

Public School Facilities Element

City of Punta Gorda Comprehensive Plan 2045

Ordinance XXXX
Date

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I. EXECUTIVE SUMMARY

Public schools are a cornerstone to the well-being and future of a community. Generally, new residential development occurring within the community is the primary contributor to student population growth and has the most significant impact on the public school system. Because of this relationship between residential development and the provision of public schools, coordination between local governments and ~~the~~ school districts is critical to ensuring that future student growth needs are addressed and can be accommodated within the public school system.

Recognizing the importance of planning for public schools, the City provides the data, inventory, and analysis contained herein, and details the methods that are employed to support the Charlotte County School Concurrency ~~program~~ Program and ensure that public school capacity needs are met.

Within Charlotte County, the participants in school concurrency are Charlotte County, the City of Punta Gorda, and the School District of Charlotte County. Since school concurrency was adopted in Charlotte County, the review process requires that the public school facilities necessary to maintain the adopted level of service for schools are in place prior to or concurrent with the student impact from new residential development.

The Goals, Objectives, and Policies section is adopted by ordinance. This section provides for the correction of existing school capacity deficiencies, establishes a level of service standard for schools, identifies the School District's Capital Plan, coordinates the location of planned public school facilities with the plans for supporting infrastructure, and coordinates the location of public school facilities relative to the location of other

public facilities such as parks, libraries, and community centers to the extent possible.

II. INTRODUCTION

Purpose

The purpose of the data, inventory and analysis is to present and explain the information used to plan for public schools in Charlotte County. This data and related analysis will be used to plan school facilities, anticipate growth, and identify revenue requirements and sources. It provides a planning process, which will achieve and maintain an adopted level of service for schools in Charlotte County.

The data, inventory and analysis previously provided was used to establish a methodology to determine concurrency. Along with the goals, objectives, and policies, the data inventory and analysis establishes the basis for coordination between the school board and local governments for public school planning, and the review and approval of residential development to ensure that school capacity at the adopted level of service standard is available prior to or concurrent with the student impact associated with residential development.

Relationship to the City's Comprehensive Plan

The goals, objectives and policies identified in the Public School Facilities Element share a connection with several other elements of the Comprehensive Plan, including:

- ❖ The *Future Land Use Element* provides the overall growth management strategies by defining the direction and intensity of future growth and development. This element influences the location of both future residential development and future

public school facilities consistent with the future land use map.

- ❖ The *Intergovernmental Coordination Element* provides opportunities to improve collaboration and coordination with other agencies, including the School Board. This collaboration includes the future location of public schools, the infrastructure improvements necessary to accommodate schools, and the school concurrency process.
- ❖ The *Capital Improvements Element* will reflect the School Board's strategy for the delivery of public schools necessary to achieve and maintain the adopted level of service for schools. The establishment of a level of service for schools serves ~~as~~ a primary role in growth management and will help shape the future demand for public schools. In addition, the Capital Improvements Element establishes the five-year budget plan for infrastructure improvements including necessary improvements to support public schools.
- ❖ The *Historic Element* is new to the City's Comp Plan. Policies added to this element are provided to strengthen relationships with educational establishments that provide programs that offer research, graduate services, and technical assistance. In addition, the *Historic Element* will encourage partnerships between the City and educational institutions including Charlotte County Schools, Florida SouthWestern State College, and the various units of the State University System.

III. LEGISLATION

Federal Regulations

Local governments coordinate with the School District on a variety of issues, and understand that the School Board is subject to federal regulations. Because of the Tenth Amendment, this role is

limited and most education policy is decided at the state and local levels.

State Regulations

Within the State of Florida, there are separate constitutional roles for local governments and school boards. Local governments have regulatory authority over the use and development of land. School boards have the authority to finance, construct and operate public schools and are mandated to provide a uniform system of free public education. The Florida Legislature expanded regulations to increase the coordination of land-use planning with school facility planning, and made school concurrency a requirement in 2005. In 2011, parks and recreation, schools, and transportation facilities were no longer required to meet concurrency requirements by the State statutes; they were removed as public facilities and services subject to the statutory concurrency requirements on a statewide basis. However, counties and municipalities could still implement concurrency subject to provisions listed under *Florida Statutes* (F.S.) (§163.3180, F.S.)

Chapter 163

Chapter 163 of the *Florida Statutes* contains the State's Local Government Comprehensive Plan and Land Development Regulation Act. The Act provides local governments with the authority to plan for future development and growth and to adopt and amend a comprehensive plan. The updated legislation allows for the local governments to continue school concurrency at the local level option, but imposes minimum ~~state-State~~ requirements for such local regulatory programs. Currently statute §163.3180(6) (a), *Fla. Stat.*, requires local governments that apply concurrency to public education facilities shall include principles, guidelines, standards, and strategies that include adopted levels of service in their comprehensive plans and an interlocal agreement.

Chapter 1013

Chapter 1013 of the *Florida Statute's* contains the State's Educational Facilities Act. The chapter authorizes state and local officials to cooperate in establishing and maintaining educational plants that will provide for public educational facilities throughout the state.

Local Regulations

Interlocal Agreements

Intergovernmental agreements allow governments to cooperate with one another in the performance of tasks, thereby reducing a duplication of services and possibly increasing cost efficiency. In 2003, the City, County and School Board executed the "Interlocal Agreement for Public School Facility Planning" in an effort to better coordinate such things as utility locations and school facility planning. This agreement is reviewed annually and updated as necessary to include the provisions for school concurrency. Updated in May 2016, the agreement is titled Updated Interlocal Agreement (ILA) for Coordinated School Planning and School Concurrency.

IV. INVENTORY AND ANALYSIS

Charlotte County Information (Population—/ Trends) Population Projections

Charlotte County is located next to the Gulf of Mexico on the southwestern coast of Florida. The ~~County—county~~ is approximately ~~694—681~~ square miles, and contains ~~129—178~~ square miles of water bodies. It is bordered by Sarasota and DeSoto Counties to the north, Highlands County to the northeast, Glades County to the east, Hendry County to the southeast, and Lee County to the south. According to the ~~2010—2020~~ U.S. Census

the total population was ~~159,978~~186,847. Of the ~~159,978~~186,847 persons, ~~18,620~~14,774 were students (Pre-K through 12) enrolled in school.

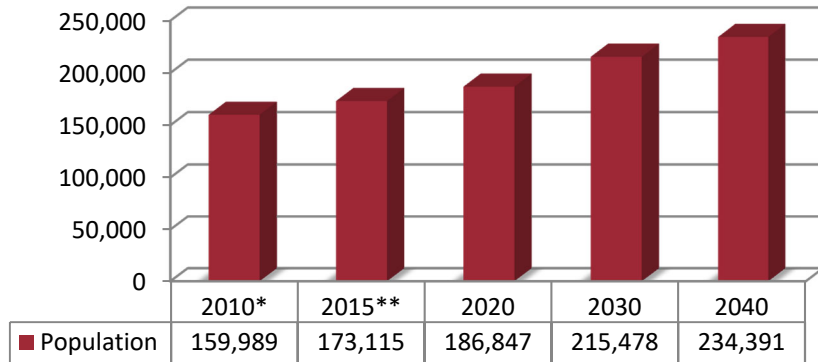
Table 8.1 - Charlotte County Population 2010-2040

Year	Population	% Change
1990	110,975*	90%
2000	141,627**	28%
2010	159,978	9%
2015	173,115**	8%
2020	178,200 <u>186,847</u>	38%
2030	195,900 <u>215,720</u>	915%
2040	209,600 <u>234,324</u>	79%

Source: *Population Division - US Census Bureau. **US Census Bureau - ~~2010~~2020 Census Demographic Profile other from BEBR, ~~Population Studies, Bulletin~~174

Table 8.1 identifies that the overall population of the County has been steadily increasing through the year ~~2015~~2020. Projected annual growth is expected to continue to increase. Chart 8.1 shows the projected population growth trends for Charlotte County from 2010 through 2040.

Chart 8.1 – County Population Estimates Through 2010-2040



-Source: * Data from US Census, **2015-2020 population estimate, other from BEBR, [Projections of Florida Population by County, 2025-2045](#) population Studies; Bulletin 174

According to ~~2010-2020~~ US Census, ~~54,599~~ (thirty four percent ~~40.534%~~) of the Charlotte County ~~2021-2010~~ population is sixty-five (65) years of age or older. Another ~~62,703~~ ~~68,235~~ persons is ~~thirty-nine percent~~ (39%) of the ~~County's~~ ~~county's~~ ~~2021+~~ population is between the ages of thirty-five and sixty-four (35-64). Together these two cohorts account for almost ~~eightyseven~~ ~~three~~ percent (~~73.79.5%~~) of the ~~County's~~ ~~county's~~ ~~2010-2021~~ population. The age distribution indicates that the ~~County~~ ~~county~~ remains an older population with many retirees and those people who are approaching retirement age. Table 8.2 illustrates these age distributions.

Table 8.2 – Charlotte County Age Distribution 2021

Population	% Change
------------	----------

Under 18	22,188	23.09%
18 and Over	140,967	86.4%
20-24	6,857	4.2%
25-34	11,420	7.0%
35-49	23,331	14.3%
50-64	38,340	23.5%
65 and Older	58,734	36.0%

Source: [Annual meeting to coordinate land use and public school planning, 2015](#) U.S. Census 2021: ACS 1-Year Data Profiles

Seasonal Population

During the winter months many counties and cities in the State of Florida experience an increase in population due to the migration of seasonal residents. Charlotte County and its municipalities are no exception. Seasonal residents do not have a significant impact on the school age population because the seasonal population does not usually include families with children.

Housing

According to the ~~2010-2020~~ American Community Survey, there were a total of ~~100,948~~ ~~110,046~~ housing units within the ~~County~~ ~~county~~, including ~~70,948~~ ~~85,846~~ occupied units and ~~30,011~~ ~~24,200~~ vacant units. Based on a total population of ~~159,978~~ ~~186,847~~, the average household size is ~~2.25~~ ~~1.8~~ persons per household.

Residential Development - Growth Areas

Most of the commercial and residential activities of Charlotte County are centered in the City of Punta Gorda, the only incorporated area. The ~~County~~ ~~county~~ has almost doubled its population per decade in the last fifty (50) years. The population density per square mile in the ~~County~~ ~~county~~ is ~~235.2~~ ~~274.3~~

PUBLIC SCHOOL FACILITIES ELEMENT

persons per square mile. However, Charlotte County continues to sustain a large population of elderly and retired persons.

Table 8.3 --2010-2015-- Charlotte County Residential Permitting 2017-2022

	Detached Single Family	Duplex	Multi-Family	Mobile Homes
2010 2017	258 1,312	65	2 33	4 588
2011 2018	274 1,845	3	6 47	2 871
2012 2019	258 1,981	0	1 84	1 861
2013 2020	476 2,118	0	0 79	7 466
2014 2021	587 3,539	1	1 069	7 731
2015 2022	4,003 1,096	0	2 757	1 3368
Totals	2,949 14,798	69	4 6369	3 75317

Source: Annual meeting to coordinate land use and public school planning, 2015Charlotte County

In addition to the residential permits issued by the County, identified in Table 8.3, the City of Punta Gorda issued the ~~461~~670 detached single-family residential permits between ~~2010~~2017 and ~~2015~~2022. Table 8.4 provides a breakdown of City permits by year for the last ~~five~~six years.

Table 8.4 - City of Punta Gorda Single-Family Permit Activity 2017-2022

Year	Detached Single-Family Permits
2010 2017	3 8152
2011 2018	3 2124
2012 2019	6 484
2013 2020	8 8133
2014 2021	1 0576

~~2015~~2022

~~1~~34112

Total

~~4~~61*681*

Source: Annual meeting to coordinate land use and public school planning, April 2015;*includes 34 units of demolition/rebuildsCity of Punta Gorda; *includes demolitions/rebuilds

Future residential development is most likely to occur in the Urban Service Overlay District, both within the Infill and Suburban Areas. Table 8.5 presents a summary of the residential units approved in Charlotte County.

Table 8.5 - 2010-2015--Summary of DRC Approved Units/Lots in Charlotte County and Punta Gorda 2017-2022

	County	City	Total
2010 2017	5 4578	0 10	5 4588
2011 2018	1 04268	3 39	1 07307
2012 2019	1 19282	4 0	1 23282
2013 2020	9 5587	0 0	9 5587
2014 2021	1 042,955	0 297	1 043,252
2015 2022	0 2,699	1 12*0	1 12*2,699
Total	4 767,369	1 19346	5 957,715*

Source: Annual meeting to coordinate land use and public school planning, April 2015;60 units designated as over-55 housing in compliance with the Housing for Older Persons Act of 1995Charlotte County and City of Punta Gorda

Existing Public School Facility Conditions

School-Age Population

According to the ~~2020~~10 U.S. Census, there were ~~18,367~~18,620 students (Pre-K through 12) public and private school students attending ~~public~~ school in Charlotte County in 2021. Table 8.6 shows the Public School (Grades 1-12) student numbers, no

private or home-school students, for the past five years by school type.

Table 8.6 - Enrollment Change by School Type 2018+2022+5

~~**Pending numbers from Charlotte County**~~

Year	Elementary	Middle	High	Total	Annual Growth
2018+	6,564058	4,1143,494	6,3715,436	16,54315,494	-
2019 2	6,499065	4,1903,670	6,3235,333	16,57815,502	835
2020+ 3	5,9716,220	4,0423,418	6,0865,222	16,09914,860	(-642479)
2021+ 4	5,8106,765	4,0773,714	6,0915,486	15,96578	(-1,10521)
2022+ 5	7,0675,989	3,594932	5,7846,000	16,44515,921	480(-57)

Source: Florida Department of Education Charlotte County Public Schools, Survey 5

Existing School Enrollment, Capacity and Utilization (by school and by type)

The Charlotte County School District currently operates ten (10) elementary schools, four (4) middle schools, three (3) high schools, one (1) pre-K center, one (1) virtual school, one (1) technical college, three (3) charter schools, and three (3) specialty schools. As shown in Table 8.6 the current enrollment; is identifieds the capacity available at for each school type; by grade level (elementary, middle, high). There is currently student capacity available space for students in almost all Charlotte County middle schools, but almost all elementary, middle, and high schools; have reached The capacity. The exceptions are Neil Armstrong Meadow Park Elementary and Peace River Elementary, and Charlotte High School.

The existing school locations, school attendance boundaries, existing and proposed ancillary facilities operated by the School

District can be seen in Appendix #~~23~~ - Charlotte County School Facilities Map Series on Map #1, 2, 3, & 4.

Demographic Trends

Charlotte County is demographically older than most Florida Countiescounties. The median age of the population is fifty-sixsixty (6056); with the City-city median age being slightly higher at sixty-five (65). Charlotte County’s demographic composition is 91.84.2% Non-Hispanic. Between 2020 and 2021, tThe Hispanic population has grown by 5.82.4% of the total population in the last five years. Although the public school population tends to follow similar patterns, it is more diverse than the County-county as a whole. Following a trend throughout Florida and the nation, Charlotte County’s Hispanic population continues to be the fastest growing of all racial groups.

Student Generation Rates

Determining the number of students generated from new residential development is necessary to accurately assess a new residential development’s impact on public schools. This student generation rate allows the School District to calculate the number of new students that can be expected from a residential development, based on the number and type of residential units proposed. With the projected number of students defined, the impact of the residential development on available school capacity can be determined. With the projected number of students defined, the impact of residential development on available school capacity can be determined. The current student generation multipliers are based on actual students residing in a variety of housing types.

Two (2) datasets were used to calculate the student generation rates. These datasets were the 2009 Geographic Information Systems (GIS) property parcel file from the Charlotte County Land Information office and October 2009 enrollment data from the

School District. The student address data were geocoded to property unit data and street centerline data to create a GIS point file with the spatial location of each student based on their school type and home address.

The total student population was used in the multiplier analysis. Students with address errors or post office box addresses were not matched to an address by geocoding. Additionally, home-schooled students and those attending non-traditional schools were not included in the analysis.

A comparative analysis was conducted to gain an understanding of how Charlotte County’s student generation multipliers compare to those prepared by other counties. Based on the analysis, CCPS has adopted a ~~County~~wide, blended ~~Student~~~~student~~ ~~Generation~~~~generation~~ ~~Multiplier~~~~multiplier~~ found below. The blended multiplier is a simple calculation of occupied dwelling units to students by grade level and provides an accurate student generator for new development. The multipliers will be reviewed on a periodic basis. As new ~~and updated~~ information becomes available, the multipliers will be kept ~~current and~~ accurate ~~as possible~~ while ~~keep~~staying in step with changes in the ~~county’s~~ residential housing market ~~in the County~~.

Table 8.7 shows the current ~~Student~~~~student~~ ~~Generation~~~~generation~~ ~~Multiplier~~~~multiplier~~ ~~Factor~~~~factor~~ for Charlotte County, included in the updated Interlocal Agreement, which is used to calculate a project’s impact. This multiplier is being provided as a means for this process to be transparent.

Table 8.7 - Student Generation Multiplier Factors for Charlotte County Public Schools

<u>Elementary School (k-5)</u>		
# of Units	Multiplier	Students Generated
X	0.065 =	Y

Middle School (6-8)

# of Units	Multiplier	Students Generated
X	0.036 =	Y

High School (9-12)

# of Units	Multiplier	Students Generated
X	0.051 =	Y

Source: School Impact Analysis for Concurrency Application 2016

Residential Development Student Impact

When reviewing an application for new residential development, an analysis will be performed using the student generation rates to determine the impact ~~of the anticipated students from the proposed development on the available capacity within~~on the school system. If capacity is available to support the development, the development will receive school concurrency approval. If ~~the~~ capacity ~~does not exist~~cannot be met, the school district and the ~~applicable~~local government may entertain proportionate ~~share~~ mitigation options from the developer. If a proportionate ~~share~~ mitigation option is accepted, the developer, the school district, and the ~~applicable~~ local government must enter into a binding and enforceable agreement.

Using the ~~Student~~~~student~~ ~~Generation~~~~generation~~ ~~Rates~~~~rates~~ provided in Table 8.7, a new single-family residential development with one hundred (100) homes will generate 6.5 elementary school, 3.6 middle school, and 5.1 high school students. Using the K-12 ~~Total~~total would generate approximately 15 students.

Projected Public School Facility Conditions

Projected Enrollment

Enrollment forecasting requires analysis of multiple data sources including, but not limited to, birth rates, historical enrollment trends, make-up of neighborhoods, local and regional economic and housing trends, program and boundary changes, and an empirical understanding of individual communities.

School population projections are most reliable when enrollment is projected for large geographic areas for one (1) or two (2) years in the future. For example, the district-wide projections for next year are expected to have a higher degree of certainty than the fifth-year estimates. Conversely, accuracy diminishes as the geographic area becomes smaller and the forecast is for more distant points in the future.

The School District of Charlotte County typically ~~has prepared~~ prepares enrollment forecasts following a study of the local government area and school-level trends. A history of each school's grade-by-grade enrollment is compiled and analyzed. This history reveals patterns in the "aging" or progression (less the out-migration factors) of students from one grade to the next. These patterns are extrapolated to develop a school's basic forecast. This approach, termed the ~~Cohort~~cohort-Survivorship survivorship Model, is the most widely applied forecasting method for schools.

Educational Facilities Survey

With concurrency in place, the City relies on the schools to plan for new educational facilities. The Charlotte County Educational Facilities Survey (Appendix #~~34~~ - Charlotte County Five-Year Plant Survey) is prepared once every five years and is a systematic study of present educational and ancillary facilities and is used for determining future capital needs. This Educational Facilities

Survey is used as a reference when formulating the Charlotte County School Board 5-year District Facilities Work Program (Appendix #~~68~~), which is updated and adopted annually. With each annual update to the Work Program, the School District reviews the existing and projected student growth and plans for the additional capacity necessary to support the growth. Appendix #~~23~~ - Charlotte County School Facilities Map Series, Map #5, identifies the location of property owned by the School District and the potential location of future schools.

School Facilities ~~Long-Long-Range Plan (Ten+ and Twenty+ Year)~~

The first five (5) years of the Charlotte County School District's enrollment forecast are based on a standard cohort-survivor model modified to reflect housing and program trends. This method is reliable for three to five years of enrollment projections. However, it is not sufficient to forecast many years into the future. Ten- and twenty-year enrollment projections are based on countywide projections developed by the State of Florida Office of Economic and Demographic Research.

Projecting future enrollment is much like the art of archery - the larger and closer the target, the greater the accuracy. As the forecast attempts to predict housing development, population growth, and educational policy for ten and twenty years, it is better to look beyond individual schools and to use ~~County~~ county-level trends in population projections and zoning and land-use capacity.

To accommodate future growth identified outside of the current 5-year planning period, capacity projects are identified. Although this new capacity is subject to modification based on changes in actual need (timing, location, and school type), the proposed locations of these new schools are shown in Appendix #~~23~~ - Charlotte County School Facilities Map Series, Map #5 and on Map #~~6257~~ - Public Schools.

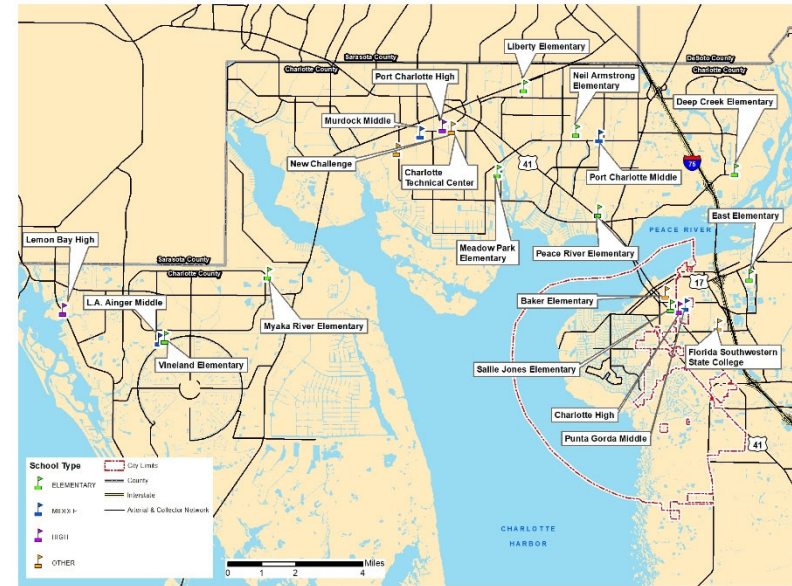
Public School Facility Summary

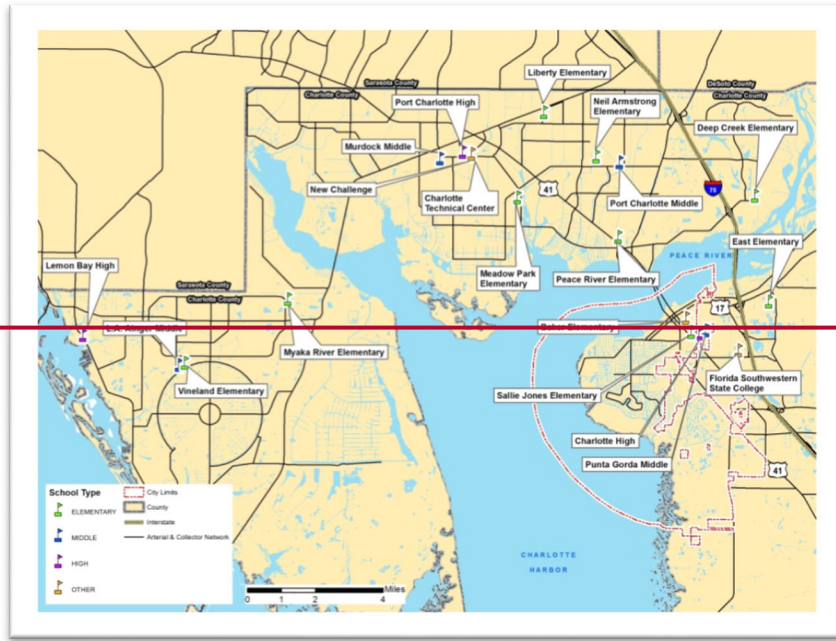
New development, class size, and special school programs create circumstances which that impact the capacity available at schools to accommodate new students. To maintain an overall utilization of less than 100%, the School District has several options. These include monitoring programs, building additional permanent classrooms at existing schools, or planning capacity for new schools. As a rule of thumb, the School District estimates the land area requirements for new school facilities to be twenty (20) acres for elementary schools, twenty-five (25) acres for middle schools, and fifty (50) acres for high schools. These acreage estimates are very general in nature, and can vary significantly based on factors such as property location, land configuration, and on-site infrastructure needs. Ancillary facilities do not have a prescribed size requirement. The following identifies the changes planned by school type:

Elementary Schools

Ten elementary schools are currently operated by the Charlotte County School District. The School District projects that two a new elementary schools in the Port Charlotte will be needed Area area within the next ten (10)-20 years. Concurrent with the opening of new schools, boundaries will be re-drawn to reduce capacity at schools currently needingschools needing enrollment relief.

Map #6257 - Public Schools





High Schools and Combination (Other) Schools

There are three (3) high schools and one (1) combination school in Charlotte County. No new high schools are projected for the next 10 – 20 years.

Ancillary Facilities

The School District has five (5) ancillary facilities shown on Map #6358 - Public Schools Ancillary Facilities.

- ❖ Murdock Center (District Administration Offices)
- ❖ Punta Gorda Center (District Support Services)
- ❖ Murdock Transportation/Maintenance Compound
- ❖ Punta Gorda Transportation/Maintenance Compound
- ❖ West County Transportation/Maintenance Compound
- ❖ No additional facilities are required for the foreseeable future.

Charter Schools

Charter schools are publicly-funded, tuition-free schools that students can elect to matriculate. They are not part of the school district and have control over their own curriculum and standards. Charter schools operate autonomously through individual agreements, or charters, with state or local governments that dictate rules and performance standards. The number of charter schools in Florida has grown from 5 in 1996, to 703 in 2022. Charter school enrollment in Florida during the 2021-22 school year was over 361,939 students.

There are three (3) charter schools serving 863 students in Charlotte County during the 2023 school year. They are Florida SouthWestern Collegiate High School (FSWC-Charlotte), Babcock High School, and Babcock Neighborhood School. In 2023, FSWC-

Middle Schools

The School District currently operates four (4) middle schools. Based on the current projections at the middle school level, the School District has no plans for any new middle schools. The School District projects a new middle school in the South County Area within the next 10-20 years.

Charlotte has 373 students enrolled in grades 9 through 12, Babcock High School has 39 students enrolled in grade 9, and Babcock Neighborhood School has 451 students enrolled in grades Kindergarten through 8. Together, these three facilities educate 5.6% of the Charlotte County student population. Students seeking to enroll in a charter school must submit an application. If the number of eligible applicants exceeds capacity, a lottery will be conducted with a random selection process.

At the Babcock Neighborhood School and Babcock High School (BNS), which opened in 2017, out-of-county residents are permitted to apply, but will only be provided a seat after placement of all Charlotte County applicants and students within a 4-mile radius of school property have been admitted. BNS targets for enrollment 50 percent of its student stations to students living within the boundaries of the Babcock Ranch Community Independent Special District, and those students living in a 4-mile radius of the school (collectively, the “Babcock Ranch Students”). Applicants that are siblings of current BNS students, children of BNS staff, or children of active-duty military are given preference. BNS curriculum is an environmentally focused “greenSTEAM” program that integrates science, technology, engineering, the arts, and mathematics. The sustainability and conservation principles of Babcock Ranch provide opportunities for hands-on, project-based learning about nature, health, and renewable energy with a STEAM focus.

As the first collegiate high school in Southwest Florida and the state's only collegiate high school to incorporate ninth graders when it opened its doors in August of 2009, FSWC-Charlotte is located on the Charlotte Campus of Florida SouthWestern State College. FSWC-Charlotte is designed to provide students of all ability levels an opportunity to graduate with both a high school diploma and an Associate of Arts (AA) degree.

FSWC-Charlotte is open to all students who have been certified by their middle schools as ready to rise to high school. Selected by a

random lottery, a new freshman class of 115, also selected by lottery, is admitted. Enrollment is capped at 400 students in grades 9 through 12. Students enrolled in the dual-enrollment program must maintain a 3.0 GPA or they will no longer be eligible to continue in the program. For the 2021-22 school year FSWC-Charlotte had a 100 percent graduation rate.

From a planning perspective, few studies have been done to demonstrate the impact of charter schools on public school districts. Less has been done to investigate the impact on Florida and, more specifically, Charlotte County. In 2023, a study by the Thomas Fordham Institute investigated whether districts’ financial and enrollment capacity to meet student’s needs is compromised by the presence of charter schools. The study determined that “in the long run, districts will adjust to charter-driven enrollment declines, just as they do when their enrollments fluctuate for other reasons, so the challenge for policymakers is managing any transition costs—that is, any temporary fiscal or operational challenges that districts face—in a way that is fair to students and taxpayers” (Giffith, 2023, p.2).

Private Schools

There are a handful of private and parochial schools that lie within the Charlotte County boundary. According to section 1002.01(2), Florida Statutes, a private school is “an individual, association, co-partnership, or corporation or department, division, or section of such organizations, that designates itself as an educational center that includes kindergarten or a higher grade” and is below the college level. Private elementary and secondary schools in Florida are not licensed, approved, accredited, or regulated by the Florida Department of Education. Private schools are required by statute to complete an annual online survey to gather information for inclusion in a statewide Directory of Private Schools.

PUBLIC SCHOOL FACILITIES ELEMENT

Table 8.8 - Charlotte County Grades Pre-K through 12 Student Enrollment 2022 shows that 8.3% of primary school students in Charlotte County are enrolled in private school. This number is greater than the 5.6% of school students in Charlotte County that

attend charter schools. The potential impact of private school closures on public school enrollment is significantly lower than that of charter schools, as families of private schools are more likely to re-enroll students in another private school.

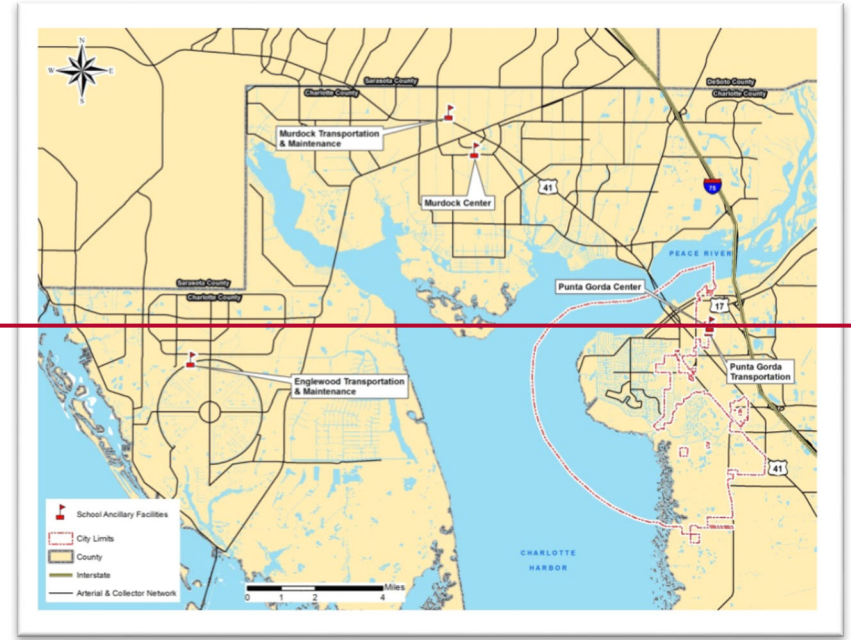
Table 8.8 - Charlotte County Grades Pre-K through 12 Student Enrollment 2022

<u>Public Schools</u>			<u>Charter Schools</u>			<u>Private/Parochial Schools</u>			<u>Total Students</u>
<u>School Name</u>	<u>Grades</u>	<u>Total Students</u>	<u>School Name</u>	<u>Grades</u>	<u>Total Students</u>	<u>School Name</u>	<u>Grades</u>	<u>Total Students</u>	
<u>Sallie Jones Elementary</u>	<u>Pre-K to 5</u>	<u>692</u>	<u>Babcock Neighborhood School</u>	<u>K to 8</u>	<u>451</u>	<u>St. Charles Borromeo Catholic School</u>	<u>Pre-K to 8</u>	<u>315</u>	
<u>Deep Creek Elementary</u>	<u>Pre-K to 5</u>	<u>830</u>	<u>Babcock High School</u>	<u>9</u>	<u>39</u>	<u>Genesis Christian School</u>	<u>Pre-K to 8</u>	<u>146</u>	
<u>East Elementary</u>	<u>Pre-K to 5</u>	<u>775</u>	<u>Florida SouthWestern College - Charlotte Collegiate High School</u>	<u>9 to 12</u>	<u>373</u>	<u>Charlotte Preparatory School</u>	<u>Pre-K to 8</u>	<u>274</u>	
<u>Neil Armstrong Elementary</u>	<u>Pre-K to 5</u>	<u>775</u>				<u>Good Shepard Episcopal School</u>	<u>K to 8</u>	<u>39</u>	
<u>Meadow Park Elementary</u>	<u>Pre-K to 5</u>	<u>709</u>				<u>Port Charlotte Adventist School</u>	<u>Pre-K to 10</u>	<u>102</u>	
<u>Myakka River Elementary</u>	<u>Pre-K to 5</u>	<u>605</u>				<u>Family Christian Academy</u>	<u>K to 12</u>	<u>339</u>	
<u>Kingsway Elementary</u>	<u>Pre-K to 5</u>	<u>593</u>				<u>Genesis Christian Academy</u>	<u>K to 12</u>	<u>57</u>	
<u>Liberty Elementary</u>	<u>Pre-K to 5</u>	<u>649</u>				<u>Gator Wilderness Camp School</u>	<u>3 to 12</u>	<u>24</u>	

PUBLIC SCHOOL FACILITIES ELEMENT

<u>Peace River Elementary</u>	<u>Pre-K to 5</u>	<u>589</u>	<u>Lamplighters Hebrew Academy</u>	<u>K to 12</u>	<u>21</u>
<u>Vineland Elementary</u>	<u>Pre-K to 5</u>	<u>572</u>	<u>The Lotus Center School</u>	<u>K to 9</u>	<u>24</u>
<u>L.A. Ainger Middle School</u>	<u>6 to 8</u>	<u>682</u>			
<u>Murdock Middle School</u>	<u>6 to 8</u>	<u>592</u>			
<u>Port Charlotte Middle School</u>	<u>6 to 8</u>	<u>844</u>			
<u>Punta Gorda Middle School</u>	<u>6 to 8</u>	<u>1119</u>			
<u>Charlotte High School</u>	<u>9 to 12</u>	<u>1547</u>			
<u>Lemon Bay High School</u>	<u>9 to 12</u>	<u>1046</u>			
<u>Port Charlotte High School</u>	<u>9 to 12</u>	<u>1300</u>			
Total		<u>13,919</u>			<u>863</u>
Percent of Total Student Population		<u>86.3%</u>			<u>5.4%</u>
Source:	Florida	Department	of	Education	2023,
					Charlotte
					County
					Schools
					2023

Map #6358 - Public School Ancillary Facilities



Level of Service

The Level of Service (LOS) standards, which are part of the County's Interlocal Agreement (ILA) and adopted in the *Public School Facilities Element* (PSFE) and *Capital Improvements Element* (CIE), are used to establish the maximum permissible school-utilization rates relative to capacity. An essential component of determining the LOS for schools is the School District's ability to adopt a capital program that can achieve and maintain the LOS for

public schools. The school concurrency program’s LOS standards balance the School District’s ability to finance a capital program with its ability to achieve and maintain the adopted LOS for public schools.

The establishment of a LOS ensures that new or expanded school facilities are built in time to accommodate students generated from new residential developments. If the capacity does not exist to support the students generated by the new development, both the new students and the schools are burdened with overcrowding issues.

The ability to achieve and maintain the level of service will be based on a ~~Five-year~~ Five-Year ~~Capital Plan~~ Capital Plan, adopted annually by the School Board. The LOS standards for schools will be adopted into the CIE of the local governments’ comprehensive plans.

School Level of Service for Charlotte County

As adopted in the ILA, Charlotte County, the City of Punta Gorda, and the School District have established a LOS for each school type, using ~~Total Florida~~ Florida Inventory of School Houses (FISH) as a capacity measure for existing schools based on the School Districts 5-year District Facilities Work Program. Table 8.98 indicates the LOS for each type of school.

Table 8.98 – School Level of Service (LOS)

Type of School	Level of Service
Elementary	95%
Middle	100%
High	100%

Source: Charlotte County Interlocal Agreement for Public School Facility Planning

With the school LOS established, the designation of the area within which the LOS will be measured when an application for a residential development permit is reviewed for school concurrency purposes must be determined.

School Concurrency Service Areas

School ~~Concurrency~~ Concurrency Service Areas (CSA) are the geographic areas in which the LOS standard is measured when an application for residential development is reviewed for school concurrency purposes. A fundamental requirement of school concurrency is the establishment of these areas. This includes the option to establish a district-wide (the entire ~~County~~ county) CSA, or less than district-wide (smaller geographic areas) CSAs. These CSAs are used to determine whether adequate capacity is available to accommodate new students generated from residential development.

The legislature allows school concurrency to be applied district-wide initially, (~~Chapter~~ chapter 163.3180(136)(~~a-f~~)_1, Fla. Stat.). When applying school concurrency less than district-wide, as identified in ~~Chapter~~ chapter 163.3180(136)(~~c-f~~)2-a-b., Fla. Stat., the ~~school~~ School district ~~District~~ is required to maximize utilization of their schools, and to apply “adjacency” when reviewing residential development.

Maximizing utilization requires the School District to evaluate school enrollment and attempt to balance the enrollment by shifting children from schools that are over capacity to schools that are under capacity ~~to the greatest extent possible~~. To ensure the School District is maximizing utilization of schools to the greatest extent possible, new residential development can take into consideration adjacent CSA capacity when none exists in the directly impacted service area (adjacency).

School Concurrency Service Areas for Charlotte County

The School District, the County, and the City of Punta Gorda have decided to use less than district-wide CSA's. Separate service area boundary maps have been created for elementary, middle, and high schools.

Using separate CSA's for the elementary, middle, and high schools allows the impact of new residential development to be analyzed and determined at each type of school. The review for available capacity will also occur at the schools most likely to be impacted by the new residential development. If available capacity is not present, the adjacent school CSA will be analyzed for capacity. Capacity maps can be seen in Appendix #23 - Charlotte County School Facilities Map Series on Maps #6, 7, & 8.

Co-location-/Joint-Use Analysis

Co-location and joint-use of facilities are included in the Charlotte County Updated Interlocal Agreement for Coordinated Planning and School Concurrency (ILA) (Appendix #45). Section 9 of the Agreement-agreement requires consideration of co-location and shared use. The co-location or joint use of facilities enhances the ability of schools to serve as community focal points, and provides local governments and the School District with an opportunity to realize ~~a~~ financial savings by sharing facilities. The location of public facilities or sites in Charlotte County which-that could be used for co-location or joint use ~~of facilities~~ is identified in Appendix #23 - Charlotte County School Facilities Map Series on Map #9.

Budget Considerations

Co-location and shared use of facilities are important tools in budgeting and community building for the School Board and local governments. According to the ILA, the School Board will look for opportunities to co-locate and share use of school and civic facilities when preparing its Educational Facilities Plan. Likewise,

co-location and shared-use opportunities will be considered by the local governments when updating their comprehensive plan's schedule of capital improvements and when planning and designing new, or renovating existing, community facilities.

Public Opportunity

Approximately ~~thirty-two~~ forty-one percent (~~32~~ 40.5%) of the population is sixty-five (65) years or older as of 2021, therefore, more leisure and cultural activities are desirable in the community. Middle and high schools are particularly well equipped to serve as community centers because of the capacity, parking, and multi-purpose classrooms. Community associations and private organizations serving a range of needs could utilize schools located away from more populated areas. Consequently, middle and high schools ~~should~~ provide opportunities for community use ~~when feasible~~. Elementary schools ~~may~~ offer opportunities for use of their large rooms, such as cafeterias or libraries.

School Opportunity

The School District would benefit from joint use of parks adjacent to, or in the vicinity of, public schools. This includes the shifting of recreational facilities to adjacent parks to reduce maintenance costs or the amount of property needed to accommodate the new school. Potential sites for future schools have not yet been determined by the School District beyond the twenty-~~(20)~~-year planning period.

Development Opportunity

Co-location is intended to provide efficient use of existing infrastructure and discourage sprawl. Identification early in a budget cycle and coordination among agencies will promote successful and effectively utilized public facilities. Cost effective co-location or joint use of School District, County, or City-owned

property could provide substantial savings for public facilities ~~for existing and future facilities, now and in the future~~. Through the development approval process, local governments should encourage residential developers to ~~consider setting~~ set aside land for public facilities such as parks and libraries near existing or planned public schools to serve both the existing and future residents of the ~~County~~ county.

Mutual-Use Agreements

For each instance of co-location and shared use, the School District and local government shall enter into a separate mutual use agreement addressing legal liability, operating and maintenance costs, scheduling of use, facility supervision, and any other issues that may arise from co-location and joint use.

Emergency Preparedness

During emergencies, the School Board coordinates with the County's Emergency Management Office concerning the use of schools as shelters.

Hurricane evacuation and shelter efforts are coordinated by the County Emergency Management Office, the Red Cross, the State Emergency Operations Center in Tallahassee, and all other Florida counties. The decision to open shelters is done together with the County and the School Board. Under ~~Chapter~~ chapter 252, *Florida Statutes*, suitable school facilities must be made available to the Emergency Operations Center; this includes schools, buses, and cafeterias.

The Charlotte County Emergency Management Office has direct communication with the local Red Cross headquarters at all times. In the event of activation of the County Emergency Operations Center, the Red Cross would send a liaison to help with the coordination of registration at the shelters. Charlotte County and Punta Gorda are parties to a ~~State~~ state-wide mutual-aid agreement. The County Emergency Management Office is in

constant communication with the Department of Economic Opportunity Division of Emergency Management, and the County has the capability to link via satellite with any other County. All of these agreements and coordination efforts are vitally important to the safety of people in Charlotte County. Further coordination to try to establish hurricane shelters outside of the ~~Category 3 Hurricane Vulnerability Zone~~ Special Flood Hazard Area is necessary to ensure ~~that~~ safety. The County should pursue agreements with public and private agencies ~~which~~ that own land in such places to cooperatively develop evacuation shelters or to ensure that any development on such properties would include shelter capacity.

School District Capital Improvements and Revenue Sources

School District Capital Improvements

Appendix ~~#67~~ - Charlotte County School Board 5-Year District Facilities Work ~~Plan~~ program is the foundation of an annual planning process that allows the School District to effectively address changing enrollment patterns, development, and growth. It is updated and adopted each year, and provides details of district-wide capital improvement needs, funding availability, and a proposed schedule for addressing the improvements. Identified in the Work Program are proposed projects that are needed to address existing and ~~future~~ projected capacity needs.

The ILA (Appendix ~~#54~~ - Charlotte County Interlocal Agreement for Coordination Planning and School Concurrence) requires local governments to annually adopt the ~~Appendix #7~~ Charlotte County School Board 5-Year District Facilities Work Program ~~into~~ of their respective ~~Comprehensive~~ comprehensive Plans ~~plans~~. The adopted work program will be used to demonstrate how the School District can achieve and maintain the adopted LOS standards for schools.

Appendix #67 - Charlotte County School Board 5-Year District Facilities Work Program ~~provides a listing of lists~~ the School District's Capacity Project Schedules over the five-year planning period, adopted by the Charlotte County School Board ~~every each~~ September. It provides the schedule of capital outlay projects, and the expenditures for ~~each every~~ school, necessary to ensure the availability of satisfactory classrooms for the projected student enrollment in K-12 programs for a five-year planning period. The 5-Year District Facilities Work Program also includes project descriptions of major renovations, remodeling projects, and additions of capital outlay projects that do not add capacity to schools.

Ten+ and Twenty-Year Projects

~~The~~ Long-range planning for the School District includes the ~~following~~ projects and locations scheduled for major renovation, repair, and maintenance ~~projects within the School District in for~~ years six through ten (6-10) beyond the project plans detailed in the five (5) years covered by the CIP. The schedule of capital outlay projects projected to ensure the availability of ~~satisfactory~~ student stations for ~~the projected student~~ enrollment in K-12 programs for the years (6-10) are displayed in Appendix #67 - Charlotte County School Board 5-Year District Facilities Work Planogram.

Additionally, the School District has a long-term plan (years 11-20) for estimated maintenance and capacity costs. The twenty (20) year maintenance and capacity improvement costs are also shown in Appendix #67 - Charlotte County School Board 5-Year District Facilities Work Planogram.

School District Revenue Sources

The School District is responsible for funding the capital needs of public schools in the County. The School District utilizes a variety of State and local revenue sources to provide for their

capital needs. Local funding sources may include millage (maximum 2-mil local property tax), school impact fees, and certificates of participation (COPs) ~~which that~~ do not require voter approval, short-term loans, voter-approved General Obligation Bonds, and sales-tax revenue.

In addition to the local funding sources, the School District seeks the maximum available ~~state~~ State funding provided through Public Education and Capital Outlay (PECO) funds and other ~~state~~ State revenue sources such as Capital Outlay and Debt Service (CO & DS) and ~~Class class Size size Reduction reduction~~ (CSR) appropriations. State capital outlay funding sources are derived from motor vehicle license tax revenue (CO & DS), and gross receipts tax revenue from utilities (PECO). However, State funds represent less than ten percent (10%) of the School District's capital needs.

The mandate for smaller class sizes resulted in the availability of additional ~~state~~ State funding. Plans that help reduce the need for additional permanent student stations such as acceptable school capacity levels, redistricting, busing, year-round schools, charter schools, magnet schools, public-private partnerships, multi-track scheduling, grade-level organization, block scheduling, or other alternatives were considered.

The School District has the legal authority to utilize up to 1.5 mills of the 2.0 capital tax to fund the debt service ~~for~~ COPs ~~issues~~ issued. In general, funding available from State and local sources, including the issuance of long-term debt and the continuation of school impact fees, will be evaluated annually to determine the feasibility of the capital plan in order to meet the long-term concurrency management plan of the School District. The Charlotte County School Board 5-Year District Facilities Work ~~Program Plan~~ (Appendix #67) gives a comprehensive view of estimated revenue for the next five (5) to ten (10) years.

The ~~Program-program~~ also shows the School District's planned capital expenditures and revenues for new construction and remodeling projects ~~only~~ over the five (5) year period ~~from~~. Appendix #~~7-6~~ - Charlotte County School Board 5-Year District Facilities Work ~~Program-Plan~~ demonstrates the total costs do not exceed the total revenues over the 5-year planning period.

In addition to the ~~funded~~ improvements ~~which are necessary/needed~~ to achieve and maintain the adopted level of service standard for schools, the School District has a list of capital improvement projects ~~which that~~ do not currently have a funding source. These projects and their anticipated costs have been provided. ~~As new capacity is needed to achieve and maintain the adopted level of service, I~~ these projects will be placed within Appendix #~~7-6~~ - Charlotte County School Board 5-Year District Facilities Work ~~ProgramPlan~~.

Supporting Infrastructure Needs and School Planning Shared Costs

By coordinating the planning of future schools with ~~affected~~ local governments, the School District can better identify the costs associated with site selection and the construction of new schools. Coordinated planning requires the School District to ~~coordinate school planning with the representatives from~~ ~~communicate with~~ various government agencies. The affected jurisdiction may ~~coordinate with School District staff to~~ perform its own technical review of a site. This analysis permits the School District and ~~affected~~ local governments to jointly determine the need for, and timing of, on-site and off-site improvements necessary to support each new school.

With this process, shared funding for capital improvements for school sites can be determined according to the responsibility of each party ~~for each specific school site~~. Necessary infrastructure coordination may include: potable water lines, ~~;~~ sanitary sewer lines, ~~;~~ drainage systems, ~~;~~ roadway improvements including turn lanes, traffic signalization and signage, ~~;~~ site lighting, ~~;~~ bus stops,

~~;~~ and sidewalks. The ILA (Appendix #~~54~~) addresses the timing and responsibility for construction, as well as the operation and maintenance of ~~the~~ required on-site and off-site improvements.

Other cost-effective measures should be considered by local governments during the process of formulating neighborhood plans and programs and reviewing large residential projects. During those processes local governments can encourage developers or property owners to provide the School District with incentives to build schools in their neighborhoods. These incentives may include, but are not limited to, donation and preparation of a site(~~s~~), acceptance of stormwater run-off from future school facilities into ~~a~~ development project's stormwater management systems, reservation or sale of school sites at pre-development prices, construction of new school facilities or renovation of existing school facilities, and provision of transportation alternatives.

School District Capital Improvements Summary

Florida law requires that the Public School Facilities Element (PSFE) of a local government comprehensive plan addresses ~~es~~ how the adopted level of service (LOS) standards will be achieved and maintained. The ability to achieve and maintain the adopted LOS must be based on a School District's annually updated Charlotte County School Board 5-Year District Facilities Work ~~Program-Plan~~ (Appendix #~~76~~). The School District ~~continuously~~ ~~continually~~ reviews its capital needs on a long-term basis. Capacity, addressed and handled by the schools, is added in accordance with the annually adopted 5-year District Facilities Work Program (short-term), and for the long-term planning period (~~10-ten~~ and ~~20~~ ~~twenty~~ years).

Florida law requires that the public school LOS standards be adopted into each respective local government's CIE, and must apply to all schools of the same type (elementary, middle, and high). ~~LOS standards and~~ must be maintained within each CSA.

Charlotte County School Board 5-Year District Facilities Work ~~Program Plan~~ (Appendix #~~67~~) ~~as developed for the CSA as proposed~~, will fully achieve and maintain the adopted LOS in each CSA during the 5-year planning period.

V. GOALS, OBJECTIVES, AND POLICIES

Goal 8.1: Maintain with the School District a public school system ~~that~~which offers a high-quality educational environment, provides accessibility for all of its students, and ensures adequate school capacity to accommodate enrollment demand.

Objective 8.1.1: Provide adequate school facilities in Charlotte County Schools by adopting a concurrency management system ~~that~~which can achieve and maintain the adopted level of service standards for the five-year and ten-year planning periods.

Policy 8.1.1.1: The City hereby adopts the following ~~Level-level~~ of ~~Service-service~~ standards for existing and new schools:

Type of School Concurrency Service Area	Level of Service Standard
Elementary	95% of total FISH Capacity
Middle	100% of total FISH Capacity
High	100% of total FISH Capacity

Measurement: *Adoption of Public School Facility Element.*

Policy 8.1.1.2: The City hereby adopts less than district-wide ~~Concurrency-concurrency~~ Service service Areas-areas (CSA²s) through the merger of elementary school boundaries, and the use of individual attendance boundaries, to establish

middle school and high school CSAs in which to measure the level of service standards.

Measurement: Adoption of Public School Facility Element and Concurrency Service Area (CSA).

Policy 8.1.1.3: The City, in collaboration with the County and the School District shall utilize the following procedures for modifying CSAs:

- a) The adopted level of service standard will be achieved and maintained during the five-year planning period; and
- b) The utilization of school capacity will be maximized to the greatest extent possible, taking into account transportation costs and other relevant factors.
- c) The School Board, in coordination with ~~Local~~ local Governments-governments shall review the proposed CSA boundaries and the data and analysis used to support the changes, and determine whether or not a change is appropriate considering the standards outlined in 8.1.1.3.a. above.
- d) If the proposed changes to the CSA boundaries are acceptable, the School Board shall transmit the changes with the supporting data and analysis to the ~~Local-local~~ Governments governments for review and comment. Comments from the ~~Local-local~~ Governments governments must be provided within forty-five (45) days of receipt.
- e) The change to a CSA boundary shall become effective upon final approval of the new CSA

boundary map by the School Board. New CSA boundary maps shall also be included as data and analysis in support of the Public School Facilities Element.

Measurement: *Number of CSA modifications provided to the City by the School District annually.*

Policy 8.1.1.4: The City shall monitor the availability of student stations at charter schools relative to district school capacity.

Measurement: Record of charter school station unavailability and the resulting need for additional stations in Charlotte County school system.

Objective 8.1.2: The City shall require a school concurrency review be performed by the School District to ensure that adequate school facility capacity within the ~~Public-public School-school Concurrency-concurrency Service-service Area-area~~ (SCSA) is available to accommodate the projected residential development in accordance with the adopted level of service standard for schools.

Policy 8.1.2.1: The City shall not approve any non-exempt residential development application for a preliminary plat, site plan, or functional equivalent until the School District has verified that available capacity exists to serve the development.

Measurement: *Number of approved applications for non-exempt residential development from school concurrency.*

Policy 8.1.2.2: The City shall consider the following residential uses exempt from the requirements of school concurrency:

- a) Single-family lots of record, existing at the time the school concurrency implementing ordinance becomes effective. Residential development that has a site plan, subdivision plan, preliminary or final plat approval, or the functional equivalent for a site-specific development order prior to the commencement date of the School Concurrency Program.
- b) Age-restricted communities with no permanent residents under the age of 18. Exemption of an age-restricted community will be subject to a restrictive covenant limiting the age of permanent residents to 18 years and older.
- c) All new residential plats and site plans (or functional equivalent), or amendments to previously approved residential development, which are calculated to generate less than one student. Such development shall be subject to payment of any school impact fees that are in effect.

Measurement: *Number of applications for exempt residential developments approved.*

Policy 8.1.2.3: The City, through its land development regulations, shall establish a school concurrency review process for all residential projects that are not exempt under Policy 8.1.2.2. The minimum process requirements are described below:

- a) A residential development application is submitted to the local government, which

includes a School Impact Analysis (SIA). The local government determines if the application is sufficient for processing and transmits the SIA to the School District for review.

- b) The School District reviews the application for available capacity and issues a School Capacity Availability Determination Letter (SCADL) to the local government.
- c) If capacity is available within the CSA (or an adjacent CSA), the School District shall issue a SCADL verifying available capacity.
- d) If capacity is not available within ~~in~~ the CSA (or an adjacent CSA), the School District shall issue a SCADL indicating the development ~~is not in compliance~~does not comply with the adopted LOS and may offer the developer a negotiation period to present mitigation options.
- e) The City shall not issue approval for any site plan, subdivision plan, preliminary or final plat approval, or functional equivalent for a residential development until receiving confirmation of available school capacity in the form of a SCADL from the School District.

Measurement: *The adoption of a school concurrency review process.*

Policy 8.1.2.4: If adequate school capacity is not available to support a proposed residential development, the City, in conjunction with the School District, shall review proportionate~~-~~share mitigation options ~~which that~~ will add the school capacity necessary to satisfy the impacts of the proposed development. Acceptable forms of mitigation shall include, but are not limited to:

- a) Contribution of land or payment for land acquisition in conjunction with the provision of additional school capacity; or
- b) Mitigation banking based on the construction of a public school facility in exchange for the right to sell capacity credits; or
- c) Provision of additional student stations through the donation of buildings for use as a primary or alternative learning facility; or
- d) Provision of additional student stations through the renovation of existing buildings for use as learning facilities; or
- e) Construction or expansion of permanent student stations or core capacity; or
- f) Construction of a public school facility in advance of the time set forth in the School District's 5-Year Work Program.
- g) If mitigation is approved, the City and the School Board shall enter into a legally binding commitment with the residential developer, and the School District shall issue a SCADL verifying available capacity. If mitigation is denied, the County shall deny the application based on a deficiency in available school capacity to support the residential development.

Measurement: *Number of applications reviewed for proportionate share mitigation options.*

Policy 8.1.2.5: The City shall, upon acceptance of a mitigation option identified in Policy 8.1.2.4, enter into a legally binding commitment with the School District and the residential developer. Mitigation

funds provided must be directed by the School Board toward a school capacity improvement identified in a financially feasible 5-Year District Facilities Work Program and must satisfy the demands created by the development.

Measurement: *Number of mitigation options approved satisfied.*

Policy 8.1.2.6: The City shall be responsible for notifying the School District when a residential development has received approval of a site plan, subdivision plan, preliminary or final plat approval, or functional equivalent, when the development order for the residential development expires or is revoked, and when school impact fees have been paid.

Measurement: *Number of notices provided to the School District regarding residential development approval.*

Policy 8.1.2.7: The City shall continue to implement school concurrency provisions in its ~~Land-land Development-development Regulations-regulations~~ (LDRs).

Measurement: *Adoption of the school concurrency provisions into the ~~Land-land Development-development~~ development Regulationsregulations.*

Objective 8.1.3: New public schools built within the ~~City~~ city will be coordinated to be consistent with the City's future land-use map designation, will be co-located with other appropriate public facilities when possible, and will have the on-site and off-site infrastructure necessary to support the new school.

Policy 8.1.3.1: The City, in conjunction with the School District, shall jointly ensure the compatibility and integration between public schools and surrounding land uses, including a determination of the need for and timing of on-site and off-site improvements necessary to support a new school.

Measurement: *Review of collocation opportunities and infrastructure ~~availability~~ available for all new projects through development review.*

Policy 8.1.3.2: The City and School Board agree that the primary responsibility for constructing, operating, and maintaining required infrastructure improvements necessary to support new schools shall be divided as follows:

The School Board is responsible for:

- a) On-site infrastructure improvements necessary to support the school,
- b) On-site right-of-way dedications necessary to accommodate off-site infrastructure (turn lanes, sidewalks, etc.) adjacent to the school property, and
- c) Extension of water and sewer lines required to serve the educational or ancillary facility. This provision is not intended to require the School Board to dedicate property or pay for improvements or construction of facilities of a general district-wide or regional nature ~~which that~~ exceeds the School Board's proportionate share of the cost. By virtue of this subsection, the School Board is not waiving any local governmental

responsibility for reimbursement per ~~Chapter~~ chapter 1013, Fla. Stat.

The ~~Local~~ local ~~Government~~ government is responsible for:

- a) Acceleration/deceleration/by-pass lanes on roads contiguous to the school site,
- b) School cross-walk pavement striping,
- c) School zone flashing lights,
- d) Traffic signals that are required on public roads,
- e) Sidewalks needed within the two-~~0~~-mile walk zone of a school,
- f) Reduced speed limit zones and signage, and
- g) Fire hydrant main extension.

***Measurement:** Infrastructure provided to new school locations.*

Policy 8.1.3.3: The City shall encourage the location of schools near residential areas by:

- a) Reviewing and providing comments on all new school sites,
- b) Working with the School District to ensure compatibility of school sites with surrounding land uses~~;~~ and
- c) Assisting the School District in the identification of funding and/or construction opportunities (including developer participation or capital budget expenditures) for sidewalks, traffic signalization, access, water, sewer, drainage~~.~~ and other infrastructure improvements.

***Measurement:** Placement of ~~New~~ new ~~Schools~~ schools in compatible areas.*

Policy 8.1.3.4: The City, in conjunction with the School District, shall seek opportunities to co-locate public facilities with schools, such as parks, libraries, and community centers, as the need for these facilities is identified.

***Measurement:** Co-Location of public facilities with schools.*

Policy 8.1.3.5: The City, in conjunction with the School District and the County, shall identify issues relating to public school emergency preparedness, such as:

- a) The determination of evacuation zones, evacuation routes, and shelter locations~~;~~
- b) The design and use of public schools as emergency shelters~~;~~ and
- c) The designation of sites other than public schools as long-term shelters, to allow schools to resume normal operations following emergency events.

***Measurement:** Continuation of coordination with the School District regarding emergency preparedness.*

Policy 8.1.3.6: The City, the School ~~District~~ District, and the County shall utilize the Staff Working Group (SWG) to monitor the Updated Interlocal Agreement for Coordinated Planning and School Concurrency (ILA)~~.~~ which includes provisions for school concurrency in Charlotte County.

Measurement: *Annual update of the Interlocal Agreement.*

Objective 8.1.4: The City shall adopt by reference; the School District’s annually updated 5-Year District Facilities Work Program, as adopted by the School Board, which identifies school facility capacity projects necessary to address existing deficiencies and meet future needs based upon achieving and maintaining the adopted level of service standard for schools into its Capital Improvements Element (CIE).

Policy 8.1.4.1: The City shall, no later than December 1st of each year, adopt; the School District’s annually updated Charlotte County School Board 5-Year District Facilities Work ~~Program~~ Plan (Appendix #~~7~~6), as adopted by the School Board.

Measurement: *Annual adoption by reference—the updated School District approved 5-Year District Facilities Work Plan.*

Policy 8.1.4.2: The City, in conjunction with the School District, shall annually review the Public School Facilities Element and maintain a long-range public school facilities map series, including the planned general location of schools and ancillary facilities for the five-year planning period and the long-range planning period. The map series shall be adopted and include at a minimum maps showing:

- a) Existing public school facilities by type and location of ancillary plants

- b) Public school facilities and ancillary plants generally planned for the five-year and long-range planning periods

Measurement: *Annual update of the long-range Public School Facilities ~~map~~ Map.*

Policy 8.1.4.3: The City, in conjunction with the School District, shall coordinate the long-range public school facilities map with the City’s ~~comprehensive~~ Comprehensive plan ~~Plan~~ and its ~~future~~ Future land ~~Land use~~ Use map ~~Map.~~

Measurement: *Annual review of long-range public school facilities map with the City’s adopted Comprehensive Plan and its Future Land Use Map.*

Objective 8.1.5: The City shall implement strategies that improve the quality of school facilities.

Policy 8.1.5.1: The City shall, through the development approval process, encourage residential developers to set aside land for public facilities, such as parks and libraries, near existing or planned public schools to serve both existing and future residents.

Measurement: Review of residential development approvals with stipulations for public land donation near public schools.