# PUBLIC SCHOOLS FACILITIES ELEMENT
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Public School Facilities Element

## GOALS, OBJECTIVES, AND POLICIES

The following goal, objective, and policy statements have been developed for the use of local policy makers in guiding and directing the decision making process as it relates to future land use issues. For purposes of definition, the goal is a generalized statement of a desired end state toward which objectives and policies are directed. The objectives provide the attainable and measurable ends toward which specific efforts are directed. The policy statements are the specific recommended actions that the City will follow in order to achieve the stated goal.

**GOAL 1: Coordinate with the Polk County School Board ("School Board") and other jurisdictions to ensure quality educational facilities and superior educational opportunities which in turn encourage economic growth for individuals, families and communities in Auburndale and Polk County.**

***Objective 1.1:*** *The City shall implement the approved Inter-local Agreement for Public School Facility Planning (hereafter referred to as the Inter-local Agreement) as amended to maximize opportunities to share information.*

**Policy 1.1.1:** The City shall meet at least annually with the School Board and other jurisdictions to review issues related to the Public School Facilities Element and the Inter-local Agreement and to determine the need to revise these documents.

**Policy 1.1.2:** The Planners Working Group as established in the Inter-local Agreement shall meet at least twice a year to set direction, plan for the annual meeting as described in Policy 1.1.1, formulate recommendations and discuss issues related to this element and the Inter-local Agreement as well as ancillary infrastructure improvements needed to support schools and ensure safe access to school facilities.

**Policy 1.1.3:** The City shall coordinate with the School Board and other jurisdictions to base plans on consistent projections, including population projections that are developed in coordination with the School Board, and student enrollment projections district-wide and by planning areas which are agreed upon by the Planners Working Group. The School Board's student enrollment projections shall consider the impacts of development trends and data required to be reported in accordance with the Inter-local Agreement.

**Policy 1.1.4:** The City shall at least annually report on growth and development trends within its jurisdiction to the School Board. The City shall provide the information as specified in the Inter-local Agreement. The School Board will use the information to distribute student enrollment by concurrency service area to make the most efficient use of public school facilities.

**Policy 1.1.5:** Support School Board efforts to identify long-range school site needs and select sites based on the criteria established in this element and the Inter-local Agreement.

**Policy 1.1.6:** The City shall seek and consider School Board comments on relevant comprehensive plan amendments and other land use decisions which may impact schools, as provided for in Florida Statute.

**Policy 1.1.7:** The City shall review their annually updated copy of the Polk County School Board's Five Year Program of Work and other reports from the School Board including a general educational facilities report with information outlined in the Inter-local Agreement.

**Policy 1.1.8:** The City shall appoint a representative selected by the School Board to serve at a minimum as an ex-officio member of the Planning Commission.

***Objective 1.2:*** *Encourage partnerships that will ensure adequate educational facilities which in turn will encourage economic growth and provide for a trained and stable labor force, resulting in a higher quality of life.*

**Policy 1.2.1:** Support and encourage community and business partnerships for educational support services, to include, but not be limited to, magnet programs, work training, and job placement in order to improve productivity, earning potential, standard of living, and retention of labor force.

**Policy 1.2.2:** Consider the economic impact of school locations on neighborhoods such as, but not limited to the following factors: infrastructure, property and housing values, as well as surrounding land uses.

**Policy 1.2.3:** Encourage public/private partnerships between schools, business community, and other employers through mentoring programs, and Adopt-A-School programs with employees.

***Objective 1.3:*** *The City shall establish new and review existing coordination mechanisms relating to school facility planning that evaluate and address the comprehensive plan's effects on adjacent local governments, the school board, and other units of local government providing services but not having regulatory authority over use of land and the State.*

**Policy 1.3.1:** The City shall cooperate with the School Board and other local

jurisdictions to implement the Inter-local Agreement, as required by Section 1013.33, Florida Statutes, which includes procedures for:

a) Coordination and Sharing of Information
b) Planning Processes
c) School Siting Procedures
d) Site Design and Development Plan Review
e) School Concurrency Implementation
f) Implementation and Amendments
g) Resolution of Disputes

**Policy 1.3.2:** The coordination of school siting shall be conducted in accordance with the Inter-local Agreement taking into consideration the needs identified in the current School Board Five Year Program of Work and the annual general education facilities report.

**Policy 1.3.3:** In order to coordinate the effective and efficient provision and siting of public educational facilities with associated infrastructure and services within the Polk County School District, the City, the School Board and all local governments within Polk County shall meet jointly to develop mechanisms for coordination. Such efforts may include:

a) Coordinated submittal and review of the annual capital improvement program of the City, the annual educational facilities report and Five Year Program of Work of the School Board.

b) Coordinated review and assessment of the associated costs and expenditures of siting and developing schools with needed public infrastructure.

c) Coordinated review of residential planned developments or mixed use planned developments involving residential development.

d) Use of a unified data base including population (forecasts of student population), land use and facilities.

e) Assistance from Polk Leisure Services (with representatives from each of the entities) to review coordinated siting of schools with parks for multi-functional use. Directives resulting from the joint meeting shall be incorporated into the Comprehensive Plan, Land Development Regulations, if applicable, or other appropriate mechanisms as deemed necessary.

**GOAL 2: The City will implement public school facilities concurrency uniformly with other local jurisdictions in order to ensure the availability of public school facilities consistent with an adopted level of service (LOS) providing**

**adequate school capacity and eliminating overcrowded conditions in existing and future schools.**

***Objective 2.1:*** *Establish a minimum level of service for schools and consider school capacity within development impact reviews, e.g. for Planned Developments, re-zoning requests, site plans, DRIs, or where there are specific development plans proposed.*

**Policy 2.1.1:** The City shall establish development plan review procedures with an effective date of March 1, 2008, for all residential and mixed use development proposals in order to implement school concurrency.

**Policy 2.1.2:** The following shall serve as the long term target for permanent student station capacity (PSSC) at Polk County Schools based upon State Requirements for Educational Facilities (SREF):

| | |
|---|---|
| Elementary schools: | 100% of PSSC |
| Middle Schools: | 100% of PSSC |
| High Schools: | 100% of PSSC |

An annual Utilization Analysis will be conducted by the Polk County School Board Facilities Division to determine the operation and efficiency of each school as compared to the Department of Education's standards determined by the Florida Inventory of School Houses (FISH).

**Policy 2.1.3:** The City shall collaborate with the School Board to identify methods to achieve targeted utilization that include:

a. Improvements to existing school facilities (shared facilities, redistricting, expansion or remodeling, etc.)
b. Retrofitting of existing structures
c. New school construction
d. Encouraging multi-story school facilities in an urban environment
e. Exploring re-use of former non-residential centers as potential urban school sites.

***Objective 2.2:*** *Through its review of proposed development, the City shall ensure that the capacity of schools is sufficient to support students at the adopted level of service (LOS) standards within the period covered by the Five Year Program of Work. These standards shall be consistent with the Inter-local Agreement.*

**Policy 2.2.1:** The City shall apply the LOS standards set forth herein consistently with all local jurisdictions and the School Board on a district-wide basis within the adopted concurrency service areas for each school type.

**Policy 2.2.3:** Consistent with the Inter-local Agreement, the uniform, district-wide level of service standards are established as a percent of permanent Florida

Inventory of School Houses (FISH) capacity. Permanent capacity cannot be increased by adding relocatables. The LOS standards are set as follows:

| School Facility Type | Year | Year | Year | Year | Year |
|---|---|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| **Elementary** | 122% | 122% | 115% | 100% | 100% |
| **Middle** | 113% | 113% | 110% | 100% | 100% |
| **High School** | 110% | 110% | 105% | 100% | 100% |

a. Magnet and School of Choice: One hundred percent (100%) of enrollment quota as established by the School Board or court ordered agreements and as adjusted by the school board annually.

b. Other: K-8 grade schools, 6th grade centers, 9th grade centers, 6-12 grade schools are at one hundred percent (100%) of permanent DOE FISH capacity.

c. Special Facilities: Including alternative education or special programmatic facilities are designed to serve the specific population on a countywide basis or for temporary need and are not zoned to any specific area. Therefore, they are not available or used for concurrency determinations.

d. Conversion Charter Schools: The capacity is set during contract negotiations and the School Board has limited control over how many students the schools enroll.

**Policy 2.2.3:** Where schools operate below their respective LOS standard, their facility needs should be addressed in the School Board's Five Year Program of Work. Facility needs which cannot be addressed by the Five Year Program of Work would require a long term concurrency management program to be adopted by the School Board.

**Policy 2.2.4:** The City shall coordinate with the School Board to achieve an acceptable LOS at all applicable schools as part of the School Board's financially feasible Five Year Program of Work concurrency management program. The student population shall not exceed the core dining capacity at any time.

***Objective 2.3:*** *The City, in coordination with other jurisdictions and the School Board, shall establish School Concurrency Service Areas within which a determination is made of whether adequate school capacity is available based on the adopted level of service standards.*

**Policy 2.3.1:** The School Concurrency Service Areas (CSAs) for the Polk County School District, as agreed in the Inter-local Agreement, shall be school attendance zones (excluding attendance "spot zones"). When a proposed adjustment to the established school attendance zones is to be considered by the School Board, the City shall coordinate with the School Board and strive to provide technical and public input prior to an official public hearing. The school attendance CSAs are hereby adopted by reference and included in the Public Schools Facility Element data and analysis.

**Policy 2.3.2:** Concurrency Service Areas shall be established and subsequently modified to maximize available school capacity and make efficient use of new and existing public schools in accordance with the level of service standards, taking into account minimizing transportation costs, limiting maximum student travel times, the effect of desegregation plans, achieving socioeconomic and diversity objectives as required by the Florida Department of Education, and recognizing the capacity commitments resulting from the local governments' development approvals for the CSA and for contiguous CSAs.

**Policy 2.3.3:** Concurrency service areas shall be designed so that the adopted level of service will be able to be achieved and maintained within the bounds of the School Board's requirement for a financially feasible five year capital facilities plan.

***Objective 2.4:*** *In coordination with the School Board, the City will establish a process for implementation of school concurrency which includes capacity determinations and availability standards. The City shall manage the timing of residential subdivision approvals and site plans to ensure adequate school capacity is available consistent with adopted level of service standards for public school concurrency.*

**Policy 2.4.1:** Final subdivision and site plan approvals for residential development shall be conditioned upon the availability of adequate school capacity as per the adopted level of service standards (LOS) of this element and as required by Section 163.3180(13) F.S.

**Policy 2.4.2:** School concurrency shall apply only to residential development or a phase of residential development that generate students requiring a final development approval including subdivision plat approval, site plan, or its functional equivalent, proposed or established after the effective date of this element.

**Policy 2.4.3:** The City shall catalogue all development projects not subject to school concurrency at the time of the adoption of the Public School Facilities

Element.

**Policy 2.4.4:** The City, in consultation with Polk County School Board staff as necessary, will develop and adopt land development regulations which establish application procedures and processes for evaluating school capacity and making concurrency determinations consistent with the Inter-local Agreement.

**Policy 2.4.5(a):** The City may provide a non-binding schools concurrency decision earlier in the approval process, such as at the time of preliminary plan approvals, if requested by the applicant. The School Board must approve the concurrency determination, allocations of capacity, and proportionate share mitigation commitments, as provided herein.

**Policy 2.4.5(b):** School concurrency decisions should support and not be in conflict with the local goals and objectives of the comprehensive plan regarding growth management, as articulated in the other elements of the local comprehensive plan.

**Policy 2.4.6:** The City will issue a concurrency determination based on the School Board's concurrency review findings and recommendations consistent with the Inter-local Agreement.

The School Board's findings and recommendations shall address whether adequate capacity exists for elementary, middle, and high schools, based on the level of service standards, or if adequate capacity does not exist, whether appropriate mitigation can be accepted, and if so, acceptable options for mitigation consistent with the policies set forth herein.

**Policy 2.4.7:** The City shall only issue a concurrency approval for a subdivision plat or site plan for residential development where:

1. The School Board's findings indicate adequate school facilities will be in place or under actual construction within three (3) years after the issuance of the subdivision plat or site plan for each level of school;
2. Adequate school facilities are available in the relevant CSA or adjacent CSA where the impacts of development can be shifted to that area; or
3. The developer executes a legally binding commitment to provide mitigation proportionate to the demand for public school facilities to be created by the actual development of the property subject to the final plat or site plan.

**Policy 2.4.8:** In the event that there is not sufficient capacity in the affected concurrency service area based on the adopted level of service standard to address the impacts of a proposed development, and the availability standard for school concurrency cannot be met, one of the following shall apply:

1. The project shall provide capacity enhancement(s) sufficient to meet its impact through school board approved mitigation; or,
2. The project shall be delayed to a date when the level of service can be ensured through capital enhancement(s) or planned capacity increases; or,
3. A condition of approval of the subdivision or site plan shall be that the project's impact shall be phased and each phase shall be delayed to a time when capacity enhancement and level of service can be ensured; or,
4. The project shall not be approved.

**Policy 2.4.9:** If the impact of the project will not occur until years 2 or 3 of the School Board's financially feasible Five Year Program of Work, then any relevant programmed improvements in those years shall be considered available capacity for the project and factored into the level of service analysis.

If the impact of the project will not be felt until years 4 or 5 of the Five Year Program of Work, then any relevant programmed improvements shall not be considered available capacity for the project unless funding of the improvement is ensured through School Board funding to accelerate the project, through proportionate share mitigation, or some other means.

***Objective 2.5*** *The City shall allow for mitigation alternatives that are financially feasible and will achieve and maintain the adopted level of service standard consistent with the adopted School Board's financially feasible Five Year Program of Work.*

**Policy 2.5.1:** Mitigation shall be allowed where the adopted level of service standards cannot be met. Mitigation options shall include options listed below for which the School District assumes operational responsibility through incorporation in the adopted School Board's financially feasible Five Year Program of Work and which will maintain adopted level of service standards.

1. The donation, construction, or funding of school facilities sufficient to offset the demand for public school facilities created by the proposed development; and,
2. The creation of mitigation banking based on the construction of a public school facility in exchange for the right to sell capacity credits.

**Policy 2.5.2:** Mitigation shall not be required if the needed capacity for the development is available in one or more contiguous concurrency service areas and the impacts of the development can be shifted to that concurrency service

area and where such is consistent with the other provisions of this Element.

**Policy 2.5.3:** Mitigation shall be directed to permanent capacity improvement projects on the School Board's financially feasible Five Year Program of Work that will satisfy the demand created by that development approval consistent with the adopted level of service standards, and shall be assured by a legally binding development agreement between the School Board, the City, and the applicant executed prior to the issuance of the subdivision plat or the site plan as required by the local government.

If the School Board agrees to the mitigation, the School Board must commit in the agreement to placing the improvement required for mitigation in its Five Year Program of Work in a timely manner.

However, if a new development triggers the need for additional capacity which can only be met by a new school and such new school would not otherwise be needed for more than five years, the mitigation agreement shall not trigger concurrency nor a change to the Five Year Program of Work Plan until the time at which conditions for the agreement are acceptable to the School Board. The development agreement shall include the landowner's commitment to continuing renewal of the development agreement upon its expiration. Relocatable classrooms will not be accepted as mitigation.

**Policy 2.5.4:** The amount of mitigation required for each school level shall be determined by multiplying the number of new student stations required to serve the new development by the average costs per student station applicable to the Polk County School District.
The average cost per student station shall include school facility development costs and land costs.

**Policy 2.5.5:** As provided in the Inter-local Agreement, the student generation rates used to determine the impact of a particular development application on public schools, shall be reviewed and updated as apparent and necessary in accordance with professionally accepted methodologies at a minimum of five (5) years.

***Objective 2.6:*** *The City, in coordination with the School Board and other jurisdictions, shall ensure existing deficiencies and future needs are addressed consistent with the adopted level of service standards for public schools.*

**Policy 2.6.1:** The City, in coordination with other jurisdictions, shall ensure that future development pays a proportionate share of the costs of the capital facility capacity needed to accommodate new development and to assist in maintaining adopted level of service standards, via impact fees and other

legally available and appropriate methods in development conditions.

**Policy 2.6.2:** The City hereby incorporates by reference the School Board's financially feasible Five Year Program of Work

**Policy 2.6.3:** Where feasible, the City shall work with developers and others to investigate the feasibility of new or alternative funding sources for additional public schools.

**GOAL 3: Partner with the school board and other jurisdictions to promote schools as focal points of existing and future neighborhoods through siting for new schools, redevelopment of existing school facilities, and co-location and shared use of facilities and services.**

***Objective 3.1:*** *The City, in collaboration with the School Board and other jurisdictions, shall provide for the location and expansion of existing schools in a coordinated manner ensuring the planning, construction, and opening of educational facilities are coordinated in time and place, concurrent with necessary services and infrastructure, and compatible and consistent with the Comprehensive Plan.*

**Policy 3.1.1:** The City will provide the School Board with potential sites for consideration when notified by the School Board of the need for new school facilities in accordance with the Inter-local Agreement.

**Policy 3.1.2:** The City will coordinate with the School Board to ensure that proposed public school facility sites are consistent with the applicable land use categories and policies of the Comprehensive Plan and will consider each site as it relates to environmental, health, safety and welfare concerns, effects on adjacent property and other guidelines as outlined in the Inter-local Agreement.

**Policy 3.1.3:** The City shall coordinate with the School Board and other jurisdictions on the planning and siting of new schools facilities to ensure appropriate timing of necessary services and infrastructure and, that such sites, are compatible and consistent with the Comprehensive Plan.

**Policy 3.1.4:** The City will include sufficient allowable land use designations for schools approximate to residential development to meet the projected needs for schools. Schools are an allowable land use in all current and future land use plan categories, except heavy industrial and conservation or preservation type land uses designating environmentally sensitive areas. The City shall clearly identify in the Future Land Use Element and Land Development Regulations the land use and zoning categories in which schools are allowable uses.

**Policy 3.1.5:** The City will collaborate with the School Board and other jurisdictions to jointly determine the need for and timing of on-site and off-site improvements necessary to support each new school or the proposed renovation, expansion or closure of an existing school, and will enter into a written agreement, if necessary, as to the timing, location, and the party or parties responsible for constructing, operating and maintaining the required improvements.

**Policy 3.1.6:** The City shall protect schools from the intrusion of incompatible land uses by providing the School Board representatives the opportunity to participate in the review process for all proposed developments adjacent and in proximity to schools.

**Policy 3.1.7:** The preferred locations for public schools, whether elementary, middle or high schools are within the Urban Service Areas for utility services and expansions.

**Policy 3.1.8:** The City shall automatically process amendments to the Future Land Use Map upon the approval of a new school site, where necessary. The processing of any amendments shall be at no cost to the School Board.

**Policy 3.1.9:** The City shall participate in the School Site Selection process following the terms and limitations established in the Inter-local Agreement.

**Policy 3.1.10:** The City shall collaborate with the School Board and other jurisdictions to ensure the provision of supporting infrastructure as required by the Inter-local Agreement and applicable Florida Statutes.

**Policy 3.1.11:** The City shall establish an effective process for reserving, with conceptual School Board staff approval, school sites which could include:

1. Consideration of school siting during the completion of area wide studies, and/or

2. Developer contribution towards the provision of school facilities.

***Objective 3.2:*** *Enhance community and neighborhood design through effective school educational facility design, school siting standards, compatibility with surrounding land uses, schools as focal points for community planning, and making schools a central component, geographically or otherwise, to neighborhood-level planning.*

**Policy 3.2.1:** Work with the School Board to identify new school sites that would be in locations to provide logical focal points for community activities and serve as the cornerstone for innovative urban design standards.

**Policy 3.2.2:** Provide school sites and facilities within planned neighborhoods, unless precluded by existing development patterns.

**Policy 3.2.3:** Support and encourage the location of new elementary and middle schools internal to residential neighborhoods and/or near other civic land uses, within the limits of School Board mandated desegregation.

**Policy 3.2.4:** Coordinate with the School Board to identify locations for new high schools based upon need and availability of viable properties within the search area identified by the School Board.

**Policy 3.2.5:** Support and coordinate with School Board efforts to locate new elementary schools within reasonable walking distance to residential neighborhoods.

**Policy 3.2.6:** In cooperation with the School Board, and where necessary, develop and adopt design standards for school bus stops and turnarounds in new developments.

**Policy 3.2.7:** Support the School Board in its efforts to locate appropriate school services, such as administrative offices, night classes and adult education on-site or in alternative locations, such as but not limited to commercial plazas, shopping malls, and community centers.

**Policy 3.2.8:** The City shall coordinate closely with School Board staff on preliminary design plans for new schools, generally seeking to maximize land via multi-story facilities, incorporating design elements which are community-friendly such as allowing for a shared media and/or meeting center and/or play fields on campus, respecting environmental features of a site, respecting the need to provide noise or visual buffers from adjacent owners, providing connectivity for pedestrians at multi-school properties, and providing pedestrian, bicycle and other connectivity to the surrounding residential community.

**Policy 3.2.9:** Reduce capital expenditures for the City and the School Board via cost-effective design criteria and shared facilities.

***Objective 3.3:*** *Plan for the expansion and/or rehabilitation of existing school facilities to maintain and improve neighborhoods and communities.*

**Policy 3.3.1:** Where existing schools are proposed to be expanded, substantially renovated or new schools are proposed to be built, the City shall request that school board staff, local school-based faculty, and advisory councils coordinate with City staff and relevant neighborhood groups/leaders, and residents to integrate school facilities and activities with neighborhood planning and community development activities.

**Policy 3.3.2:** Coordinate with the School Board, Florida Department of Transportation (FDOT), the Transportation Planning Organization (TPO), and other jurisdictions to ensure that both existing educational facilities and proposed public school sites are accessible from, and integrated into, a planned system of sidewalks, trails, and bikeways and observe adopted local access management principles. Seek or assist the School Board in pursuing grant funding to enhance access and intermodal connectivity to and between schools, their co-located facilities, neighborhoods, and proximate community facilities such as parks.

***Objective 3.4:*** *Implement provisions of the Inter-local Agreement by coordinating the location of educational facilities and the co-location of other public facilities.*

**Policy 3.4.1:** The City will review future school and ancillary facility plans and identify opportunities for future co-location or joint use projects. The School Board will be notified of potential projects in a timely manner.

**Policy 3.4.2:** Encourage the location of parks, recreation and community or civic facilities in new and existing communities in conjunction with school sites. Seek out other co-location and joint use opportunities as outlined in the Inter-local Agreement that will benefit existing neighborhoods or redevelopment efforts.

**Policy 3.4.3:** Where financially feasible, the City will provide funding within its Capital Improvements Element to allow for identified and potential co-location projects.

***Objective 3.5:*** *Strengthen existing neighborhoods and enhance community and neighborhood design through the co-location and joint use of educational facilities.*

**Policy 3.5.1:** The City, in cooperation with the School Board and other jurisdictions, shall whenever possible coordinate the co-location and shared use of school facilities, parks, community facilities, and other facilities compatible with schools.

**Policy 3.5.2:** The City and other jurisdictions in cooperation with the School Board shall jointly plan jurisdictional co-location or joint use projects which overlap boundaries within areas defined for civic purposes. Civic uses near or adjacent to schools shall be a preferred land use in regard to land use decision making.

**Policy 3.5.3:** Continue to exercise joint use agreements between the School Board, the City, and other relevant agencies regarding shared use of facilities, including schools, community centers, libraries, parks, and other

compatible facilities. Agreements shall include shared costs where feasible.

**Policy 3.5.4:** Support and encourage community-based programs for children's athletics, performing arts, and after-school enrichment in conjunction with school facilities. This may include exploring and supporting economically feasible multi-modal transportation system options that will enhance such opportunities.

**Policy 3.5.5:** Each year upon adoption of the School Board's Five Year Program of Work, and as coordinated by Polk County and the School Board, the City will participate in meetings of relevant agencies to discuss planning and budgeting for possible co-located facilities.
This coordination may include staff from the affected local government's planning, parks and recreation, library, law enforcement, civic groups, and other agencies as necessary. The coordination will focus upon financially feasible co-location opportunities which may exist prior to commencement of school construction.

**Policy 3.5.6:** Encourage the business community, developers, and other private organizations to coordinate with the City and the School Board to jointly fund and design community-based services and facilities in conjunction with existing and proposed school sites.

**GOAL 4: Maintain and enhance intergovernmental coordination and joint planning efforts with the school board and other jurisdictions to ensure public infrastructure and other necessary services are available in a multi-jurisdictional environment for public school facilities.**

***Objective 4.1:*** *Integrate land use and school facility planning in Auburndale through a series of planning, coordination, and implementation activities which ensure capital facilities and infrastructure necessary for school facilities are available to public schools.*

**Policy 4.1.1:** Through development review processes, consider the possible need for expansion of existing school facilities or the provision of new school facilities with land use planning.

**Policy 4.1.2:** Develop a process for an annual joint review of the capital plans for the school board and the local government.

**Policy 4.1.3:** Plan and locate new school facilities in areas where student population growth is expected due to new development approvals and/or agreed-upon area specific population projections.

**Policy 4.1.4:** The City shall coordinate with the efforts of the School Board to provide emergency shelter, in accordance with Florida Statutes, when the construction of new school facilities or when rehabilitation or expansion of existing school facilities are being considered.

***Objective 4.2:*** *Support School Board programs to effectively and efficiently manage existing capital and operational funds and resources.*

**Policy 4.2.1:** The City shall cooperate with the School Board and other local jurisdictions and agencies to address and resolve multi-jurisdictional public school issues.

**Policy 4.2.2:** Support School Board efforts to ensure sufficient capacity and operational resources for current and future school enrollment by partnering in the identification of capital needs, operational needs, and available funding sources for various campuses and school programs.

**Policy 4.2.3:** Support the School Board and encourage the State Legislature to allow flexibility in state, local and private sector participation in capital and operational funding of public school facilities.

**Policy 4.2.4:** Give priority in scheduling City programs and capital improvements which are consistent with and which meet the capital needs identified in the school facility planning program(s).

**Policy 4.2.5:** Coordinate with the School Board to ensure the appropriate methodology (i.e. student generation rates) is utilized to evaluate the impact of different types of residential units on student populations, school facilities, and fiscal impacts to schools.

**Policy 4.2.6:** Consider joint funding for expanding appropriate school facilities to function as community service centers.

**Policy 4.2.7:** Encourage the private sector to identify and implement creative solutions in developing adequate school facilities in residential developments. Creative solutions may include combining mitigation needs of several developments, creating or enhancing co-location opportunities, and/or conversion of structures to a school setting as long as they meet State Requirements for Educational Standards (SREF).

**Policy 4.2.8:** The City in consultation with the School Board on a case-by-case basis shall consider incentives such as, but not limited to, density bonus points, tax credits, waiver of fees or other innovative means to encourage developers to contribute to the provision of school facilities by:

- donating school site(s),
- reserving or selling sites at pre-development prices,
- constructing new facilities or renovating existing facilities, and
- providing access to public transit.

**Policy 4.2.9:** Support School Board efforts to allow the private sector to construct school facilities and/or lease land or facilities to the School Board.

**Policy 4.2.10:** The City shall identify infrastructure projects within the City's Capital Improvement Program which will permanently or temporarily impact an existing campus due to proximity or serviceability to a campus.

**GOAL 5: Monitoring, evaluation, and implementation**

***Objective 5.1:*** *The City shall implement the objectives and policies of the Public School Facilities Element in coordination with the School Board and other local governments.*

**Policy 5.1.1:** The City Manager, or designee, shall be responsible for implementing the educational facilities objectives and policies included in the City Comprehensive Plan.

**Policy 5.1.2:** The City shall adopt development regulations as necessary to implement the objectives and policies of the Public School Facilities Element.

**Policy 5.1.3:** The City shall maintain intergovernmental agreements with other local governments in order to attain common objectives within the Public School Facilities Element.

**Policy 5.1.4:** The City shall establish contact with other governmental agencies and private organizations, as needed, to carry out Public School Facilities Element objectives and policies.

**Policy 5.1.5:** The City shall revise permitting or permit-related procedures, as necessary, to carry out the objectives and policies of the Public School Facilities Element.

**Policy 5.1.6:** The City shall develop and implement programs or methodology, and conduct any studies required by the Public School Facilities Element.

**Policy 5.1.7:** The City shall determine from the School Board the inventories required by the Public School Facilities Element.

**Policy 5.1.8:** The City shall continue to enforce existing regulations where specified within the Public School Facilities Element.

**Policy 5.1.9:** Any conflicts related to issues covered by the Public School Facilities Element and Inter-local Agreement shall be resolved in accordance with governmental conflict resolution procedures specified in Florida Statute.

# GLOSSARY

**ACT –** Means Section 163.01 and Part II of Chapter 163, Florida Statutes as amended from time to time.

**ADJACENT SCHOOL SERVICE AREAS** – School Service Areas which have a contiguous (coterminous) boundary.

**AFFECTED LOCAL GOVERNMENT –**

1. In the case of a proposed School Facility or school site, any party hereto who has land development jurisdiction over the proposed Facility or site, or provides water or wastewater utility service to the service area encompassing the Facility or site,

2. In the case of Residential Development, any party hereto who has land development jurisdiction over the property upon which the Residential Development is proposed, and

3. In the case of any proposed modification of a School Service Area, any party hereto who has land development jurisdiction over all or a portion of the School Service Area or an adjacent School Service Area.

**AVAILABLE SCHOOL CAPACITY –** A circumstance in which there is sufficient school capacity based on adopted LOS standards to accommodate the demand created by a proposed development.

**CAPACITY -** Defined in the FISH (Florida Inventory of School Houses) Manual as: The number of students that may be housed in a facility at any given time based on a utilization percentage of the total number of existing satisfactory student stations.

**CHANGES TO CAPACITY –** Additions, deletions, remodeling, or change of use to the physical plant which increase or decrease the FISH student stations.

**CITIES -**All municipalities in Polk County except those exempt from the Public School Facilities Element, pursuant to Section 163.3177(12), F.S.

| | |
|---|---|
| Auburndale | Bartow |
| Davenport | Dundee |
| Eagle Lake | Fort Meade |
| Frostproof | Haines City |
| Hamilton | Lake Alfred |
| Lakeland | Lake Wales |
| Mulberry | Polk City |
| | Winter Haven |

**CLASS SIZE AMMENDMENT –** A provision to ensure that no later than the 2010 school year, there are a sufficient number of classrooms in a public school so that:

a. The maximum number of students assigned to each teacher teaching in a public school classroom(s) for pre-kindergarten through grade 3 does not exceed 18 students.

b. The maximum number of students assigned to each teacher teaching in a public school classroom(s) for grades 4 thought 8 does not exceed 22 students; and

c. The maximum number of students assigned to each teacher teaching in a public school classroom(s) for grades 9 through 12 does not exceed 25 students.

**CO-LOCATION -** The placing of two (2) or more public use facilities such as but not limited to schools, libraries, parks, fire, police, EMS, on the same or adjacent parcel(s) of land.

**COMMUNITY BASED SERVICES** – Services and facilities that include, but are not limited to, civic uses, parks, libraries, fire, EMS, law enforcement, health clinics and /or community centers.

**CONCURRENCY SERVICE AREA -** The designation of an area within which the level of service will be measured when an application for a residential subdivision or site plan is reviewed.

**CONSISTENCY –** Compatible with and furthering the goals, objectives and policies of the Comprehensive Plan Elements and this agreement.

**CONTIGUOUS SCHOOL SERVICE AREAS** – School Service Areas which have an adjacent (conterminous) boundary.

**CORE –** Common area(s) used by all occupants. For purposes of this agreement, it will be limited to the reading room stacks portion of the media center, dining area, and kitchen.

**DEVELOPER -** Any person or entity, including a governmental agency, undertaking any development.

**DEVELOPMENT AGREEMENT -** A local development agreement authorized pursuant to Section 163.3221 of the Act, a participation agreement or reimbursement agreement, or other legally enforceable agreement to be entered into among the School Board, an Affected Local Government, and a developer pursuant to Article VI, hereof.

**DEVELOPMENT PERMIT –** Any amendment to the text of a Local Government's Land Development Code or Official Zoning Map (rezoning), conditional use, special use, planned development, site plan/final subdivision plan, subdivision, building permit, special exception, preliminary plat, plat or any other official action of a Local Government having the effect of

permitting the development of land or the specific use of the land.

**EDUCATIONAL FACILITY** – The public buildings and equipment, structures and special educational use areas constructed, installed or established to serve educational purposes only.

**EDUCATIONAL PLANT SURVEY –** A systematic study of educational and ancillary plants of an educational agency conducted at least every five (5) years, to evaluate existing facilities and to plan for future facilities to meet proposed program needs.

**EXEMPT LOCAL GOVERNMENT –** A municipality which is not required to participate in school concurrency when meeting all the requirements for having no significant impact on school attendance, per Section 163.3177(12)(b),F.S..

**EXISTING SCHOOL FACILITIES -** School facilities constructed and operational at the time a School Concurrency Application is submitted to Polk County.

**FINAL DEVELOPMENT APPROVAL -** The approval of a final plat, site plan, or building permit for development.

**FINANCIAL FEASIBILITY –** An assurance that sufficient revenues are readily available or will be available from committed funding sources for the first 3 years, or will be available from committed or planned funding sources for years 4 and 5, of a 5 year capital improvement schedule.

**FIVE YEAR PROGRAM OF WORK -** The financially feasible Five Year School District Facilities Work Program adopted pursuant to section 1013.35, F.S.. Financial feasibility shall be determined using professionally accepted methodologies. The financially feasible plan excludes the unfunded portion of the Five Year Program of Work.

**FLORIDA INVENTORY OF SCHOOL HOUSES (FISH) CAPACITY** – The report of the permanent capacity of existing public school facilities. The FISH capacity is the number of students that may be housed in a facility (school) at any given time as determined by the Florida Department of Education, Office of Educational Facilities. In Polk County, permanent capacity does not include temporary classrooms unless they meet the standards for long-term use pursuant to Section 1013.20, Florida Statues.

**IMPACT FEE -** Any fee levied by appropriate governmental agencies, by ordinance, or other publicly accepted method upon the issuance of Certificate of Occupancy for new Development in order to fund School Facilities needed to serve such Development.

**INTERLOCAL AGREEMENT -** The Interlocal Agreement for Public Schools Facilities Planning executed by the Polk County School Board, Polk County Board of County Commissioners, and all non-exempt local governments with in Polk County.

**LEVEL OF SERVICE (LOS) -** A standard established to measure utilization within a School Service Area Boundary or Concurrency Service Area.

**PERMANENT CLASSROOM** – A permanent not movable area, within a school designed and constructed to provide instructional space for the maximum number of students in core-curricula courses assigned to a teacher, based on the constitutional amendment for class size reduction (including, but not limited to, classroom additions which have received covered walkways and technology upgrades).

**PERMANENT CORE CAPACITY -** Common area(s) used by all occupants. For purposes of this agreement, it will be limited to the reading room stacks portion of the media center, dining area, and kitchen with capacity as determined by the State Requirements for Educational Facilities.

**PERMANENT STUDENT STATION CAPACITY (PSSC) -** Capacity based on the State mandated square footage per student of permanent classroom space required to house a student in an instructional program.

**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 Program of Work.

**PLANT SURVEY -** A systematic study of educational and ancillary plants of an educational agency conducted at least every five (5) years, to evaluate existing facilities and to plan for future facilities to meet proposed program needs.

**PROGRAM OF WORK** – See Five Year Program of Work.

**PUBLIC SCHOOL** – A facility owned and maintained by the Polk County School District.

**RELOCATABLE CLASSROOM -** A movable, temporary classroom facility also known as a portable.

**REASONABLE WALKING DISTANCE** – A walking distance defined by the Polk County School Board as less than 2 miles for purposes of bussing students; however, local governments may establish a lesser distance such as a 1 or ½ mile distance for other purposes such as park planning and neighborhood planning purposes.
**SCHOOL BOARD -** The Polk County School Board

**SCHOOL CONCURRECNY MITIGATION -** A developer improvement or contribution identified in a binding and enforceable agreement between the Developer, the School Board and the local government with jurisdiction over the approval of the development order to provide compensation for the additional demand on deficient public school facilities created through the residential development of the property, as set forth in Section 163.3180(13)(e).F.S.

**SCHOOL DISTRICT FACILITIES WORK PROGRAM** – Polk County School District's annual comprehensive planning document, that includes long range planning for facility needs over a five-year, ten-year and twenty-year planning horizon.

**SCHOOL LEVEL -** The grade make up of a school, usually K-5 elementary, 6-8 middle, and 9-12 senior high. There could be various combinations of the K-12 or Pre K-12 grades.

**SCHOOL TYPE** – Schools providing the same level of education, i.e. elementary, middle, or high school.

**SHARED USE -** Two or more governmental agencies using all or part of a facility under the terms set forth in an interlocal agreement.

**SPOT ZONE -** An area zoned to a particular school that is not in the immediate neighborhood of that school facility in order to facilitate desegregation and balance socio-economic diversity.

**TEMPORARY CLASSROOM** – A movable classroom facility also known as relocatable or portable.

**TIERED LEVEL OF SERVICE -** A graduated level of service, used to achieve an adequate and desirable level of service at the end of a specified period of time, as permitted by the Florida Statutes.

**UTILIZATION -** The comparison of the total number of students enrolled to the total number of student stations (FISH) at a facility within a School Concurrency Service Area.