

# FY 2015-2020 CAPITAL IMPROVEMENT PLAN

## The School District of Sarasota County



## THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA



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Venice High School  
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Sarasota Middle School

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January 16, 2015



#### BOARD MISSION

***The School District of Sarasota County prepares students to achieve the highest learning standards by engaging a high quality staff, involving parents, and a supportive community.***

#### BOARD VISION

***The School District of Sarasota County places learning at the center of its activities to enable all learners to lead productive, responsible, and healthful lives.***

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# **INTRODUCTION:**

## ***Setting the Planning Framework for Future Educational Services & Future Capital Improvement Needs***

Following a major economic decline which stalled development and growth, the economy in Sarasota County has begun to rebound. As a result of the economic rebound, residential housing starts are once again on the rise—including an 18% jump in single family residences in Unincorporated Sarasota County in the 2013-2014 fiscal year. The return of growth and development in the county has resulted in a much different capital budget and planning future for the School District of Sarasota County with a projected enrollment of 44,644 by 2019—an increase of approximately 2,800 from the 2013-2014 school year.

In order to meet the demands for future educational services, the 2013-2014 Capital Improvement Plan (CIP) identified the need to acquire one additional middle school and one additional high school site in North County within the next ten years. While these new schools will help address the known growth corridor that is developing in and around the Lakewood Ranch development, it is not the only growth area in the county. Your planning team has identified five major potential growth areas within the county: 1) North County in the Lakewood Ranch area between University Parkway and Fruitville Road, 2) North Central County along Clark Road, 3) City of Venice between I75 – Myakka River, 4) South Venice/North Port/Englewood along the River Road-RT 776/Englewood Road-US 41/Tamiami Trail corridors, and 5) the City of North Port. Understanding the influence that these five growth corridors will have on the district’s ability to provide service is critical to the district’s ability to plan for future capital improvement needs and demands. As such, this year’s CIP also recognizes that there is a need to consider whether there is need for additional school capacity—schools sites in other areas to meet the needs of our growing community.

The Planning Department helps plan for future capacity needs by monitoring local development activities and coordinating planning efforts with planners from the five jurisdictions within Sarasota County—Unincorporated Sarasota County, Cities of North Port, Sarasota, and Venice, and Town of Longboat Key. District planners actively participate on local Development Review Committees and Planning Commissions; coordinate with municipal planning departments on issues related to school development, community engagement, transportation planning, facility planning, and other issues; lead a facilities strategies team for school planning; coordinate with the Metropolitan Planning Organization on transportation needs; and regularly partner with public and private planners on growth management, planning, and development projects across the county. These efforts enable the school planning staff to determine how the future development will impact the ability for Sarasota County Schools to meet the educational needs of current and future residents.

While monitoring development activities and coordinating planning efforts helps build our understanding of current growth management demands, it alone does not provide the information the district needs to determine how future growth management impacts will influence our ability to deliver educational services long term. Evaluating what the district’s capital improvement needs and priorities will be in the future is critical if the district is to properly evaluate, plan, and select future school facilities and capital improvements.

In order to help us improve our ability to plan for future educational services, Sarasota County Schools must update the data and growth assumptions upon which the projections in the CIP are based. Currently, these assumptions rely upon birth data—not growth, development, and population activity—to determine future enrollment projections. The lack of consideration of how such issues may impact the demand for educational services is a major concern that may cause the district to underestimate the need for future services, appropriate location of school facilities and programs, and timing and prioritization of future capital improvements.

As such, it is essential that district evaluate these assumptions in order to better understand how growth, development, and population movement is influencing the demand for education services. Specifically, we need to address the following questions:

- Is the expanding job market causing new families to move to Sarasota County;
- Where are new families most likely to locate within the county based on proximity to jobs, workforce housing, and other community resources including schools, parks, and other services;
- What grade level will be most affected by growth from students moving into Sarasota County; and
- What is the influence of alternative school options?

An evaluation of how new growth and improved economic conditions may affect the demand for additional educational services is essential because it will help ensure that the future enrollment projections upon which the CIP is based are accurate and reliable.

In addition to examining the potential demand for new education services, the school district also needs to evaluate its ability to provide educational services by considering:

- The maximum capacity of existing schools;
- Opportunities to expand educational services within existing schools;
- Opportunities to expand educational services by building new facilities on sites already owned by the district; and
- Opportunities to acquire new school sites and facilities in areas projected for growth and increased demands for service.

This evaluation will enable the district to determine when and where to build new school facilities, prioritize future capital improvements, and expand educational services.

Recognizing the need to better understand how growth, development, and population movement will influence the district's ability to provide for future educational services and plan needed capital improvements, the Board has hired a planning firm (Tindale-Oliver) to conduct on a Long Range School Planning School Study. Scheduled to be completed within the next year, the Long Range School Planning Study will provide the district the information it needs to better understand how future growth impacts will influence educational services by examining:

- Timing and location of residential development within Sarasota County;
- The ability for the school district to meet future growth; and
- The influence of other school options – e.g.: charter, private, home, and virtual schools; and
- Ability for the district to expand services through better utilization of existing school sites and facilities, expansion of services at existing schools and district owned properties, and development of new schools,

In addition to evaluating how development may impact future demand for educational services, the Long Range School Planning Study will also include an evaluation of capital funding options, assessment of potential school impact fees, and prioritization of capital improvement needs. If it is determined that impact fees are needed, the study will be completed in time to implement any impact fee recommendations by December 2015 and establish funding priorities for the 2016/17 CIP planning process.

The Long Range School Planning Study will provide the district the information it needs to comprehensively plan for future educational services by:

- Establishing priorities for future educational services based on growth management demands, school facility capacity, and demographic conditions;
- Updating school population projections based on current and future demographic demands and population changes; and
- Identifying capital funding needs and options.

The outcome of this study will be a tool that enables the Sarasota County School District to better plan for future educational services.

# **INTRODUCTION:**

## ***CIP Report Overview***

The following report establishes the foundation for the development of the Long Range School Planning Study as well as current capital improvement priorities by

1. Providing a summary of demographic conditions that currently exist in Sarasota County;
2. Reporting on the permanent and total program capacities and current utilization rates of all schools in Sarasota County based upon 2013-14 enrollments as originally provided in the 2013-2014 CIP; and
3. Establishing the 2014-2015 capital improvement goals and strategies.

As a result of this report, the district will be better able to guide capital budget decisions.

Chapter 1 presents the Planning Context. It begins with a brief introduction to the school district, followed by state statutes and regulations for school facilities. The chapter continues with demographic data for Sarasota County, an update of the planning issues facing all local governments, a section on the county's economic situation, and various population and student enrollment projections. While the data in this chapter has been updated to reflect the 2014-2015 information, the enrollment projections are based primarily upon birth data and do not account for additional students that may move into the area.

Chapter 2 presents the Planning Process and Components. It begins with a description of the annual planning process including enrollment forecasting methods and the impact of the 2008 Interlocal Agreement for School Facility Planning. The chapter continues with details on the way in which FISH, program, and ultimate capacity measures are determined; this capacity differentiation forms the foundation for the district's Levels of Service as part of School Concurrency which began in 2008. This section includes tables displaying all schools' permanent and total program capacities and current utilization rates based upon 2014-15 enrollments.

Chapter 3 presents Goals, Strategies, and Recommendations for the district's capital projects being implemented in the 2014-15 year, and for the many issues to be studied this year for future implementation. The Goal and Strategies contained within this chapter have been completely updated from the 2013-2014 CIP in order that they may better reflect the district's capital improvement priorities and planning strategies.

Chapter 4 provides details on the Planning Cycle.

Chapter 5 summarizes the Key Planning Issues including the planning concerns that are being address through this CIP, future considerations that need further study, evaluation, and board directions, and emerging capital priorities.

Appendix I includes a Glossary of school facility terms.

## CHAPTER 1: PLANNING CONTEXT

### INTRODUCTION

According to the Sarasota County School District Budget Office, there are 42,360 students enrolled in the district in the 2014-15 SY as of the Month 2 counts in October 2014; making it the 14th largest school district in Florida. There are 35,648 K-12 students are enrolled at the district's 23 elementary schools, seven middle schools, one K-8 school, six high schools, two exceptional education schools, and one alternative school. There are also 6,155 students attending the county's 11 privately operated charter schools. Other students attend various alternative school programs such as home schools, virtual schools, and other special schools.

During the period 1995 through 2004, the district's yearly enrollment growth ranged from 2.2% to 4.9% as total enrollment growth during that period exceeded 11,000 students. The district accommodated this increase through a combination of new schools, classroom additions, and relocatables. At the same time, the district implemented the first stages of class size reduction and rebuilt a number of outdated schools. During that period, capital revenues increased significantly, almost entirely due to a doubling of local sources thanks to an expanded tax roll and steeply increasing valuations.

Since 2004 the district's enrollment has stabilized between 41,000 and 43,000 students. During the years 2004 through 2008, the primary cause for lack of increased enrollment seemed to be fewer families moving to Sarasota County due to a lack of affordable housing for families with children. Then, starting in 2008, the economic downturn cause student enrollment to decline slightly as fewer workforce jobs forced families to seek employment opportunities in other places. However, as the county's economy has

rebounded in the last couple of years, new families once again are returning to Sarasota County for the following reasons:

- The housing bubble which caused both the cost of home to rise and the market to crash has burst making homes are once again affordable to the average family;
- The region's hospitality, service, construction, and tourism based workforce jobs have returned; and
- Sarasota County continues to have a high quality of life with excellent schools, good climate, and an active water-based, family-oriented tropical lifestyle.

Determining how future economic and housing conditions will influence the need for educational services in this period of economic recovery is a challenge. During the economic downturn, the district's capital projects focused on asset preservation—e.g.: replacement of HVAC systems, technology infrastructure, enhanced safety and security, and more efficient use of school facilities. While the current budget maintains a focus on asset preservation projects, the district recognizes that there is a need to refocus its capital priorities to help plan for the future expansion of educational services and facilities.

#### **This chapter of the plan:**

- Outlines state planning requirements;
- Sets the demographic and economic contexts for making enrollment and facility decisions; and
- Summarizes school enrollment projections.

### STATE PLANNING REQUIREMENTS

1. The State of Florida, by statute and rule, exercises considerable control over the education of students throughout Florida's 67 counties. Public educational facility requirements are found in Chapter 1013, Florida Statutes.
  - Section 1013.35 sets forth the requirements for the "Tentative District Educational Facilities Plan" including:
    - Planning in 5-year, 10-year, and 20-year increments

- Coordinating with local government comprehensive plans
- Projecting student enrollments based upon state and local data
- Anticipating expansions or closures of existing schools
- Projecting facility needs
- Sharing information on leased and owned relocatables
- Describing general locations of future school sites
- Listing options for reducing the construction of permanent student stations
- Scheduling major repair and renovation projects
- Scheduling anticipated capital revenues

Ultimately, the state-mandated Plan must provide a "financially feasible district facilities work program" for the next five-year period.

- Section 1013.31 requires an "educational plant survey" to be completed at least every five years.
- Section 1013.14 sets forth the rules for purchase of property for educational use.
- Section 1013.24 sets forth the rules for eminent domain.
- Section 1013.20 sets standards for the use of relocatables.
- Section 1013.36 sets the rules for site planning and selection
- Section 1013.371 mandates compliance with the Florida Building Code and Florida Fire Prevention Code.
- Section 1013.372 contains criteria under which new school facilities must be built to serve as emergency shelters.

The Tentative District Educational Facilities Plan is transmitted to the Florida Department of Education, Office of Educational Facilities [FDOE] by October 1 each year, after adoption by the School Board. The first year of the five-year plan serves as the district's capital budget.

2. The district's current Educational Plant Survey was approved by FDOE in June, 2011, and is available in the Long Range Planning

office. This document verifies which of the district's intended capital projects are "survey approved" and therefore eligible to be funded by state revenues.

3. Section 1013.33, F.S., repeats the requirements of s. 163.3177, F.S., which mandates an interlocal agreement [ILA] between local governments and district school boards for school facility planning. The original 2002 statute required processes to:
  - Ensure agreement on population and student enrollment projections;
  - Coordinate school districts' plans to construct, enlarge, or close educational facilities;
  - Coordinate local government plans for development and redevelopment;
  - Collaborate on the timing and costs to provide onsite and offsite infrastructure improvements to support school facilities;
  - Allow the local government to comment on the school district's five-year facilities work plan and the plant survey;
  - Allow the school district to share the potential impact of proposed residential development on school capacity;
  - Encourage the co-location and joint use of school facilities with community amenities; and
  - Implement an oversight component.

In Sarasota County, the school district, county, and all four municipalities adopted the original **Interlocal Agreement on School Facility Planning** in May, 2004. The then Florida Department of Community Affairs [DCA] approved the document effective July 2004. Since then a staff working group of planning representatives from each entity has met periodically to implement the ILA requirements. Each party to the agreement has appointed a citizen to an oversight committee that reviews implementation of the ILA and issues a report yearly. The county's legislative bodies of all parties convened yearly to review and amend the ILA as needed from 2005 through 2009, and

again in 2013 and 2014,. The 2010, 2011, and 2012 Convocations were cancelled due to the lack of critical action items.

The 2005 Legislative Session amended the ILA statutes to require that all local governments revise their comprehensive plans to adopt school concurrency by December 2008. Later in 2005, Sarasota County and the School District of Sarasota County volunteered to be, and were subsequently appointed by DCA as, one of six pilot communities for the adoption of the school concurrency requirements. The county and school district each received \$100,000 to provide consultants to conduct data and analysis of school capacities and to revise both the ILA and the relevant comprehensive plan elements. The pilot project was completed September 1, 2006, with the submission of four work products to DCA. The ILA was amended early in 2008 to allow School Concurrency to be implemented October 1<sup>st</sup>. Since then, the district’s Long Range Planning staff has worked closely with each local government’s planning office to ensure that all proposed residential developments comply with this requirement. As of this time, there have been no compliance issues as there has been sufficient capacity for the very few developments proposed.

4. The 2002 passage of s. 163.3174(1), F.S., mandated the appointment of a school district representative to all Local Planning Agencies [LPA]. Since 2003 the district's Long Range Planning Director has participated actively as a non-voting member on all five such boards, except for the Town of Longboat Key as they are virtually built-out, have only about two dozen public school students, and have no schools.

**DEMOGRAPHIC CONTEXT OF SARASOTA COUNTY**

Sarasota County’s current boundaries encompass 572 square miles on the southwest Florida coast situated about 60 miles south of Tampa, and 60 miles north of Ft. Myers. The county consists of four municipalities and the unincorporated county. Each jurisdiction has its own history, character, and land use goals. Three of the four

municipalities are situated along the coast where most of the county’s development has occurred. The Sarasota County Government has established an Urban Services Boundary that generally runs along I-75. The land to the east of this line is mostly reserved for semi-rural, rural, agricultural uses, or “villages.”

During the 1995 to 2013 timeframe, Sarasota County's population rose from 301,528 to 387,140, a 28% increase. Table 1.1 compares this county population growth since 2001 to the actual school enrollment figures over the same period.

**Table 1-1: Countywide and School District Enrollments**

YEAR	COUNTY POPULATION	YEARLY GROWTH	SCHOOL ENROLLMENT	YEARLY GROWTH
2001	334,023		36,998	
2002	339,684	1.7%	37,859	2.3%
2003	348,761	2.7%	39,200	3.5%
2004	358,206	2.7%	41,116	4.9%
2005	367,867	2.7%	41,861	1.8%
2006	379,386	3.0%	41,843	0.0%
2007	387,461	2.1%	41,967	0.3%
2008	393,608	1.6%	41,020	-2.3%
2009	389,320	-1.1%	41,165	0.4%
2010	379,448	-2.6%	40,695	-1.1%
2011	382,213	0.7%	41,429	1.8%
2012	386,147	1.0%	41,494	0.2%
2013	387,140	0.25%	41,542	0.1%
<b>Average Annual Growth</b>		<b>1.32%</b>		<b>1.07%</b>

Sources: Sarasota County Government; SDSC Budget Office; US Census Bureau

Table 1-2 displays the relationship between county population and school enrollments since 1980, and also projects future school enrollments at a rate of 11% of the county’s projected population attending district schools.

**Table 1-2: Population and School Enrollments**

YEAR	COUNTY POPULATION	DISTRICT ENROLLMENT	SCHOOL PERCENTAGE OF TOTAL
1980	202,251	23,932	11.80%
1985	238,013	24,920	10.50%
1990	277,776	27,715	10.00%
1995	301,528	30,423	10.10%
2000	325,957	35,611	10.90%
2005	367,867	41,861	11.40%
2010	379,448	40,695	11.00%
2015	395,800	43,538	11.00%
2020	422,200	46,442	11.00%
2025	446,200	49,082	11.00%
2030	467,300	51,403	11.00%

Sources: Sarasota County Government; SDSC Office of Long Range Planning

Table 1-3 outlines the differences in racial composition between Sarasota County and the State of Florida as of the 2010 US Census.

**Table 1-3: 2010 Racial Comparison**

RACE	COUNTY	STATE
White	90.2%	75.0%
African American	4.7%	16.0%
Native American	0.2%	0.3%
Asian	1.3%	2.3%
Other Race	2.0%	5.1%
Two or More Races	1.6%	2.4%

Source: US Census Bureau

Table 1-3a displays a 22-year summary of the district's K-12 racial and ethnic composition, by percent. It is interesting to note both the changes over time in the racial composition, as well as the contrast between the composition of the county population [above] and the

school enrollment [below]. As in much of the nation and state, the total ethnic/racial minority population is increasing. Though the percentage of Black students has decreased since 1990, the rate has stayed relatively constant over the past decade; this segment is approximately double the county average of 4.7%. Hispanic students are now the largest minority in the district and are double the countywide average of 8.2%.

**Table 1-3a: Racial & Ethnic Composition of K-12 Enrollment**

RACE	1990	1997	2005	2011	2013
White	86%	82%	74%	67%	65%
Black	11%	10%	9%	9%	9%
Hispanic	3%	5%	11%	16%	18%
Asian	2%	1%	2%	2%	2%
Native American	<1%	1%	<1%	<1%	<1%
Multi	n/a	n/a	4%	5%	5%
<i>totals differ from 100% due to rounding</i>					

Source: SDSC Budget Office

Sarasota County's student-age and child-bearing age residents comprise a much smaller percentage of the county's population compared to statewide averages, as illustrated in Table 1-4.

**Table 1-4: 2013 Age Group Comparison**

AGE GROUP	COUNTY	STATE
Birth - 19	17%	24%
20-34	12%	19%
35-54	23%	27%
55-64	15%	13%
65+	32%	18%
Source: US Census Bureau		

Table 1-5 provides a breakdown of the total population for Sarasota County by jurisdiction, listing first the municipalities in order from

largest to smallest with the unincorporated area’s portion of the population listed last. The table illustrates that the majority of residents live in the unincorporated area and that North Port now has the highest population of any city within the county.

**Table 1-5: 2013 Population by Jurisdiction**

JURISDICTION	POPULATION	PERCENT OF TOTAL
City of North Port	59,231	15%
City of Sarasota	52,584	14%
City of Venice	21,188	6%
Town of Longboat Key*	4,454	1%
Unincorporated Area	248,619	64%
TOTAL	387,140	100.0%
Source: Bureau of Economic and Business Research * Longboat Key population is only those residents living in Sarasota County.		

The **City of Sarasota** covers an area of 14.6 square miles in northern Sarasota County adjacent to Sarasota Bay. Its population grew rapidly from the 1940s through the 1960s, and reached 50,000 in 1978. As of 2013 the population is 52,584 per the Bureau of Economic and Business Research (BEBR). Most city land is built-out and current building permits are typically for redevelopment projects in or near downtown. The city has also sought to revitalize its numerous older neighborhoods with efforts including streetscape projects. The city’s K-12 enrollment has decreased during the past decade, though recently some school enrollments have increased as families have shared homes. Since 2006, school projects within the city included:

- Bay Haven School – a school renovation including new cafeteria and media center through 2015
- Booker HS – the rebuild of most of the campus complete in 2014
- Sarasota HS – a school renovation with major classroom renovations, a new gymnasium, a new cafeteria and media center, and site improvements through 2016.

The **Town of Longboat Key** sits on a barrier island, 10 miles in length and with a total land area of 4.3 square miles. The northern portion of the island lies in Manatee and the southern half in Sarasota. The peak season population swells to over 22,000, with a 2013 full time population of 6,884—4,454 of them living in Sarasota County. Most of Longboat Key is already developed with single family homes, condominiums, golf courses, and some commercial property, with the majority of the recent building permits being renovations or the redevelopment of existing dwellings. In FY2012 the average age of Longboat Key’s residents was 70, and less than two dozen public school students lived in the Sarasota County portion of the island. Despite having the right to exempt itself from multiple school coordination regulations, the Town of Longboat Key has opted to participate. There are no schools on Longboat Key, and none are being contemplated.

The **City of North Port**, originally planned and designed by General Development Corporation [GDC] during the 1950s as a large subdivision targeting retirees, has become the largest incorporated jurisdiction in Sarasota County. GDC platted 65,000 quarter-acre lots, which they sold worldwide, and built 800 miles of roads, numerous drainage canals, and minimal water and sewer lines. With this original design in mind little, if any, acreage was set aside for recreation, school, or commercial sites. This lack of infrastructure and economic diversity continues to pose a number of challenges for the city government and the school district.

North Port’s population grew at nearly the same rate as the entire county until the late 1980s after which the city grew at double the county rate through the 1990s. Since 2000, the City of North Port has emerged as the largest city in Sarasota County with a current population of 59,231. Within the next ten years, North Port’s population is expected to exceed 90,000 people as the city’s 46,000 undeveloped platted lots, the West Villages, and the Woodland DRI are yet to be completed.

Many of North Port's current and future residents will create a strong demand for education services such as those provided by libraries and technical schools. North Port has the youngest average age in Sarasota County at 40, of which nearly 20% are school-age children. Additionally, North Port's young workforce demographic depends on educational services to maintain and expand employment skills and knowledge.

North Port became the one area in Sarasota County where homes were relatively affordable, and student enrollment increases have been much above the countywide average. Predicting where the students will live within the original platted lots remains a daunting task as homes are not built within a traditional neighborhood plan.

Over the past ten years the City of North Port has annexed large portions of the unincorporated area both west and northeast of the original GDC development. North Port is now the state's third largest city in acreage.

In 2007 the 8,000 acre West Villages portion of Thomas Ranch was approved within a Villages model of diverse residential, commercial, and Town Center uses. The first few residential phases are under construction. West Villages may comprise 15,000 dwelling units and as many as 37,500 residents in 15-20 years. An elementary school site is designated on the master site file; however staff is working with the new owners to move the site to a more central, neighborhood based site. As part of these discussions, we are working to secure enough property to build a school that would meet the needs of students from kindergarten through middle school.

Like the rest of the county, North Port school enrollments have leveled off, but as development resumes the school population has begun to increase. The planning departments from the school district and City of North Port are working together to ensure that school services are built to meet the needs of this community. This collaborative working relationship ensures that issue such as

development timing, coordination of infrastructure, and co-location of resources are done in a manner that benefits both entities.

Additionally, to meet the needs of the mostly workforce age population, Suncoast Technical College is in the process of developing a new campus along I-75 in North Port. The facility will feature a joint-use library and a variety of employment based training programs. It is expected to be complete by 2017.

Since 2005, significant school projects within the city limits have included:

- North Port Suncoast Technical College—Site acquisition underway in 2014; Opening planned for 2017
- North Port Bus Depot—Completed 2014
- Toledo Blade Elementary—Complete renovation including HVAC completed in 2012
- Atwater Elementary—Opened in 2009
- Woodland MS—Opened in 2008
- Glenallen—Campus renovation completed in 2008
- North Port High School—Opening of the final classroom wing and an expansion of the food service facility completed in 2005
- Future School Sites—The district owns four future school sites in North Port—two elementary school sites, one middle school site, and one high school site.

The **City of Venice** was planned by John Nolen for the Brotherhood of Locomotive Engineers in the 1920's and is one of the earliest planned cities in the country. The city very nearly doubled in population between 1960 and 1970, and again between 1970 and 1980. The growth rate has since declined as the city approached build-out. What is now referred to as the "Island of Venice" was created in 1967 when the Army Corps of Engineers completed the Intracoastal Waterway through the city. For many years Venice consisted of approximately 9.3 square miles, including the Island of Venice and surrounding neighborhoods. In the past ten years, the city has

annexed large parcels northward along Pinebrook Road and out along Laurel Road east of I-75. Most of the building permits are now for both redevelopment in the original city and numerous, large residential and commercial developments in the recently annexed areas. Since 2006, the school projects within the city limits have included:

- Venice Middle School—Major campus renovation planned to start in 2015
- Venice High School—Campus rebuild completed 2014
- Venice Performing Arts Center—Opened in 2014 as part of joint effort with the City of Venice
- Venice Elementary—Campus updates completed 2005

The **Sarasota County** Board of County Commissioners governs the unincorporated portions of the county. After years of study, the Sarasota County Government's 2006 Comprehensive Plan incorporated the "Sarasota 2050" plan to foster a diverse and sustainable community, incorporating such principles as

- Preserving environmental systems
- Avoiding urban sprawl
- Preserving rural character, including land for agriculture
- Providing central utilities
- Conserving water and energy
- Supporting affordable housing
- Strengthening existing communities.

The Sarasota 2050 visionary plan offered incentives to large landholders to develop villages, hamlets, or settlement areas in the existing semi-rural and rural land use designations where 5- and 10-acre tracts now exist. These communities would include certain concentrations of housing, commercial, services, and open space; an elementary school would be designated for each of the three proposed villages. *Note -- at this time the "Sarasota 2050" plan is being amended.*

By 2011 the Villages of Lakewood Ranch South had submitted the only village plan application, for up to 5,500 dwelling units; that project is on hold pending changes to the 2050 Plan. Since 2005, significant school projects in the unincorporated county include:

- Fruitville Elementary—Construction of a ESE new building underway
- Pineview—Major campus renovation underway
- Suncoast Technical College—Total rebuild of this campus, including renovations to the Law Enforcement Academy and the construction of the softball and baseball fields for Riverview HS completed 2014.
- Laurel Nokomis School—Major campus renovation including HVAC upgrades
- Riverview HS—Campus rebuild completed in 2010
- Sarasota MS—Major campus renovation including HVAC upgrades
- Suncoast Polytechnical HS—opened in 2008
- Triad Alternative School—Relocated this program into a renovated space formerly occupied by the CYESIS Program
- Wilkinson Elementary—Campus rebuild completed in 2007
- Booker Middle School—Campus renovation including HVAC replacement
- Tatum Ridge Elementary—Opened in 2005
- Phillippi Shores Elementary—Campus rebuild completed in 2005

## **ECONOMIC CONTEXT**

Sarasota County's economic context is highly reflective of the median age of county residents [53 years, and increasing] and of the county's status as a destination for tourists and winter residents. Sarasota County's employment sector includes 56% services; 17% retail trade; 7% finance, real estate, and insurance; 6% construction; 5% government; 4% manufacturing; and 5% other. The School District of Sarasota County is the county's largest employer, with nearly 5,000 employees. The county's unemployment rate, always less than 4%

from 1995 to 2006, has typically been less than state and national rates.

According to the Sarasota County Property Appraiser’s Office, in 2013, Market Values in Sarasota County saw a slight increase of almost 6 % over the previous year. Taxable Values also saw a small increase of 4.1%, making 2013 the first year our county has seen an increase in property values since 2007. Another positive sign of economic stability is the 160% increase in preliminary new construction values reported for this year. This trend is highlighted in Table 1-6.

**Table 1-6: Taxable Value Trends by Jurisdiction**

<b>Taxable Value Trends [\$ Billions]</b>						
<b>Year</b>	<b>Unincorp. County</b>	<b>City of Sarasota</b>	<b>City of Venice</b>	<b>Town of Longboat Key</b>	<b>City of North Port</b>	<b>Total County</b>
2005	\$28.71	\$7.59	\$3.05	\$4.15	\$2.95	\$46.45
2006	\$36.39	\$9.71	\$4.15	\$4.73	\$4.93	\$58.91
2007	\$37.63	\$10.33	\$4.36	\$4.72	\$5.62	\$62.66
2008	\$32.25	\$9.21	\$3.65	\$4.23	\$3.81	\$53.15
2009	\$28.42	\$8.17	\$3.16	\$3.82	\$2.96	\$46.53
2010	\$26.02	\$7.34	\$2.86	\$3.50	\$2.48	\$42.20
2011	\$24.40	\$6.84	\$2.71	\$3.34	\$2.27	\$39.56
2012	\$24.01	\$6.87	\$2.69	\$3.30	\$2.26	\$39.13
2013	\$24.93	\$7.19	\$2.82	\$3.40	\$2.41	\$40.75

Source: Sarasota County Property Appraiser’s 2013 Annual Report

**ENROLLMENT CONTEXT AND PROJECTIONS**

The district’s Budget Office has the primary responsibility for determining, and submitting to the Florida Department of Education [DOE] each December, our official enrollment projections. Numerous departments and instructional administrators provide valuable input to this process. The Budget Office has a remarkable history of

accurate projections, thereby making short- and mid-range capital planning much easier.

However, the budget office acknowledges that the basis for making the current projections is based predominantly upon child births and does not include those students who may move into the district as a result of the economic recovery and improved job environment. While basing enrollment projections on births may have been the best methodology during the economic downturn, the improved economic development conditions and increased workforce may result in higher student enrollments than currently projected. This issue will be addressed this year through the Long Range School Planning Study which will establish an updated methodology for calculating school enrollment projections.

A special, state-derived enrollment projection called the Capital Outlay Full Time Equivalent [COFTE], has become increasingly important to our district’s capital planning process. Essentially, COFTE represents the number of students which the district is obligated to house. COFTE is determined by subtracting charter school, virtual school, McKay scholarship, and other such students from the total enrollment. COFTE’s importance will be explained later in this document.

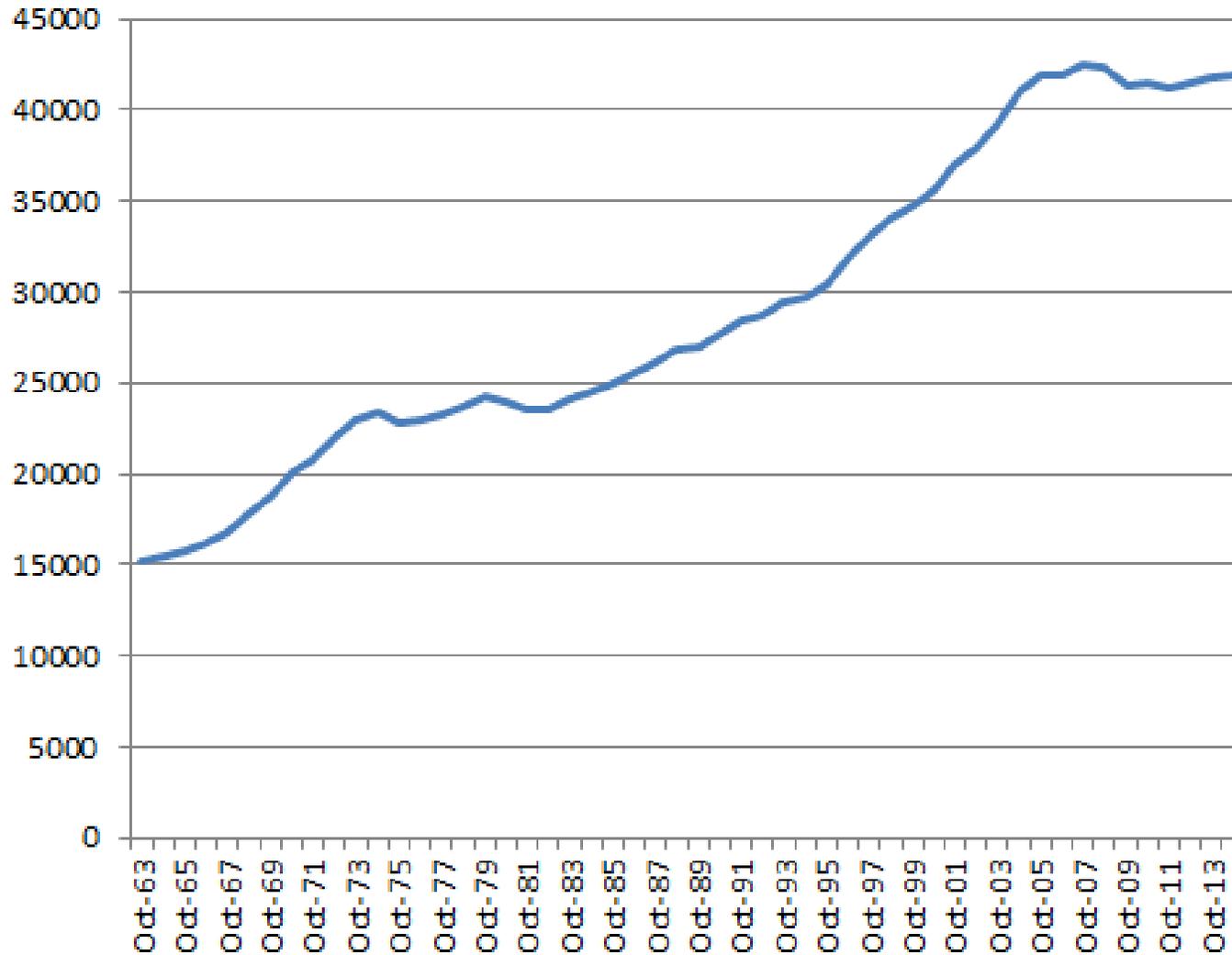
Figures 1-9 through 1-14 illustrate actual and projected enrollment trends in Sarasota County Schools. A deeper analysis of enrollment patterns finds that:

- Almost 30% of students attend a public school other than their districted school; school choice, magnet programs, and charter schools offer options that many other districts do not provide;
- Following a period of declining enrollment, enrollment at traditional schools is expected to rebound over the next five school years; and

- Enrollment trends may not be accurate as they are based predominantly on birth rates and do not fully account for increases in population expected from the economic rebound.

Figure 1-7 displays the district’s total, actual enrollments since 1963. The most notable trend is a steady enrollment increase averaging almost 600 students per year, marred only by decreases in the mid-1970’s and by a plateau from 2006 to the present.

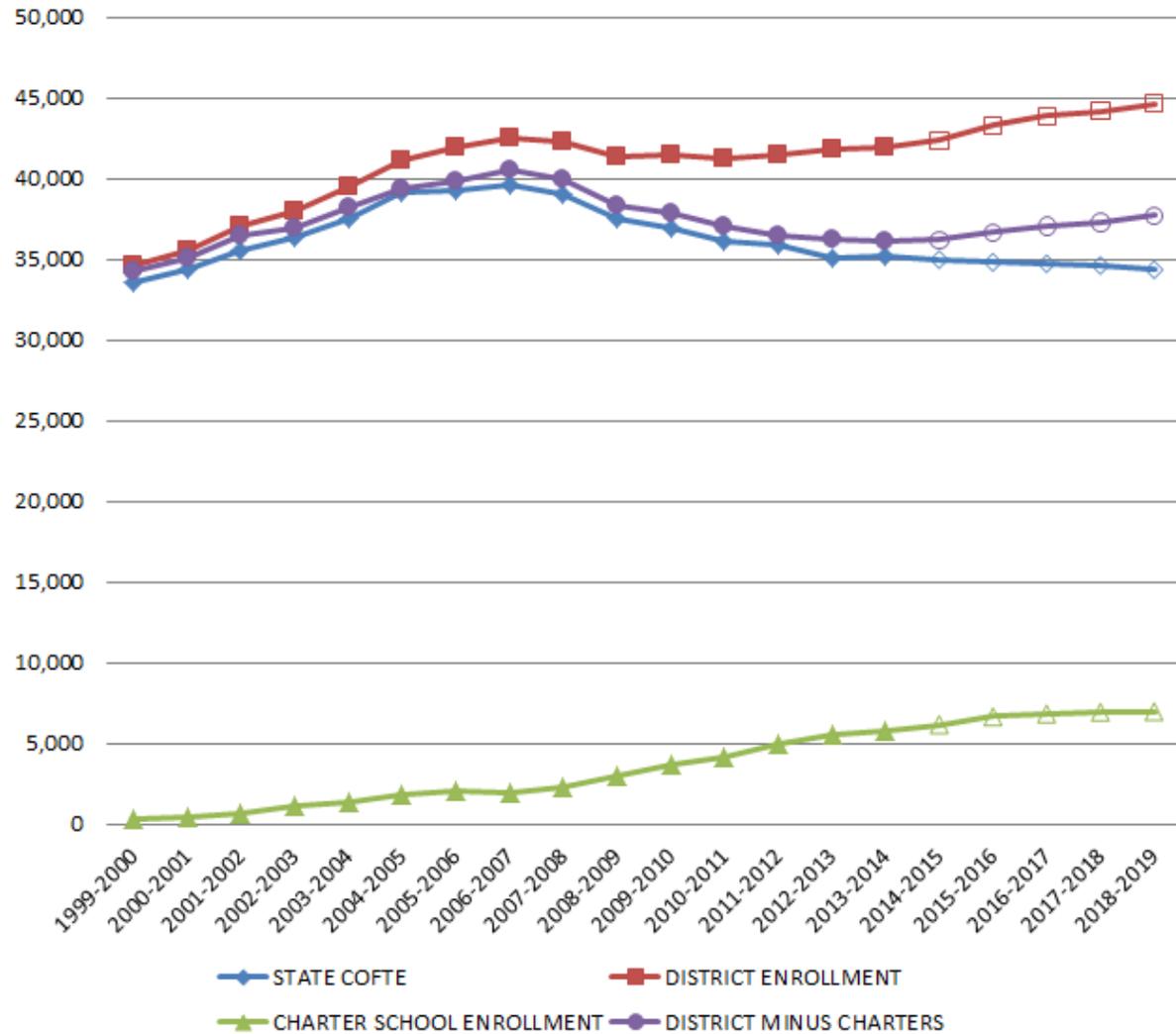
**Figure 1-7: Total Enrollments, 1963-2014**



Source: SDSC Office of Long Range Planning

Figure 1-8 displays both actual enrollments by year from SY1999 through SY2013/14, and projections for the next five or ten years along four measures – district enrollment, state COFTE, the “district enrollment minus charter enrollment,” and charter school enrollment.

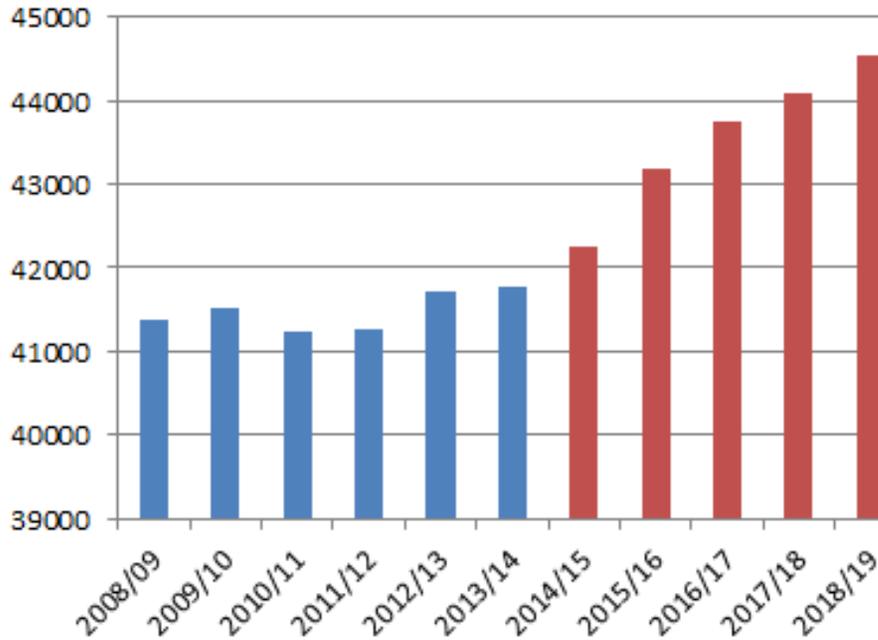
**Figure 1-8**



Source: SDSC Office of Long Range Planning

Figure 1-9 displays actual enrollment for the district for SY2008/09 through SY2013/14 and projected enrollments from SY2014/15 through SY2018/19. Analysis of overall enrollment shows that after six years of flat growth, the district is projected to be entering a period of steady growth.

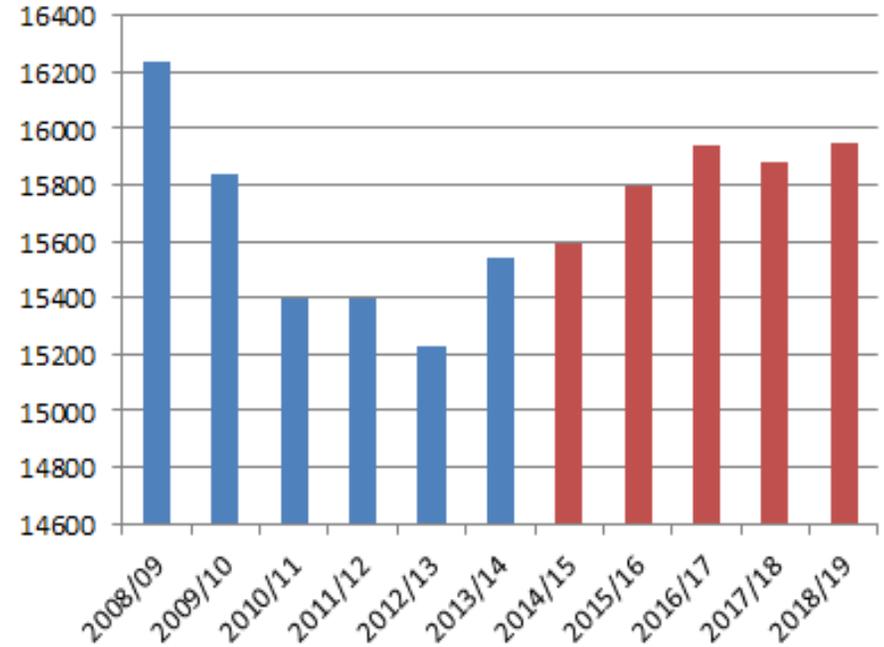
**Figure 1-9: K-12 Enrollments**



Source: SDSC Budget Office

Figure 1-10 shows actual enrollment for traditional public elementary schools for SY2008/09 through SY2013/14 and projected enrollments from SY2014/15 through SY2018/19. The projections shows that after a period of decline, there is projected to be an increase for three years, followed by a period of leveling off for two years.

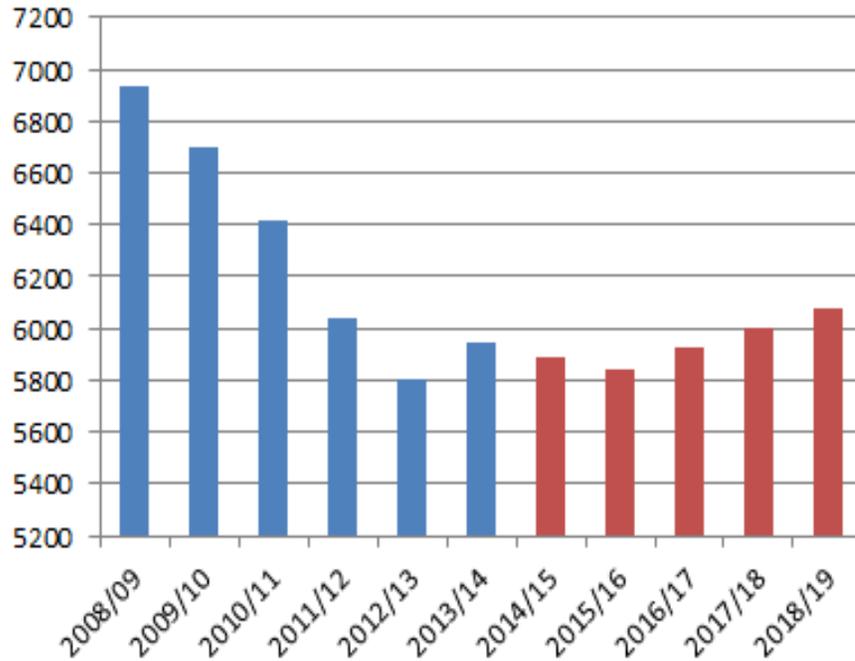
**Figure 1-10: Elementary School Enrollments**



Source: SDSC Budget Office

Figure 1-11 shows actual enrollment for traditional public middle schools for SY2008/09 through SY2013/14 and projected enrollments from SY2014/15 through SY2018/19. The district projects middle school enrollment to grow slightly in the next five years.

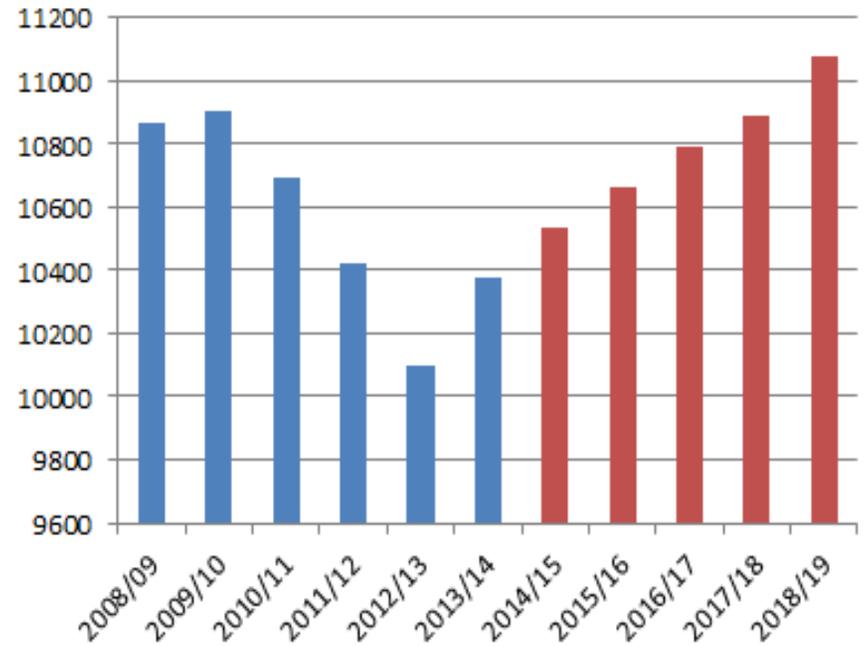
**Figure 1-11: Middle School Enrollment**



Source: SDSC Budget Office

Figure 1-12 shows actual enrollment for traditional public high schools for SY2008/09 through SY2013/14 and projected enrollments from SY2014/15 through SY2018/19. The district projects a steady increase of approximately 500 high school students during the next five years.

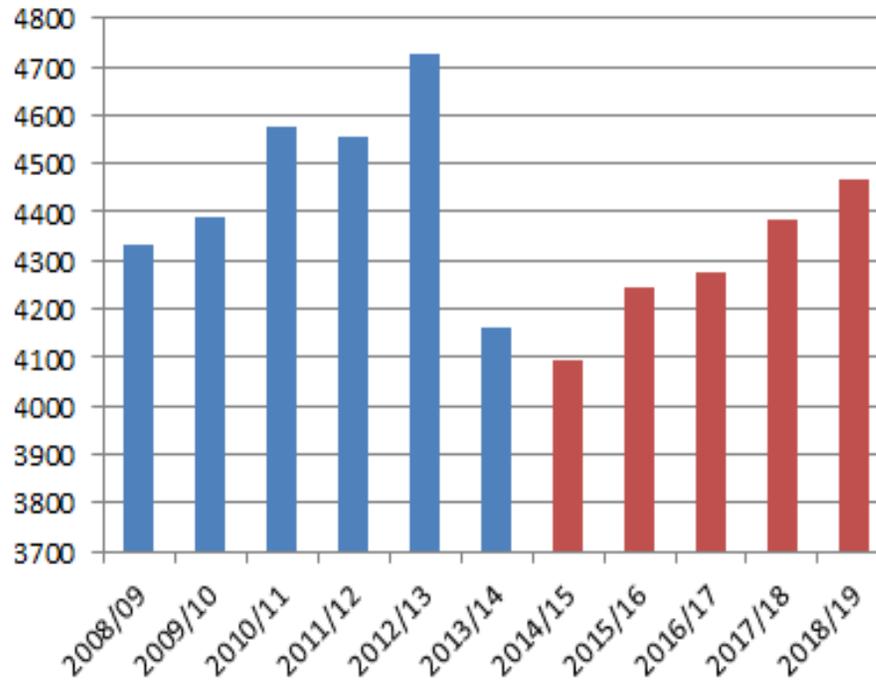
**Figure 1-12: High School Enrollments**



Source: SDSC Budget Office

Figure 1-13 shows actual enrollment for special public schools for SY2008/09 through SY2013/14 and projected enrollments from SY2014/15 through SY2018/19. Special public schools include Laurel Nokomis, Pine View, Oak Park, voucher students, and the emerging virtual schools. The projections are for steady enrollment growth.

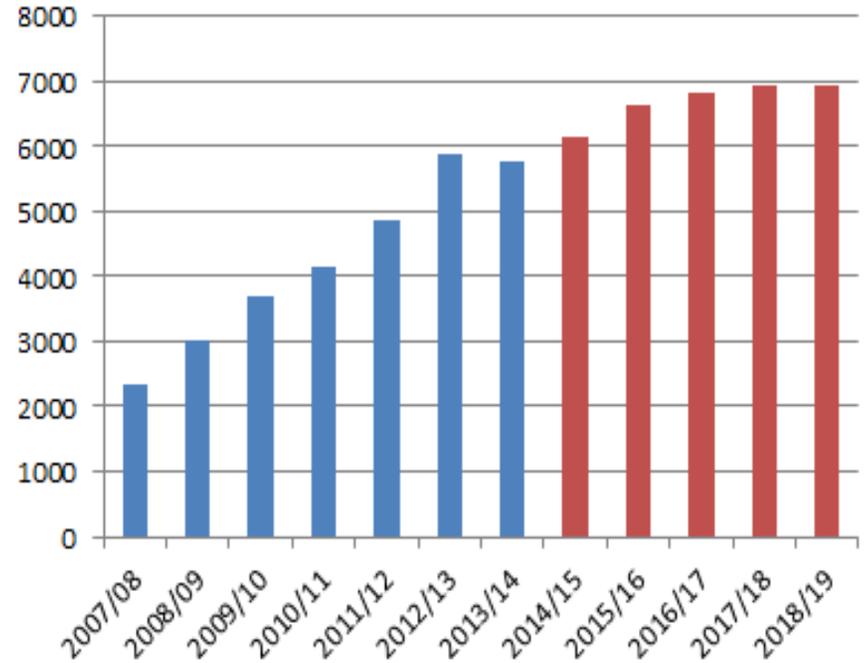
**Figure 1-13: Special Public School Enrollments**



Source: SDSC Budget Office

Figure 1-14 shows actual enrollment for charter schools for SY2008/09 through SY2013/14 and projected enrollments from SY2014/15 through SY2018/19. It is important to note that this chart applies only to the currently existing charter schools; it does not include students who would attend any of the entities that have applied to open charter schools August 2015 or later.

**Figure 1-14: Charter School Enrollments**



Source: SDSC Budget Office

## CHAPTER 2: PLANNING PROCESS AND COMPONENTS

### INTRODUCTION

This Capital Improvement Plan provides a foundation for a systematic process to ensure that all students and staff are provided with the best facilities for learning and working, within available revenues. The major components of this process are:

- Develop/revise the 5-year enrollment projections by school, including updating programmatic information.
- Update the program capacities for all facilities, including determining their portables and classroom utilization.
- Develop a list of capital priorities based on established goals.
- Develop capital and non-capital solutions to meet needs.
- Filter the possible solutions against available revenues.
- Adjust the Five-Year Capital Plan, as necessary.
- Finalize the Capital Improvement Plan [CIP].
- Adopt the Capital Budget for the following year, with contingencies for under- or over-budget scenarios.

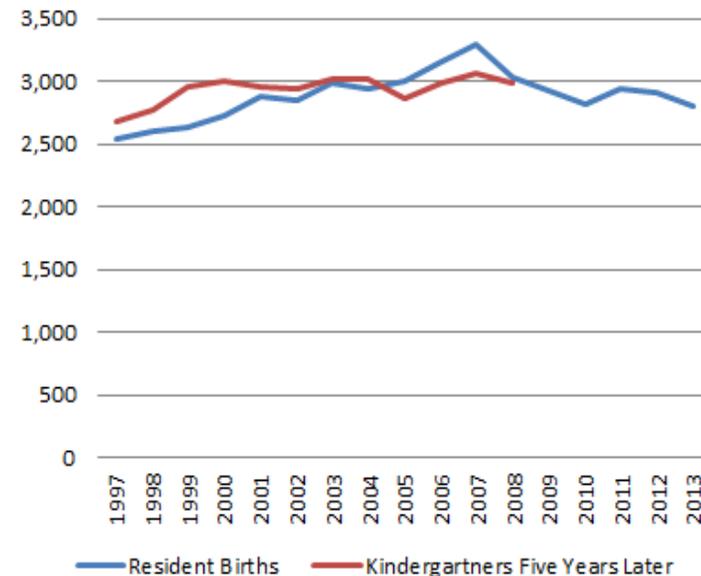
### ENROLLMENT FORECASTING

Enrollment forecasting typically takes place from October through December each year. The process requires the analysis of multiple community factors including birthrates, demographic changes at the neighborhood level, local and regional housing trends, and local government land use policies. District factors such as attendance zone changes, program offerings, availability of school choice /reassignment options, charter school changes, and the impact of community perceptions may also be analyzed. Also, the SDCS Budget Office analyzes historical progression for every grade in every school.

Finally, the results are compared against local government, BEBR [Bureau of Economic and Business Research], and DOE projections.

One of the most difficult but important aspects of determining future enrollment projections is accurately projecting the number of kindergarten students who will attend Sarasota County Schools based upon the number of births in Sarasota County. Figure 2-1 displays the relationship between resident births and subsequent kindergarten enrollment five years later. Table notes: the table has been stretched to show the minor difference that exists between the two; proving that there is high correlation between births and student attendance. Also, note that there since 2004, more children have been born in Sarasota County then have attended public school five years later; suggesting an out-migration pattern during the economic downturn.

**Figure 2-1: Sarasota County Birth Cohort-to-Kindergarten**



Source: SDSC Budget and Long Range Planning Offices; Florida Department of Health

The other key factor in enrollment projections is to determine how many students will move into the district from another area—known as growth or migration related enrollment. Determining how student enrollment will be effected by families moving to Sarasota County is quite difficult as you must project:

- How many students will move to Sarasota County;
- Where will students locate;
- What schools will they attend; and
- What grades may the new students be in?

Determining the answers to these questions is a challenge even when development and growth has been predictable and steady. However in a time when development patterns are in flux, it is very difficult as past population indicators do not easily provide for future enrollment projections. The Long Range School Planning Study will help establish a methodology for projecting growth or migration based student enrollment by comprehensively evaluating residential development and growth patterns to come up with an updated student enrollment projection methodology.

Each December, the district submits the official projections, by program funding area, to DOE. To the extent feasible, the DOE forecast and the SDSC forecast are reconciled. In certain cases, the district may need to take advantage of a waiver process that includes statements from local governments documenting extraordinary residential developments. Eventually, the official DOE projection is established for use in budgeting and staffing. In the subsequent year, under-enrollment results in a payback to the state; over-enrollments at either the state or district level do not result in additional state revenues.

## CAPACITY ANALYSIS

### Capacity Analysis Framework

The district has developed a three-pronged capacity framework for use with various planning scenarios -- FISH capacity, Program capacity, and Ultimate capacity.

### FISH Capacity

The Florida Inventory of School Houses [FISH] Capacity is the "number of students that may be housed in a facility [school] at any given time based upon utilization of the number of student stations," based on FDOE formulas. Table 2-2 displays the FISH capacity for a typical SDSC elementary school.

**Table 2-2: FDOE Elementary FISH Calculations**

Spaces	Type	Design Capacity	DOE Student Stations
8	Kindergarten	18	144
24	Primary	18	432
13	Intermediate	22	286
2	ESE Part Time	15	30
2	ESE Full Time	10	20
2	ESE Resource	4	8
2	Supplemental	2	4
1	Music	30	30
1	Art	30	30
3	Skills Lab	22	22
1	PE	0	0
4	Resource	0	0
<b>Total Stations</b>			<b>1006</b>

Source: SDSC Office of Long Range Planning

Because the FDOE utilization rate for elementary schools is 100%, the school capacity is the number of student stations. The district uses the FISH capacity for all official DOE reporting such as the Five-Year

Tentative District Work Plan and the Educational Plant Survey. "FISH Permanent" capacity is the official capacity in the permanent structures, including the "concreteables" installed in 2003. "Total FISH" is the official capacity of a facility including the student stations in permanent and relocatable settings.

Program Capacity -- The district defines Program Capacity as the number of students that may be housed in a facility given the actual instructional programs and student demographics. Specifically, FISH and Program capacities differ in that Program calculations:

- Reflect each student's learning setting, not the capacity of a space, and
- Reflect each school's particular offerings in which:
  - The school may offer more Exceptional Student Education [ESE] programs than in FDOE's FISH capacity formulas; and
  - The school may offer more English for Speakers of Other Languages [ESOL], music, art, science labs, computer labs, and reading instruction spaces than the FDOE formulas.

Ultimate Capacity -- Essentially, this concept asks the question, "Given a school's program capacity, can its campus accommodate additional classrooms [whether permanent or relocatables] and the core facilities [cafeteria, clinic, parking, etc.] necessary to accommodate those additional students?" Accomplishing this task is integral to comprehensive planning for all schools. Relationships with the community can be improved, budgeting for site improvements can be more efficient, and new additions and new schools can be justified more easily. The Ultimate capacity is determined as follows:

- Begin with a school's Program capacity
- Add students by considering these possible additions

- Relocatables—the number that can be accommodated, given the distance between structures, set-backs, utilities; and
- Permanent classroom additions—based on construction of one- or two-story buildings.
- Limit the additional students by considering these issues:
  - The impact on the cafeteria -- kitchen, dining space, length of serving time;
  - The impact on the size of the clinic;
  - The impact on the space available to house any formula-driven staffing allocations -- ESE liaisons, guidance counselors, assistant principals, etc.; and
  - Impact on traffic flow both off-site and on-site
  - Storm water ponds.

Finally, determine the extent to which the campus may be expanded by the purchase of neighboring property, and then repeat the same analysis of additions and limitations

#### Capacity Analysis by School Type

The capacity analysis for elementary, middle, high, and special or non-districted schools are shown on Tables 2-3 through 2-6. This analysis, which has been completed by the Planning Department using information for the Sarasota County School District Budget Office, is used to plan for future facility planning by identifying which schools:

1. Have relocatable student stations;
2. Are over-utilized or under-utilized;
3. Have an increasing enrollment projection that may stress their capacity, and
4. Have a decreasing enrollment projection that may allow for demolition of certain relocatables or perhaps a redistricting to bring in more students.

As noted before, the enrollment projections are based on birth rates and may not fully reflect the number of students who may move into

the school based on the improved economic conditions. These projection numbers will be evaluated and updated as part of the Long

Range School Planning Study currently under development.

**Table 2-3: Elementary Facility Planning**

	Month 2 Counts: October '14	Permanent Student Stations	Relocatable Student Stations	Total Student Stations	DOE/ FISH Capacity	Permanent Program Capacity	Percent Utilization	SY 2019 Projection	Five-Year Trend	Projected Utilization
Alta Vista	633	848	0	848	967	633	100%	623	-10	98%
Ashton	896	734	174	908	988	617	145%	969	73	157%
Atwater	717	1,028	0	1,028	1,028	864	83%	691	-26	80%
Bay Haven	591	593	108	701	701	474	125%	590	-1	124%
Brentwood	669	565	0	565	1,043	876	76%	719	50	82%
Cranberry	792	761	196	957	1,039	639	124%	817	25	128%
E E Booker	550	738	144	882	882	620	89%	615	65	99%
Englewood	523	644	54	698	698	541	97%	596	73	110%
Fruitville	762	756	294	1,050	1,016	618	123%	766	4	124%
Garden	649	482	269	751	751	405	160%	643	-6	159%
Glenallen	691	930	90	1,020	1,020	781	88%	702	11	90%
Gocio	668	584	485	1,069	1,144	506	132%	624	-44	123%
Gulf Gate	749	913	0	913	913	767	98%	726	-23	95%
Lakeview	607	594	292	886	922	499	122%	609	2	122%
Lamarque	805	1,069	307	1,376	1,430	898	90%	759	-46	85%
L. Nokomis	626	1,014	165	1,179	1,372	846	74%	654	28	77%
Ph Shores	752	731	0	731	731	614	122%	757	5	123%
Southside	725	826	47	873	851	694	104%	792	67	114%
T Ridge	669	779	96	875	893	639	105%	664	-5	104%
T Ranch	628	781	152	933	1,057	656	96%	696	68	106%
T Blade	741	853	134	987	987	717	103%	834	93	116%
Tuttle	703	613	118	731	921	713	99%	705	2	99%
Venice	592	766	18	784	844	643	92%	610	18	95%
Wilkinson	480	786	0	786	786	660	73%	446	-34	68%
TOTALS	16,218	18,388	3,143	21,531	22,984	15,919	102%	16,607	389	104%

**Table 2-4: Middle School Facility Planning**

	Month 2 Counts: October '14	Permanent Student Stations	Relocatable Student Stations	Total Student Stations	DOE/ FISH Capac.	Permanent Program Capacity	Percent Utilization	SY 2019 Projection	Five-Year Trend	Projected Utilization
Booker	850	1,507	0	1,507	1,813	1,668	51%	884	34	53%
Brookside	816	1,473	0	1,473	1,484	1,365	60%	866	50	63%
H Creek	865	1,702	22	1,724	1,688	1,437	60%	891	26	62%
L. Nokomis	404	721	113	834	874	603	67%	436	32	72%
McIntosh	682	1,373	66	1,439	1,335	1,137	60%	628	-54	55%
Sarasota	1271	1,477	110	1,587	1,468	1,223	104%	1,333	62	109%
Venice	543	1,245	418	1,663	1,497	1,031	53%	547	4	53%
Woodland	858	1,567	0	1,567	1,410	1,297	66%	927	69	71%
TOTALS	6,289	11,065	729	11,794	11,568	9,760	64%	6,512	223	67%

**Table 2-5: High School Facility Planning**

	Month 2 Counts: October '14	Permanen t Student Stations	Relocatable Student Stations	Total Student Stations	DOE / FISH Capacity	Perm Program Capacity	Percent Utilization	SY 2019 Projection	Five-Year Trend	Projected Utilization
Booker	1,094	1,616	0	1,616	1,616	1,489	73%	1,082	-12	73%
North Port	2,325	2,942	50	2,992	2,825	2,711	86%	2,559	234	94%
Riverview	2,492	2,786	0	2,786	2,699	2,569	97%	2,509	17	98%
Sarasota	2,129	3,023	125	3,148	3,125	2,786	76%	2,210	81	79%
Suncoast	541	606	0	606	576	600	90%	551	10	92%
Venice	1,953	2,207	0	2,207	2,207	2,110	93%	2,176	223	103%
TOTALS	10,534	13,180	175	13,355	13,048	12,265	86%	11,087	553	90%

**Table 2-6: Special Schools**

	Month 2 Counts: October '14	Permanen t Student Stations	Relocatable Student Stations	Total Student Stations	DOE/ FISH Capac.	Permanent Program Capacity	Percent Utilization	SY 2019 Projection	Five-Year Trend	Projected Utilization
Oak Park	342	606	90	696	666	365	94%	352	10	96%
Pine View	2,172	1,258	534	1,792	2,197	1,611	135%	2,206	34	137%
TRIAD	93	201	94	295	322	190	49%	116	23	61%

TOTALS	2,607	2,065	718	2,783	3,185	2,166	120%	2,674	67	123%
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**Table 2-6: Summary of all School Types**

	Month 2 Count: October 2014	Permanent Student Stations	Relocatable Student Stations	Total Student Stations	DOE/ FISH Capacity	Perm Program Capacity	Percent Utilization	SY 2019 Projection	Five-Year Trend	Projected Utilization
Elementary	16,218	18,388	3,143	21,531	22,984	15,919	102%	16,607	389	104%
Middle School	6,289	11,065	729	11,794	11,568	9,760	64%	6,512	223	67%
High School	10,534	13,180	175	13,355	13,048	12,265	86%	11,087	553	90%
Special/ Non-districted	2,607	2,065	718	2,783	3,185	2,166	120%	2,674	67	123%
<b>Summary Totals</b>	<b>35,648</b>	<b>44,698</b>	<b>4,765</b>	<b>49,463</b>	<b>50,784</b>	<b>40,111</b>		<b>36,880</b>	<b>1232</b>	

Source: SDSC Budget Office and the Office of Long Range Planning, January 2015

## CHAPTER 3: GOALS, STRATEGIES, AND PROJECTS

### INTRODUCTION

This chapter sets the capital planning priorities, strategies, and projects as established by the Sarasota County School Board.

#### **Goal 1: Education Services and Facilities Planning.**

Support Sarasota County's high quality of life by providing educational services that meet the needs and demands of current and future residents and businesses.

#### **Goal 2: Asset Preservation.**

Protect the district's capital investments through well managed operations system that establishes best management practices for maintaining, renovating, or replacing the district's capital assets—e.g.: facilities, systems, equipment, transportation equipment, and other resources.

#### **Goal 3: Safety and Security.**

Support the academic success of each child with a comprehensive safety and security program and services that effectively uses security technologies and infrastructure aligned with campus security and emergency management best practices.

#### **Goal 4: Technology.**

Implement and support technology infrastructure to ensure students and staff have anytime, anywhere access to the latest educational technology and resources.

#### **Goal 5: Capital Improvement Funding.**

Execute a capital improvement financing strategy that plans, maintains, and provides for the delivery of a highly valued, well

managed, and fiscally responsible educational services and infrastructure system.

The following narrative includes all of the non-salary capital projects which implement each goal. The schools and ancillary sites specified below reflect the April 2014 decisions for projects to be completed during the 2014/2015 SY; emergencies, funding, and other issues may change the projects actually completed.

### **GOAL 1: EDUCATION SERVICES AND FACILITIES PLANNING.**

**Support Sarasota County's high quality of life by providing educational services that meet the needs and demands of current and future residents and businesses.**

Strategy 1.1. Level of Service Provision. Ensure that current and future educational demands are met through planning efforts that provide for current student populations and prepare for future student demands by:

- a. Ensuring school facilities provide for changes in development patterns, growth corridors, and demographic populations;
- b. Maintaining a level of service standards and concurrency management systems that ensures the educational services and facilities are provided in appropriate locations;
- c. Collaborating with local governments to review and evaluate proposed residential development projects to ensure growth is concurrent with the provision of educational services;
- d. Working with Manatee and Charlotte County Schools to coordinate on the delivery of educational services by evaluating interlocal agreements, facility demands, population changes, and student reassignments.

Strategy 1.2. Educational Service and Program Planning.

Incorporate long-term planning for instructional programs to ensure educational services are able to adapt to changes in district strategic priorities, student population demands, and capital funding capabilities. Such a system will enable the district to:

- a. Prioritize future school rebuilds, expansions, and construction according to facility need, condition, location, and budget;
- b. Utilize relocatable structures in order to minimize and reduce the dependence on such facilities;
- c. Maximize facility utilization through program relocations, attendance zone changes, or student assignment measures; and
- d. Purchase new school facilities sites necessary to support long-range needs and growth demands.

Strategy 1.3. Shared-Use Facilities and Co-located Services.

Maximize the utilization of district facilities, capital assets, and fiscal resources by proactively identifying opportunity to develop shared-use facilities and co-locate services with both internal and external partners—e.g.: local, regional, and state government entities, community groups, neighborhood associations, and non-for-profit agencies. Opportunities to partner on the delivery of services and facilities include:

- a. Joint-venture services and buildings such as arts centers, transportation storage yards and maintenance facilities, libraries, meeting rooms, auditoriums, conference centers, and other community buildings and facilities; and
- b. Recreational facilities and resources such as playgrounds, sport fields, and indoor sport venues, and other facilities;
- c. Support facilities such as warehouses, parts inventory, ITV, print shop, media studios, and similar services; and
- d. Shared-use schools sites and buildings—particularly in the Englewood attendance zone area with Charlotte County.

Goal 1 Projects:

To Implement Goal 1: Education Services and Facilities Planning, the following projects are being funded through the 2014/15 Capital Budget:

- Sarasota High School renovation/Rebuild (Project 3055)
- Bay Haven Café/Art/Music (Project 3071)
- Fruitville Classroom Wing (Project 3132)
- North Port Suncoast Technical College (Project 4635)

**GOAL 2: ASSET PRESERVATION.**

**Protect the district's capital investments through well managed operations system that establishes best management practices for maintaining, renovating, or replacing the district's capital assets—e.g.: facilities, systems, equipment, transportation equipment, and other resources.**

Strategy 2.1. Capital Asset Operations Evaluations. Ensure the district's capital assets provide for the educational and operations needs of the district by continually evaluating the how such resources are utilized. Particular emphasis shall be to ensure that district's capital assets:

- a. Are operating efficiently and effectively;
- b. Meet the educational needs and demands of the district's students and educators; and
- c. Guarantee safe, up-to-date facilities that meet diverse program needs.

Strategy 2.2. Preventative Maintenance Schedule. Ensure the district's capital assets are well kept by implementing a preventative maintenance schedules for each capital asset, addressing projects related to all appropriate assets including the following resources:

- a. School Facilities and Properties—e.g.: roof, flooring replacement, major systems, playgrounds, relocatables, traffic

- improvements including resurfacing, expansion, on-site queuing;
- b. Safety and Security Resources—e.g.: fire and life safety systems, fencing and single points of entry, cameras, locking systems, and access controls;
- c. Technology Systems—e.g.: computer replenishment, interactive instructional displays, learning management systems, virtual learning, streaming video, intercoms, telephones and servers;
- d. Transportation Equipment and Vehicles—e.g.: school buses and white fleet.

Strategy 2.3. Capital Improvement Priorities. Determine when to replace, construct, or purchase capital assets by evaluating each proposal according to a set of established priorities that considers issues related to need, user demand, cost, and influence on the overall ability to deliver educational services. As part of this prioritization evaluation, make certain to address local, state, and federal programs, statutes, and regulatory requirements.

Strategy 2.4. Coordinated Operations. Provide for the coordinated review, management, and oversight of capital asset operations by building and utilizing interdepartmental capital facility planning teams—including staff from Planning, Facilities, Construction, Information Technologies, Safety and Security, and the Deputy Superintendent—to:

- a. Collaborate on the planning, design, and implementation of capital improvement projects;
- b. Coordinate the prioritization and review of proposed capital improvements;
- c. Bring forward the capital improvement needs and interests of the school administrations;
- d. Ensure effective and efficient project management and program implementation; and

- e. Maximize district capital resources by seeking opportunities to reduce project redundancies.

Goal 2 Projects:

To Implement Goal 2: Asset Preservation, the following projects are being funded through the 2014/15 Capital Budget:

- Facilities/Maintenance Projects including district wide environmental health and safety (4516), HVAC (4517), playgrounds (3675), reroofing (4562), painting (4573), flooring (4673), asbestos removal (5541), ADA corrections (5557), and improvements (5604 & 3619).
- Food and Nutrition Services Equipment (Project 3808)
- Booker Middle HVAC
- Sarasota Middle HVAC (Project 4031)

Examples of these projects are:

- HVAC improvements—Lamarque Elementary thermal storage, Taylor Ranch Elementary building 8 air handler replacement, Englewood Elementary chiller replacement, and McIntosh Middle School building 11 air handler replacement
- Reroofing—Heron Creek and Tuttle all buildings
- Renovations—Englewood EI buildings 5 and 9

**GOAL 3: SAFETY AND SECURITY.**

**Support the academic success of each child with a comprehensive safety and security program and services that effectively uses security technologies and infrastructure aligned with campus security and emergency management best practices.**

Strategy 3.1. Campus Access. Manage access to campus through:

- a. Renovation of main office entrances to limit visitor access to the student side of the campus, designating single points of entry controlled with electronic access control and computerized visitor management tools.
- b. Functional fencing, gates, bollards, and security window film to control access and increase stand-off distance.

Strategy 3.2. Campus Security. Establish safe internal campus security by:

- a. Upgrading classroom and administrative support doors with keysets that lock from the inside, and where appropriate implement electronic access control.

Strategy 3.3. Security Technology. Utilization of technology that helps monitor campus activities and ensure effective emergency management communication including:

- a. Video security cameras with a migration path to ensure reliability through upgrades and enhancements.
- b. Redundant emergency communication/mass notification methods for visible and audible emergency messaging, including automated notification of severe weather conditions for outdoor venues.
- c. Reliable campus two-way radio communication systems and interoperable two-way communications for direct communication with first responder agencies, including in building bi-directional amplifiers where required.

**Goal 3 Projects:**

To Implement Goal 3: Safety and Security, the following projects are being funded through the 2014/15 Capital Budget:

- District Wide Safety and Security and Fire Alarm Upgrades (Projects 4577 and 4576)
- Radio Systems (Project 4005)

- Security Cameras (Project 4010)
- Access Control (Project 4015)
- Fencing (Project 3670)

Examples of these projects are:

- Upgraded security monitoring system and additional radios for school support personnel for the district
- Installation of security window film at Garden Elementary, Gocio Elementary, Alta Vista Elementary, Phillippi Shores Elementary, and Fruitville Elementary
- Installation of front office visitor restricted access at Brentwood Elementary, Garden Elementary, and Gocio Elementary
- Upgrade of security camera systems at Gocio Elementary, Tuttle Elementary, and Bay Haven Elementary
- Provision of evacuation chair, and UPS replacements; upgrade call recorder system, and installation of school zone flasher for Garden Elementary
- Upgrade of repeaters and installation of a single point of visitor entry at Gocio Elementary
- Upgrade of entrance gate for Ashton Elementary

**GOAL 4: TECHNOLOGY.**

**Implement and support technology infrastructure to ensure students and staff have anytime, anywhere access to the latest educational technology and resources.**

Strategy 4.1. Technology Network Infrastructure. Support the district's educational programs and operations system by establishing a technology network infrastructure system that enables all other technology components to maximize their usefulness and potential. Increase the capacity of the district's technology infrastructure system by:

- a. Partnering with Sarasota County Government's IT Department to build, maintain, and operate a jointly owned fiber ring throughout the county to serve all of our schools and department sites; and
- b. Replacing and upgrading the wired and wireless Local Area Network (LAN) and continually upgrading and replacing out of date equipment.

Strategy 4.2. Classroom and School Technology Equipment. Improve the overall educational experience of our students and staff through classroom and school technology equipment that puts technology tools (e.g.: projectors, interactive whiteboards/panels, student response devices, voice enhancement systems, document cameras, and interactive teaching peripherals) in the hands of our students and staff. Particular emphasis shall be on:

- a. Exploration, implementation and support of options regarding mobile digital devices for student use in the classroom and for assessment;
- b. Implementing an interactive panel display replenishment program that provides an updated classroom instructional tool for staff at all schools in the district;
- c. Support of the schools' auditorium systems ability to utilize up-to-date technology for the benefit of student learning as well as school and community events and performances; and
- d. Implementing a computer replenishment program that provides an equitable model and computer platform to all schools in the district.

Strategy 4.3. District-wide Technology Infrastructure. Enable the district to utilize technology to support both instructional and business functions throughout the entire district and ensure that the district is able to function at high level by support technology infrastructure systems that include:

- a. Technology funds necessary to support our learning management systems, virtual learning, streaming video, video

conferencing, individualized learning system, and reading progress monitoring;

- b. District-wide communications technology including intercoms, clocks, and telephones; and
- c. Computing infrastructure replacements and upgrades necessary to support blades, school servers, and television studios.

Goal 4 Projects:

To Implement Goal 4: Technology, the following projects are being funded through the 2014/15 Capital Budget:

- Fiber Optics (Project 3074)
- District Wide Communications Support (Project 3560)
- Local Area Network Support (Project 4569)
- Computing Infrastructure (Project 4605)
- Terms Replacement/Upgrade (Project 4606)
- Tech Active Classrooms and Instructional Technologies (Project 3019)
- District Instructional Technologies (Project 3072)

Examples of these projects are:

- Wireless Upgrade project – putting an access point in every classroom across the district
- ActivBoard Replacement project – begin putting an interactive display panel in classrooms across the district
- Network Upgrade project – begin replacing fiber network hub equipment at hub sites across the district
- VOIP Upgrade project – conversion of traditional telephony services to VOIP services

**GOAL 5: CAPITAL IMPROVEMENT FUNDING.**

**Execute a capital improvement financing strategy that plans, maintains, and provides for the delivery of a highly valued, well managed, and fiscally responsible educational services and infrastructure system.**

Strategy 5.1. Capital Improvement Planning. Ensure that developments do not exceed the district's ability to provide these improvements in accordance with established service priorities and capital asset needs by establishing a CIP which identifies all capital improvement projects which the district will undertake. The CIP shall include projects which:

- a. Meet existing deficiencies and augment existing operations.
- b. Provide repair or replacement of existing facilities.
- c. Accommodate planned future growth.
- d. Address maintenance needs the result from future growth.

Strategy 5.2. Five-Year CIP. Provide for the current capital needs of the school district by establishing the district's immediate capital priorities, funding strategies, and five-year capital improvement priorities by:

- a. Completing an annual assessment of potential capital projects to ensure that current and future capital assets meet the district's establish strategic goals, are properly accounted for in the district's budgeting practices, and achieve previously established project priorities;
- b. Evaluating potential projects for inclusion on the five-year CIP according to criteria that considers issues related to: need to correct deficiency, repair or replace facility, and/or accommodate new growth; project location and student considerations; community interests and demands; projected estimated cost and fiscal capabilities; and priority ranking relative to other proposed projects and capital needs; and

- c. Ensuring that the district does not add new projects to the five-year CIP unless there are overriding demonstrated need for the project, new funding revenues are founded that help finance the project, or the project is shown to meet a strategic goal of the district.

Strategy 5.3. Capital Asset Utilization and Financing. Promote lifecycle cost management practices that improve the efficiency and effectiveness of education systems and services through the following practices:

- a. Maintenance, operation, and construction practices that reduce capital costs, promote efficient use of financial resources, and increase capital asset use and functionality; and
- b. Reinvestment of monies saved through such practices back into the district's capital assets so that additional savings may be realized.

Strategy 5.4. Funding Mechanism Assessments. Ensure that development bears a proportionate share of needed facility improvements both now and in the future by regularly evaluating:

- a. Whether present fees are adequate to address the impacts of inflation.
- b. Whether the district needs to establish new impact fees, as appropriate.
- c. Whether other capital financing mechanisms may be needed and used to help meet the fiscal demands placed on the district by new development.

Strategy 5.5. Capital Project Budget. Implementing the Capital Projects budget requires a team of construction, facility, technology, telecom, and instructional leaders to systematically:

- a. Develop a list of small [i.e., less than \$50,000] instructional/safety projects, by site;
- b. Rank the requests as to priority; and
- c. Ensure adequate funding for as many as possible.

**Goal 5 Projects:**

To Implement Goal 5: Capital Improvement Planning, the following projects are completed by the Sarasota County School District Capital Planning Team (CPT) and Planning Department:

- Bi-weekly Mini CPT Meetings and Evaluation Process
- Yearly Full CPT Meetings and Evaluation Process
- Long Range School Planning Study
- Capital Improvement Plan Development and Implementation

## CHAPTER 4: PLANNING CYCLE

An essential part of the district’s incorporation of the CIP process is the establishment of a planning cycle that enables all stakeholders – School Board, Cabinet, principals, instructional staff, support staff, students, parents, and community – to know the status of all projects. Such a process empowers those responsible for identifying projects and establishes a shared understanding of project time lines. The table below provides the district’s planning cycle, beginning each September with the adoption of the budget and the CIP. Implementation is done by the Capital Projects Team, facilitated by the Director of Long Range Planning and consisting of these staff:

- Executive Directors of Elementary, Middle, & High Schools, and of Career & Technical Education
- Department Heads of Construction, Facilities, Information Technology, Safety & Security, Network & Telecommunications, and Instructional Technology
- Archibus Specialist, Planning Analyst, Project Managers, Facility Managers, and the Chief Building Official.

The **Capital Budget / Planning** column entails district-wide tasks facilitated by the Budget Office and the Long Range Planning Office, including coordinating with state regulations, collaborating with local governments, prioritizing school and departmental facility needs, implementing the district’s goals, and submitting budgets and plans to the School Board. The most critical event for school-based administrators occurs each January as lists are compiled of those small facility projects (a) necessary for the start of the next school year [e.g., remodeling of a space to another use; health and safety improvements], and (b) requested as part of short- or long-term instructional initiatives or facility enhancements [e.g., upgrading telecom; expanding bleachers; adding sidewalks]. All projects are prioritized and assigned to revenue sources appropriate to the project type.

The **Mid-Large Projects** column concerns facility projects such as new construction, major remodeling, major site work, and HVAC and related systems whose costs are \$50,000 to the many millions. A significant improvement in the planning cycle is the goal of completing large projects early enough to allow for the commissioning of the major building systems.

The **Small Projects** column concerns important, but less expensive, facility projects deemed vital by building administrators. Such projects are primarily renovations and remodeling of existing spaces, costing generally less than \$50,000. Some of the work is completed by district staff, some is contracted out.

	<b>Capital Budget / Planning</b>	<b>Mid-Large Projects</b>	<b>Small Projects</b>
September	Board adopts budget. Planning computes program capacities. Team begins campus master plans and specialized studies.	Board advertises for Construction contracts.	Team reviews summer projects, and finalizes priorities for current year.
October	Planning computes mobility report. FTE 2 occurs. CIP is finalized. Class size report received.	Construction conducts professional selection and contract negotiation	

	<b>Capital Budget / Planning</b>	<b>Mid-Large Projects</b>	<b>Small Projects</b>
November	Planning receives and processes county and municipal CIPs.	Board approves contracts.	Team reviews progress.
December	Budget Office submits official enrollment projections for next year to DOE. Planning completes the space utilization study.	Team reviews progress.	
January	Facility Managers canvass principals and cost center heads for desired capital projects. Capital Projects Matrix is updated.		Team reviews progress.
February	Team reviews short- and long-term instructional initiatives for facility issues. FTE 3 occurs.	Team prioritizes list for next year	Team reviews list for next year
March	Budget Office finalizes school-based projections. Planning prepares CIP draft incorporating latest Board goals.		Team finalizes the priority list for next year
April	Team analyzes all campuses to ensure sufficient student stations.	Team reviews progress.	Design-Build contracts are undertaken for projects to be completed during the summer.
May	Team processes new statutes from Legislature.		Team reviews progress.
June	FTE 4. Team finalizes capital budget recommendations.	.	Crews begin projects necessary for next year.
July	FTE 1. Board adopts tentative budget.	Crews complete projects and begin commissioning for new buildings.	Crews complete projects necessary for next year.
August	Planning updates classroom changes; performs day-5 analyses of enrollments and facilities. Budget Office coordinates staffing and facility changes.	New instructional spaces open.	Small projects are completed.

## CONCLUSION: KEY PLANNING ISSUES

### INTRODUCTION

This report has presented a number of key planning issues that will shape how future educational services are provided in Sarasota County. Such issues include planning items that are currently being addressed through this CIP; future planning considerations that need further studied; and emerging capital priorities. The following chapter highlights how these issues contribute to the planning framework within which the 2015/16 capital budget is being developed and establishes the basis for developing the next CIP.

### CURRENT PLANNING ISSUES

These issues are the basis for making current capital budget recommendations. These issues help set the framework for evaluating capital projects and making current capital budgetary recommendations.

1. The Interlocal Agreement on School Facility Planning is working well for data sharing, site selection, and joint-use opportunities.
2. School Concurrency has had no compliance issues for the developments proposed.
3. The district has significantly reduced its reliance on relocatable classrooms.
4. The conditions of schools and campuses have improved greatly in the past 10 years. Many schools have been rebuilt and a few have had major renovations.
5. The current capital plan and budget does not include new schools.
6. Schools' educational adequacy has been maintained by updating our Educational Specifications and design standards, and by an aggressive Technology Plan including Active Boards/panels, a shortened four-year computer refresh cycle, and improved access to wireless. Now, Tech Active spaces and TEL studios are being installed to provide our teachers and students with the types of settings students will utilize at the post-secondary level.
7. School safety and security have been greatly enhanced by the safer designs of newer schools, expanded perimeter fencing, and additional security cameras, and visitor access control.
8. Large-scale residential developments are once again under development as indicated by development activities in Villages of Lakewood Ranch, in northern Sarasota County; West Villages, Island Walk, Grand Palm, and other major projects along River Road and US 41 in the Venice-North Port area; Palmer Ranch in central Sarasota County; and Neal Communities along the Laurel Road –Border Road corridors.
9. After a five-year economic downturn, the local economy is on a steady rebound—buoyed by resurgence in the construction, hospitality, health care, service, and tourism industries.
10. Sarasota County property values have begun to increase following the recession. A conservative estimate of 6% per year is being forecasted along with sales tax collections increasing by approximately 3%. These two factors will increase the capital revenues by approximately \$5 million per year.

## **FUTURE PLANNING CONSIDERATIONS**

Recognizing that Sarasota County is transitioning from a period of economic decline to one of prosperity and growth, the following future planning considerations need further study. These issues are important because they will define how the economic recovery—and associated residential growth—will influence the district’s ability to provide educational services in the future. Further study of these development and planning concerns are necessary because it is difficult to correctly project how the county’s improving economic conditions will influence the timing, location, and demand for future educational services. While the outcome of this analysis will be used to establish the next CIP, it is important to consider these issues when establishing current capital budget priorities.

1. While total school enrollment has been relatively flat for a few years, economic and enrollment indicators show that the district is in the early steady of a period of steady growth. The district has long valued a variety of public school choice options.
2. COFTE and district projections indicate a smaller percentage of students will attend traditional schools.
3. The School Board has hired a planning consultant to complete a Long Range School Planning Study to better understand and address growth related enrollment concerns and funding for expansion of services. The study will take a year to complete.
4. Recent resurgence in growth projection may necessitate new growth-related schools within the next five years which may lead to a demand for future school sites.
5. The district’s reduced reliance on relocatable classrooms and plans for no new schools may change as enrollment and demand

for educational services increase. The location, type, and timing of these new school facilities sites is under study as part of the Long Range School Planning Study.

6. The school district is in the fifth year of a moratorium on school impact fees. Funds from this account will be exhausted upon completion of the Suncoast Technical College North Port Campus. Reinstatement of school impact fees may be recommended as part of the Long Range School Planning Study.
7. Debt associated with Phillippi Creek, Venice, and Wilkinson Elementary Schools will be paid off this year making room available for borrowing should future borrowing be necessary.

## **EMERGING CAPITAL PRIORITIES**

Given the progress that the School Board has made reaching its prior capital goals, the following emerging issues and priorities are presented for the Board’s consideration:

1. Build classroom wings to replace portables and address growth corridors.
2. Asset preservation, including the replacement of aging HVAC systems.
3. Accelerate the rate at which middle school math, science, english, language arts, and social studies rooms are converted into *Tech Active* spaces.
4. Enhance the wired and wireless connectivity to all classrooms.
5. Ensure district-wide access to a fiber network.

6. Provide covered walkways to parent loops, bus loops, and portables.
7. Accelerate the installation of safety and security measures such as fencing, cameras, and access control.
8. Acquire sites for future schools while the cost of land is relatively low.
9. Construct Phase II of an Suncoast Technical College campus in North Port.
10. Oak Park Classroom space.
11. Save for the potential need to build new schools.

## **APPENDIX - GLOSSARY**

**Ancillary Plant** -- the building, site, and site improvements necessary to provide such facilities as vehicle maintenance, warehouses, maintenance, or administrative buildings necessary to provide support services to an educational program.

**Auxiliary Facility** -- the spaces located at educational plants which are not designed for student occupant stations.

**BEBR** -- the Bureau of Economic and Business Research, an applied research center at the University of Florida. BEBR's Mission is

- To collect, analyze and generate economic and demographic data on Florida and its local areas.
- To conduct economic, demographic and survey research that will inform public policy and business decision making.
- To distribute data and research findings throughout the state and the nation.

**Board** -- unless otherwise specified, the School Board of Sarasota County.

**Core Facilities** -- the media center, cafeteria, toilet facilities, and circulation space of an educational plant.

**Department of Community Affairs** -- until 2011, the state of Florida agency [DCA] responsible for directing local government compliance with emergency management and growth management statutes. In 2011, DCA was incorporated into the Florida Department of Economic Opportunity and its duties are now to assist local communities plan for economic growth.

**DCA Insignia** -- the decal, mandated by Florida statutes, which certifies that a relocatable meets all state standards.

**Department of Education** -- the state of Florida agency [FDOE] responsible for directing local school district compliance with public education statutes.

**Educational Facilities** -- means the buildings and equipment, structures, and special educational use areas that are built, installed, or established to serve primarily the educational purposes and secondarily the social and recreational purposes of the community and which may lawfully be used as authorized by the Florida Statutes and approved by boards.

**Educational Plant** -- comprises the educational facilities, site, and site improvements necessary to accommodate students, faculty, administrators, staff, and the activities of the educational program of each plant.

**Educational Plant Survey** -- means a systematic study of current educational and ancillary plants and the determination of future needs to provide an appropriate educational program and services for each student based on projected capital outlay FTE's approved by the Department of Education.

**Failed Standard** – the designation mandated by FDOE effective July 1, 2011, for factory-built instructional relocatables that are more than 20 years old and that have no DCA insignia. Such designation automatically changes the Design Code to “General School” space and changes student stations to zero.

**Feasibility Study** -- the examination and analysis of information related to projected educational facilities to determine whether they are reasonable and possible.

**FISH**-- is the Florida Inventory of School Houses, a multi-faceted database into which all Florida school districts enter detailed information about every space on every site on every parcel of land.

**FISH Capacity** -- the FDOE-determined maximum student capacity for K-12 public schools based upon the Class Size Reduction amendment, various statutes, and agency regulations.

**ILA** – in this case, the *Interlocal Agreement for Public School Facility Planning*, as amended in 2008; parties include the SDSC, Sarasota County, the City of Venice, the City of North Port, the City of Sarasota, and the Town of Longboat Key.

**Impact Fees** – any fee designed to ameliorate the financial effect of demand for public services created by population growth or residential development.

**Local Planning Agency** -- the appointed planning board or commission that serves in an advisory capacity to the county and each municipality for all land use issues.

**Long-Range Planning** – a systematic method based on educational information and needs, carefully analyzed, to provide the facilities to meet the goals and objectives of the educational agency for a period of at least five years.

**Low-Energy Usage Features** -- engineering features or devices that supplant or minimize the consumption of fossil fuels by heating equipment and cooling equipment. Such features may include, but are not limited to, high efficiency chillers and boilers, thermal storage tanks, solar energy systems, waste heat recovery systems, and facility load management systems.

**Maintenance and Repair** -- the upkeep of educational and ancillary plants, including, but not limited to, roof or roofing replacement short of complete replacement of membrane or structure; repainting of interior or exterior surfaces; resurfacing of floors; repair or replacement of glass; repair of hardware, furniture, equipment, electrical fixtures, and plumbing fixtures; and repair or resurfacing of parking lots, roads, and walkways. The term "maintenance and repair" does not include custodial or grounds-keeping functions, or renovation except for the replacement of equipment with new equipment of equal systems meeting current code requirements, provided that the replacement item neither places increased demand upon utilities services or structural supports nor adversely affects the function of safety to life systems.

**Need Determination** -- the identification of types and amounts of educational facilities necessary to accommodate the educational programs, student population, faculty, administrators, staff, and auxiliary and ancillary services of an educational agency.

**New Construction** -- any construction of a building or unit of a building in which the entire work is new or an entirely new addition connected to an existing building or which adds additional square footage to the space inventory.

**Passive Design Elements** -- means architectural features that minimize heat gain, heat loss, and the use of heating and cooling equipment when ambient conditions are extreme and that permit use of the facility without heating or air-conditioning when ambient conditions are moderate. Such features may include, but are not limited to, building orientation, landscaping, earth bermings, insulation, thermal windows and doors, overhangs, skylights, thermal chimneys, and other design arrangements.

**Portable** – see “Relocatable”

**Program Capacity** -- is the number of students who can be scheduled given the statutory class size constraints, student demographics, and programmatic offerings. Typically, this district-derived number is 10-20 % less than FISH Capacity.

**Public Education Capital Outlay (PECO) Funded Projects** -- means site acquisition, renovation, remodeling, construction projects, and site improvements necessary to accommodate buildings, equipment, other structures, and special educational use areas that are built, installed, or established to serve primarily the educational instructional program of the district school board, community college board of trustees, or university board of trustees.

**Relocatable** – according to SREF, a building that is designed to be moved to a new location.

**Remodeling** -- means the changing of existing facilities by rearrangement of spaces and their use and includes, but is not limited to, the conversion of two classrooms to a science laboratory or the conversion of a closed plan arrangement to an open plan configuration.

**Renovation** -- means the rejuvenating or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air-conditioning, heating, or ventilating equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure. As used in this subsection, the term "materials" does not include instructional materials.

**Satisfactory Educational Facility** -- means a facility that has been recommended for continued use by an educational plant survey or that has been classified as satisfactory in the state inventory of educational facilities.

**SDSC** – the School District of Sarasota County.

**Site** -- means a space of ground occupied or to be occupied by an educational facility or program.

**Site Development** -- means work that must be performed on an unimproved site in order to make it usable for the desired purpose or work incidental to new construction or to make an addition usable.

**Site Improvement** -- means work that must be performed on an existing site to improve its utilization, correct health and safety deficiencies, meet special program needs, or provide additional service areas.

**Site Improvement Incident to Construction** -- means the work that must be performed on a site as an accompaniment to the construction of an educational facility.

**Site Selection** – means the process, authorized by statute, rule, and the ILA, to select real property for future schools and ancillary facilities.

**Satellite Facility** -- means the buildings and equipment, structures, and special educational use areas that are built, installed, or established by private business or industry in accordance with chapter 6A-2, Florida Administrative Code, to be used exclusively for educational purposes to serve primarily the students of its employees and that are staffed professionally by the district school board.

**SREF** – the *State Requirements for Educational Facilities*, the State Board of Education-approved document that contains all requirements for public education facilities in Florida.

**Ultimate Capacity** – the district-derived maximum number of students who may be accommodated at a particular site given the program capacity, the core capacity, and the available land [on campus or adjacent], and the core capacity.

**APPENDIX II – CAPITAL BUDGET**