Program Capacity (see definition) for elementary, middle, and high schools. This LOS standard shall apply to all concurrency service areas (CSA) as adopted in the Interlocal Agreement.

For combination schools, the School Board shall separately determine the capacity of each school to accommodate elementary, middle and high students and apply the LOS standard prescribed above for elementary, middle and high levels respectively.

Policy 2.2.c: Amendment of LOS Standard: If there is agreement to amend the LOS standards, it shall be accomplished by the execution of an amendment to the Interlocal Agreement by all parties and the adoption of amendments to the local government comprehensive plans.

The amended LOS standard shall not be effective until all plan amendments are effective and the amendment to the Interlocal Agreement for Public School Facility Planning is fully executed. Changes to LOS standards shall be supported by adequate data and analysis showing that the amended LOS standard ~~is~~ can be achieved and maintained within the period covered by the applicable five years of the School Board Five-Year Work Program.

Objective 2.3: School Concurrency Service Areas

The City shall, in coordination with the School Board and municipalities, establish School Concurrency Service Areas (SCSA's), as the areas within which an evaluation is made of whether adequate school capacity is available based on the adopted LOS standards.

Policy 2.3.a: School Concurrency Service Areas Maps:

SCSA's for high, middle and elementary schools shall be as adopted in the Interlocal Agreement .

SCSA boundaries shall be included as a part the Data and Analysis supporting this Element and included in the PSFE Map Series as part of that supporting data.

Policy 2.3.b: Criteria for School Concurrency Service Areas:

SCSAs shall be established to maximize available school capacity and make efficient use of new and existing public schools in accordance with the LOS standards, taking into account minimization of transportation costs, limitations on maximum student travel times, the effect of court approved desegregation plans, and recognition of the capacity commitments resulting from the development approvals by the local governments within Alachua County.

SCSA boundaries shall consider the relationship of school facilities to the communities they serve including reserve area designations established under the "Alachua County Boundary Adjustment Act" and the effect of changing development trends.

Policy 2.3.c: Modifying School Concurrency Service Areas: The City, in coordination with the School Board and the Municipalities, shall require that prior to adopting a modification to SCSAs, the following standards will be met:

- a. Potential modifications to the SCSAs may be considered annually. Supporting data & analysis for modified SCSA's shall be included in the annual update to the School Board's 5 -Year Work Program
- b. Modifications to SCSA boundaries shall be based upon the criteria as provided in Policy PSFE 2.3.b.
- c. Any party to the adopted Interlocal Agreement may propose a modification to the SCSA boundary maps.
- d. At such time as the School Board determines that a SCSA boundary change is appropriate considering the above criteria, the SBAC shall transmit the proposed SCSA boundary modification with data and analysis to support the changes to the Elected Officials Group.
- e. The Elected Officials Group shall review the proposed SCSA boundary modifications and send its comments to the School Board and the parties to the Interlocal Agreement.
- f. Modifications to a SCSA shall become effective upon final approval by the School Board and amendment of the Interlocal Agreement for Public School Facility Planning by the parties to the agreement.

Objective 2.4: School Concurrency Review Process

In coordination with the School Board, the City will establish a joint process for implementation of school concurrency which includes applicability, capacity determination, availability standards, and school capacity methodology.

Policy 2.4.a: Development Review: The issuance of final subdivisions or plats and site plan approvals for residential development shall be subject to the availability of adequate school capacity based on the Level of Service (LOS) standards adopted in this Element.

Policy 2.4.b: Exemptions: The following residential developments are exempt from the school concurrency requirements:

1. Single family lots of record that received final subdivision or plat approval prior to the effective date of the PSFE, or single family subdivisions or plats actively being reviewed at the time of adoption of the PSFE that have received preliminary plat approval and the approval has not expired.
2. Multi-family residential development that received final site plan approval prior to the effective date of the PSFE.
3. Amendments to subdivisions or plat and site plan for residential development that were approved prior to the effective date of the PSFE, and which do not increase the number of students generated by the development.
4. Age restricted developments that prohibit permanent occupancy by persons of school age. Such restrictions must be recorded, irrevocable for a period of at least thirty (30) years and lawful under applicable state and federal housing statutes. The applicant must demonstrate that these conditions are satisfied.
5. Group quarters that do not generate students that will be housed in public school facilities, including residential facilities such as local jails, prisons, hospitals, bed and breakfast, motels and hotels, temporary emergency shelters for the homeless, adult halfway houses, firehouse dorms, college dorms exclusive of married student housing, and religious non-youth facilities.

Policy 2.4.c: Student Generation Rates and Costs per Student Station: Student generation rates used to determine the impact of a particular development application on public schools, and the costs per student station shall be determined in accordance with professionally accepted methodologies and adopted annually by the School Board in the 5-Year Work Program.

Policy 2.4.d: School Capacity and Enrollment: The School Board shall determine the level of service or utilization rate of each school using a uniform methodology. The School Board shall use permanent program capacity as the methodology to determine the capacity of elementary, middle, and high school facilities. School enrollment shall be based on the enrollment of each individual school based on counts reported by the School Board to the Department of Education.

Policy 2.4.e: Determination of Adequate Capacity: The School Board shall establish methods and procedures for the concurrency review for all development plan approvals. Within the scope of this responsibility, the School Board may delegate the authority to the City to approve development plans where student generation projections are below established thresholds.

1. Adequate school capacity means there is sufficient school capacity at the adopted LOS standards to accommodate the demand created by a proposed development for each type of school within the affected CSA.
2. The School Board's findings and recommendations shall address whether adequate capacity exists for each type of school, based on the level of service standards. If adequate capacity does not exist, the School Board shall identify mitigation options that may be applied consistent with the policies set forth within Objective 2.5.

The City will issue a concurrency determination based on the School Board's findings and recommendations.

Policy 2.4.f: Concurrency Availability Standard: School concurrency applies only to residential development or a phase of residential development requiring a subdivision or plat approval, site plan, or its functional equivalent, proposed or established after the effective date of the Public School Facilities Element (PSFE).

The City shall amend the concurrency management systems in its land development regulations to require that all new residential development be reviewed for school concurrency no later than the time of final subdivision, final plat or site plan approval. The City shall not deny a final subdivision, final plat or site plan for residential development due to a failure to achieve and maintain the adopted LOS standards for public school capacity where:

1. Adequate school facilities will be in place or under construction within three years, as provided in the School Board 5-Year District Facilities Plan for School Concurrency adopted as part of the Capital Improvements Element, after the issuance of the final subdivision, final plat or site plan approval for residential development; or,



Policy 2.5.a: Mitigation Options: Mitigation may be allowed for those developments that cannot meet the adopted LOS Standards. Mitigation options shall include options listed below for which the School Board assumes operational responsibility through incorporation in the adopted School Board's Five-Year District Facilities Work Program and which will maintain adopted LOS standards.

1. The payment of a proportionate share amount as calculated by the formula prescribed in Section 8.6.3 of the Interlocal Agreement for Public School Facility Planning or the equivalent. Donation, construction, or funding of school facilities or sites sufficient to offset the demand for public school facilities created by the proposed development;
2. The creation of mitigation banking within designated areas based on the construction of a public school facility in exchange for the right to sell capacity credits; and
3. The establishment of a charter school with facilities constructed in accordance with the State Requirements for Educational Facilities (SREF);

Policy 2.5.b: Mitigation Must Enhance Capacity: Mitigation must be directed toward a program capacity improvement, which satisfies the demands created by the proposed development consistent with the adopted LOS standards.

Policy 2.5.c: Calculating Proportionate Share: The applicant's total proportionate share obligation to resolve a capacity deficiency shall be based on the following:

NUMBER OF STUDENT STATIONS (BY SCHOOL TYPE) = NUMBER OF DWELLING UNITS BY HOUSING TYPE X STUDENT GENERATION MULTIPLIER (BY HOUSING TYPE AND SCHOOL TYPE)

PROPORTIONATE SHARE AMOUNT = NUMBER OF STUDENT STATIONS (BY SCHOOL TYPE) X COST PER STUDENT STATION FOR SCHOOL TYPE.

The above formula shall be calculated for each housing type within the proposed development and for each school type (elementary, middle or high) for which a capacity deficiency has been identified. The sum of these calculations shall be the proportionate share amount for the development under review.

The School Board average cost per student station shall only include school facility construction and land costs, and costs to build schools to emergency shelter standards when applicable.

The applicant's proportionate-share mitigation obligation shall be credited toward any other impact or exaction fee imposed by local ordinance for the same need, on a dollar-for-dollar basis, at fair market value.

Objective 2.6: Adoption of School Board five –year district work program

The City shall reference the School Board's annually updated Five-Year District Facilities Work Program in its Capital Improvements Element.

Policy 2.6.a: Development, Adoption and Amendment of the School Board Five-Year Work Program: The School Board shall annually update and amend the Five-Year District Facilities Work Program to reflect the (LOS) standards for schools to add a new fifth year, which continues to achieve and maintain the adopted LOS for schools. The Five-Year District Facilities Work Program ensures the level of service standards for public schools are achieved and maintained within the period covered by the 5-year schedule. The Five-Year Work Program shall also address the correction of existing facility deficiencies and facilities needed to meet future needs. After the first 5-year schedule of capital improvements, annual updates to the schedule shall ensure levels of service standards are achieved and maintained within the subsequent 5-year schedule of capital improvements necessary to address existing deficiencies and meet future needs based upon achieving and maintaining the adopted level of service standards. The City shall have neither obligation nor responsibility for funding the Five-Year District Facilities Work Program by referencing the School Board's Five-Year District Facilities Work Program in the Capital Improvements Element.

**GOAL 3:** Provide safe and secure public schools sited within well designed communities.

**Objective 3.1:** School Location

The City shall establish standards and criteria to guide the location of future schools.

**Policy 3.1.a:** Coordination of Existing School Facilities and Sites: Standards regarding existing and future public school facilities and sites in the City of Alachua shall be as provided in the Future Land Use Element of the City of Alachua Comprehensive Plan, specifically, Policy 1.5a and related sub-policies. The Future Land Use Element includes the identification of Future Land Use categories where public educational facilities may be allowable uses.

**Policy 3.1.b:** Coordination of Future School Facilities and Sites: All new public schools built within the City of Alachua will be coordinated by the School Board with the City to verify consistency between the location of public schools with the City's Comprehensive Plan, ensure that the new schools are proximate and consistent with existing and proposed residential areas, serve as community focal points, are co-located with other appropriate public facilities when possible, and shall have the on-site and off-site infrastructure necessary in place to support the new school. The Future Land Use Element includes criteria related to the location and development of public, private and charter schools including consideration of compatibility, environmental constraints, drainage, parking and circulation and co-location.

**Objective 3.2:** Encourage schools as focal points of community planning and design.

**Policy 3.2.a:** Enhance Community/ Neighborhood Design: The City, in conjunction with the School Board, shall promote the neighborhood concept in new developments or redevelopment by encouraging the use of existing schools as neighborhood centers or focal points.

**Policy 3.2.b:** Location of Elementary and Middle Schools

Elementary and middle schools are encouraged to locate:

1. within existing or proposed areas designated for moderate or medium density residential development.

2. near existing or designated public facilities such as parks, recreational areas, libraries and community centers to facilitate the joint use of these areas.

Objective 3.3: Standards for School Site Design

The City will establish standards for school siting and site design to provide security and safety of children and to provide a functional educational environment.

Policy 3.3.a: Land Development Regulations to Provide Reasonable Standards: Land development regulations for public and private educational facilities should include reasonable development standards and conditions, and may provide for consideration of the site plan's adequacy as it relates to environmental concerns, health, safety, and general welfare, promotion of safe pedestrian and bicycle access with interconnections to related uses, and effects on adjacent properties.

Objective 3.4: School Siting Standards

The City will establish siting standards for schools.

Policy 3.4.a: Evaluation of Potential School Sites:

Potential school sites shall be consistent with the following school siting standards, to the extent practicable:

1. The location of school proximate to urban residential development and contiguous to existing school sites, and which provide potential focal points for community activities, including opportunities for shared use and co-location with other community facilities.
2. The location of elementary schools proximate to and, within walking distance of the residential development served;
3. Elementary schools should be located on local or collector streets.
4. Middle and high schools shall be located on collector or arterial streets.

5. Compatibility of the school site with present and future land uses of adjacent property considering the safety of students and the effective provision of education;
6. Whether existing schools can be expanded or renovated to support community redevelopment and revitalization, efficient use of existing infrastructure, and the discouragement of urban sprawl;
7. Site acquisition and development costs;
8. Safe access to and from schools by pedestrians, bicyclists and motor vehicles;
9. Existing or planned availability of adequate public facilities and services to support the School;
10. Environmental constraints that would either preclude or render infeasible the development or significant expansion of a public school on the site;
11. Adverse impacts on archaeological or historic sites listed in the national Register of Historic Places or designated by the affected local government as a locally significant historic or archaeological resource;
12. The proposed location is consistent with the City's comprehensive plan, stormwater management plans, or watershed plans;
13. The proposed location is not within a velocity floodzone or floodway, as delineated on pertinent maps identified or referenced in the applicable comprehensive plan or land development regulations;
14. The proposed site can accommodate the required parking, circulation and queing of vehicles; and
15. The proposed location lies outside the area required by Section 333.03, F.S., regarding the construction of public educational facilities in the vicinity of an airport.

Objective 3.5: Coordinate Supporting Infrastructure

The City shall coordinate with the School Board plans for supporting infrastructure.

Policy 3.5.a: Coordination of Planned Improvements: The City shall adopt by reference within the Capital Improvements Element the School Board's 5-Year District Facilities Work Program to reflect the infrastructure required to support new school facilities.

**GOAL 4:** Promote and optimize intergovernmental cooperation for effective future planning of public school system facilities.

Objective 4.1: School Board Representation

Policy 4.1.a: Appointed Local Planning Agency (LPA) Members: As provided in the Interlocal Agreement for Public School Facility Planning, the City shall include a representative appointed by the School Board on the Local Planning Agency (LPA) to attend those meetings at which the agencies consider comprehensive plan amendments and rezonings that would, if approved, increase residential density on the property that is the subject of the application.

Policy 4.1.b: Development Review Representative: As provided in the Interlocal Agreement for Public School Facility Planning, the School Board will appoint a representative to advise the Local Government review committee, or equivalent body on development and redevelopment which could have a significant impact on student enrollment or school facilities.

Objective 4.2: Joint Meetings

The City shall participate in meetings and other actions established to promote coordination and the sharing of data and information.



Policy 4.2.a: Staff Working Group: As provided in the Interlocal Agreement for Public School Facility Planning, a staff working group of the County, School Board and municipalities will meet on a semi-annual basis to identify issues and assemble and evaluate information regarding the coordination of land use and school facilities planning including population and student projections, development trends, school needs, co-location and joint use opportunities, and ancillary infrastructure improvements needed to support the school and ensure safe student access. A staff representative from the Regional Planning Council will also be invited to attend. A designee of the School Board shall coordinate and convene the semi-annual meeting.

Policy 4.2.b: Annual Meeting of Elected Officials: One or more representatives of the County, each City, and the School Board will meet at least annually in joint workshop sessions. A representative of the Regional Planning Council will also be invited to attend. The joint workshop sessions will be opportunities for the County Commission, the City Commissions or Councils, and the School Board to hear reports, discuss policy, set direction, and reach understandings concerning issues of mutual concern regarding coordination of land use and school facilities planning, including population and student growth, development trends, school needs, off-site improvements, and joint use opportunities. The Superintendent of Schools, or designee, shall be responsible for making meeting arrangements and providing notification to the general public of the annual meeting.

Objective 4.3: Coordinate Student enrollment and population projections.

The City will coordinate with the School Board, Alachua County and the municipalities to maintain and update student enrollment and population projections.

Policy 4.3.a: Annual Revision and Distribution: The City will coordinate and base its plans upon consistent projections of the amount, type, and distribution of population growth and student enrollment. Countywide 5-year population and student enrollment projections shall be reviewed and updated annually.

Policy 4.3.b: Enrollment Projections: The School Board shall use student population projections based on information produced by the demographic and education estimating conferences pursuant to Section 216.136, Florida Statutes and the Department of Education Capital Outlay Full-Time Equivalent (COFTE). The School Board may request adjustment to the projections based on actual enrollment and development trends. In formulating such a request the School Board will coordinate with the Cities and County regarding development trends, enrollment projections and future population projections.

Policy 4.3.c: Planning Data on Growth and Development: As provided in the Interlocal Agreement for Public School Facility Planning, the City will provide to the School Board, on an annual basis, a report on growth and development trends for the preceding calendar year. The City will generate data on growth and development for the School Board's consideration in allocating the projected student enrollment into school attendance zones.

Policy 4.3.d: The School District's Five-Year Facilities Work Program: No later than August 15th of each year, the School Board shall submit to the City the district's tentative Five Year Facilities Work Program. The program will be consistent with the requirements of Sections 1013.33 and 1013.35, F.S., and include projected student populations apportioned geographically, an inventory of existing school facilities, projections of facility space needs, information on relocatables, general locations of new schools for the 5, 10, 20 year time periods, and options to reduce the need for additional permanent student stations. The program will be financially feasible for a five-year period. The City shall review the program and provide comments to the School Board within 30 days on the consistency of the program with the local comprehensive plan, including the capital improvements element and whether a comprehensive plan amendment will be necessary for any proposed educational facility.

Policy 4.3.e: Educational Plant Survey: At least one year prior to preparation of each Educational Plant Survey, the Staff Working Group established Policy PSFE 4.2.a will assist the School Board in an advisory capacity in preparation of the survey. The Educational Plant Survey shall be consistent with the requirements of Section 1013.33, F.S., and include at least an inventory of existing educational facilities, recommendations for new and existing facilities, and the general location of each in coordination with local government comprehensive plans. The Staff Working Group will evaluate and make recommendations regarding the location and need for new schools, significant expansions of existing schools, and closures of existing facilities, and the consistency of such plans with the local government comprehensive plan.

Policy 4.3.f: Growth and Development Trends: The City will provide to the School Board on an annual basis and in accordance with a schedule described in the Interlocal Agreement, a report on growth and development trends for the preceding calendar year within their jurisdiction. These reports will include the following:

- (a) The type, number, and location of residential units which have received development plan approval;
- (b) Information regarding comprehensive land use amendments which have an impact on school facilities;
- (c) Residential building permits and / or certificates of occupancy issued for the preceding year and their location;
- (d) The identification of any development orders issued which contain a requirement for the provision of a school site as a condition of development approval.
- (e) Other information relevant to monitoring for school concurrency.

Objective 4.4: School Site Selection, Expansions and Closures

The City, in conjunction with the School Board, shall implement an effective process for identification and selection of school sites and for the review of significant expansions and closures

Policy 4.4.a: Advisory Committee: The School Board will establish a School Planning Advisory Committee (SPAC) for the purpose of reviewing potential sites for new schools, proposals for significant school expansions and potential closure of existing schools. Based on information gathered during the review, the SPAC will submit recommendations to the Superintendent of Schools. The SPAC will be a standing committee and will meet on an as needed basis. In addition to appropriate representatives of the School Board staff, the SPAC will include at least one staff member of the County, a staff representative from each of the Cities, and a diverse group of community members.

Policy 4.4.b: New School Sites: When the need for a new school site is identified in the Five Year Facilities Work Program, the SPAC will develop a list of potential sites in the area of need. The list of potential sites for new schools will be submitted to the City with jurisdiction for an informal assessment regarding consistency with this Element. Based on the information gathered during this review, and the evaluation criteria set forth in this Element, the SPAC will make a recommendation to the Superintendent of one or more sites in order of preference.

Policy 4.4.c: Expansions and Closures: For significant expansions and potential closures, the SPAC will make appropriate recommendations to the Superintendent.

Policy 4.4.d: Expeditious Consistency Review: At least 60 days prior to acquiring or leasing property that may be used for a new public educational facility, the School Board shall provide written notice of its intent to the City. The City shall notify the School Board within 45 days of receipt of this notice if the proposed new public education facility site is consistent with the local government's comprehensive plan. This notice does not constitute the local government's determination of consistency of any proposed construction pursuant to Section 1013.33 (12), (13), (14), (15), F.S.

Objective 4.5: Maximize Co-location Opportunities

The City shall maximize co-location opportunities between the City, the School Board, and other jurisdictions.

- Policy 4.5.a: Co-location of Facilities: The City shall co-locate public facilities such as parks, recreational areas, libraries, and community centers with schools to the extent possible. The City will seek opportunities to co-locate and share use of City facilities when preparing updates to the Comprehensive plan's schedule of capital improvements and when planning and designing new, or renovating existing, community facilities.
- Policy 4.5.b: Collaboration on Co-location: Upon notice by the School Board that it is considering acquisition of a school site, the City shall promptly notify the School Board of the City's interest, if any, in joint acquisition or co-location for other public facilities.
- Policy 4.5.c: Joint Use Agreements: The City and the School Board shall, where feasible, enter into agreements for joint-use facilities, to include but not be limited to, schools, community centers, libraries and parks.
- Policy 4.5.d: Emergency Preparedness: To build new school facilities, and rehabilitate existing facilities and expansions, to be designed to serve as and provide emergency shelters as required by Section 1013.72, Florida Statutes. The City will coordinate with the SBAC and adjacent municipalities on requirements for such efforts.

**GOAL 5: Monitoring and Evaluation of Public School Facilities Element**

**Objective 5.1: Coordinate the Comprehensive Plan With School Facilities Plans**

On an ongoing basis, the City shall evaluate the comprehensive plan with the school facilities plans of the School Board to ensure consistency with the comprehensive plan.

- Policy 5.1.a: Coordination of Plan Amendments: The City and the School Board will coordinate during updates or amendments to the City's Comprehensive Plan and updates or amendments for long-range plans for School Board facilities. Amendments to the Public School Facilities Element will be initiated following the procedures of the Interlocal Agreement and amendments to the Capital Improvements Element to incorporate the School Board's adopted Work Program shall occur prior to December 1st of each year.



Policy 5.1.b: Annual Meeting of the School Working Group: Consistent with the Interlocal Agreement for Public School Facility Planning, the Staff Working Group will meet at least once per year to discuss issues related to the effectiveness of implementing the Public School Facilities Element and Interlocal Agreement and discuss recommendations for change.

Policy 5.1.c: Annual Meeting of the City and the School Board: On an annual basis, the City and the School Board will conduct a workshop on implementing the Public School Facilities Element and Interlocal Agreement.

## DEFINITIONS

The terms used in this element shall be defined as follows:

**Adequate school capacity:** the circumstance where there is sufficient school capacity by school type, based on adopted Level of Service (LOS) standards, to accommodate the demand created by a proposed residential development.

**Affected Jurisdictions:** Local governments that are parties to the Interlocal Agreement for Public School Facilities Planning and are physically located within the same SCSA(s) as the area affected by a land use decision that may increase public school enrollment.

**Capacity:** "capacity" as defined in the FISH Manual.

**Capacity Enhancement Agreement:** An agreement between the School Board, affected jurisdictions and a private entity (land owner, developer, applicant, etc) for the mitigation of school capacity deficiencies that are anticipated to result from a land use decision.

**Existing school facilities:** school facilities constructed and operational at the time a completed application for residential development is submitted to the County and Cities.

**Final Subdivision or Plat / Final Site Plan:** The stage in residential development where permits or development orders are approved authorizing actual construction of infrastructure, the recording of a final plat or the issuance of building permits.

**FISH Manual:** the document entitled "Florida Inventory of School Houses (FISH)," 2006 edition, and that is published by the Florida Department of Education, Office of Educational Facilities (hereinafter the "FISH Manual").

**Land Use Decisions:** future land use amendments, developments of regional impact, rezonings and other residential development approvals under the Land Development Code that precede the application of school concurrency and do not require a Certificate of School Concurrency.

**FISH Capacity:** capacity that is provided by "buildings and facilities," as defined in the FISH Manual.

**Program Capacity:** capacity that is provided by "buildings and facilities" as defined in the FISH Manual and modified by the School Board to reflect measurable programmatic changes

**Planned school facilities:** school facility capacity that will be in place or under actual construction within three (3) years after the issuance of final subdivision or site plan approval, pursuant to the School Board's adopted Five Year Facilities Work Program.

**Preliminary Subdivision or Plat / Preliminary Site Plan:** Any conceptual approval in residential that precedes the review of detailed engineering plans and/or the commencement of actual construction of infrastructure.

**State Requirements for Educational Facilities:** Standards established by the State of Florida for the design and construction of public educational facilities. [<http://www.fldoe.org/edfacil/sref.asp>]

**Total school facilities:** Existing school facilities and planned school facilities.

**Utilization of capacity:** current enrollment at the time of a completed application for residential development.

**Work Program:** the financially feasible School District's Five Year Facilities Work Program adopted pursuant to section 1013.35, F.S.

**Measurable programmatic change:** means a change to the operation of a school or the use of the school facility that has consistently and measurably modifies the capacity such as the use of classrooms for special education or other special purposes.

**School Type:** Elementary Schools are grades Pre Kindergarten Exceptional Student Education (PK- ESE) through 5; Middle Schools are grades 6 through 8; and High School are grades 9 through 12.