

INTERLOCAL AGREEMENT FOR PUBLIC SCHOOL FACILITY PLANNING

City of Auburndale, Florida
City of Bartow, Florida
City of Davenport, Florida
Town of Dundee, Florida
City of Eagle Lake, Florida
City of Fort Meade, Florida
City of Frostproof, Florida
City of Haines City, Florida
City of Lake Alfred, Florida
Town of Lake Hamilton, Florida
City of Lake Wales, Florida
City of Lakeland, Florida
City of Mulberry, Florida
City of Polk City, Florida
City of Winter Haven, Florida
Polk County Board of County Commissioners
School Board of Polk County Florida

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INTERLOCAL AGREEMENT FOR PUBLIC SCHOOL FACILITY PLANNING

This Interlocal Agreement (hereinafter referred to as “**Agreement**”) is entered into between the **Polk County Board of County Commissioners** (hereinafter referred to as “**County**”), the City Commission or City Council of the **Cities of Auburndale, Bartow , Davenport, Dundee, Eagle Lake, Fort Meade, Frostproof, Haines City, Lake Alfred, Lake Hamilton, Lake Wales, Lakeland, Mulberry, Polk City, and Winter Haven** (hereinafter referred to as “**Cities**”), and the **School Board of Polk County, Florida** (hereinafter referred to as “**School Board**”). Not participating in this agreement is the City of Highland Park and Hillcrest Heights. These jurisdictions are not participating in this Agreement because they qualify for exemption pursuant to the provisions of Section 163.3177(12)(b), Florida Statutes.

WHEREAS, the County, Cities, and School Board recognize their mutual obligation and responsibility for the education, nurture and general well-being of the children of Polk County; and

WHEREAS, the School Board has the statutory and constitutional responsibility to provide a uniform system of free and adequate public schools on a countywide basis; and

WHEREAS, the local governments and the School Board agree that they can better fulfill their respective responsibilities by working in close cooperation to ensure that adequate public school facilities are available for the residents of Polk County; and

WHEREAS, the County, Cities and School Board have mutually agreed that coordination of school facility planning and comprehensive land use planning is in the best interests of the citizens and students of Polk County; and

WHEREAS, the parties are authorized to enter into and update this Agreement pursuant to Section 163.01, Section 163.3177(6)(h) (2) and Section 1013.33, F.S.; and

WHEREAS, Sections 163.3177(6)(h)1 and 2, Florida Statutes, require each local government to adopt an intergovernmental coordination element as part of its comprehensive plan that establishes principles and guidelines to be used to coordinate the local governments adopted comprehensive plan with the plans of the School Board, and describes the processes for collaborative planning and decision making on population projections and public school siting; and

WHEREAS, the local government has jurisdiction for land use and growth management decisions, including the authority to approve and deny comprehensive plan amendments, rezonings, or the development orders that generate students and impact the school system, and the local governments have similar jurisdiction within their boundaries; and

WHEREAS, per Sections 163.3177, 163.3180(13), and 1013.33 Florida Statutes, the County, Cities and School Board must update their Public School Interlocal Agreement; and

WHEREAS, Section 163.3180(13), Florida Statutes, requires the County, Cities and the School Board to adopt a School Concurrency program; and

WHEREAS, the County, Cities, and School Board recognize and maintain support for the compliance with Florida Statue 1013.21(1)(a), requiring the elimination of relocatables as regular class rooms; and

WHEREAS, the County, Cities, and School Board recognize the benefits that will flow to the citizens and students of their communities by more closely coordinating their comprehensive land use and school facilities planning programs: namely (1) better coordination of new schools in time and place with land development, (2) greater efficiency for the school board and local governments by the reduction of student travel times and the placement of schools to take advantage of existing and planned roads, water, sewer, and parks, (3) improved student access and safety by coordinating the construction of new and expanded schools with the road and sidewalk construction programs of the local governments, (4) the location and design of schools so that they serve as community and neighborhood focal points, , and (5) the location of new schools and expansion and rehabilitation of existing schools so as to reduce pressures contributing to urban sprawl and support existing neighborhoods; and

WHEREAS, the County, Cities and School Board have further determined that it is necessary and appropriate for the entities to cooperate with each other to provide adequate public school facilities in a timely manner and at appropriate locations, to eliminate any deficit of permanent student stations, and to provide capacity for projected new growth; and

WHEREAS, Section 1013.33, Florida Statutes, requires that the location of public educational facilities must be consistent with the comprehensive plan and implementing land development regulations of the appropriate local governing body; and

WHEREAS, Section 163.3180(13)(g), Florida Statutes, requires that prior to establishing a School Concurrency program, the County, Cities and School Board adopt an Interlocal Agreement for School Concurrency to satisfy Sections 163.3177 and 163.3180(13)(g), Florida Statutes; and

WHEREAS, the County and Cities, also known as the “Local Governments,” are entering into this Agreement in reliance on the School Board’s obligation to prepare, adopt and implement a financially feasible capital facilities program that will result in public schools operating at the adopted level of service consistent with the timing specified in the School District’s Five-Year Program of Work, and the School Board’s further commitment to update and adopt the Five Year Program of Work yearly to add enough capacity in the new fifth year to address projected growth and to adjust the Five Year Program of Work in order to maintain the adopted level of service and to demonstrate that the utilization of school capacity is maximized to the greatest extent possible pursuant to Section 163.3180(13)(d)2 and 1013.35, Florida Statutes and modified by Policy adopted by the Polk County School Board; and

WHEREAS, the County and Cities recognize School Board facilities as a part of the local infrastructure system and as vital to the development of a community as other infrastructure systems, and

WHEREAS, the use of School Board facilities cross County and City jurisdictional boundaries and it is recognized that co-location and shared use of facilities are important to both the School Board and local governments. These opportunities allow for a more efficient use of land and expanded use of facilities, develop focal points for the neighborhoods and community in order to build partnerships between the County, Cities and the School Board that provide a long term benefit to the children and residents as a whole. The County, Cities, and School Board will seek co-location opportunities and design schools and ancillary facilities with parks, ball fields, libraries, and other community facilities to take advantage of joint use opportunities.

WHEREAS, the County, Cities and School Board agree that they can better fulfill their respective responsibilities by working in close cooperation to ensure that adequate public school facilities are available for the residents of Polk County; and

WHEREAS, the School Board, is entering into this Agreement in reliance on the obligation of the County and Cities to adopt amendments to their local comprehensive plans to impose School Concurrency as provided in Section 163.3180(13), Florida Statutes; and

NOW THEREFORE, be it mutually agreed that the County, the School Board and the Cities, (hereinafter referred to collectively as “Parties”) hereby enter into this Agreement, and that the following procedures and requirements will be followed and met to establish School Concurrency to coordinate land use and public school facilities planning:

Section 1. Guiding Principles

The parties to this Agreement agree to support and help implement the Guiding Principles as outlined herein.

Quality of Education

- School buildings, school grounds and support facilities are an important part of providing quality education to our children.
- The adequacy and availability of school buildings and school grounds are determined by the Florida Constitution, the Florida Department of Education's rules and regulations, the comprehensive plans and applicable development regulations of the County and Cities, the School Board's policies, budget and capital Five Year Program of Work, and the standards and processes contained in this Agreement. The School Board is responsible for compliance with all of these.
- School concurrency addresses the capacity, timing and geographic location of schools, but other important factors that impact the quality of education for our children, such as educational programs and classroom instruction should be addressed outside of the school concurrency process.
- The coordination of Polk County public school facility planning and comprehensive land use planning is in the best interests of the citizens of Polk County. Land use and public school facility planning should be coordinated and based on consistent population, enrollment, Capital Outlay Full Time Equivalent (COFTE), independent forecasts and development trend data.
- The number of students assigned to classes shall comply with the requirements of the class size constitutional amendment of 2002.
- Relocatables should be eliminated as permanent class rooms pursuant to 1013.21(1)(a), Florida Statutes.

Planning and Location of Schools

- New schools and the provision of additional school capacity should be coordinated with land development, so additional school capacity is in place prior to, or concurrent with, additional student enrollment.
- New schools should be located to take advantage of existing and planned infrastructure including roads, water, sewer and parks. Where possible, capital investments in schools should support existing neighborhoods and serve to reduce urban sprawl. Infill sites shall be sought for new schools in an effort to minimize urban sprawl and maximize the utilization of existing infrastructure.

- Land use decisions and school facility planning should seek to:
 - Ensure compatibility between schools and surrounding land uses;
 - Minimize transportation costs;
 - Limit maximum student travel times;
 - Effect desegregation plans; and
 - Achieve socioeconomic, racial and cultural diversity objectives.
- The provision of school sites and facilities should be considered in the master planning of communities and neighborhoods as well as the need for school bus stops and bus turnarounds.
- The private sector should assist the School Board and local governments in ensuring adequate school sites and capacity for the existing and future populations.
- Schools should be located and designed to serve as community and neighborhood focal points.
- New elementary and middle schools should be located internal to residential neighborhoods where feasible, and elementary schools should be within a reasonable walking distance along safe walking routes of the dwelling units served by these schools.
- Local governments, in consultation with the School Board, should consider the need to improve safe access to schools in the development of their Five Year Program of Work.
- Local governments should target community development improvements in older and distressed neighborhoods that are near schools.
- Coordinated land use and school facility planning should be based on the best available reliable and consistent data measuring population and enrollment forecasts, development trends, student generation rates, school capacity, and plans for constructing and planning for schools.
- Planning for school facilities should include planning for their use as shelters for emergencies.

Co-location of Facilities

- Co-location and the shared use of facilities allow for a more efficient use of land and community resources. Shared use facilities help to establish neighborhood and community focal points, as well as, partnerships that provide a long term benefit to our children and the community as a whole.
- When possible, new schools and ancillary facilities should be designed to include parks, ball fields, libraries and other community facilities that provide co-location and joint use opportunities.

Infrastructure

- Road and sidewalk construction programs should address the need to improve safe access to existing and new schools.
- Traffic circulation plans should be encouraged and developed to provide safe motorized and non-motorized access to schools.
- Bikeways, trails and sidewalks should link schools, parks, libraries and other public facilities.

Section 2. Coordinated Land Use and School Planning

2.A. Joint Meetings

- 2.A.1 A Planners Working Group (herein after referred to as the PWG) consisting of staff from the County, School Board, Cities and the Central Florida Regional Planning Council (herein after referred to as the CFRPC) shall meet semi-annually at a minimum to plan for the annual meeting of the elected officials discussed in section 2.A.2 below, discuss and formulate recommendations regarding coordination of land use and public school facility planning, including such issues as population, public student enrollment projections, development trends, school needs, maximizing use of school capacity, co-location and joint use opportunities, and ancillary infrastructure improvements needed to support the public school and ensure safe student access. The PWG will also oversee and review the Concurrency Management System as outlined in Section 4 of this agreement. These meetings will be held in the spring and fall. The Board of County Commissioners or their designee and the Polk County School Board or their designee shall be authorized to make meeting arrangements and provide notification. Any member of the PWG may request a meeting of the group through and with the concurrence of any of the above authorized persons. All meetings shall be scheduled with not less than a 15 day notice.
- 2.A.2 An annual meeting (aka “Schools Summit”) shall be held for the elected officials of Polk County, the Cities of Polk County, the CFRPC and the School Board, and their respective managers, directors and/or designated representatives. The meeting shall provide opportunities for the elected officials to discuss issues, and reach understandings concerning issues of mutual concern regarding coordination of land use and school facilities planning, including population and student growth, development trends, school needs, off-site improvements, co-location and joint use opportunities, levels of service, capacity and concurrency. The County Manager (or the manager for the local government hosting the Schools Summit) and School Board Superintendent will be jointly responsible for making meeting arrangements and providing notification. The County and Cities through the PWG described in Section 2.A.1 will participate in the agenda planning, organizing, presenting and overall coordination of the annual meeting. Local legislative representatives shall be invited to this annual meeting. This annual meeting shall be noticed to the public and opportunity for public comment shall be provided and received.
- 2.A.3 The meetings discussed in 2.A.1 and 2.A.2 of this agreement shall ensure that this Interlocal Agreement is implemented in a timely and efficient manner, including the adoption or amendment of: Educational Facility Elements and their implementation, any amendments necessary to other elements of local comprehensive plans and local concurrency management regulations regarding schools and as required by this Interlocal Agreement and referenced in Appendix G.

2.B. Student Enrollment Projections

- 2.B.1 The School Board shall utilize the Department of Education Capital Outlay Full Time Equivalent, herein after referred to as DOE COFTE, countywide student enrollment

projections and/or projections generated by a qualified independent firm. The School Board may request that the DOE projections be adjusted to reflect actual enrollment and development trends not anticipated in the DOE projections. In formulating such a request the school board will coordinate with the County regarding future population projections and growth.

- 2.B.2 The School Board, working with the County and Cities, and possibly a qualified independent firm, shall use the information described in Section 4.F.3 and Appendix “B” to update the projected student enrollment into planning areas as referred to in Appendix “K” at least every five years and sooner if necessary. The planning areas may be modified as agreed upon by the PWG. The PWG will participate in the evaluation and review of projections that may be provided by an independent consultant.
- 2.B.3 The school enrollment projections and their allocation to sub-county planning sectors shall be included in the educational facilities report provided to the county and cities each year as specified in subsection 2.C.2 of this agreement.

2.C. Coordinating and Sharing of Information

- 2.C.1 The School Board shall coordinate and share information with the County and Cities as follows.
- 2.C.2 Educational Facilities Reports: By November 1 of each year, the School Board shall make available on its website and give notice to the other entities an Education Facilities Report to include the following information:
 - a. Existing educational facility locations and capacities with existing and projected school enrollment;
 - b. The number of portables in use at each school, and projected needs;
 - c. Five Year Program of Work, including committed facilities with funding in the first 3 years and planned facilities in years 4 and 5 of the plan which shall include a summary, by geographic proximity to local jurisdictions, of capacity vs. non-capacity related to new school facilities, major renovations, additions and school closures;
 - d. The District’s educational facilities unfunded projects as identified in the Five Year Program of Work. This portion of the Five Year Program of Work is not included as part of the financially feasible plan discussed in Section 3.D.6;
 - e. Data for each individual school concerning permanent school capacity based on Department of Education criteria;
 - f. The permanent functional capacity of each school facility;
 - g. Enrollment of each individual school based on actual counts;
 - h. The search areas in which new schools or ancillary facilities will be needed;

- i. Properties the School Board has acquired through negotiated developer agreement(s), developer donation, or properties on which there is a developer obligation to provide to the School Board at the School Board's discretion, and properties purchased or acquired through other means that are potential school sites;
- j. Other relevant information as determined by the School Board and/or PWG.

This information may be provided through the Five Year Educational Plant Survey and the Five Year Program of Work as established by DOE and any additional documents necessary. At such time as DOE modifies the Five Year Educational Plant Survey or Five Year Program of Work forms, or replaces them with new reporting requirements, the modified or new reports shall be utilized by the School Board.

- 2.C.3 When considering a significant renovation, conversion, re-configuration or a closure of a school facility not currently included in the Five Year Program of Work, the School Board shall notify the affected local government within 30 calendar days of the possible project and request comments from the jurisdiction. A significant renovation encompasses projects which increase or decrease a school capacity, building square footage, design and/or visually impacts the surrounding neighborhood. The School Board shall indicate in their notification whether or not the proposed renovation, conversion, re-configuration or closure would likely preserve existing schools and Concurrency Service Areas or may cause the need for a new school and/or significant re-configuration of existing Concurrency Service Areas for the affected neighborhood(s) or jurisdiction. The Five Year Program of Work must be amended to include the new project as outlined in Sections 3.D.6.

2.D. Resolution of Disputes

- 2.D.1 If the parties to this agreement fail to resolve any conflicts related to issues covered in this document, such dispute will be resolved in accordance with governmental conflict resolution procedures specified in Chapters 164 and 186, Florida Statutes.

Section 3. Capital Investments

3.A School Site Selection

3.A.1 The School Board shall annually determine the need for and general location of new school facilities. The School Board shall notify the County Manager, the City Manager's of potentially affected Cities, and the CFRPC or the designee of any of these agencies. This written notification will be provided at least 20 days in advance of the initial Site Selection Committee (herein after referred to as the SSC) meeting to consider sites and will include the following (refer to Appendix H):

- a. Site search area as defined by the School Board.
- b. Type of facility being considered and property specifications,
- c. Date which the School Board request the County and Cities provide potential sites; and
- d. Date of the first SSC meeting to consider this site.

3.A.2 The following issues will be considered by the agencies designated in 3.A.1 when searching, evaluating, ranking and/or recommending potential school sites for consideration during any time within the School Site Selection Process:

- a. The location of school sites that will provide logical focal points for neighborhood and community activities and serve as the cornerstone for innovative urban design standards, including opportunities for shared use and co-location of community facilities and/or services. Infill sites shall be sought in an effort to minimize urban sprawl and maximize the utilization of existing infrastructure.
- b. The location of new elementary and middle schools internal to residential neighborhoods.
- c. The location of new elementary schools within reasonable walking distance of dwelling units served by the schools.
- d. Due to their unique needs and characteristics, the location of new high schools shall be located based upon need and the availability of viable properties.
- e. Whether existing schools can be expanded or rebuilt to accommodate additional student population.
- f. Recognizing the need for and the importance of involvement by parents, teachers, students and community in the schools as well as a strong Parent Teacher Organizations; rezoning will take into consideration the demographics of the area(s), the socioeconomic status, as well as court ordered desegregation to provide a strong balance for new and existing schools.
- g. Compatibility of the school site with present and projected uses of adjacent property.
- h. The School Board shall make every effort to work in concert with local governments and their established or proposed plans which encourage community redevelopment and revitalization and efficient use of existing infrastructure and discouraging urban sprawl. Urban infill sites and projects will be considered

whenever feasible. Partnerships with the local jurisdiction may be necessary to assist with cost associated with this type of redevelopment project.

- i. Site acquisition and development cost including estimated cost of infrastructure improvements.
- j. Safe access to and from the school site by pedestrians, bicyclists and vehicles and public transportation.
- k. Adequate public facilities and services to support the proposed school are available, or will be available, concurrent with the impacts of the school. Refer to Section 3.C Supporting Infrastructure.
- l. Ensure there are no significant environmental constraints that would preclude development of a public school on the site.
- m. There will be no adverse impact on archaeological or historic sites listed in the National Register of Historic Places or designated by the affected local government as a locally significant historic or archaeological resource.
- n. The proposed site is well drained and soils are suitable for development or are adaptable for development and outdoor educational purposes with drainage improvements.
- o. The proposed location is not in conflict with local government storm water management plans or watershed management plans.
- p. The proposed location is not within a floodway as delineated in the affected comprehensive plan.
- q. The proposed site can accommodate the required parking, circulation, and queuing of vehicles onsite including parking and circulation or queuing needs of any co-located facility where shared access is either required or recommended.
- r. The proposed location lies outside the area regulated by Section 333.03, F.S., regarding the construction of public educational facilities in the vicinity of an airport.
- s. Cost associated with the conversion of pre-existing structure to house students or school related programs.
- t. Projects previously approved which will impact the new school, existing concurrency approvals and capacity commitments to address federal or state mandates on growth.
- u. Targeting community development improvements in older and distressed neighborhoods near schools.

3.A.3 The County and affected Cities may provide sites for consideration by the committee. Within thirty (30) days following the written notification as outlined in 3.A.1 the County, Cities and/or CFRPC or their designee must submit any sites they would like considered for the location of the school. This allows the School Board the opportunity to review sites, contact property owners and provide the SSC a viable list of sites for consideration. The County, Cities, CFRPC or their designee shall provide the School Board information pertaining to the site(s) and this information shall include the following:

- a. Parcel ID number,
- b. Ownership,
- c. Location Map,
- d. Flood Plain Map,
- e. Location of nearest potable water and waste water system connections, and
- f. If located near an airport, GIS verified information, as reviewed by the Polk Transportation Organization (herein after referred to as the TPO) regarding educational facility restriction zone boundaries relative to the site.

3.A.4 The School Board shall establish a SSC for the purpose of reviewing potential sites for new schools and making recommendations to the School Board, County and City Commissions or Councils. The SSC will review all sites considered for a school facility including vacant land already owned by the School Board, developer negotiated sites or sites being identified within a site development plan for residential development.

The SSC will be a standing committee and will meet on an as needed basis and shall operate under Florida's Government in the Sunshine law and as such will be publicly noticed. The SSC will include at a minimum the following:

- a. Assistant Superintendent of Facilities and Operations,
- b. Director of Construction Services,
- c. Director of Architectural Services,
- d. One staff member of the County as appointed by the County Manager,
- e. One staff member of any affected local government. An affected local government may choose to appoint a staff member from the Central Florida Regional Planning Council as their representative to the SSC.
- f. The SSC is an advisory committee to elected officials and therefore elected official(s) shall not serve as a voting member of the SSC.

One School Board staff member will be a non-voting chairperson and will be responsible for the oversight and coordination of the site selection process.

If unable to attend a scheduled meeting, a SSC member may appoint an alternate to serve in their place.

3.A.5 The SSC will be notified of the need for a new school, search location and the type of school. They will meet to review the site selection criteria as outlined in Section 3.A.2. Staff will inform them of any potential co-location opportunities that have been identified per Section 3.B. The School Board staff will provide to the SSC a list of all potential sites, including all sites identified in 3.A.3. The list shall include the positive and negative attributes of each site. Site(s) not recommended for consideration shall include an explanation why the site(s) should not be considered. Recognizing that search areas may restrict the availability of viable site(s), every effort will be made to identify multiple sites. The SSC will consider the site(s) and make a recommendation on site(s) to be included within a Site Selection Technical Report (herein after referred to as the Technical Report) as discussed in Section 3.A.7.

3.A.6 Appropriate staff from the Planners Working Group shall review each of the proposed school site(s) and provide a technical review of each site. Each jurisdiction will assemble their agencies' comments into a format previously provided by the School Board and submit these comments within 20 working days to the School Board staff person designated to coordinate the SSC process or to an agency contracted by the School Board to coordinate the development of the Technical Report. This person or agency will assemble one Technical Report which addresses any sites remaining under consideration and distribute to the SSC within 30 working days of the initial SSC meeting.

3.A.7 The Technical Report shall include:

- a. An Executive Summary to outline the key issues for each site considered.
- b. A list of all sites considered by the SSC and/or School Board staff or submitted by the County or Cities during the site search process.
- c. The technical review provided by the Technical Report shall include maps, cost estimates and other items as necessary to provide sufficient and accurate information about each site and its viability as a future school. Local governments shall advise the School Board regarding the following information for each site under consideration:
 - i. The consistency of the proposed new site with the local comprehensive plan, including the appropriate process under which School Board may request an amendment to the comprehensive plan for school siting as required by Florida Statute 1013.36.,
 - ii. Consistency with all future land use element policies and compatibility with surrounding zoning, existing and future land use,
 - iii. Whether the site could serve as a neighborhood focal point and/or provide shared or joint use opportunities for the community,
 - iv. Wetlands, floodplains and flood basins, soils and potential soil problems and other environmental constraints,
 - v. Overhead flight zone restrictions,

- vi. Transportation improvements, concerns and other infrastructure improvements to provide potable water, wastewater and re-use water lines, and
- vii. Other items listed in Section 4.F.6 or may be deemed appropriate and requested by the School Board, local government or SSC members due to specific sites under consideration.
- viii. The appropriate staff from the School Board and the County and City members shall draft and assess at least general cost estimates for site acquisition, site development and required off-site infrastructure improvements and concerns needed to provide adequate transportation, potable water, etc.

- d. Supporting infrastructure as identified in Section 3.C shall be identified as part of the Technical Report process. The School Board and affected local governments or private utility providers will jointly determine the need for and timing of on-site and off-site improvements. This information will be included as part of the Technical Report or be available prior to further reviews by the local jurisdictions and the School Board.
- e. The School Board staff may proceed with, or the SSC may provide recommendation(s) on additional studies that may need to be completed for one or more of the sites under consideration. These studies may include but not be limited to title work, appraisals, traffic analysis, soil borings or wetland delineations. The result of these studies shall be available prior to any site development: Traffic study results shall be available prior to final site selection by the local jurisdiction and the School Board. The School Board will make every attempt to initiate a required traffic study as soon as possible during the SSC review. Refer to Section 3.C, Supporting Infrastructure.

3.A.8 Following the receipt of the Technical Report, the SSC shall rank the site(s) under consideration and recommend a site for purchase. They shall request any impacted City Commission or Council and County Commission review and/or rank the site(s) and recommend a site for purchase.

- a. The School Board staff responsible for coordinating the Site Selection process in cooperation with the appropriate County and Cities staff will coordinate the review by Cities and County elected bodies and do so in the following order whenever feasible; impacted City Commissions or Councils, County Commission and School Board.
- b. The impacted Cities, County and School Board shall meet separately to review and discuss the Technical Report. Each governing board shall rank the short-listed site(s). All normal ethics rules apply wherein any direct or indirect financial interest of any elected official regarding any of the sites under final consideration, or any role they may have had in the school site selection process as realtor, broker or similar shall forbid participation in voting on final site ranking by that affected official.

- c. In the event that the County Commission or affected City, and School Board do not rank the site(s) alike, a joint meeting shall be scheduled to discuss the differences. At this meeting, the boards shall attempt to agree on a common priority listing for the proposed school sites. If they fail to agree on a common priority list the School Board shall have the final determination.
 - d. The School Board shall officially approve the site determined to be the number one priority and authorize acquisition of the site. The School Board shall notify the County and each affected City in writing when a site has been purchased.
- 3.A.9 Negotiated sites, donated site(s) or site(s) identified within a development plan will be reviewed by the SSC committee and determined if the site is a viable site for the location of a school or ancillary facility.
- a. Negotiated site(s) or donated site(s) must meet the basic criteria for any site considered and shall be considered generally feasible by the School Board staff prior to further review and inclusion in the SSC process. In order to offer expedited approval for donated site(s), the SSC process is not required where the City and/or County Manager of the host local government issues a letter of support for the site(s) and where any other affected local government as defined by this agreement also issues a written letter of support for the donated site(s). A donated site(s) may or may not be a part of a developer's agreement between the School Board and the developer for proportionate share mitigation as defined in Section 4.E as part of meeting the developer's concurrency requirements in order to proceed with development. All site(s) considered for donation shall meet long term needs ensuring adequate capacity within the area of development, provide relief to existing overcrowded school infrastructure and allow the School Board to meet federally and state mandated facility and program requirements.
 - b. Site(s) identified by private developers within development plans but are not donated site(s) shall be required to go through the site selection process and must be approved by all parties as outlined in Section 3.A. If the identified site must be purchased by the School Board or Impact Fees credit given by the County Manager within a specified time frame, then the site must be within a search area corresponding to that time frame and be considered along with other sites within that search area.
- 3.A.10 Although local governments may wish to eventually designate a school site as an institutional land use, host local governments would ideally allow schools in most future land use categories with no additional or conditioned administrative approvals required for school construction to proceed. However, approved school sites shall be subject to review comments from the local government as regards local development regulations and the final site development plan for the school site. The School Board shall make documented, good faith efforts to address all such review comments in a timely manner.

Where feasible, local governments will work with the PCSB to implement appropriate LDRs for school construction that recognize the SREF requirements.

3.B. Co-location and Shared Use

- 3.B.1 Co-location and shared use of facilities are important to both the School Board and local governments. The School Board will look for opportunities to collocate and share use of school facilities and civic facilities when preparing the Five Year Program of Work. Likewise, co-location and shared-use opportunities will be considered by local governments when preparing the annual update to their comprehensive plan's schedule of capital improvements and when planning and designing new, or renovating existing, community facilities. For example, opportunities for co-location and shared use will be considered for libraries, parks, recreation facilities, community centers, auditoriums, learning centers, museums, performing arts centers, and stadiums. In addition, where applicable, co-location and shared use of school and governmental facilities for health care and social services will be considered. The process for co-location and shared use is referenced in Appendix D.
- 3.B.2 A separate agreement will be developed for each instance of co-location and shared use that addresses legal liability, operating and maintenance costs, scheduling of use, and facility supervision.

3.C. Supporting Infrastructure

- 3.C.1 The School Board in collaboration with local governments will determine the need for and timing of on-site and off-site improvements necessary to support each new school or the proposed renovation or expansion of an existing school, and will enter into a written interlocal agreement as to the timing, location, and the party or parties responsible for funding, acquiring, constructing, operating, and maintaining the required improvements.
- 3.C.2 The School Board will be responsible for all on-site improvements necessary to connect to existing infrastructure systems and reasonable off-site improvements (as defined by an agreement pursuant to Section 3.C.1) necessitated by the location of a new school or ancillary facility, proposed renovation or expansion of an existing school. School Board improvements will be made at the necessary level to serve the school site and basic safety and installation/construction codes of local utilities. Any roadway, driveway, sidewalk or other such physical improvements anticipated to be maintained by the affected local government shall meet their standards for design and construction. The affected local government or developer may request upgrades or over sizing of infrastructure improvements to serve the School Board's facility. The local jurisdiction or developer, as appropriate, shall reimburse the School Board for additional costs associated with these upgrades or over sized facilities. Interlocal agreements, as mentioned in 3.C.1, will define any cost sharing, agreed upon upgrades and responsibilities for the improvements.

3.C.3 Infrastructure improvement projects identified by the local jurisdictions according to Section 3.A.7.c will be coordinated with the School Board construction schedule and facility opening date and the School Board and local jurisdiction will enter into local agreements to outline the scope, cost and responsibilities for completion of improvements.

3.D. School District's Five-Year Program of Work and Capital Improvement Financially Feasible Plan

3.D.1 Prior to preparation of the Five Year Program of Work update (as defined in Chapter 1013.35, Florida Statutes), the PWG will assist the School Board in an advisory capacity in the preparation of the update. The PWG at one of its two annual meetings will discuss recommendations regarding the location and need for new, or improvements to existing, educational facilities in terms of timing, possible joint venture projects as may be identified in Section 3.B.1, consistency with the local government comprehensive plan, and relevant issues listed at subparagraphs 4.F.6 of this agreement.

3.D.2 The School Board shall update the Five Year Program of Work no later than October 1st of each year and provide the proposed update to each local government electronically for review and comment for consistency with the local government's comprehensive plan. The Five Year Program of Work includes class room additions, other major additions, major renovations, ancillary facilities and new schools.

3.D.3 All affected local governments will provide written comments no later than 30 days following receipt of the proposed Five Year Program of Work. The comments shall include a determination of the consistency with their Comprehensive Plans of proposed projects within their jurisdiction. It may also include projects identified in the local jurisdiction's Capital Improvement Element (herein after referred to as the CIE) that are near existing School Board facilities or within proposed search areas as required within Subsection 3.B.1 and 3.B.

3.D.4 Capacity Reporting: The School Board's Five Year Program of Work will identify how each project meets capacity issues. This Five Year Program of Work will provide for expansions and new facilities based upon projected population and student growth within areas of the county. The School Board will identify alternative solutions within the Five Year Program of Work when necessary to meet the public school demand when funding for capital expansion is not available. Refer to Appendix D, Mitigation Efforts.

3.D.5 As established in Section 2.C.3 the Cities and County will be notified of major renovations and closures. Local governments will determine if these projects are consistent with their comprehensive plans.

3.D.6 The School Board's Five Year Program of Work is the School Board's Capital

Improvement Program and is the financially feasible plan that shall be adopted by the County and non-exempt Cities into their CIE. The first three years of the Five Year Program of Work shall be used for capacity determination. The financially feasible plan excludes the section within the Five Year Program of Work on unfunded projects.

- a. Amendments to the Five Year Program of Work, other than the annual updates addressed in Section 3.D.2, may occur only pursuant to the process set forth herein.
 - i. As required in Subsection 3.D.1, projects under consideration shall be submitted to the jurisdiction in which the school is located and the jurisdiction shall provide a determination of whether the project is consistent with the jurisdiction comprehensive plan.
 - ii. The Five Year Program of Work shall not be amended more than once during the fiscal year and it shall be submitted to the State, County and non-exempt Cities.
 - iii. The County and non-exempt Cities shall incorporate the amended Five Year Program of Work into their Capital Improvement Element at the next appropriate cycle for Comprehensive Plan Amendments.
- b. Annually, following adoption of this Agreement, but no later than December 31, the County and non-exempt Cities shall adopt by reference the School Board Five Year Program of Work. Following a Five Year Program of Work update or amendment, made in accordance with this Agreement, the County and non-exempt Cities shall further amend their CIE during the immediately subsequent round of Comprehensive Plan amendments, incorporating such updates or amendments into their CIE.

Section 4. Concurrency Management System

4A. Concurrency Management System

- 4.A.1 All parties to this agreement agree that the Public School Facilities Element adopted into County and non-exempt Cities' Comprehensive Plans and any changes resulting from the adoption of the Public School Facilities Element to their Intergovernmental Coordination and Capital Improvements Elements and School Concurrency Ordinance as outlined in Section 4.A.2 will be the same or consistent with documents adopted by the County and School Board.
- 4.A.2 In 2007, the County and non-exempt Cities shall hold public hearings, transmit and adopt by March 1, 2008 Comprehensive Plan amendments to address school concurrency matters, including:
- a. A Public Schools Facilities Element, pursuant to sections 163.3177(12) and 163.3180, F.S.
 - b. Changes to each jurisdiction's Intergovernmental Coordination Element necessary to implement school concurrency methodologies and processes, as provided herein.
 - c. Changes to each jurisdiction's Capital Improvements Element necessary to implement school concurrency methodologies and processes, as provided herein.
- 4.A.3 The School Board shall adopt a financially feasible plan as outlined in Section 3.D.
- 4.A.4 Within ninety (90) days following the amendment of the County and non-exempt Cities' Comprehensive Plans, as provided herein, the County and non-exempt Cities shall adopt a "School Concurrency Ordinance" or make other necessary changes to their Land Development Codes (LDC) to implement school concurrency consistent with the Comprehensive Plan, state law (sections 163.3180 and 163.3202, F.S.), and the terms of this agreement.
- 4.A.5 School concurrency applies only to residential uses that generate demands for public school facilities and are proposed or established after the effective date of the School Concurrency Ordinance. The following residential uses or projects shall be exempted from school concurrency review:
- a. Single family residential development with construction plan and approval and multifamily residential development with unexpired final site plan approval prior to the effective date of the jurisdiction of authority's school concurrency regulations. Subject projects shall be deemed concurrent for school facilities. This concurrency determination will be subject to the provisions of 4.E.2 and shall remain valid for the time period specified based on an effective start date of March 1, 2008.
 - b. Single family subdivisions actively being reviewed as of March 1, 2008 that are

determined to be sufficient and approvable by the County [City]. Upon receiving final development approval, subject projects shall be deemed concurrent for school facilities. This concurrency determination will be subject to the provisions of Policy 4.E.2.

- c. Multi-family site plan actively being reviewed as of March 1, 2008 that are determined to be sufficient and approvable by the County [City]. Upon receiving final development approval, subject projects shall be deemed concurrent for school facilities. This concurrency determination will be subject to the provisions of Policy 4.E.2.
- d. Residential developments which have set aside a site for a public school that is found acceptable to the Polk County School Board and which has agreed to provide site access to roads and necessary utilities, shall be exempt for up to three years from concurrency for the school level (i.e. elementary, middle or high school) to be addressed by the future school. A Development of Regional Impact or DRI which has set aside one or more acceptable school sites and will provide road and utility access shall be exempt for up to five years from concurrency for the school level(s) to be addressed by said future school(s). Any residential or mixed-use DRI with an approved Development Order in effect prior to March 1, 2008 shall be exempt from school concurrency for their current phase or to the extent exempted through the approved development order. Consistent with the provision of Section 39, Chapter 2005-290, Laws of Florida, this provision shall not apply to DRIs for which a development order was issued prior to July 1, 2005, or for which an application was submitted prior to May 1, 2005, unless the developer elects otherwise in writing.
- e. Single family lots of record having received final plat approval or recorded prior to the effective date of the jurisdiction of authority's school concurrency regulations.
- f. Amendments to residential development approvals issued prior to the effective date of the jurisdiction of authority's school concurrency regulations, which do not increase the number of residential units or change the type of residential units proposed or is subject to covenant or deed related long term age restrictions.
- g. Age restricted developments that are subject to deed restrictions prohibiting the permanent occupancy of residents under the age of eighteen (18). Such deed restrictions must be recorded and must be irrevocable for a period of at least thirty (30) years, with revocation conditioned upon the project satisfying school concurrency per this element.
- h. Group quarters including residential type of facilities such as local jails, prisons, hospitals, bed and breakfasts, colleges, motels, hotels, temporary emergency shelters for the homeless, adult halfway houses, firehouse dorms and religious non-youth facilities.
- i. Two-lot split of an exempted parcel in compliance with all other land development regulations. For purposes of this section, a property owner may not divide his property in to several developments in order to claim exemption as allowed by this section. In making a determination as to whether a property is

exempt under this section, a local government shall consider in addition to the ownership and parcel configuration at the time of the application the ownership as of the date of the adoption of this agreement.

4B. Level of Service and Long Range Planning

- a. To ensure that the capacity of schools is sufficient to support student growth at the adopted Level of Service for each year of the five year planning period and through the long term planning period for each School Service Area, the Parties hereby establish a tiered Level of Service, as provided in Appendix “H” of this Agreement. Upon termination of the tiered LOS by school year 2013-2014, the LOS standard of 100% of the permanent FISH capacity will be in effect for all schools, except those identified as back logged.
 - b. The School Board shall use a tiered Level of Service to provide an opportunity to eliminate any deficits in capacity while maintaining a financially feasible five-year Program of Work. During the time that the Tiered Level of Service is in effect, the School Board shall initiate necessary program and/or boundary adjustments to prevent the tiered LOS from being exceeded.
 - c. The Tiered Level of Service Tables, provided as Appendix “H” of this Agreement, shall be incorporated in the Public School Facilities Elements of the County and the Cities. The tiered LOS and the timeframe necessary to achieve a LOS of 100% are based on the financially feasible Five-Year Capital Facilities Plan as adopted by the School Board.
- 4.B.1 Pursuant to Section 163.3180(13)(b), F.S., the level of service (LOS) standards set forth herein shall be applied consistently in Polk County and non-exempt Cities for purposes of implementing school concurrency, including determining whether sufficient school capacity exists to accommodate a particular development proposal, and if the School Board’s Five Year Program of Work includes a project within the financially feasible plan that would provide capacity for a development.
- 4.B.2 The LOS standards set forth herein shall be included in the capital improvements element of the County and non-exempt Cities’ Comprehensive Plans and shall be applied consistently by the County, non-exempt Cities and the School Board district wide to all schools of the same type.
- A. Magnet and School of Choice: One hundred percent (100%) of enrollment quota as established by the School Board or court ordered agreements and as adjusted by the school board annually.
 - B. Other: K-8, 6th grade centers, 9th grade centers, 6-12 are at one hundred percent (100%) of permanent DOE FISH capacity
 - C. Special: Including alternative education or special programmatic facilities will be determined by the type and use of programs for each facility.
 - D. Conversion Charter Schools: The capacity is set during contract negotiations and the School Board has limited control over how many students the schools enroll.

The School Board is unable to “rezone” students to a conversion charter to maximize utilization. The level of service for conversion charter schools shall be 100% of negotiated enrollment.

4.B.3 Because Polk County has been a high growth County for several years, and is projected to continue to be a growth County, the adopted LOS is exceeded by a number of schools within the district and as such, it is necessary to tier the adopted LOS for the first five years after the adoption of this Interlocal. The deficiencies at these schools are resolved in the District’s financially feasible Five Year Program of Work.

- a. LOS Should be no higher than 100% for any facility. Facilities shall be allowed to exceed this limit temporarily in unusual growth situations, but no higher than the percentages in Appendix “H”. This will only be allowed at those facilities that have the ability to house students within relocatable units, not to exceed core dining capacity and only for the first three years after the implementation of the program.
- b. No facility over the LOS in Appendix “H” can be increased in capacity by adding relocatables.

4.B.4 Long Range Planning is necessary to address school capacity in several of the established 9 Planning Areas over the next ten years. Schools which have been determined to be deficient will be evaluated and addressed in the School Board’s financially feasible Five Year Program of Work.

4C. Concurrency Service Areas

- 4.C.1 School Concurrency Service Areas (CSAs) shall be coterminous with the Polk County School Concurrency Service Areas for the 3 levels, elementary, middle, and high. The “spot zones” shall be excluded from the adjacency test. These initial school boundaries are shown on Appendix K attached hereto and incorporated herein by this reference. Maps of the CSAs shall be included within the support documentation for the Public School Facilities Element and in support documentation for other legal documents as deemed appropriate.
- 4.C.2 Establishment and modification of CSA’s shall take into account School Board policies to:
- a. Minimize transportation costs,
 - b. Limit maximum student travel times,
 - c. Effect desegregation plans,
 - d. Achieve socioeconomic, racial and cultural diversity objectives,
 - e. Recognize capacity commitments resulting from local governments’ development approvals for the CSA, and
 - f. Recognize capacity commitments resulting from local governments’ development approvals for contiguous CSAs.
 - g. Reformulate a school due to requirements of Federal No Child Left Behind directives. This may be done on short notice.
 - h. School Board Policy 6.015 - School Concurrency.

4D. School Concurrency Service Areas and Re-zoning.

- 4.D.1 Once a public school site has been acquired and funding identified for construction the capacity for the **new** public school will be established in order for projected re-zoning of the Concurrency Service Areas to occur. The projected re-zoning will establish a Projected Total Membership (PTM) by assigning existing and anticipated students to the new public school facility and obligating capacity at that facility. Concurrency Service Areas will be adjusted with consideration for actual or anticipated student enrollment from existing, under construction and recently approved residential projects. An estimated remaining or available capacity will be determined during projected re-zoning for a new facility and only that capacity can be utilized to provide concurrency approval for a new development.
- 4.D.2 The completion of projected re-zoning will cause **existing** public schools to be classified as schools in transition. Existing public schools which have a utilization rate higher than

100% will be evaluated first during the projected rezoning. The school in transition assists with identifying the number of students that will be assigned to the new facility upon opening and the potential for relief from overcrowding of the existing facilities.

- 4.D.3 Available capacity may be created at existing public schools as part of a re-zoning effort. This capacity will only be created to address the need of a previously approved residential project(s) anticipated to impact the existing public school.

4E. Capacity Determinations and Proportionate Share Mitigation

- 4.E.1 Public school capacity determinations shall be made by the School Board as outlined in Section 4.F, Concurrency Review for Residential Developments, and issued through local government's concurrency approval process, prior to the local government's final development approval for residential projects (as defined by each local government's Land Development Regulations). . The determination of whether adequate school capacity exists for a proposed development will be based on the LOS standards, CSAs, and other standards set forth in this Agreement and will include a review of the following:

- a. Total school capacity by school level based upon the LOS standards set forth in Section 4.B,
 - b. Obligated capacity by school level including existing student enrollment and the portion of reserved capacity by school level projected to be developed within three years,
 - c. The portion of previously approved development projected to be developed within three years,
 - d. The estimated demand on schools by school level created by the proposed development,
 - e. If the CSA in which the proposed development is located has available school capacity, based on the formula in Appendix F.
 - f. If the CSA in which the proposed development is located does not have available school capacity, whether one or more contiguous CSA's have available adequate school capacity, based on School Board policies.
 - g. If more than one contiguous CSA has capacity, identify the contiguous CSA most likely to be available to provide capacity considering the **proximity and travel time** to the proposed development and the potential of re-zoning into a school within that area and assigning the demand from the proposed development to that CSA, and
 - h. Reviewing feasible restructuring of public school Concurrency Service Areas, and other district policies on capacity, to ensure that the impacts of the proposed development will not cause the LOS standard in the CSA within which it is located or any other CSA to exceed the LOS standards set forth in this Agreement.
- 4.E.2 a. Concurrency will be provided for a development for a time period not to exceed eighteen (18) months The development must have proceeded to the horizontal

construction phase prior to the end of the eighteen (18) month time period for reserved capacities and the agreement to remain valid. At a minimum, this construction shall include rough lot grading consistent with an approved Water Management District Stormwater Permit. The construction phase shall exclude model homes.

b. If an applicant donates land for a school facility, then concurrency may be extended for a longer time period subject to approval by the local government and the School Board.

c. For mixed use or residential DRIs, school concurrency may be extended for up to 5 years where the DRI has addressed all questions regarding school impacts and the Development Order includes conditions to address mitigation of any school impacts, as agreed to by the School Board including those defined in this Interlocal Agreement.

d. If a development does not proceed to construction with the specified period and school concurrency lapses, then the applicant may request the affected local government to issue a renewed certificate of school concurrency. As part of this request, the applicant must confirm that relevant project information remains the same as previously submitted or provide updated project details. The local government will renew the certificate of school concurrency if the School Board determines that there continues to be adequate school capacity to serve the proposed development subject to the provisions of 4.E.1.

4.E.3 In the event the LOS standards set forth in this Agreement will be exceeded by a proposed development (or developments) proportionate share mitigation measures may be considered. Mitigation measures will be considered by the School Board in concert with the local jurisdiction of authority over the proposed development. If it is determined a method of mitigation may be acceptable and can offset the impacts of a proposed development, the following procedure shall be used.

a. The applicant shall initiate in writing a mitigation negotiation period with the School Board within 90 days of an adverse concurrency determination for any or all school levels. The mitigation negotiation period shall be 90 days in length and the School Board may grant one (1) 90 day extension. The School Board shall consult with and consider the recommendation of the local jurisdiction in evaluating the merits of any time extension within 10 business days after the end of the first 90 day period.

b. During this negotiation period an acceptable form of mitigation shall be established pursuant to Section 163.3180(c), F.S., and the County and/or non-exempt Cities' School Concurrency Ordinance.

c. Acceptable forms of mitigation may include:

i. The donation, construction, or funding of school facilities sufficient to offset the demand for public school facilities to be created by the proposed development; and

ii. The creation of mitigation banking based on the construction of a public school facility in exchange for the right to sell excess capacity credits. Credits shall be tracked by the School Board and made

- iii. Contribution of land in conjunction with the provision of additional school concurrency,
 - iv. Provision of additional student stations through the donation of buildings for use as a primary or alternative learning facility as long as the building meets SREF standards; or
 - v. Provision of additional student stations through the renovation of existing buildings for use as learning facilities as long as the building meets SREF standards; or
 - vi. Construction of permanent student stations or core capacity as long as the building meets SREF standards; or
 - vii. Construction of a charter school designed in accordance with School Board and State Requirements for Educational Facilities standards, providing permanent capacity to the Board's inventory of student stations. Use of a charter school for mitigation must include provisions for its continued existence, required attendance by students generated by the development, including but not limited to the transfer of ownership of the charter school property and buildings and/or operation of the school to the School Board.
- d. The following standards apply to any mitigation accepted by the School Board:
- i. Proposed mitigation must be directed toward a permanent school capacity improvement identified in the School Board's financially feasible Five Year Program of Work,
 - ii. Must satisfy the demand(s) created by the proposed development,
 - iii. Relocatable classrooms are not an acceptable method of mitigation, and
 - iv. Mitigation must be, at a minimum, proportionate to the demand for public school facilities to be created by actual development of the property.
- e. The applicant's total proportionate share mitigation obligation to resolve a capacity deficiency shall be based on the following formula:
- i. By school level multiply the number of new student stations required to serve the new development by the average cost per student station at that level as defined by the Florida Department of Education, Office of Educational Facilities (FDOE/OEF).
 - ii. The average cost per student station shall include both on-site and off-site school facility development costs and land costs.
 - iii. Cost of living multipliers shall be applied to the average cost per student station to offset increasing material, labor and land costs.
 - iv. In the event that actual cost has exceeded DOE averages and the cost

of living multipliers and evidence can be provided of the true cost, an adjusted actual cost can be utilized for the purposes of mitigation negotiations.

- v. Pursuant to Section 163.3180(13(e)(2), F.S., the applicant's proportionate share mitigation obligation will be credited toward the school or relevant impact fee imposed by local ordinance for the level or levels of schools, on a dollar-for-dollar basis, at fair market value, after calculation and deduction as relates to the project's absorption of the new capacity created.
 - f. For mitigation options provided by the developer, other than by payment of money, the costs associated with the identified mitigation shall be based on the estimated cost of the improvement on the date that the improvement is programmed for construction. Future costs will be calculated using estimated values at the time the mitigation is anticipated to commence.
 - 1. The cost of the mitigation required by the developer shall be credited toward the payment of the school impact fee.
 - 2. If the developer's required mitigation cost is greater than the school impact fees for the development, the difference between the developer's mitigation costs and the impact fee credit is the responsibility of the developer.
 - g. If within 90 days of the initiation of the mitigation negotiation period as defined in Section 4.E.3. the applicant and the School Board reach a mutually acceptable form of mitigation, then a legally binding mitigation agreement shall be executed by the School Board, the County or City, and the applicant, which sets forth the terms of the mitigation, including such issues as the amount, nature, and timing of donations, construction, or funding to be provided by the developer, and any other matters necessary to effectuate mitigation in accordance with this Agreement. The mitigation agreement shall specify the amount and timing of any impact fee credits or reimbursements that will be provided by the School Board or on the School Board's behalf as required by state law. The 90 day period may not include the time needed for noticing and holding official proceedings required to adopt the mitigation agreement but the agreement shall be substantially completed, tentatively approved by legal counsel and scheduled for hearings within this period.
 - h. If, after 90 days, the applicant and the School Board have not reached an agreement on an acceptable form of mitigation, and if no time extension is granted within 10 business days, the School Board will notify the County or non-exempt City in writing of the lack of school concurrency and the County or non-exempt City shall not issue a final development approval for the proposed development.
- 4.E.4 Methods for maximizing of educational facilities shall be considered as part of the annual update to the Five Year Program of Work as discussed in Section 3.
- 4.E.5 Following the ninety (90) day negotiating period, a proportionate share mitigation applicant who is substantially affected by a School Board's adequate capacity

determination made as part of the School Concurrency Process may appeal such determination through the process provided in Chapter 120, F.S. This shall constitute final agency action by the School Board for purposes of satisfying Chapter 120, F.S.

- 4.E.6 An applicant substantially affected by a local government decision made as part of the School Concurrency Process may appeal such a decision using the process identified in the local government's regulations for appeal of development orders. This shall not apply to any decision subject to the previous paragraph 4.E.5.

4F. Concurrency Review for Residential Developments

- 4.F.1 The superintendent or their designee will provide initial comments to the County and any City's Development Review Committee when development and redevelopment proposals are submitted which could have a significant impact on student enrollment or school facilities. Agendas and information packets for residential proposals will be provided to this person in the same manner as other Development Review Committee members.
- 4.F.2 Projects that advance through the Development Review Committee shall be provided detailed School Board comments prepared by the School Board staff for the local government to include within the municipality of jurisdiction's staff report to the LPA. Refer to Appendix "C" Information Request Process.
- 4.F.3 The County and the Cities agree to give the School Board notification of hearings for comprehensive plan amendments, zoning changes, and development proposals pending before them that may affect student enrollment, enrollment projections, or school facilities. Such notice will be provided pursuant to local notice procedures (see typical in Appendix "B"). This notice requirement applies to amendments to the comprehensive plan, re-zonings, developments of regional impact, and other residential or mixed-use development projects.
- 4.F.4 Pursuant to Section 163.3174 (1) Florida Statutes, each municipality and County shall include a representative of the school district appointed by the School Board as a nonvoting member of the local planning agency or equivalent agency to attend those meetings at which the agency considers comprehensive plan amendments and rezonings that would, if approved, increase residential density on the property that is the subject of the application. However, nothing prevents the governing body of the local government from granting voting status to the School Board member.
- 4.F.5 Based on the Department of Education FISH permanent capacity if sufficient capacity is not available or planned to serve the development at the time of impact, the School Board shall specify how, if financially feasible, it proposes to meet the anticipated student enrollment demand; alternatively, the School Board may enter into mitigation negotiations and reach an agreement as outlined in Section 4.E with a developer to mitigate the impact of the development. Section 4.F outlines the process for review for concurrency.

4.F.6 In reviewing and approving all comprehensive plan amendments and development proposals, the County and Cities will consider the following issues, as applicable:

- a. Providing school sites and facilities within planned neighborhoods.
- b. Ensuring the compatibility of land uses adjacent to existing schools and reserved school sites.
- c. The co-location of parks, recreation and community facilities in conjunction with school sites. Refer to Appendix “D”, Process for Consideration of Co-location and Joint Use Facilities.
- d. The linkage of schools, parks, libraries, and other public facilities with bikeways, trails, and sidewalks.
- e. Targeting community development improvements in older and distressed neighborhoods near schools.
- f. Ensuring the development of traffic circulation plans to serve schools and the surrounding neighborhood, including any needed access improvements, sidewalks to schools, off-site signalization or safety-related signage.
- g. Consider the location of school bus stops and turnarounds in new developments.
- h. The County, City and School Board will strongly encourage the private sector to identify and implement creative solutions to developing adequate school facilities in residential developments. This could include private sector cooperative development efforts in which two (2) or more developers/landowners share the burden of providing adequate infrastructure, land, financing or other tools which allow for educational facilities in addition to other public uses or services. Refer to Section 3.B, Co-location and Shared Use and Appendix “D”.
- i. The County, City and School Board will identify and encourage developers or property owners to provide incentives including, but not limited to, donation of site(s), negotiated site(s), reservation or sale of school sites at pre-development prices, construction of new facilities or renovation to existing facilities, and providing transportation alternatives.
- j. School Board comments on comprehensive plan amendments and other land-use decisions.
- k. Available permanent school capacity or planned improvements to increase school capacity.

4.F.7 The County and non-exempt Cities will approve residential subdivision site plans and final plats, only after the applicant has complied with the terms of the County or non-exempt Cities’ adopted School Concurrency Ordinance.

- a. The School Board may provide to County and non-exempt Cities a non-binding concurrency determination for School Concurrency earlier in the approval

process, if requested by the applicant, but this determination is subject to change during final development plan review when an official, binding concurrency determination is required.

- b. Upon the receipt of a complete Application for a Binding School Concurrency Determination, the County and non-exempt Cities will transmit the application to the School Board for a determination of whether there is adequate school capacity, for each level of school i.e. elementary, middle, and high, to accommodate the proposed development, based on the Level of Service (LOS) standards, Concurrency Service Areas (CSA's), and other standards set forth herein and in the land development regulations.
 - c. Within thirty (30) days of the initial transmittal from the County or non-exempt Cities, the School Board will review an application for a binding School Concurrency Determination and, based on the standards set forth in Section 4 of this agreement, report in writing to the County:
 - i. whether adequate school capacity exists for each level of school, based on the standards set forth in this Agreement; or
 - ii. if adequate capacity does not exist, whether appropriate mitigation can be accepted, and if so, acceptable options for mitigation, consistent with this Agreement.
 - d. If the School Board determines that adequate capacity will not be in place or under actual construction within 3 years after the issuance of final subdivision or site plan approval and mitigation is not an acceptable alternative, the local government will not issue final concurrency or final approval for the development.
 - e. If the School Board determines that adequate capacity does not exist but that mitigation is an acceptable alternative, the development application will remain active pending the conclusion of the mitigation negotiation period
 - f. The County and non-exempt Cities shall issue a Certificate of School Concurrency only upon:
 - i. the School Board's written determination that adequate school capacity will be in place or under actual construction within 3 years after the issuance of final subdivision or site plan approval for each level of school without mitigation; or
 - ii. the execution of a legally binding mitigation agreement between the applicant and the School Board and the local government, as provided by this Agreement .
- 4.F.8 If a proposed development does not meet school concurrency requirements and is not issued a Certificate of School Concurrency, then the School Board will place this development into a queue of pending projects for a period of eighteen (18) months. If conditions change such that adequate capacity becomes available to serve a pending project, then the applicant will be issued a determination of adequate school capacity.

Section 5. Maintenance of Agreement

5A. Amendment Process, Procedural Guidelines & Terms of the Agreement

5.A.1 This agreement may be amended by written consent of all parties of this agreement. The agreement will remain in effect in accordance with Florida Statutes. If the statute is repealed, the agreement may be terminated by written consent of all parties of this agreement. Amendments may be made to key components of this agreement including the following

- a. level of service (LOS) standards;
- b. the Concurrency Service Areas are presently defined as school Concurrency Service Areas at the elementary, middle, and high school levels.
- c. procedures for monitoring school demand and capacity;
- d. procedures and methodology for making concurrency determinations for development approvals;
- e. mitigation options and processes;
- f. the Five-Year Program of Work for facilities that are located within the County; and
- g. those aspects of the Public Schools Facilities Element of the Comprehensive Plan that are common to the County and municipalities in the County.

5.A.2 The following procedures shall apply in the event that any of the parties wishes to amend any of the items set forth in 5.A.1:

- a. Any party to this agreement may submit a written request for an amendment to this agreement to the School Board. The School Board will convene a meeting of the PWG as outlined in section 2.A.2.
- b. The PWG will be responsible for reviewing any request for amendments and making a recommendation on such request(s). The PWG may also consider additional amendments proposed by the committee's membership at one of their two annual meetings.
 - i. Each party to this agreement shall review the proposed amendment(s) and advise the School Board whether the proposed amendment is consistent with the Comprehensive Plan as required by sections 163.3177 and 163.3187, F.S.
 - ii. The PWG's recommendation regarding the amendment(s) shall be transmitted to all parties along with a narrative describing the purpose of the proposed amendment and a statement regarding the impact of the proposed amendment on the County and Cities' Comprehensive Plans and other elements of school concurrency addressed by this

Agreement. The memorandum also must include all data and analysis supporting the proposed amendment.

- iii. Within thirty (30) days of receipt of the PWG's recommendation, the parties to this agreement shall provide the School Board with any written comments or objections to the amendment(s). They shall indicate whether it consents to the proposed amendment or, if it does not, the reasons for withholding its consent. If a party to this agreement does not consent to the amendment the School Board and members of the PWG shall meet with the objecting party or parties to resolve any objections to the proposed amendment.
 - iv. If the Reviewing Party is unable to consent to the proposed amendment, the matter will be resolved pursuant to the dispute resolution process set forth in Section 2.D.1 of this Agreement.
 - v. The PWG will provide a final review of any recommended amendment(s) at the annual meeting held for the elected officials and outlined in section 2.A and within 60 days following this meeting each jurisdiction shall have adopted the amendment(s).
- c. The parties agree that no proposed amendment will be implemented without the consent of the Reviewing Parties or, where the consent of all Reviewing Parties is not obtained, that no proposed amendment will be implemented unless it is determined to be appropriate through the dispute resolution process set forth in Section 2.D.1 of this Agreement.
 - d. The parties agree that, once a proposed amendment has the consent of each of the Reviewing Parties, or is determined to be appropriate through dispute resolution, each party will undertake Five Year Program of Work, Comprehensive Plan, and regulatory changes necessary to effectuate the amendment at the next appropriate time.
 - e. Upon approval of amendment(s) to this agreement the amendment(s) shall be submitted to the Department of Community Affairs.

5.A.3 Pursuant to 1013.33 F.S., this Agreement is effective upon the date of its execution and shall continue in full force and effect; provided however, that the Agreement shall automatically be renewed for one (1) year periods unless the County, cities, or the School Board signifies in writing to the other its intent to terminate the Agreement at least 120 days prior to the renewal date. It is further provided that either of the two aforementioned parties may terminate this agreement by giving at least 120 days written notice of its intent.

5B. Oversight Process

5.B.1 The PWG established in Section 2.A.1 shall be responsible for an annual assessment report on the effectiveness of this agreement. The report will be made available to the public and presented at the meeting established in Section 2.A.2.

5C. Execution in Counterparts

5.C.1 This agreement may be executed in any number of counterparts, each of which so executed shall be deemed to be an original, but all such counterparts shall together constitute but one in the same instrument.

APPENDIX A - DEFINITIONS

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

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

Affected Local Government – (1.) in the case of a proposed School Facility or school site, any party hereto who has land development jurisdiction over the proposed Facility or site, or provides water or wastewater utility service to the service area encompassing the Facility or site,

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

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

Available School Capacity - A circumstance in which there is sufficient school capacity, based on adopted LOS standards, to accommodate the demand created by a proposed development.

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

Capital Improvement Plan – See Five Year Program of Work.

Certificate of School Concurrency – A confirmation of adequate school capacity to be issued by the County or non-exempt cities based on the School Board's school capacity.

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

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

Lake Alfred

Class Size Reduction – A provision to ensure that no later than the 2010 school year, there are a sufficient number of classrooms in a public school so that:

1. The maximum number of students assigned to each teacher teaching in a public school classroom(s) for pre-kindergarten through grade 3 does not exceed 18 students.
2. The maximum number of students assigned to each teacher teaching in a public school classroom(s) for grades 4 through 8 does not exceed 22 students; and
3. The maximum number of students assigned to each teacher teaching in a public school classroom(s) for grades 9 through 12 does not exceed 25 students.

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

Comprehensive Plan – A state mandated growth management plan that meets the requirements of F.S. 163.3177 and 163.3178.

Concurrency Service Area – The designation of an area within which the level of service will be measured when an application for a residential subdivision or site plan is reviewed.

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

Contiguous School Service Areas – School Service Areas which have an adjacent (conterminous) boundary.

County – Polk County, Florida

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

Developer – Any person or entity, including a governmental agency, undertaking any development.

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

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

Educational Plant Survey – A systematic study of educational and ancillary plants of an educational agency conducted at least every five (5) years. To evaluate existing facilities and to plan for future facilities to meet proposed program needs

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

Existing School Facilities – School facilities constructed and operational at the time a School Concurrency Application is submitted to the County.

Final Development Approval – The approval of a final plat, site plan, or building permit for development.

Financial Feasibility – An assurance that sufficient revenues are readily available or will be available from committed funding sources for the first 3 years, or will be available from committed or planned funding sources for years 4 and 5, of a 5 year Program of Work schedule.

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

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

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

Functional Capacity – The capacity of a school once the space needs for programs including, but not limited to, English for Speakers of a Second Language (ESOL), Exceptional Student Education (ESE), tutoring, resource, testing and computer labs have been addressed.

Impact Fee – Any fee levied by appropriate governmental agencies, upon the issuance of a building permit or Certificate of Occupancy for new Development in order to fund School Facilities needed to serve such Development.

Interlocal Agreement – The Interlocal Agreement for Public Schools Facilities Planning executed by the Polk County School Board, Polk County Board of County Commissioners, and all non-exempt local governments within Polk County.

Land Development Code (LDC) -- Rules, regulations, and ordinances that govern how and where certain types of development may occur.

Level of Service (LOS) – as provided for in the Florida Administrative Code Rule 9J-5.003, is an indicator of the extent or degree of service provided by, or proposed to be provided by, a facility based on and related to the operational characteristics of the facility.

Lot of Record – A parcel of land which is part of a platted subdivision zoned for residential purposes; or a parcel of land which is described by metes and bounds, the boundaries of which have been established and which have been assigned a parcel number by the Polk County Property Appraiser or by deed filed with the Clerk of the Circuit Court prior to the effective date of this agreement, and which as of that date meets the requirements of the applicable local government to obtain a residential building permit or a mobile home set up permit.

Maximized Utilization – The use of student capacity of each school to the greatest extent possible, based on the adopted level of service and the total number of permanent student stations according to FISH inventory, taking into account special considerations, such as core capacity, special programs, transportation costs, geographic impediments, court ordered desegregation, and class size reduction requirements to prevent disparate enrollment levels between schools of the same type (elementary, middle, high) and provide an equitable distribution of student enrollment district-wide. Rezoning may be used as a method of maximizing capacity.

Negotiated Site (Also referred to as “Donated” or Dedicated”) – Land designated for School Board use by a developer or land offered to the School Board by an individual or corporation which may be purchased outright, exchanged for impact fee credits as outlined in the Impact Fee Manual, or given to the School Board.

Non-exempt cities – A municipality which is required to participate in school concurrency.

Obligated Capacity – School facility capacity consumed by current student enrollment and by or reserved for previously approved development.

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

Permanent FISH Capacity - Capacity that is currently available within "permanent buildings," as defined in the FISH Manual.

Permanent Student Station – State mandated square footage per student of permanent classroom space required to house a student in an instructional program.

Permanent Student Station Capacity (PSSC) - Capacity based on the State mandated square footage per student of permanent classroom space required to house a student in an instructional program.

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

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

Previously Approved Development – Development approved as follows:

1. Single family lots of record having received final plat approval prior to the effective date of the County's or non-exempt Municipality's School Concurrency Ordinance.
2. Multifamily residential development having received final site plan approval prior to the effective date of the County's or non-exempt Municipality's School Concurrency Ordinance.

Program of Work – See Five Year Program of Work.

Projected Total Membership – A data driven estimate for each school's student enrollment for the upcoming school year. The data is from multiple sources, i.e.: historic enrollment, growth trends, school rezoning impacts, etc.

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

Proposed New Residential Development – Any application for new residential development, or any amendment/modification to a previously approved residential development, which results in an increase in the total number of dwelling units.

Public Facilities – Major capital improvements including, but not limited to, transportation, sanitary sewer, solid waste, drainage, potable water, education, parks and recreation facilities.

Public School – A facility owned and maintained by the Polk County School District.

Relocatable Classroom - A movable, temporary classroom facility also known as a portable.

Reserved Capacity – School facility capacity set aside for a development pursuant to a School Concurrency Application.

Residential Development – Any development that is comprised of dwelling units, in whole or in part, for permanent human habitation.

School Board – The governing body of the School District, a body corporate pursuant to Section 230.21, Florida Statutes.

School Capacity Availability Determination Letter – An official response by the School District of Polk County, identifying if school capacity is available to serve a residential project, and if capacity exists, whether the proposed development is non-binding or exempted.

School Capacity Availability Determination Letter (Binding) – An official response from the School District which grants concurrency.

School Capacity Availability Determination Letter (Non-Binding) – An official response from the School District which does not obligate the School District to grant concurrency.

School District – The District for Polk County created and existing pursuant to Section 4, Article IX of the State Constitution.

School District Facilities Five Year Program of Work – Polk County School District’s annual comprehensive planning document, that includes long range planning for facility needs over a five-year, ten-year and twenty-year planning horizon.

School District Five-Year Capital Facilities Plan – The adopted Polk County School District’s Five-Year Work Plan and Capital Budget as authorized by Section 1013.35, Florida Statutes.

School(s)-in-Transition – Educational facilities designated for additions, deletions, or remodeling of the permanent buildings or affected by the addition, deletion, or remodeling of another facility identified in the Five Year Program of Work plan. This occurs when a school has been completed and has been granted a certificate of occupancy or once rezoning has occurred because another facility has received a certificate of occupancy.

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

School Service Area Boundary (SSAB) – A geographic area with a boundary in which the level of service is measured when an application for residential development is reviewed for school concurrency purposes.

Shared use – Two or more governmental agencies using all or part of a facility under the terms set forth in an Interlocal Agreement.

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

Student Capacity - For planning purposes, the estimated number of students (in full-time equivalency) that can be satisfactorily housed in a facility at any given time based upon DOE’s percentage of the total number of satisfactory student stations.

Temporary Classroom – A movable classroom facility also know as relocatable or portable.

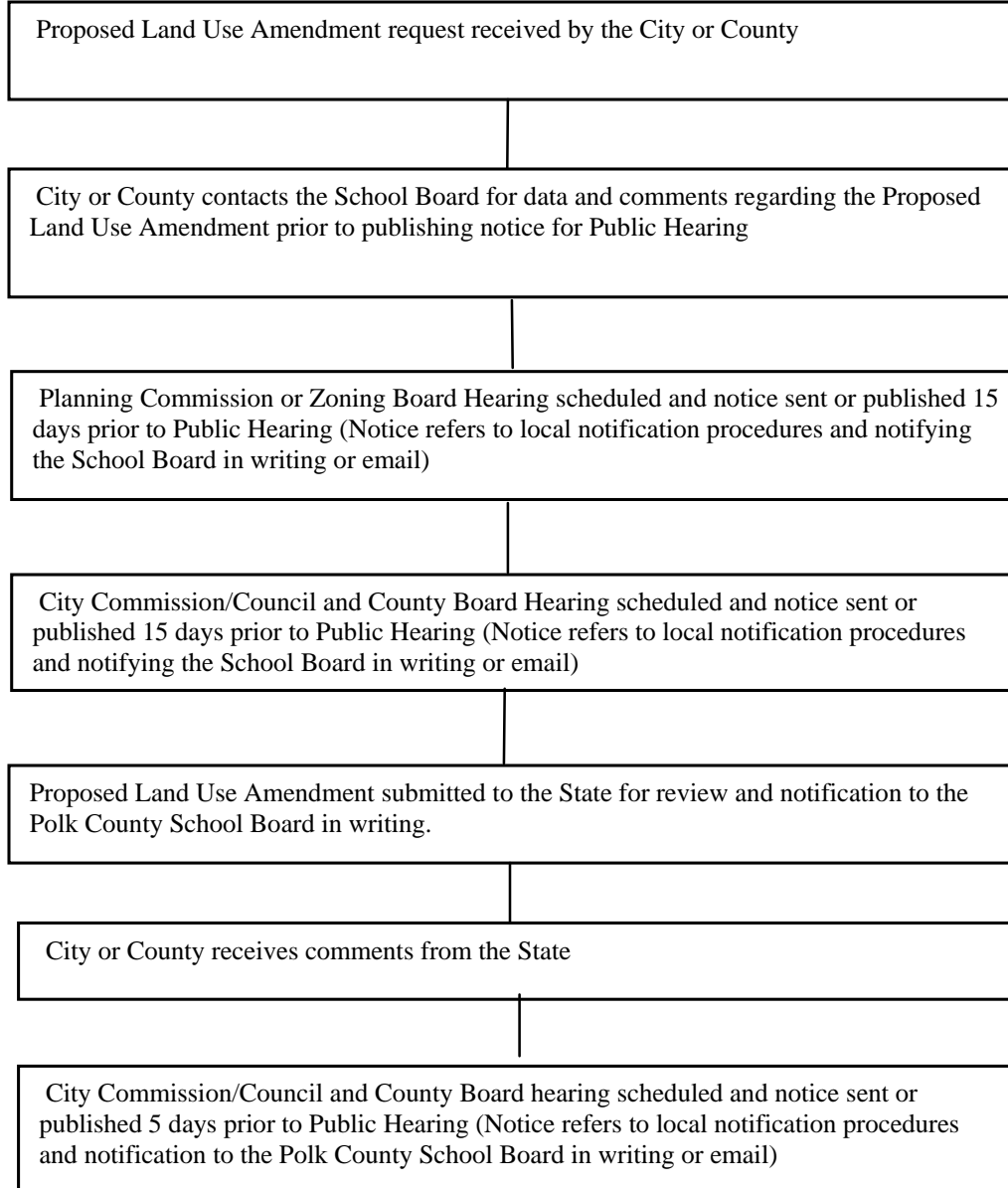
Tiered Level of Service – A graduated level of service over time, used to achieve an adequate and desirable level of service at the end of a specified period of time, as permitted by the Florida Statutes.

Type of School – Schools providing the same level of education, i.e. elementary, middle, or high school.

Utilization – The comparison of the total number of students enrolled to the total number of student stations (FISH) at a facility within a School Service Area Boundary.

APPENDIX “B”

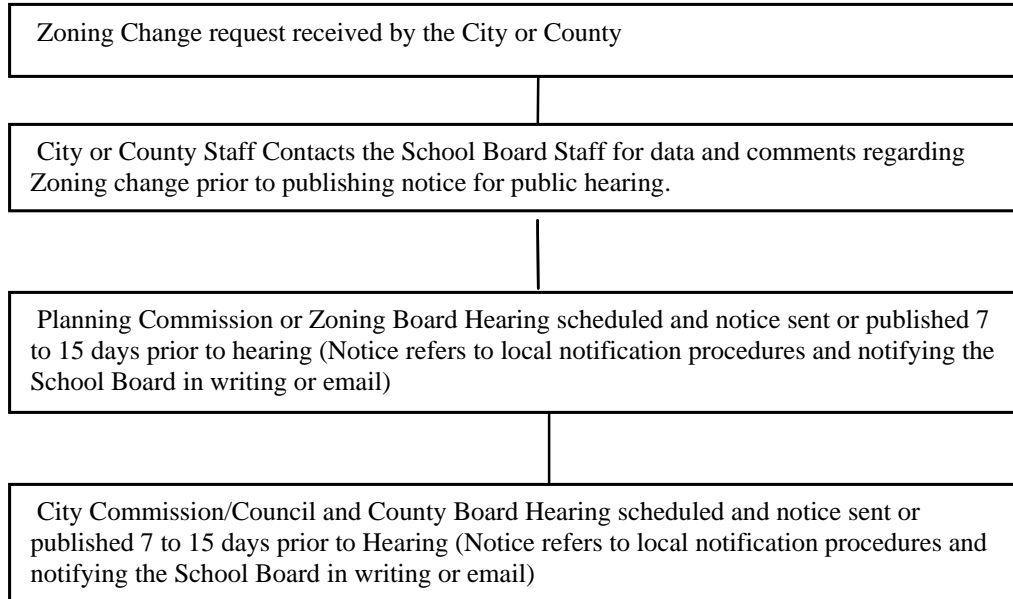
SUGGESTED DEVELOPMENT REVIEW & NOTIFICATION TIMELINE* LAND USE AMENDMENT



* This process may vary among the municipalities

APPENDIX “B”

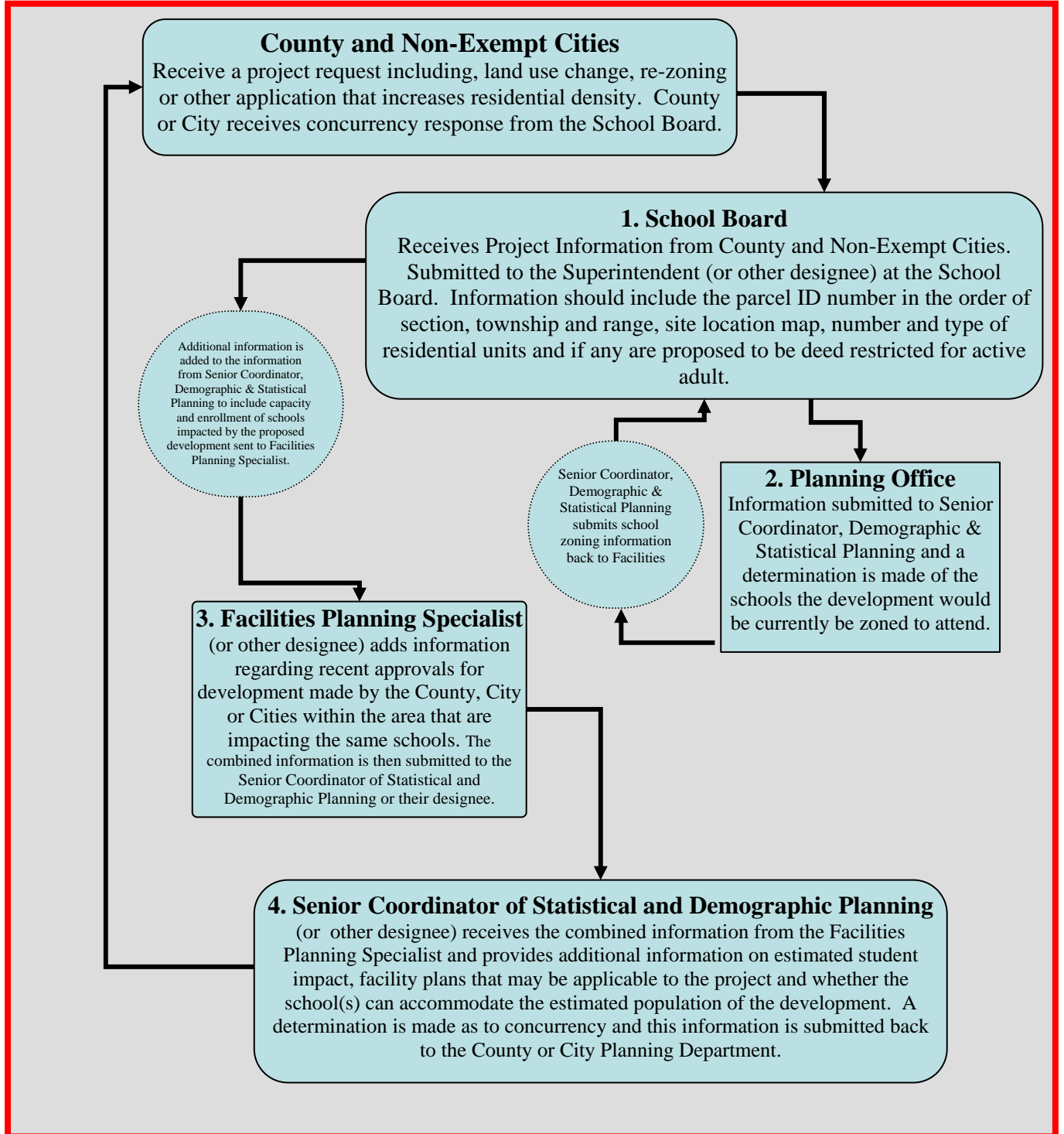
SUGGESTED DEVELOPMENT REVIEW & NOTIFICATION TIMELINE* ZONING AMENDMENT



* This process may vary among the municipalities

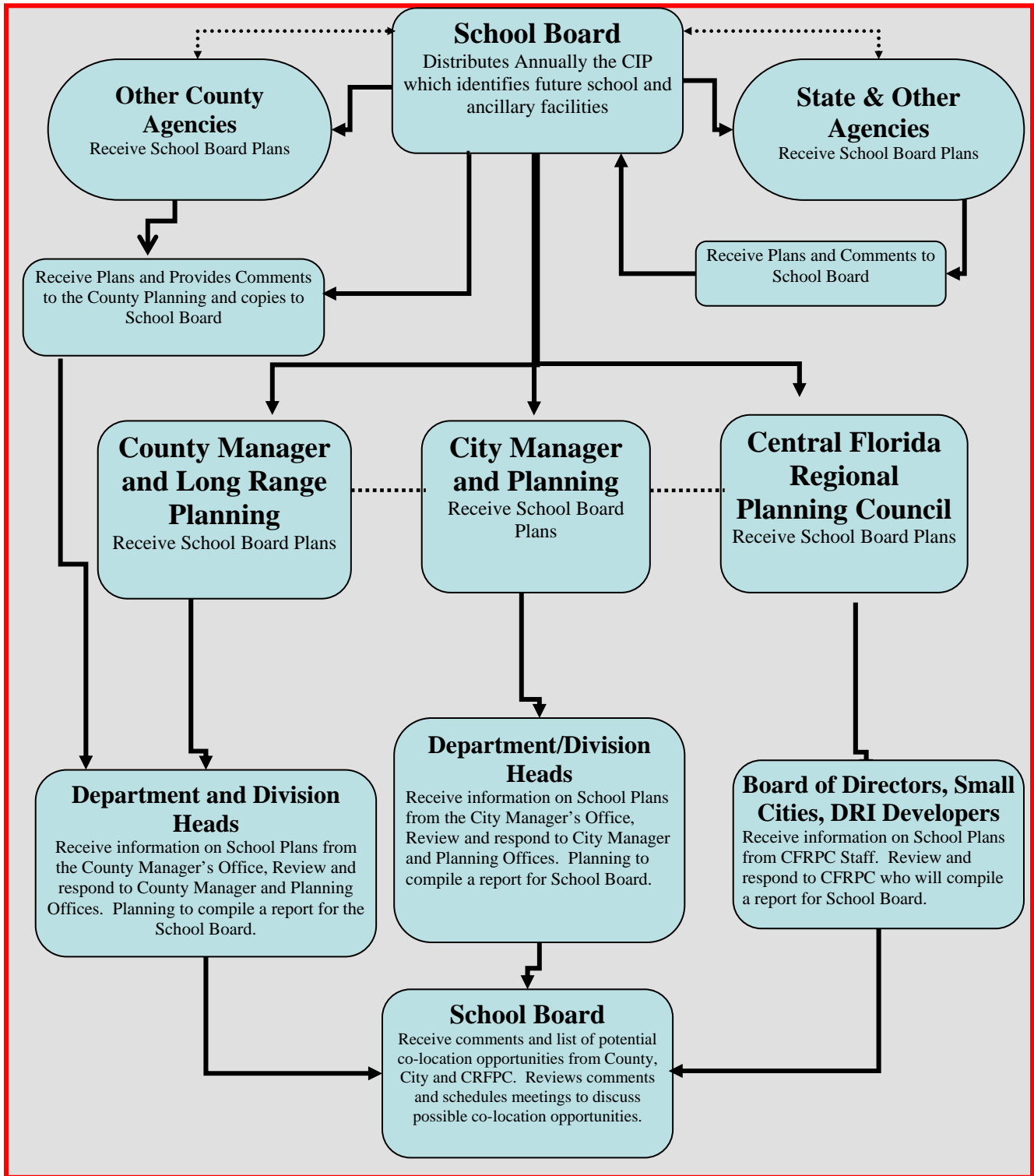
APPENDIX “C”

Information Request Process.



APPENDIX “D”

Process for Consideration of Co-location and Shared Use Opportunities.



APPENDIX “E”

**Summary of Capacity Computation, Concurrency Evaluation and
Proportionate Share Mitigation Process**

- Step 1: DETERMINE STUDENT ENROLLMENT BY CONCURRENCY SERVICE AREAS
Calculate the number of students in the zoned school by school level.
- Step 2: DETERMINE CAPACITY FOR EACH CONCURRENCY SERVICE AREA
Depending on the school level, multiply DOE permanent student stations by the designated utilization factor referenced by SREF.
- Step 3: DETERMINE RESERVED SEATS FOR EACH CONCURRENCY SERVICE AREA
Calculate seats to be reserved for developments currently in progress.
- Step 4: DETERMINE AVAILABLE CAPACITY FOR EACH CONCURRENCY SERVICE AREA
Subtract the results of Step 1 and the results of Step 3 from the results of Step 2.
- Step 5: DETERMINE THE NUMBER OF STUDENTS TO BE GENERATED BY A DEVELOPMENT AT EACH GRADE LEVEL (elementary, middle, and high)
Multiply the number of Dwelling Units in the proposed development by the Student Generation Rate for that type of development by grade level. The result is the Number of Student Stations by grade level needed to serve the proposed development.
- Step 6: ASSESS THE NEED FOR MITIGATION
Compare the available capacity for each school from step 4 to the number of students generated for each school in Step 5. If the result is a negative number, repeat Step 5 for contiguous service areas.
- Step 7: Calculating proportionate share mitigation

Needed additional Student Stations from Step 6
MULTIPLIED BY
Cost per Student Station
EQUALS
Proportionate Share Mitigation Obligation

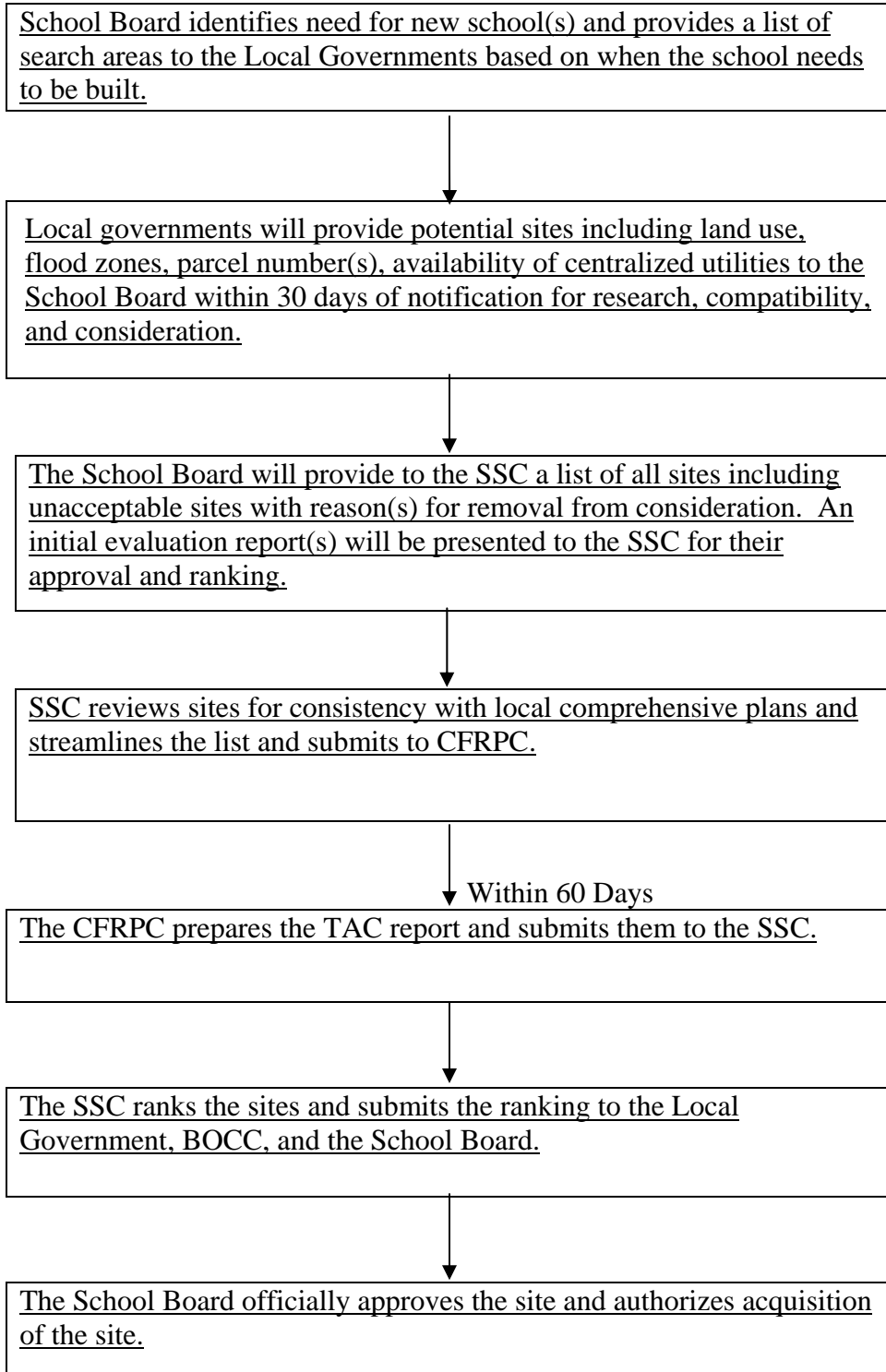
APPENDIX “F”

SCHOOL COORDINATION GROUP ACTIVITIES

COMMITTEES	SCHEDULED MEETINGS	PURPOSE
<u>Polk County Working Group – Staff Committee</u>	<u>January 15th and June 15th of each year</u>	<u>Review Interlocal Agreement, Discuss issues, make recommendations, define direction</u>
<u>Schools Summit meeting includes BoCC and local government staff</u>	<u>Meet annually in June/August</u>	<u>Progress of school system, Discuss pending issues, reach group consensus</u>
<u>School Site Selection Committee (SSC). Group includes: BoCC, PCSB, local government, elected and appointed officials, and House and Senate representatives</u>	<u>Meet on as needed basis</u>	<u>New school site selection</u> <u>School Concurrency matters, formulate recommendations and set future direction for these</u> <u>Five-Year Program of Work Overview</u>
<u>CFRPC (is part of the Polk County Working group) is contracted by PCSB at present</u>	<u>Meet on as needed basis</u>	<u>Have an Impact Assessment Statement (IAS) and a Economic Analysis (EA) compiled for each short listed school site</u>

APPENDIX “G”

SCHOOL SITE SELECTION FLOW CHART



APPENDIX ‘H’

Percentage of Tiered Level of Service Table

TIERED LEVEL OF SERVICE – SCHOOL YEAR 2008-2013
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Facility Type	Year	Year	Year	Year	Year
	2008-09	2009-10	2010-11	2011-12	2012-13
Elementary	122%	122%	115%	100%	100%
Middle	113%	113%	110%	100%	100%
High School	110%	110%	105%	100%	100%

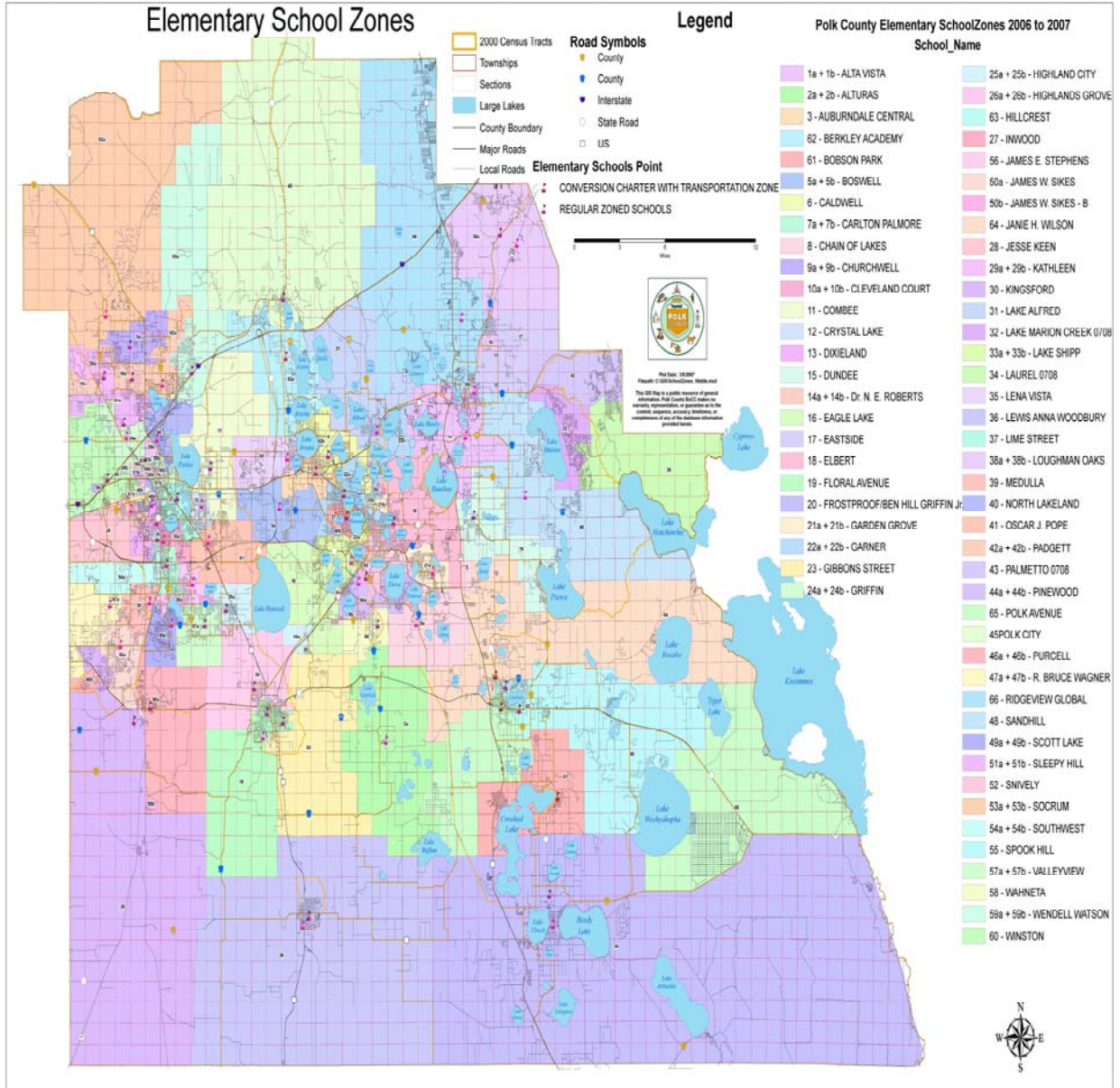
* Capacities not to exceed Core Dining

Appendix “I”

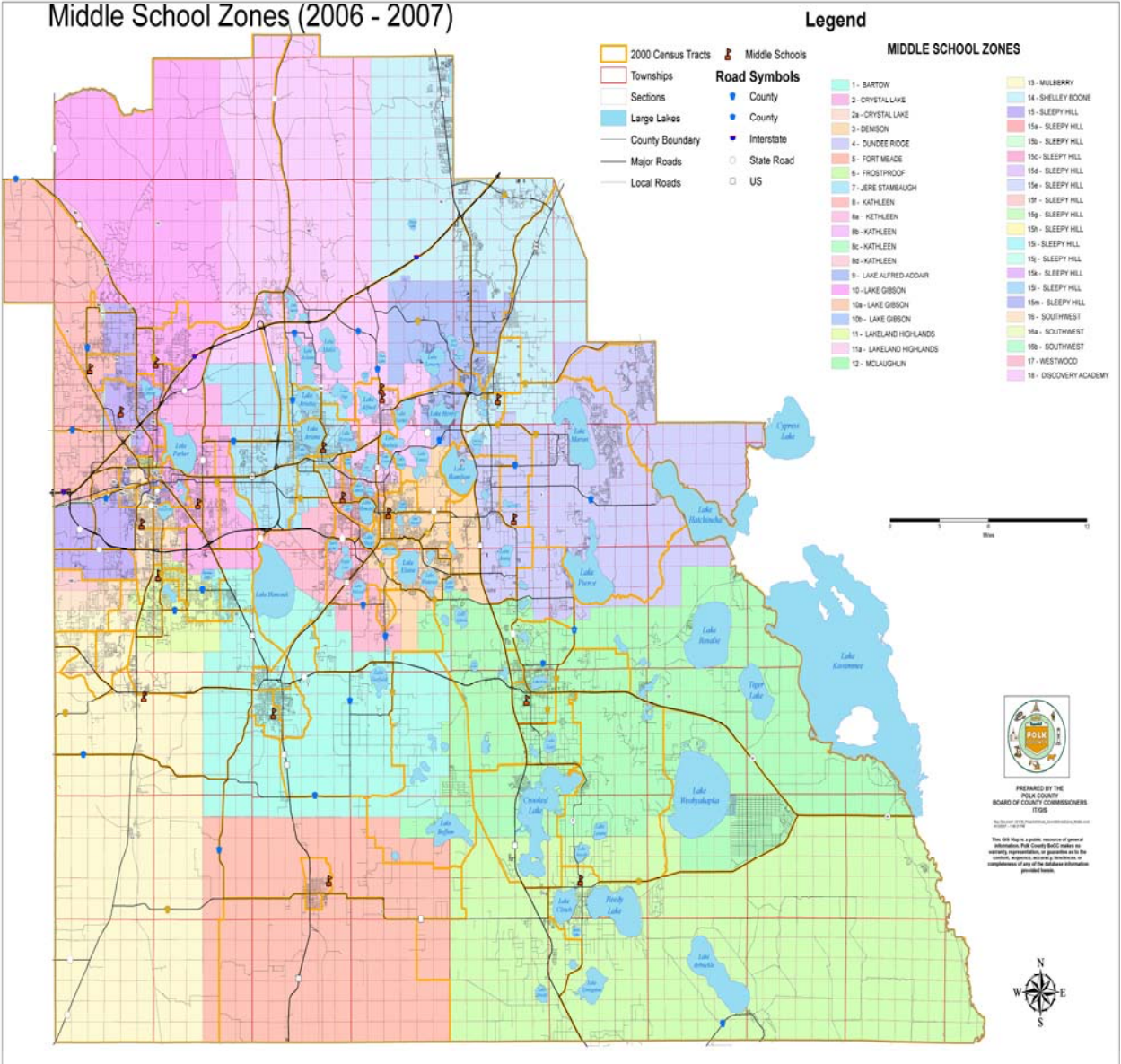
Commitment Schedule	
	Effective/Due Dates
<p>Transmittal: The School District shall transmit copies of the proposed School District Program of Work which includes the Five-Year Capital Facilities Plan to the Local Governments for review</p>	On or before September 1 st of each year commencing after the effective date of this Agreement.
<p>School District’s Five Year Program of Work: The School Board shall update and adopt the School District’s Five-Year Program of Work for public schools</p>	On or before September 30 th of each year
<p>Population Projections: County staff shall provide School District staff with population projections by Census Tract and Block Group and/or TAZs. Also to be distributed for Planners’ Working Group to be discussed and agree on population projections.</p>	Provided by January 31 st of each year
<p>Development, Adoption and Amendment of the Five Year Program of Work Element: County and Cities shall adopt “The School District of Polk County Five-Year Capital Improvement Schedule from the School District’s Five-Year Program of Work into the CIE (Five Year Program of Work Element) of their Comprehensive Plans</p>	No later than December 31 st of each year
<p>Interlocal Agreement</p>	The effective date of this revised Agreement shall be March 1, 2008.

APPENDIX "J"

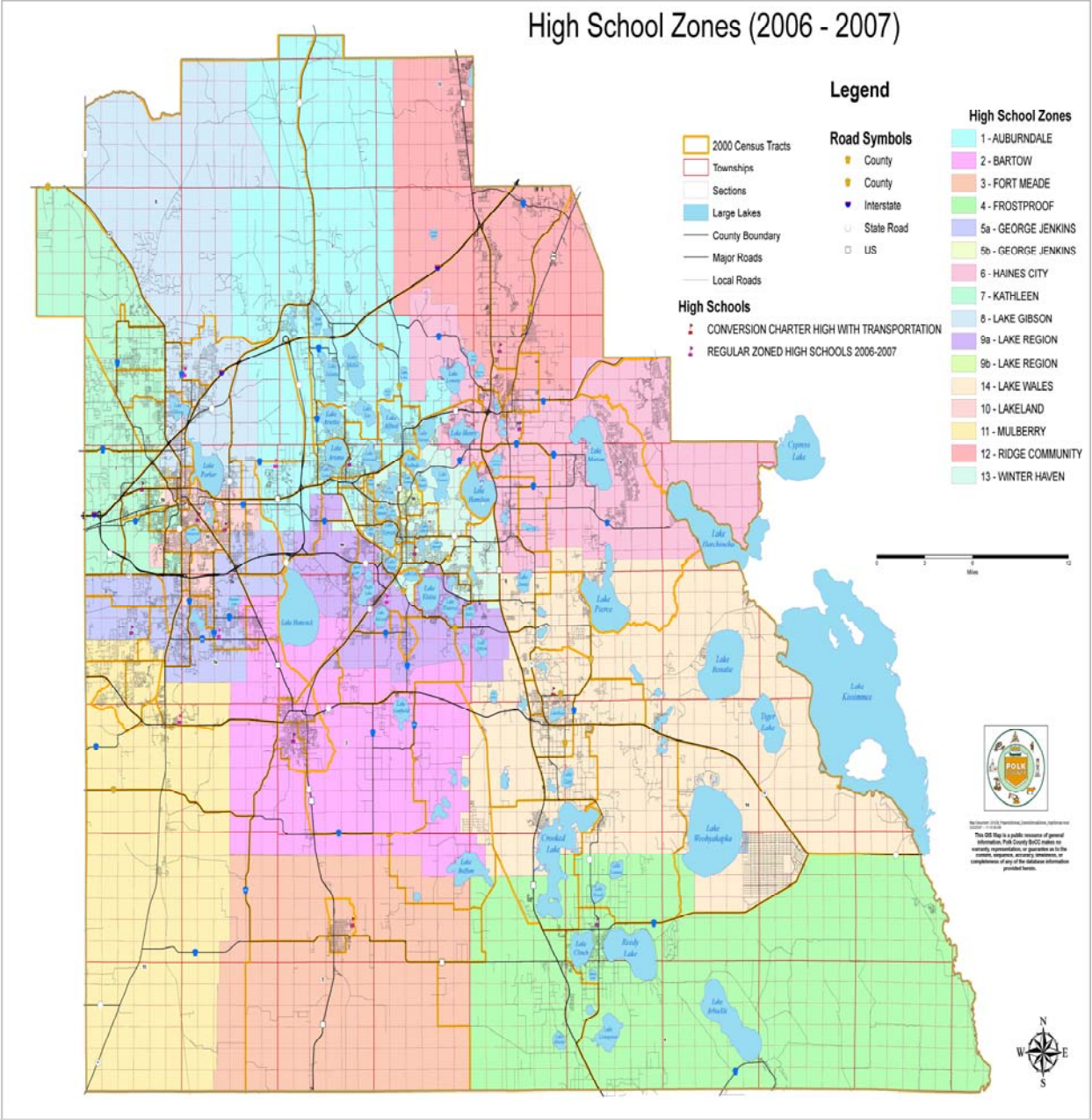
Draft of Elementary School Zone Map



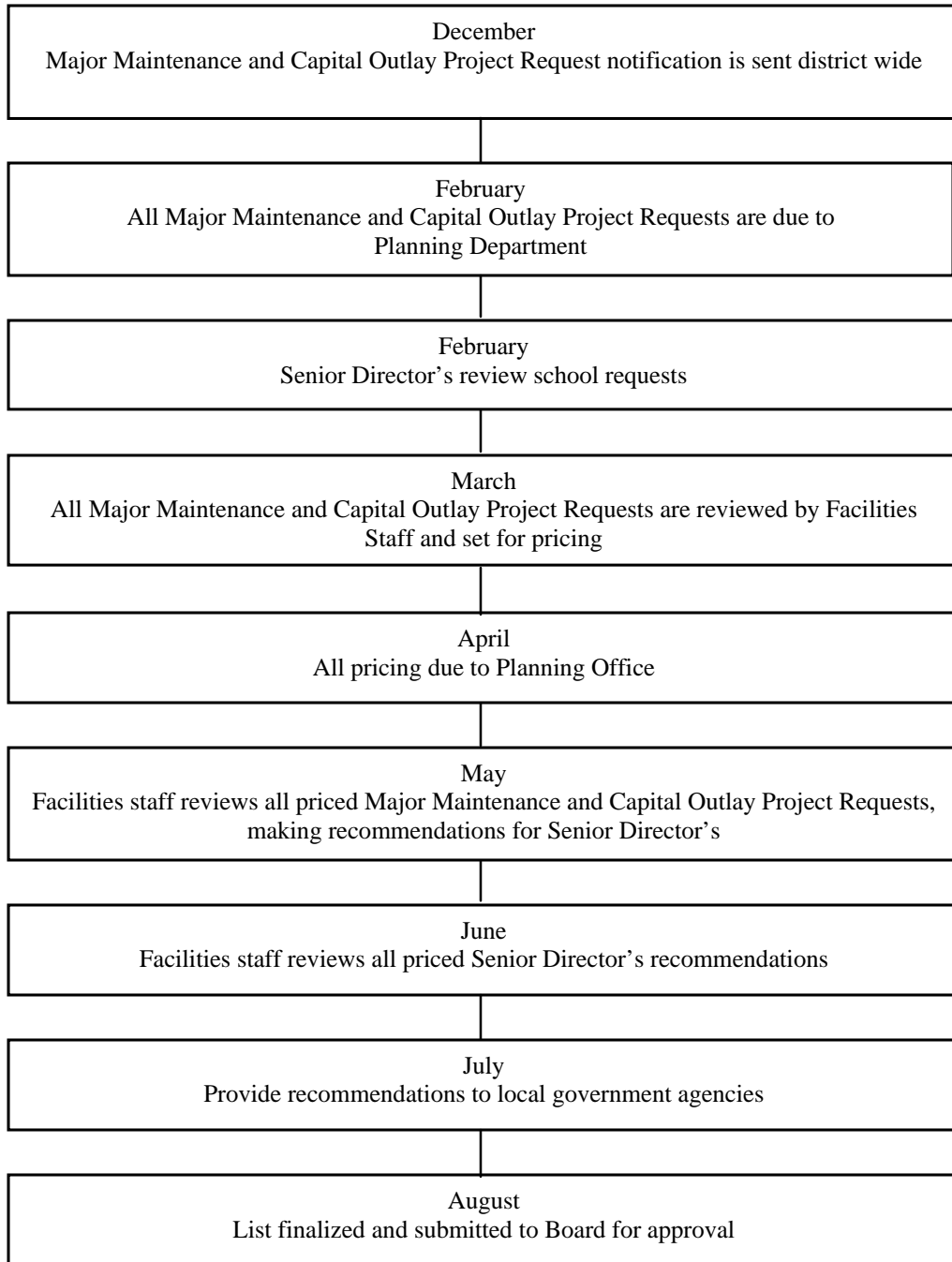
Draft of Middle School Zone Map



Draft of High School Zone Map



Appendix “L”
FIVE YEAR PROGRAM OF WORK DEVELOPMENT TIMELINE



IN WITNESS WHEREOF, this Interlocal Agreement has been executed by and on behalf of _____ County, the Cities of _____, and the School Board of _____ on this _____ day of _____, 2006.

THE SCHOOL BOARD OF POLK COUNTY, FLORIDA

By _____
_____, Board Chairman

Witness as to all Signatories
Print Name _____

ATTEST _____
_____, Board Secretary

Witness as to all Signatories
Print Name _____

(CORPORATE SEAL)

State of Florida, County of Polk

WITNESS my hand and official seal this _____ day of _____ A.D. 2006.

Print Name _____
My Commission Expires: _____

(AFFIX NOTARY SEAL)

Approved as to form and correctness: _____
C. Wesley Bridges II, School Board Attorney

DULY PASSED AND ADOPTED BY THE BOARD OF COUNTY COMMISSIONERS OF POLK COUNTY, FLORIDA, THIS _____, 2007.

BOARD OF COUNTY COMMISSIONERS OF POLK COUNTY

By **Jack R. Myers, Chairman**

ATTEST: Richard M. Weiss, Clerk

By _____
Deputy Clerk

CITY OF AUBURNDALE, FLORIDA

Mayor Attest _____ (Seal)
City Clerk

CITY OF BARTOW, FLORIDA

Mayor Attest _____ (Seal)
City Clerk

CITY OF DAVENPORT, FLORIDA

Mayor Attest _____ (Seal)
City Clerk

TOWN OF DUNDEE, FLORIDA

Mayor Attest _____ (Seal)
City Clerk

CITY EAGLE LAKE, FLORIDA

Mayor Attest _____ (Seal)
City Clerk

CITY OF FT. MEADE, FLORIDA

Mayor Attest _____ (Seal)
City Clerk

