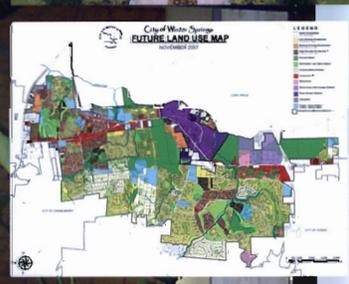


# Public Schools Facilities Element



Comprehensive Plan  
2009 Update

EAR-Based Amendments, Sept. 2009



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CHAPTER VII  
 PUBLIC SCHOOL FACILITIES ELEMENT

**A. GOALS, OBJECTIVES AND POLICIES**

**GOAL 1: Provide Quality Education.** As a basic tenet of community life, it is the goal of the City to contribute to and maintain a high quality public school environment.

**Objective 1.1: Level of Service Standards and Service Boundaries.** The City shall cooperate with the Seminole County School Board (School Board) in their efforts to correct existing deficiencies and address future needs through implementation of adopted level of service standards and appropriate public school facility service area boundaries.

The level of service standard is a countywide standard, specified in the *2007 Interlocal Agreement for Public School Facility Planning and School Concurrency As Amended January 2008 (2007 ILA)*, wherein the following terms are used:

Permanent Florida Inventory of School Houses (FISH):- meaning the permanent facilities within the inventory of land, buildings and rooms in public educational facilities used by the Florida Department of Education, Office of Educational Facilities; and

Concurrency Service Area (CSA): A geographic unit promulgated by the School Board and adopted by local governments within which the level of service is measured when an application for residential development is reviewed for school concurrency purposes. The CSA coincides with groupings of school attendance zones within each school type based on adjacency.

Level of Service (LOS) Standard- meaning a standard established to measure utilization of capacity within a CSA. [Current LOS within a CSA is determined by dividing the full-time equivalent student count (FTE) for the Fall Semester at the same type of schools by the permanent FISH capacity of the same type of schools. Projected or future LOS is determined by the dividing the projected enrolled students at the same type of schools within a CSA by the planned permanent FISH capacity of the same type of schools.

**Policy 1.1.1:** *Adoption of Level of Service (LOS) Standards.* Adopt the following desired LOS standard for school capacity along with the other cities within Seminole County, the County, and the School Board to ensure that the capacity of schools is sufficient to support student growth: 100% of the aggregate permanent FISH capacity for each school type within each CSA.

Establish the following tiered LOS standard, to financially achieve the desired los standard:

	2008 - 2012	Beginning 2013
Elementary & Middle CSA	100% of Permanent FISH Capacity	100% of Permanent FISH Capacity
High School CSA	110% of Permanent FISH Capacity	100% of Permanent FISH Capacity

- Policy 1.1.2:** *Use of Level of Service (LOS) Standards.* Coordinate through the City's Concurrency Management System with the School Board and other local jurisdictions, to ensure that the LOS standards established for each school type are maintained.
- Policy 1.1.3:** *Use of Concurrency Service Area (CSA) Boundaries.* Apply school concurrency using CSA boundaries adopted by the School Board.
- Policy 1.1.4:** *CSAs for Each Type of School.* Recognize the CSA boundaries established by the School Board and as re-evaluated from time to time, based on clustered attendance zones for each school type (elementary, middle and high school), based on adjacency.
- Policy 1.1.5:** *CSA Boundary Changes.* Consider the modification from time to time, of CSA maps made at the determination of the School Board to maximize utilization of school capacity. Receive the proposed change request from the school board, as transmitted to the City and other local jurisdictions, with supporting data and analysis. Review and submit comments on the proposed modification to the School Board within forty-five (45) days.
- Policy 1.1.6:** *Coordination of School Board Capital Improvements Schedule and Potential CSA Boundary Changes.* Receive as identified in the 2007 ILA, the School Board's annual update of its Capital Improvements Schedule of attendance zone changes, and when necessary, modifications to the CSA maps to provide maximum utilization of facilities, to the greatest extent possible.

**Objective 1.2:** *Development Review Coordination to Achieve Concurrency.* The City will coordinate its development review efforts with the School Board to achieve concurrency in all public school facilities.

- Policy 1.2.1:** *Development Review Process.* Withhold or condition the approval of any site plan, final subdivision, or functional equivalent for new residential units not exempted, until a School Capacity Availability Letter Determination (SCALD) has been issued by the School Board to the City indicating that adequate school facilities exist or until a mitigation agreement has been reached, pursuant to the availability standard specified in Subsection 163.3180(13)(e), Florida Statutes. (Cross Reference: See Capital Improvements Element, Policy 1.7.6; and Intergovernmental Coordination Element, Policy 1.2.9)
- Policy 1.2.2:** *Adoption of School Concurrency Provisions into the City's Land Development Regulations.* Adopt school concurrency provisions into the City's land development regulations for the review of development approvals, consistent with the requirements of the 2007 ILA.

**Objective 1.3:** *Coordination of Existing and Future School Facility Planning with the Future Land Use Element and Development Approval Process.* The City shall coordinate with the School Board during development approvals and changes to the City's Future Land Use Plan Map (FLUM) to help ensure the timely provision of public school facilities.

- Policy 1.3.1:** *Coordination of Comprehensive Plan Amendments and Facility Planning.* Consider the availability and future provision of school facility capacity, the provision of school sites and facilities within neighborhoods, the compatibility of land uses adjacent to existing schools and reserved school sites, the co-location of parks, recreation and neighborhood facilities with school sites and the linkage of schools, parks, libraries and other public facilities with bikeways, trails, and sidewalks for safe access during the review of proposed comprehensive plan land use map amendments.
- Policy 1.3.2:** *Site Sizes and Co-location in the City.* Work with the School District to identify sites for future educational facilities that meet the minimum standards of the School Board where possible and which are consistent with the provisions of the City's Comprehensive Plan. Support the School Board in efforts to use standards more appropriate to a built urban environment, when the size of available sites does not meet the minimum School Board standards. Work with the School Board to achieve co-location of schools with City facilities, to the extent feasible, as a solution to the problem of lack of sufficiently sized sites.
- Policy 1.3.3:** *Participation in Planning Technical Advisory Committee (PTAC).* Actively participate in the PTAC, as provided in the 2007 ILA, for the purpose of discussing issues and formulating recommendations to the Public Schools Facilities Planning Committee (PSFPC) regarding coordination of land use and school facilities planning, including such issues as population and student projections, development trends, school needs, co-location and joint use opportunities, ancillary infrastructure improvements needed to support the schools, School Board Five-Year Capital Improvement Plan and the Public School Concurrency Program. (Cross Reference: See Intergovernmental Coordination Element, Policy 1.2.7)
- Policy 1.3.4:** *Determining Impacts.* Determination of adequate school capacity will be the responsibility of the School Board.
- Policy 1.3.5:** *Notification of Submittal of Residential Applications.* Notify the school Board within 10 working days of receipt of any land use or development application having a residential component and transmit submitted subdivision plans and site plans to the School Board for their review.
- Policy 1.3.6:** *Notification of Meetings.* Provide the School Board with agendas of staff review, the Planning & Zoning Board/Local Planning Agency and the City Commission meetings.

**Objective 1.4:** **Concurrency.** The City shall require that public school facility capacity is available concurrent with the impacts of new residential development, as required by Subsection 163.3180(13)(e), Florida Statutes (F.S.)

- Policy 1.4.1:** *Timing of Concurrency Review.* Require that all new residential development be reviewed for school concurrency prior to development approval, as defined in the 2007 ILA.

**Policy 1.4.2:** *Results of Concurrency Review.* Comply with the availability standards of Subsection 163.3180(13)(e), F.S., and do not deny development approval due to failure to achieve the adopted LOS for public school facilities when the following occurs:

- Adequate school facilities are planned and will be in place or under construction within three (3) years of the development approval.
- The developer executes a legally binding commitment to provide mitigation proportionate to the demand for public school facilities consistent with the methodology in the 2007 ILA.

**Policy 1.4.3:** *Residential Uses Exempt from the Requirements of School Concurrency.* Exempt the following residential uses from the requirements of school concurrency:

- All single family lots of record at the time the school concurrency implementing ordinance became effective.
- Any new residential development that has a preliminary plat (final subdivision) or site plan approval or the functional equivalent for a site specific development order prior to the commencement date of the School Concurrency Program.
- Any amendment to a previously approved residential development which does not increase the number of dwelling units or change the type of dwelling units.
- Any age restricted community with no permanent residents under the age of 18 (a restrictive covenant limiting the age of residents to 18 and older shall be required.)

**Policy 1.4.4:** *Use of Revenues Received Through Proportionate Share Mitigation.* Direct any revenues for proportionate share mitigation toward a school capacity improvement identified in the School Board's Five-Year Capital Improvement Plan.

**Policy 1.4.5:** *Proportionate Share Mitigation.* Consider in the event, that there is not available school capacity to support a development, that the School Board may entertain proportionate share mitigation options and, if accepted, enter into an enforceable and binding agreement with the developer to mitigate the impact from the development through the creation of additional school capacity.

A. Recognize when the anticipated student impacts from a proposed development cause the adopted LOS to be exceeded, the developer's proportionate share will be based on the number of additional student stations necessary to achieve the established LOS. Calculate the amount to be paid by the cost per student station for elementary, middle and high school as determined and published by the State of Florida.

B. Calculate a developer's proportionate share mitigation through the following methodology:

Proportionate Share =  $(^1\text{Development students} - \text{Available Capacity}) \times ^2\text{Total Cost per student station}$

Where:

<sup>1</sup>Development students = those students from the development that are assigned to a CSA and have triggered a deficiency of the available capacity.

<sup>2</sup>Total Cost = the cost per student station as determined and published by the State of Florida.

C. Allow the applicant to enter a 90-day negotiation period with the School Board in an effort to mitigate the impact from the development through the creation of additional capacity. Upon identification and acceptance of a mitigation option deemed financially feasible by the School Board, the developer shall enter into a binding and enforceable development agreement with the School Board.

1. A mitigation contribution provided by a developer to offset the impact of a residential development must be directed by the School Board toward a school capacity project identified in the School Board's Five-Year Capital Improvement Plan. Capacity enhancing projects identified within the first three (3) years of the Five-Year Capital Improvement Plan shall be considered as committed in accordance with Section 9.5 of the 2007 ILA.

2. If capacity projects are planned in years four (4) or five (5) of the School Board's Five-Year Capital Improvement Plan within the same CSA as the proposed residential development, the developer may pay his proportionate share to mitigate the proposed development in accordance with the formula provided in Section 12.7 (B) of the 2007 ILA.

3. If a capacity project does not exist in the Capital Improvement Plan, the School Board will add a capacity project to satisfy the impacts from a proposed residential development, if it is funded through the developer's proportionate share mitigation contributions. Mitigation options may include, but are not limited to:

a. Contribution of land or payment for land acquisition suitable for and in conjunction with, the provision of additional school capacity; or

b. Mitigation banking based on the construction of a educational facility in exchange for the right to sell capacity credits; or

c. Provide modular or permanent student stations acceptable for use as an educational facilities; or

d. Provide additional student stations through the remodeling of existing buildings acceptable for use as an educational facility; or

- e. Construction or expansion of permanent student stations at the impacted school within the CSA; or
- f. Construction of an educational facility in advance of the time set forth in the School Board's Five-Year Capital Improvement Plan.

D. Recognize for mitigation measures (a) thru (f) above, that the estimated cost to construct the mitigating capacity will reflect the estimated future construction costs at the time of the anticipated construction. Improvements contributed by the developer shall receive school impact fee credit.

E. Apply an impact fee credit against the proportionate share mitigation total. Credits will be given for that portion of the impact fees that would have been used to fund the improvements on which the proportionate fair share contribution was calculated. The portion of impact fees available for the credit will be based on the historic distribution of impact fee funds to the school type (elementary, middle, high) in the appropriate CSA. Impact fee credits shall be calculated at the same time as the applicant's proportionate share obligation is calculated. Any school impact fee credit based on proportionate fair share contributions for a proposed development cannot be transferred to any other parcel or parcels of real property within the CSA.

F. Do not amend or refund a proportionate share mitigation contribution after final site plan or plat approval to reflect a reduction in planned or constructed residential density.

G. Recognize that any proportionate share mitigation must be directed by the School Board toward a school capacity improvement identified in the School Board's Five-Year Capital Improvement Plan.

H. Require upon conclusion of the negotiation period, that a second Determination Letter be issued. If mitigation is agreed to, the School Board shall issue a new Determination Letter approving the development subject to those mitigation measures agreed to by the local government, developer and the School Board. Prior to, site plan approval, final subdivision approval or the functional equivalent, the mitigation measures shall be memorialized in an enforceable and binding agreement with the local government, the School Board and the Developer that specifically details mitigation provisions to be paid for by the developer and the relevant terms and conditions. If mitigation is not agreed to, the Determination Letter shall detail why any mitigation proposals were rejected and why the development is not in compliance with school concurrency requirements. A SCALD indicating either that adequate capacity is available, or that there is not a negotiated proportionate share mitigation settlement following the ninety (90) day negotiation period as described in Section 12.7(B) of the 2007 ILA constitutes final agency action by the School Board for purposes of Chapter 120, F.S.

**Policy 1.4.6:** *Appeal Process.* Recognize that a person substantially affected by the School Board's adequate capacity determination made as a part of the School Concurrency Process, may appeal such determination through the process provided in Chapter 120, F.S.

**Policy 1.4.7:** *Consideration of Adjacent Concurrency Service Areas.* Consider if the projected student growth from a residential development causes the adopted LOS to be exceeded in the CSA, that an adjacent CSA which is contiguous with and touches the boundary of the concurrency service areas within which the proposed development is located, be evaluated for available capacity. Conduct an adjacency evaluation review as follows:

1. In conducting the adjacency review, the School Board shall first use the adjacent CSA with the most available capacity to evaluate projected enrollment impact and, if necessary, shall continue to the next adjacent CSA with the next most available capacity in order to ensure maximum utilization of school capacity to the greatest extent possible.
2. Consistent with Rule 6A-3.0171, F.A.C., at no time shall the shift of impact to an adjacent CSA result in a total morning or afternoon transportation time of either elementary or secondary students to exceed fifty (50) minutes or one (1) hour, respectively. The transportation time shall be determined by the School Board transportation routing system and measured from the school to the center of the subject parcel/plat in the amendment application, along the most direct improved public roadway free from major hazards.

**Objective 1.5:** *Procedure for Annual Update of Capital Improvements Element.* The City shall amend its Capital Improvement Element (CIE) to include that portion of the adopted School Board's Five-Year Capital Improvement Plan which deals with capacity improvements.

**Policy 1.5.1:** *Annual Update of Capital Improvements Element.* Update on an annual basis, no later than December 1<sup>st</sup> of each year, the City's Capital Improvements Element to include that portion of the School Board's annual update of their financially feasible Five-Year Capital Improvement Plan related to capacity improvements. However, the City shall not have the obligation, nor the responsibility for funding or accomplishing the School Board Five-Year Capital Improvement Plan.

**Policy 1.5.2:** *Addition of New Financially Feasible Fifth Year Projects During Each Update.* Include with each annual update to the Capital Improvements Element a new fifth year with its financially feasible school capacity projects that have been adopted by the School District in its update of the Five-Year Capital Improvement Schedule.

**Policy 1.5.3:** *Compliance with Florida Statute in Timing of Capital Improvements Element Update.* Amend the City's Capital Improvements Element to reflect changes to the School District's Five-Year Capital Facilities Plan in compliance with timing requirements of Florida Statutes.

**Objective 1.6:** *Ensuring Compatibility with Surrounding Land Uses, Encouraging Co-location with Appropriate City Facilities, Location in Proximity to Residential Areas to be Served and Function as a Community Focal Point.* The City shall ensure compatibility of school facilities with surrounding land use through the development review process and shall encourage, to the extent feasible, co-location of new schools with compatible City facilities, and the location of school facilities to serve as community focal points.

**Policy 1.6.1:** *Allowable Locations of School Sites and Compatibility Standards.* Allow school sites within any land use designation in the City except Conservation and Industrial. (Cross Reference Future Land Use Element, Policy 1.11.1). Ensure compatibility with adjacent land uses will be ensured through the following measures:

- New school sites within the City must not be adjacent to any noxious industrial uses or other property from which noise, vibration, odors, dust, toxic materials, traffic conditions or other disturbances would have a negative impact on the health and safety of students.
- Public school sites shall be compatible with environmental protection, based on soils, topography, protected species and other natural resources on the site.
- An assessment of critical transportation issues, including provision of adequate roadway capacity, transit capacity and bikeways, shall be performed for proposed school sites prior to any development to ensure safe and efficient transport of students.
- New school sites must comply with the City's land development regulations and must minimize potential detrimental impacts on adjacent uses by providing sufficient on-site parking, sufficient internal vehicular circulation to ensure that unsafe stacking of vehicles on access roads does not occur, containment of off-site light spillage and glare, and reduction of off-site noise through compliance with the City's buffer requirements.
- New school sites for elementary and middle schools shall be located in close proximity to existing or anticipated concentrations of residential development. New school sites for high schools and specialized schools are suitable for other locations, due to their special characteristics.
- The development review process shall ensure that facilities such as sanitary sewer and potable water will be available at the time demanded by the new school site, and services such as public safety can also be provided.
- New school sites shall have safe ingress and egress for pedestrians, bicycles, cars, buses, service vehicles and emergency vehicles. High schools should be located with access to collector or arterial roads, rather than relying solely on local roads.

**Policy 1.6.2:** *Co-Location and Community Focal Point.* Encourage to the extent feasible, the co-location of new school sites with appropriate City

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facilities, recognizing that new schools are an essential component in creating a sense of community. Encourage, through the development review process, the location of new school sites so they may serve as community focal points. Enter into an interlocal agreement with the School Board where co-location takes place, to address shared uses of facilities, maintenance costs, vehicular and bicycle parking, supervision and liability issues, among other concerns.

**Objective 1.7:**        ***Ensuring Provision of Necessary Infrastructure.*** There shall be coordination between the City and the School Board in the timely provision of infrastructure to support public school facilities.

**Policy 1.7.1:**        *Maximizing Efficiency of Infrastructure.* Seek to maximize efficient use of existing infrastructure and avoid sprawl development by identifying future school sites that take advantage of existing and planned roads, potable water, sanitary sewer, parks, and drainage systems, during participation in the future school site identification process detailed in the 2007 ILA.

**Policy 1.7.2:**        *Safe Student Access.* Provide safe student access to school sites by coordinating the construction of new neighborhoods and residential developments, expansion of existing neighborhoods and developments and redevelopment or revitalization of existing neighborhoods and developments with Seminole County's safe road and sidewalk connection programs to school sites.

**Policy 1.7.3:**        *Bicycle Access and Pedestrian Connection.* Coordinate bicycle access to public schools consistent with the Seminole County bicycle plan adopted by the metropolitan planning organization, METROPLAN ORLANDO. Revise the City's land development regulations, as needed to specify that performance standards for new residential developments adjacent to existing and proposed school sites other than age restricted developments, shall include pedestrian connections between the sidewalk network within the development and the adjacent school site.

**Policy 1.7.4:**        *Coordination to Ensure Necessary Off-Site Improvements.* Work with the School Board, during the development review process for a proposed new school facility, to determine the party or parties responsibility for the financing, construction, operating, and maintaining of any needed off-site improvements, including but not limited to: signalization, installation of deceleration lanes, roadway striping for crosswalks, safe directional/warning signage and installation of sidewalks.

Consider a new development adjacent to or sharing an access road with an existing school or future school site, as mitigation of the traffic impacts of the development, for safe access to the school. Efforts may include, but are not limited to: developer striping of crosswalks, developer installation of sidewalks, payment for safe directional/warning signage, and payment for signalization.

**Policy 1.7.5:**        *Inclusion of Provisions for School Buses.* Revise the City's land development regulations to require the inclusion of school bus stops and

turnarounds in new residential developments that are not age restricted.

**Objective 1.8:**        ***Coordination with School Board and Cities.*** The City shall coordinate with the School Board and other local jurisdictions as specified by the procedures in the *2007 ILA* and provide information for emergency preparedness.

**Policy 1.8.1:**        *Providing Data to the School Board.* Maintain data on the approved number of residential dwelling units by unit type and location and the corresponding number of units within each development that have received a certificate of occupancy (CO). Provide the data to the School Board annually by October 15<sup>th</sup>.

**Policy 1.8.2:**        *Providing Representation.* Assign representatives to take part in committees and meetings, as specified by the *2007 ILA*. . Assign a staff representative to the PTAC, which shall meet as specified in the *2007 ILA*. Appoint an elected official or designee to the PSFPC, which shall meet as specified in the *2007 ILA*.

**Policy 1.8.3:**        *Advising of Proposed Changes.* Provide notification in accordance with the *2007 ILA* to the School Board of proposed amendments to the Future Land Use Map - 2030 (FLUM), rezonings, developments of regional impact, and/or major residential or mixed use development projects that may increase residential densities, effect student enrollment, enrollment projections, or school facilities. Provide such notice within 10 working days of receipt of the application.

**Policy 1.8.4:**        *Emergency Preparedness.* Continue to provide information needed by the School Board and local jurisdictions for emergency preparedness purposes.

## **B. INTRODUCTION**

The purpose of this document is to support the timely provision of the Seminole County School Board (School Board)'s constitutional and statutory obligation and sovereignty to provide a uniform system of free public schools on a countywide basis. It is not the intent to require the School Board to confer with, or obtain the consent of, the City, as to whether that obligation has been satisfied. Additionally, this Element is not intended to be construed to impose any duty or obligation on the City for the School Board's constitutional or statutory obligations. The City does not have the authority to directly provide school facilities, but is required by State Law to work with the School Board to address the coordination of public school facility planning with land use planning and development approvals. The City continues to be responsible for approving or denying comprehensive plan amendments and development approvals within its own jurisdiction, and nothing herein represents or authorizes a transfer of any of this authority to the School Board.

Legislation enacted by the 2005 Florida Legislature mandated a comprehensive approach to school planning by revising laws that govern both school districts and local government planning. A coordinated effort was undertaken by the local jurisdictions of Seminole County and the School Board. Preparation of a new *Interlocal Agreement for Public School Facility Planning and School Concurrency* including procedures for coordinating land use planning, development approvals and school planning was the first step in this process and was adopted by the Board of County Commissioners, City Commissions, and the School Board in 2007 and amended in January 2008.

The 2005 Legislation also included adoption of a Public School Facilities Element, consistent with those adopted by the other local governments within the County and consistent with the *2007 Interlocal Agreement for Public School Facility Planning and School Concurrency As Amended January 2008 (2007 ILA)*, Sections 163.3177(12) and 163.3180 F.S. and Rule 9J-5.025, F.A.C. and which describes a proportionate-share mitigation methodology. Additional amendments to the City's Comprehensive Plan required by the 2005 legislation include:

- Adoption of the Level of Service (LOS) standards applicable county-wide that establish maximum permitted school utilization rates relative to capacity into the Capital Improvements Element;
- Adoption of the financially feasible Public School Capital Facilities Program addressing school capacity improvements into the Capital Improvements Element that is adopted as part of the School Board's overall Capital Improvements Program;
- Amendments to revise objectives and policies that address the City's process of coordination with the School Board in the Intergovernmental Coordination Element.

## **C. EXISTING CONDITIONS**

The following Tables indicate permanent school building capacity for every school under the jurisdiction of the School Board:

**Table VII - 1: Inventory of Elementary Schools**

Elementary School	Site Acreage	Bldg Sq Ft	Perm. Bldg Student Capacity*	SY 09-10 Projection
Altamonte Elementary	15	116,223	991	807
Bear Lake Elementary	20	106,368	1,026	1034
Bentley Elementary	17	127,200	1008	977
Carillon Elementary	34	125,997	942	692
Casselberry Elementary	10	105,147	906	665
Crystal Lake Elementary	10	110,873	827	742
Eastbrook Elementary	15	107,352	932	722
English Estates Elementary	21	117,412	843	740
Evans Elementary	25	103,745	974	825
Forest City Elementary	15	133,598	956	757
Geneva Elementary	15	102,803	601	508
Goldsboro Elementary	20	106,421	695	652
Hamilton Elementary	19	89,598	797	694
Heathrow Elementary	15	89,172	804	959
Highlands Elementary	25	106,395	625	516
Hopper Elementary and Middle (a)			44 (a)	23 (b)
Idyllwilde Elementary	15	104,399	888	859
Keeth Elementary	15	76,921	664	698
Lake Mary Elementary	11	72,452	933	827
Lake Orienta Elementary	10	80,067	863	634
Lawton Elementary	21	119,445	882	793
Layer Elementary School	15	117,306	735	570
Longwood Elementary	11	83,704	715	604
Midway Elementary	11	77,664	735	403
Partin Elementary	15	92,989	854	769
Pine Crest Elementary	25	104,709	801	717
Rainbow Elementary	15	91,341	829	822
Red Bug Elementary	15	97,335	819	863
Sabal Point Elementary	15	78,047	964	760
Spring Lake Elementary	20	83,638	725	789
Stenstrom Elementary	15	92,372	643	708
Sterling Park Elementary	16	78,502	991	604
Walker Elementary School	15	115,802	937	859
Wekiva Elementary	15	64,338	713	770
Wicklow Elementary	16	113,694	861	812
Wilson Elementary	16	117,159	877	892
Winter Springs Elementary	15	107,487	810	520
Woodlands Elementary	20	95,295	840	697

\* 100% of Student Stations

(a) Combination Elementary and Middle School

(b) Elementary School Only

Source: Florida Inventory of School Houses (FISH) and Seminole County School District, February 2009

**Table VII - 2: Inventory of Middle Schools**

Middle School	Site Acreage	Bldg Sq Ft	Perm. Bldg Student Capacity*	SY 09-10 Projection
Greenwood Lakes Middle	25	185,964	1,240	1,058
Hopper Elementary and Middle (d)			44 (d)	21 (b)
Indian Trails Middle	20	166,249	1,386	1,257
Jackson Heights Middle	62	146,427	1,345	1,328
Lawton Chiles Middle	25	193,512	1,355	1,356
Markham Woods Middle	22	179,920	1,223	1,055
Millennium Middle	28	212,031	1,564	1,343
Milwee Middle	27	147,596	1,261	968
Rock Lake Middle	17	131,544	1,153	1,054
Rosenwald Middle and High (a)			79 (a)	19 (b)
Sanford Middle	28	159,741	1,414	1,343
South Seminole Middle	21	143,730	1,179	1,122
Teague Middle	20	148,072	1,476	1,530
Tuskawilla Middle	20	170,701	1,250	1,133

\* 95% of Student Stations

(a) Combination Middle and High School

(b) Middle School Only

(d) Combination Elementary and Middle School

Source: Florida Inventory of School Houses (FISH) and Seminole County School District, February 2009

**Table VII - 3: Inventory of High Schools**

High School	Site Acreage	Bldg Sq Ft	Perm. Bldg Student Capacity*	SY 09-10 Projection
Crooms Academy of Information	20	103,956	759**	588
Excel Senior High			250	125
Hagerty Senior High	60	362,973	2,678	2,195
Lake Brantley Senior High	522	364,488	2,859	2,912
Lake Howell Senior High	43	308,744	2,277	2,277
Lake Mary Senior High	50	357,293	2,765	2,376
Lyman Senior High	47	364,309	2,441	2,368
Oviedo Senior High	52	359,371	2,767	1,964
Rosenwald Middle and High (a)			79 (a)	60 (b)
Seminole Senior High	53	350,706	2,615	3,083
Winter Springs Senior High	59	305,635	2,360	2,218

\* 90% of Student Stations

\*\* 85% of student stations

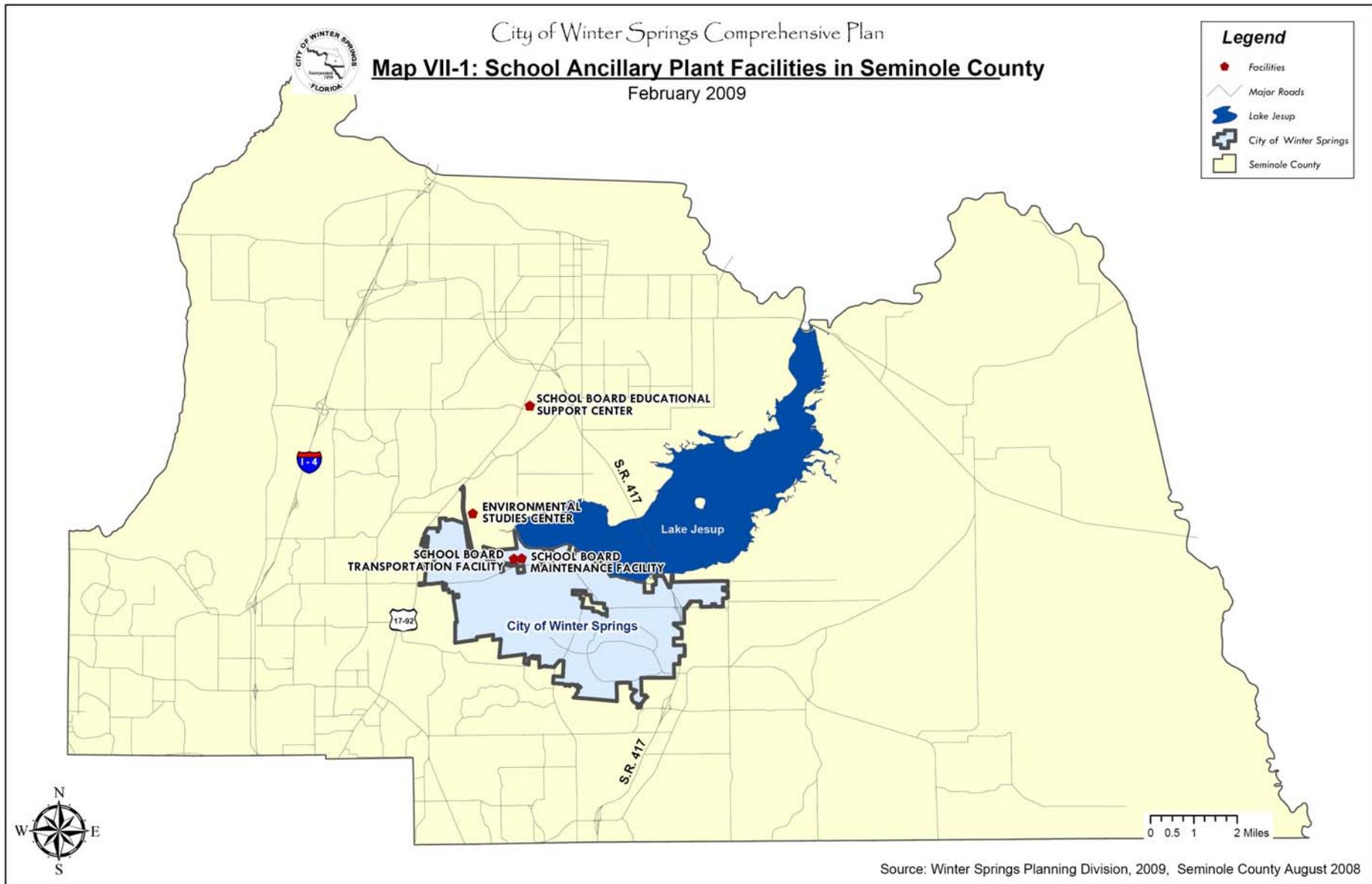
(a) Combination Middle and High School

(b) High School Only

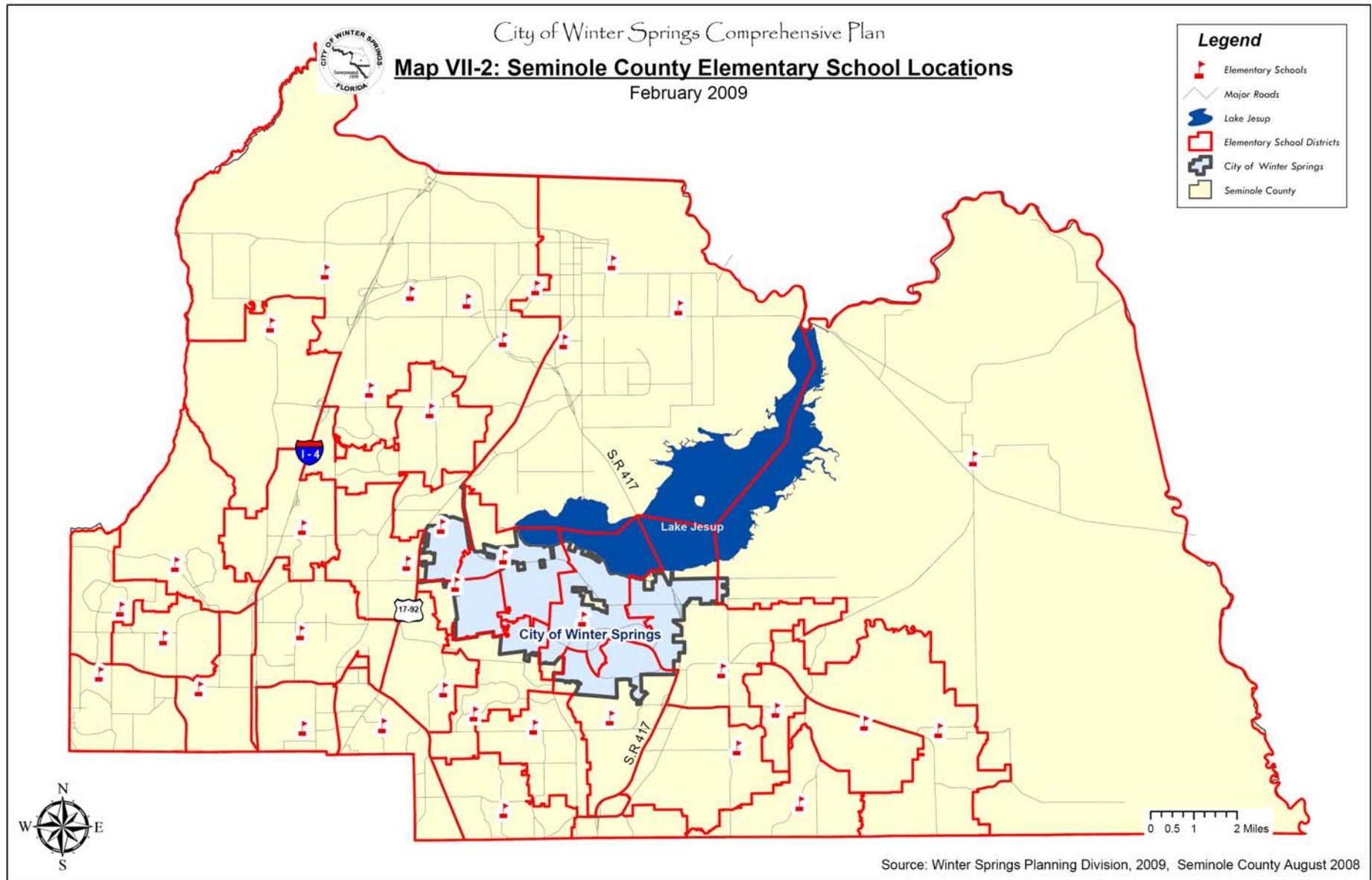
Source: Florida Inventory of School Houses (FISH) and Seminole County School District, February 2009

The following exhibits illustrate locations of existing ancillary plant facilities, existing schools, and locations of proposed capital improvements to existing school facilities. No new ancillary plant facilities are planned. The CSA boundary maps are included in the Support Documents.

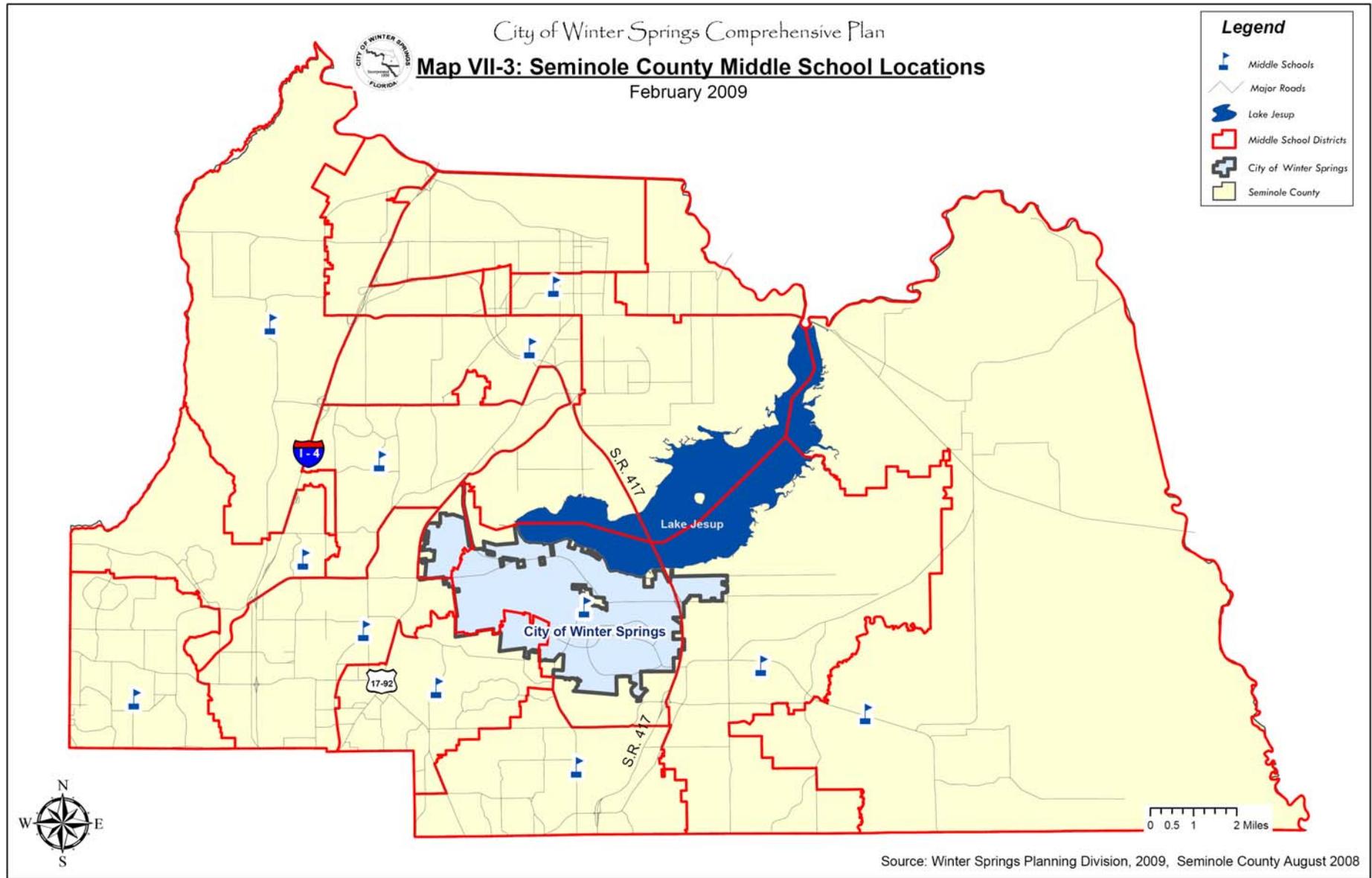
Map VII - 1: School Ancillary Plant Facilities in Seminole County, Feb. 2009



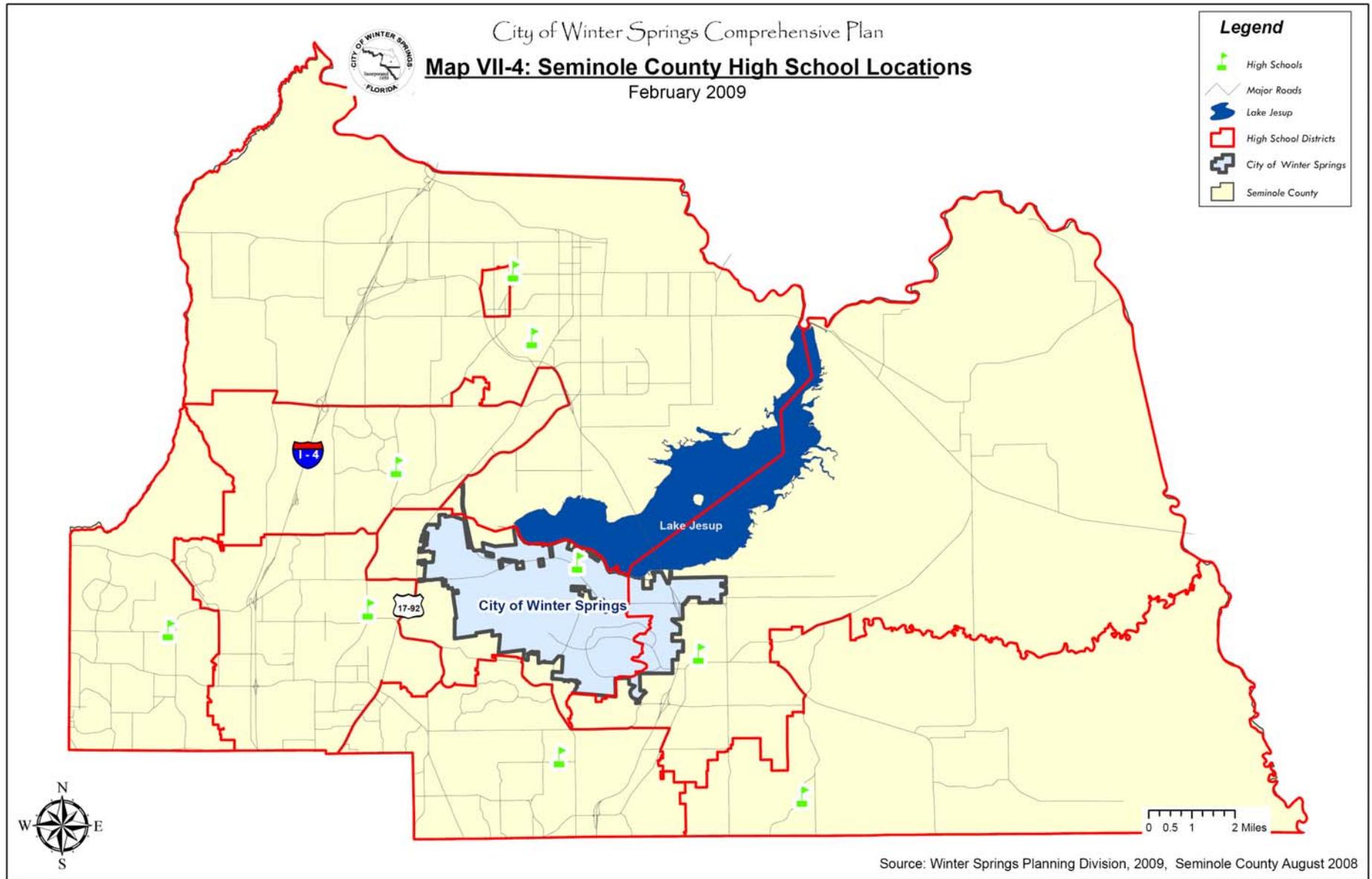
Map VII - 2: Seminole County Elementary School Locations, Feb. 2009



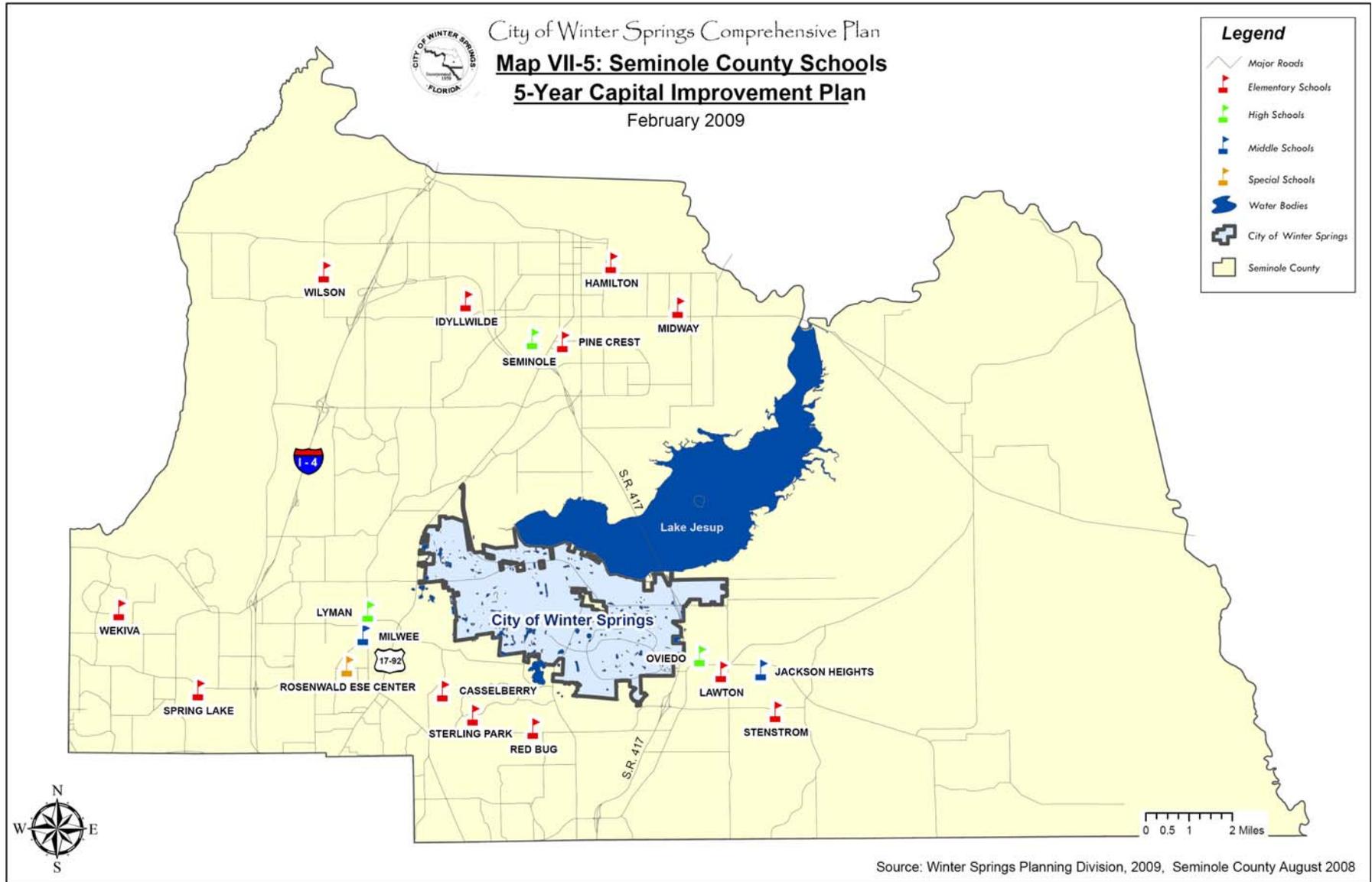
Map VII - 3: Seminole County Middle School Locations, Feb. 2009



Map VII - 4: Seminole County High School Locations, Feb. 2009



**Map VII - 5: Seminole County Schools Five-Year Capital Improvement Plan, Feb. 2009**



## **D. ISSUES AND CONCERNS**

### **1. Identifying Sites for Future School Facilities**

The *2007 ILA* provides a process for identifying future school sites. The process includes, at a minimum, semi-annual meetings of the Planning Technical Advisory Committee (PTAC) that can be used to coordinate land use and school facility planning. The next step in that process is a committee created by the *2007 ILA*, the Public Schools Facilities Planning Committee (PSFPC). The PSFPC has several responsibilities, including review of PTAC findings and submittal of recommendations to the School Board. In order to ensure that the redevelopment and revitalization of older portions of unincorporated Seminole County can continue, the issue of sites will continually need to be addressed as part of the ongoing cooperative planning effort specified by the *2007 ILA*.

### **2. Population and Student Projections**

In accordance with the *2007 ILA*, the City and the School Board will share population projections and projections of student enrollment for use in their planning efforts. The *2007 ILA* specifies that the parties will use student enrollment projections provided by the School Board. However, the source of student enrollment projections is based on the Capital Outlay Full Time Equivalent (COFTE) cohort projections issued by the Department of Education in July of each year. These COFTE projections are related to past enrollment trends and do not consider such factors as reduced land availability for future growth and development. As the City grows closer to reaching build-out, these projections will become less reliable.

### **3. Proportionate Share Mitigation Efforts and Alternative Mechanisms for Ensuring School Capacity**

The *2007 ILA* outlined the process by which the School Board may entertain proportionate share mitigation options. Proportionate share mitigation allows a developer to pay that portion of the cost of providing capacity in a school facility that is necessary to serve that particular development or redevelopment project. The methodology for calculating a developer's proportionate share as specified in the *2007 ILA* is included in this Element and will be added to the City's Land Development Regulations as part of the Concurrency Management System. Mitigation options offer a variety of alternatives, including construction of a charter school by the developer.

If a mitigation proposal fails, the *2007 ILA* offers an appeal process specified by Chapter 120, Florida Statutes (F.S.) as an alternative. Another allowable alternative mechanism for mitigation impacts on schools is the establishment of an Educational Facilities Benefit District as allowed by Section 1013.355, F.S. This option permits school districts and local governments to enter into separate interlocal agreements to arrange for financing a school to allow redevelopment, revitalization or other development efforts, when property owners involved agree to this special assessment. Osceola County adopted an ordinance creating such a District in 2003. Should redevelopment and revitalization efforts in the City be unable to proceed, even with proportionate share mitigation, further examination of the use of an Educational Facilities Benefit District may be needed.

