
PUBLIC SCHOOLS ELEMENT

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PUBLIC SCHOOLS ELEMENT

INTRODUCTION

Public schools are critical to the well-being and future of any community. Coordinated planning among the Lee County School District, Lee County government, and the five municipalities can ensure that public school capacity is available to meet the needs created by future growth.

The local governments participating in this school concurrency program are Lee County, the town of Fort Myers Beach, and the cities of Fort Myers, Cape Coral, Bonita Springs, and Sanibel. Each local government is entering into an interlocal agreement with the school district to establish common parameters from public school concurrency.

This element establishes public school concurrency requirements triggered by a level-of-service standard for public schools, as required by recent state legislation. School concurrency will ensure that the public school facilities needed to maintain the adopted level of service are in place before or concurrent with the school impacts of new residential development.

LEGAL BACKGROUND

In 2005 the Florida Legislature began requiring each local government to adopt a public schools element as part of its Comprehensive Plan and to amend other elements to implement public school concurrency.¹

¹ *Laws of Florida 2005-290, formerly known as Senate Bill 360*

This element must establish a level of service for public schools and also addresses school utilization, school proximity and compatibility with residential development, availability of public infrastructure, co-location opportunities for other public facilities, and financial feasibility of school expansion plans.

CHANGES IN STUDENT POPULATION

Very little vacant land remains at Fort Myers Beach. The number of additional students that will live within the town and use the public school system will be low.

The town's 2007 Evaluation/Appraisal Report estimated the following number of vacant lots: 14 on the beachfront; 49 on canals; and 43 inland lots. In addition, one multifamily building of 40 dwelling units remains to be constructed at Bay Beach, and about 6 dwelling units may be built on a vacant beachfront parcel near the Carousel Motel. Additional residential units will be constructed as some existing commercial parcels are redeveloped as mixed-use buildings.

It is possible to forecast the number of students who will reside in a new residential development based on countywide data. A "student generation multiplier" was determined by Lee County in 2008 as part of a school impact fee study. This multiplier is applied to the proposed development's number and type of residential dwelling units; the product is the number of students that should be expected. The multipliers are:

- Single-family home: 0.299 students per unit
- Multifamily: 0.118 students per unit

Applying these multipliers to anticipated additional residential development yields a total of only about 50–70 additional students at build-out of the town.

PUBLIC SCHOOL SYSTEM

The Florida Department of Education requires each school district to implement a financially feasible “Five-Year Capital Facilities Plan” that provides for school capacity improvements to accommodate projected student growth.² Improvements which increase the capacity of schools and which are budgeted and programmed for construction within the first three years of the plan are considered “committed” projects for concurrency purposes, as discussed later.

Currently, the school district operates 93 public schools from pre-kindergarten to 12th grade:

- 43 elementary schools and 4 K-8 schools
- 17 middle schools
- 13 high schools
- 13 special centers and 3 high-tech centers

Recent state-mandated changes, such as early childhood education and class size limitations, have affected the capacity of school district facilities. Within the current five-year plan, the following improvements will provide new capacity by 2011:

- 4 new elementary schools
- 2 new middle schools
- 1 elementary school replacement (increasing capacity by 308 student stations)

Florida school districts follow the same boundaries as counties. There is only school within the Town of Fort Myers Beach, the historic public elementary school on Oak Street (see Figures 1 and 2). This school serves grades K through 5, with enrollment fluctuating from 165 to its current capacity of 200 students, all of whom live (at least seasonally) on Estero or San Carlos Islands or have parents who work there. Adding middle-school classrooms to this school would be warmly welcomed by town residents.

² The most recent work plan, for 2008-2009, is available here:
<http://planning.leeschools.net/Data/08WkPlanFinal.pdf>



Figure 1, Fort Myers Beach Elementary School

The school is on an 11-acre site, 7.8 acres of which are buildable uplands. Excellent community facilities are adjacent, including the public library, Bay Oaks park, Matanzas Pass Preserve, and a public swimming pool. (This clustering of public facilities is consistent with the state law’s encouragement of the “co-location” of schools with parks, libraries, and community centers.)

The elementary school does not need to be expanded to meet future demands. The only change planned is to convert one primary classroom into a pre-kindergarten classroom for exceptional students. If unexpected enrollment increases were to occur, the school district’s busing program could transfer students to off-island schools; also, ample room remains on the current site for expansion. Although there is no apparent or expected need for additional space, should such a need occur, it could be accommodated by expanding the current school.

According to the 2000 Census, the following number of school-aged children resided within the town:

- 143 from 5 to 9 years old (2.2% of the population)
- 151 from 10 to 14 years old (2.3% of the population)
- 164 from 15 to 19 years old (2.5% of the population)
- 164 from 15 to 19 years old (2.5% of the population)

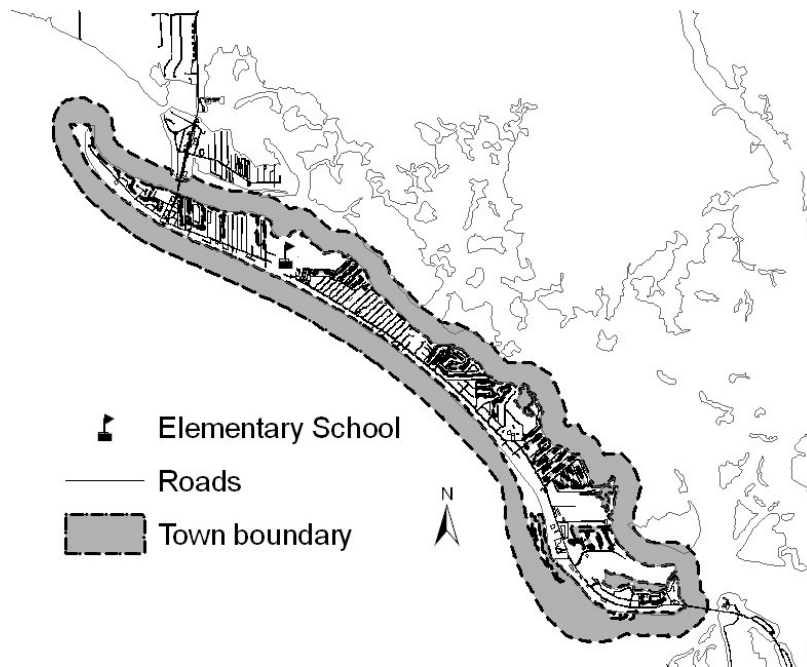


Figure 2, Fort Myers Beach Elementary School

Since 1998, the Lee County School District has operated under a “school choice” program. The School District was divided into three “student assignment zones” (south, east, and west), plus several sub-zones (see Figure 3). Fort Myers Beach is in the south zone, sub-zone S-4. Generally, students may be assigned to a school in their sub-zone or an adjacent sub-zone within the same zone; for example, a student living in S4 may also attend a school in S1, S2, or S3.

Prior to the beginning of the school year, parents select from a variety of schools close to where they live. Once the application period ends, each application is assigned a random number that determines the order in which the application is processed. Applications are sorted giving priority to siblings wanting to attend the same school, students living near each school, students whose first choice is a school within their sub-zone, and

students in full-time special education classes. The remaining applications are processed in order of their random numbers until all applications have been assigned.

Under the school choice program, children who are enrolled in a school can remain in that school through its highest grade unless they move to a different zone or sub-zone for which that school is not an option. Since the school choice program began, the district has tried to balance program offerings in each zone so that children do not have to attend schools in another zone to access a particular program. By limiting the choices to adjacent sub-zones, transportation costs have been kept manageable.

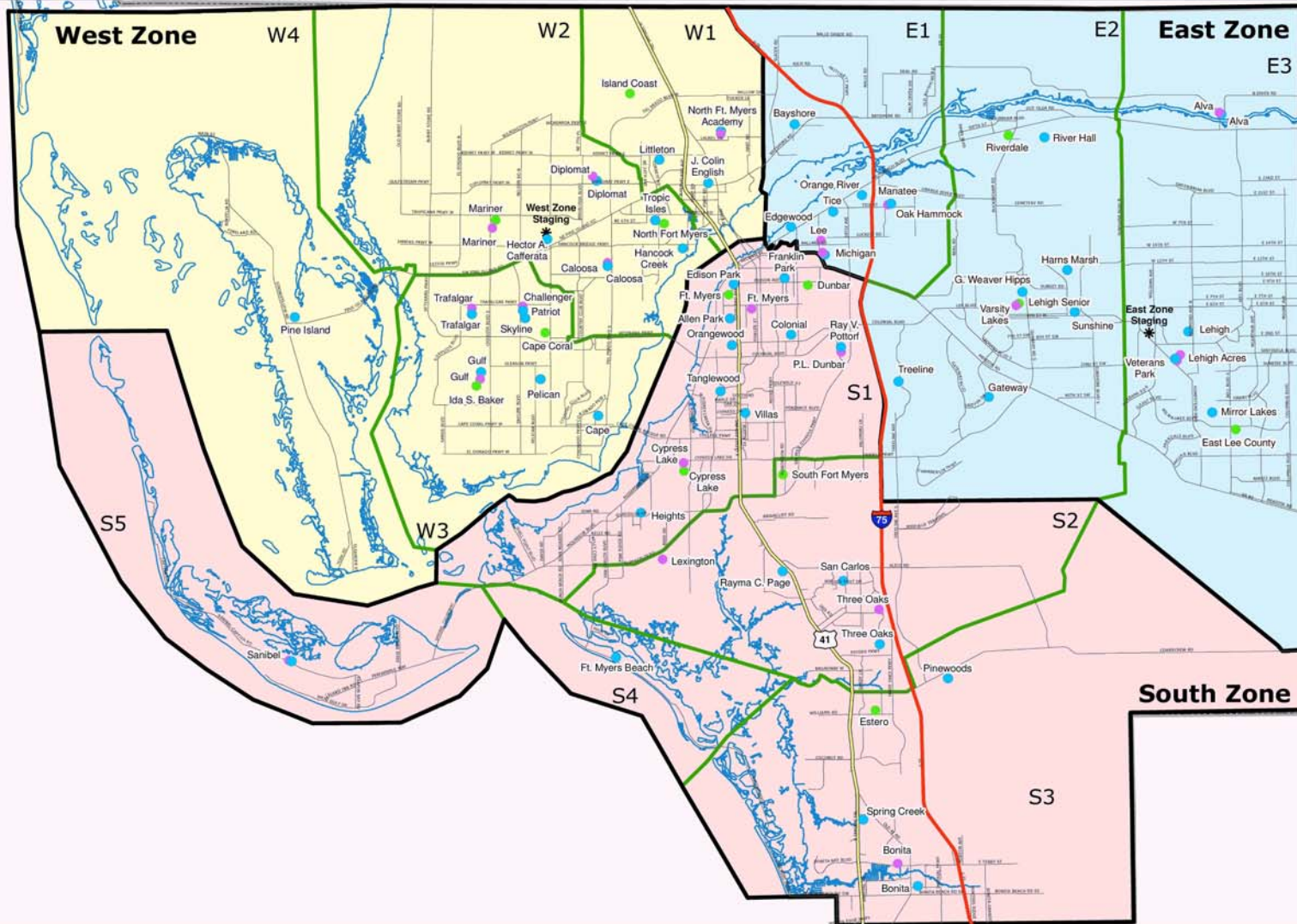
Table 16-1 shows the projected growth rate by grade level for the entire Lee County School District:

Table 16-1 — Student Growth Rates by Grade Level - Recent and Projected

<i>Grade</i>	<i>Actual 2007-08</i>	<i>Forecast 2008-09</i>	<i>Forecast 2009-10</i>	<i>Forecast 2010-11</i>	<i>Forecast 2011-2012</i>	<i>Forecast 2012-2013</i>
Pre-K	611	676	736	806	854	883
Grade K	5,976	6,162	6,100	6,770	7,547	8,183
Grade 1	5,865	5,955	5,943	5,890	6,476	7,243
Grade 2	5,547	5,883	5,803	5,785	5,732	6,289
Grade 3	5,601	5,915	6,080	6,014	5,986	5,953
Grade 4	5,275	5,408	5,533	5,676	5,609	5,596
Grade 5	5,449	5,467	5,431	5,544	5,674	5,621
Grade 6	5,188	5,590	5,453	5,418	5,528	5,683
Grade 7	5,390	5,332	5,549	5,414	5,362	5,474
Grade 8	4,977	5,327	5,116	5,311	5,184	5,149
Grade 9	5,590	5,273	5,348	5,257	5,477	5,495
Grade 10	5,524	5,133	4,683	4,651	4,562	4,711
Grade 11	5,063	5,474	4,998	4,505	4,379	4,258
Grade 12	<u>4,578</u>	<u>4,953</u>	<u>5,190</u>	<u>4,701</u>	<u>4,205</u>	<u>4,073</u>
Total	70,634	72,548	71,963	71,742	72,575	74,611

SOURCE: Table PSFE 9, Draft Public School Facilities Element, prepared by the Lee County School District, October 2008

LEE COUNTY PUBLIC SCHOOLS 2008-2009 STUDENT ASSIGNMENT ZONES



MAP DISCLAIMER:
Maps and documents made available to the public by the Lee County Property Appraiser's Office are not legally recorded maps or surveys and therefore are not intended to be used as such. The maps and documents are created as part of a Geographic Information System (GIS) that compiles records, information, and data from various departments, cities, county, state and federal sources. The source data may contain errors. Users are encouraged to examine the documentation or metadata associated with the data on which this map is based for information related to its accuracy, currentness, and limitations.

Please read:
All information taken from this map should be verified by the Parent Information Center.

I-75	Staging	Sub-ZONES
US-41	Elementary	EAST
Major Roads	Middle	SOUTH
County Boundary	High	WEST
Boundary		
Contourline		

Source: Lee County Property Appraiser
Lee County ROCC
Map Date: December 11, 2007
Prepared By: J. Rivera
File Location: \\GIS\River\Schools\2008-09\Schools\2008-09.mxd

Figure 3, Student Assignment Zones

FUTURE CAPACITY ANALYSIS

Tables 16-2, 16-3, 16-4, and 16-5 provide a breakdown of the enrollment and school capacity for School Year 2008/2009 and projections for four additional years. This table indicates the student assignment zone (and sub-zone) where each school is located. These figures exclude charter schools which are funded by but not operated by the School District. School capacity figures are based on the capacity analysis in the Florida Inventory of School Houses.

The School District sometimes addresses capacity deficiencies at individual schools is through the use of relocatables (portable classrooms). The District currently uses relocatables to accommodate 5,603 students but plans to phase them out over the next five years.

The School District constantly monitors development trends to determine where new schools will be needed. The expected cost and timing of these schools is adjusted to match to available revenue sources. New schools have been added to Tables 16-2 through 16-5 to determine how well they will meet the demand of new students in each of the three school assignment zones.

CONCURRENCY BOUNDARIES

School concurrency is based on a measurement of available school capacity within a defined geographical area, called a “concurrency service area” (CSA).

The School District, the county, and the cities have agreed to use the three “student assignment zones,” as shown on Figure 3, as CSAs. State legislation encourages CSAs to be county-wide during the early years of school concurrency and then become more geographically targeted as the program evolves.³ However, the School District has demonstrated that it has a financially feasible plan to provide adequate school capacity in all three zones over the coming five years and has been a strong advocate of the smallest possible CSAs as early as possible. The School District would prefer to use sub-zones rather than zones for CSAs immediately, but county and some city officials were unwilling to do so at least in the early years of the concurrency program.

³ Florida Statutes § 163.3180(13)(c)

Table 16-2 — Projections for SOUTH Zone, By School Type and By Sub-Zone

<u>SCHOOL</u>	<u>2008/2009</u>			<u>2009/2010</u>			<u>2010/2011</u>			<u>2011/2012</u>			<u>2012/2013</u>			<u>2013/2014</u>		
	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%
S1																		
Allen Park Elementary	880	1,056	83%	890	1,056	84%	878	1,056	83%	860	1,010	85%	848	1,010	84%	895	1,010	89%
Colonial Elementary	684	965	71%	813	965	84%	802	965	83%	792	930	85%	781	930	84%	824	930	89%
Edison Park Elementary	385	449	86%	378	449	84%	373	449	83%	371	436	85%	366	436	84%	386	436	89%
Franklin Park Elementary	506	579	87%	488	579	84%	481	579	83%	485	570	85%	479	570	84%	505	570	89%
Heights Elementary	824	1,306	63%	1,101	1,306	84%	1,085	1,306	83%	1,112	1,306	85%	1,097	1,306	84%	1,158	1,306	89%
Orangewood Elementary	688	637	108%	537	637	84%	529	637	83%	468	549	85%	461	549	84%	487	549	89%
Ray V. Pottorf Elementary	604	912	66%	769	912	84%	758	912	83%	746	876	85%	736	876	84%	777	876	89%
Tanglewood Elementary	679	793	86%	668	793	84%	659	793	83%	636	747	85%	627	747	84%	662	747	89%
Villas Elementary	788	943	84%	795	943	84%	784	943	83%	730	857	85%	720	857	84%	760	857	89%
Elementary Total	6038	7,640	79%	6,438	7,640	84%	6,350	7,640	83%	6,201	7,281	85%	6,116	7,281	84%	6,454	7,281	89%
Cypress Lake Middle	749	880	85%	747	880	85%	741	880	84%	736	860	86%	755	860	88%	763	860	89%
P.L. Dunbar Middle	907	1,013	90%	860	1,013	85%	853	1,013	84%	838	980	86%	860	980	88%	869	980	89%
Fort Myers Middle	694	858	81%	729	858	85%	723	858	84%	740	865	86%	759	865	88%	767	865	89%
Middle Total	2350	2,751	85%	2,336	2,751	85%	2,318	2,751	84%	2,313	2,705	86%	2,374	2,705	88%	2,399	2,705	89%
Cypress Lake High School	1348	1,727	78%	1,451	1,727	84%	1,341	1,727	78%	1,293	1,680	77%	1,248	1,680	74%	1,243	1,680	74%
Dunbar High School	1002	1,242	81%															
Fort Myers High School	1689	1,964	86%	1,650	1,964	84%	1,525	1,964	78%	1,497	1,945	77%	1,445	1,945	74%	1,439	1,945	74%
High Total	4039	4,933	82%	3,101	3,691	84%	2,865	3,691	78%	2,791	3,625	77%	2,693	3,625	74%	2,683	3,625	74%
S2																		
Rayma C. Page Elementary	656	836	78%	704	836	84%	695	836	83%	731	858	85%	721	858	84%	761	858	89%
San Carlos Elementary	878	1,081	81%	911	1,081	84%	898	1,081	83%	851	999	85%	839	999	84%	886	999	89%
Three Oaks Elementary	738	738	100%	622	738	84%	613	738	83%	598	702	85%	590	702	84%	622	702	89%
Elementary Total	2272	2,655	86%	2,237	2,655	84%	2,207	2,655	83%	2,180	2,559	85%	2,149	2,559	84%	2,268	2,559	89%
Lexington Middle	890	1,027	87%	872	1,027	85%	865	1,027	84%	873	1,021	86%	896	1,021	88%	905	1,021	89%
Three Oaks Middle	802	987	81%	838	987	85%	831	987	84%	844	987	86%	866	987	88%	875	987	89%
Middle Total	1692	2,014	84%	1,710	2,014	85%	1,697	2,014	84%	1,717	2,008	86%	1,762	2,008	88%	1,781	2,008	89%
S Ft Myers High School	1425	1,926	74%	1,618	1,926	84%	1,495	1,926	78%	1,447	1,879	77%	1,396	1,879	74%	1,391	1,879	74%
High Total	1425	1,926	74%	1,618	1,926	84%	1,495	1,926	78%	1,447	1,879	77%	1,396	1,879	74%	1,391	1,879	74%

Table 16-2 — Projections for SOUTH Zone, By School Type and By Sub-Zone (continued)

<u>SCHOOL</u>	<u>2008/2009</u>			<u>2009/2010</u>			<u>2010/2011</u>			<u>2011/2012</u>			<u>2012/2013</u>			<u>2013/2014</u>		
	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%
S3																		
Bonita Springs Elementary	441	389	113%	328	389	84%	323	389	83%	326	383	85%	322	383	84%	340	383	89%
Pinewoods Elementary	932	1044	89%	880	1044	84%	868	1044	83%	882	1035	85%	869	1035	84%	918	1035	89%
Spring Creek Elementary	711	753	94%	635	753	84%	625	753	83%	641	753	85%	632	753	84%	668	753	89%
Elementary Total	2084	2186	95%	1842	2186	84%	1816	2186	83%	1849	2171	85%	1824	2171	84%	1925	2171	89%
Bonita Springs Middle	647	876	74%	745	876	85%	737	876	84%	725	847	86%	744	847	88%	751	847	89%
Middle Total	647	876	74%	745	876	85%	737	876	84%	725	847	86%	744	847	88%	751	847	89%
Estero High School	1427	1695	84%	1425	1695	84%	1316	1695	78%	1275	1657	77%	1231	1657	74%	1225	1657	74%
High Total	1427	1695	84%	1425	1695	84%	1316	1695	78%	1276	1657	77%	1232	1657	74%	1225	1657	74%
S1 Total	6038	7640	79%	6438	7640	84%	6350	7640	83%	6201	7281	85%	6116	7281	84%	6454	7281	89%
S2 Total	2272	2655	86%	2237	2655	84%	2207	2655	83%	2180	2559	85%	2149	2559	84%	2268	2559	89%
S3 Total	<u>2084</u>	<u>2186</u>	<u>95%</u>	<u>1842</u>	<u>2186</u>	<u>84%</u>	<u>1816</u>	<u>2186</u>	<u>83%</u>	<u>1849</u>	<u>2171</u>	<u>85%</u>	<u>1824</u>	<u>2171</u>	<u>84%</u>	<u>1925</u>	<u>2171</u>	<u>89%</u>
Elementary Total	10394	12481	83%	10517	12481	84%	10373	12481	83%	10230	12011	85%	10089	12011	84%	10647	12011	89%
	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%
S1 Total	2350	2751	85%	2336	2751	85%	2318	2751	84%	2313	2705	86%	2374	2705	88%	2399	2705	89%
S2 Total	1692	2014	84%	1710	2014	85%	1697	2014	84%	1717	2008	86%	1762	2008	88%	1781	2008	89%
S3 Total	<u>647</u>	<u>876</u>	<u>74%</u>	<u>745</u>	<u>876</u>	<u>85%</u>	<u>737</u>	<u>876</u>	<u>84%</u>	<u>725</u>	<u>847</u>	<u>86%</u>	<u>744</u>	<u>847</u>	<u>88%</u>	<u>751</u>	<u>847</u>	<u>89%</u>
Middle Total	4689	5641	83%	4791	5641	85%	4752	5641	84%	4755	5560	86%	4880	5560	88%	4931	5560	89%
	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%
S1 Total	4039	4933	82%	3101	3691	84%	2865	3691	78%	2791	3625	77%	2693	3625	74%	2683	3625	74%
S2 Total	1425	1926	74%	1618	1926	84%	1495	1926	78%	1447	1879	77%	1396	1879	74%	1391	1879	74%
S3 Total	<u>1427</u>	<u>1695</u>	<u>84%</u>	<u>1425</u>	<u>1695</u>	<u>84%</u>	<u>1316</u>	<u>1695</u>	<u>78%</u>	<u>1275</u>	<u>1657</u>	<u>77%</u>	<u>1232</u>	<u>1657</u>	<u>74%</u>	<u>1225</u>	<u>1657</u>	<u>74%</u>
High Total	6891	8554	81%	6144	7312	84%	5676	7312	78%	5513	7,161	77%	5321	7161	74%	5299	7161	74%

SOURCE: Table PSFE 12, Draft Public School Facilities Element, prepared by the Lee County School District, October 2008

Table 16-3 — Projections for EAST Zone, By School Type and By Sub-Zone

SCHOOL	2008/2009			2009/2010			2010/2011			2011/2012			2012/2013			2013/2014		
	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%
E1																		
Bayshore Elementary	590	693	85%	581	693	84%	604	693	87%	570	639	89%	566	639	89%	630	639	99%
Edgewood Elementary	479	741	65%	622	741	84%	645	741	87%	636	713	89%	632	713	89%	703	713	99%
Manatee Elementary	765	1042	73%															
Michigan Int. Elem.	366	442	83%	629	750	84%	653	750	87%	669	750	89%	665	750	89%	739	750	99%
Orange River Elem.	766	817	94%	685	817	84%	712	817	87%	682	765	89%	678	765	89%	754	765	99%
Tice Elementary	545	587	93%	492	587	84%	511	587	87%	481	539	89%	478	539	89%	531	539	99%
Elementary Total	3511	4322	81%	3010	3588	84%	3125	3588	87%	3038	3406	89%	3019	3406	89%	3357	3406	99%
Lee Middle	462	926	50%	769	926	83%	780	926	84%	796	917	87%	802	917	87%	658	917	72%
Michigan Int'l Middle	118	221	53%															
Oak Hammock Middle	794	1192	67%															
Middle Total	1374	2339	59%	769	926	83%	780	926	84%	796	917	87%	802	917	87%	658	917	72%
Dunbar High				867	1242	70%	813	1242	65%	638	983	65%	634	983	65%	631	983	64%
High Total	0	0		867	1242	70%	813	1242	65%	638	983	65%	634	983	65%	631	983	64%
E2																		
Gateway Elementary	749	758	99%	636	758	84%	660	758	87%	607	680	89%	603	680	89%	670	680	99%
Harns Marsh Elementary	898	912	98%	765	912	84%	794	912	87%	778	872	89%	773	872	89%	859	872	99%
Manatee Elementary				874	1042	84%	908	1042	87%	929	1042	89%	924	1042	89%	1027	1042	99%
River Hall Elementary	873	1046	83%	876	1046	84%	911	1046	87%	910	1020	89%	904	1020	89%	1005	1020	99%
Sunshine Elementary	1152	1191	97%	999	1191	84%	1037	1191	87%	988	1108	89%	982	1108	89%	1092	1108	99%
Treeline Elementary	850	1034	82%	867	1034	84%	901	1034	87%	922	1034	89%	916	1034	89%	1019	1034	99%
Elementary "V"										922	1034	89%	916	1034	89%	1019	1034	99%
Elementary "W"													916	1034	89%	1019	1034	99%
Elementary Total	4522	4941	92%	5018	5983	84%	5212	5983	87%	6056	6790	89%	6935	7824	89%	7711	7824	99%
Oak Hammock Middle				990	1192	83%	1005	1192	84%	1035	1192	87%	1043	1192	87%	855	1192	72%
Varsity Lakes	910	1024	89%	851	1024	83%	863	1024	84%	864	995	87%	870	995	87%	713	995	72%
Middle "LL"																860	1200	72%
Middle Total	910	1024	89%	1841	2216	83%	1868	2216	84%	1900	2187	87%	1913	2187	87%	2429	3387	72%
Lehigh Senior	1516	1732	88%	1208	1732	70%	1133	1732	65%	1112	1713	65%	1105	1713	65%	1100	1713	64%
Riverdale High School	1706	1926	89%	1343	1926	70%	1260	1926	65%	1251	1926	65%	1242	1926	65%	1237	1926	64%
High Total	3222	3658	88%	2551	3658	70%	2393	3658	65%	2363	3639	65%	2347	3639	65%	2337	3639	64%

Table 16-3 — Projections for EAST Zone, By School Type and By Sub-Zone (continued)

<u>SCHOOL</u>	<u>2008/2009</u>			<u>2009/2010</u>			<u>2010/2011</u>			<u>2011/2012</u>			<u>2012/2013</u>			<u>2013/2014</u>		
	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%
E3																		
Alva Elementary	412	391	105%	328	391	84%	341	391	87%	269	302	89%	268	302	89%	298	302	99%
Lehigh Elementary*				867	1034	84%	901	1034	87%	922	1034	89%	916	1034	89%	1019	1034	99%
Mirror Lakes Elementary	1027	1061	97%	890	1061	84%	924	1061	87%	892	1000	89%	886	1000	89%	986	1000	99%
Veterans Park Elementary	891	1178	76%	988	1178	84%	1026	1178	87%	963	1080	89%	957	1080	89%	1064	1080	99%
East Zone Staging **	<u>792</u>	<u>758</u>	<u>104%</u>	<u>636</u>	<u>758</u>	<u>84%</u>	<u>660</u>	<u>758</u>	<u>87%</u>	<u>676</u>	<u>758</u>	<u>89%</u>	<u>672</u>	<u>758</u>	<u>89%</u>	<u>747</u>	<u>758</u>	<u>99%</u>
Elementary Total	3122	3388	92%	3710	4422	84%	3852	4422	87%	3723	4174	89%	3699	4174	89%	4114	4174	99%
Alva Middle	560	513	109%	426	513	83%	432	513	84%	446	513	87%	449	513	87%	368	513	72%
Lehigh Acres Middle	1025	1057	97%	878	1057	83%	891	1057	84%	875	1007	87%	881	1007	87%	722	1007	72%
Veterans Park Middle	<u>600</u>	<u>589</u>	<u>102%</u>	<u>489</u>	<u>589</u>	<u>83%</u>	<u>496</u>	<u>589</u>	<u>84%</u>	<u>469</u>	<u>540</u>	<u>87%</u>	<u>472</u>	<u>540</u>	<u>87%</u>	<u>386</u>	<u>540</u>	<u>72%</u>
Middle Total	2185	2159	101%	1794	2159	83%	1820	2159	84%	1789	2060	87%	1802	2060	87%	1476	2060	72%
East Lee County High	<u>1623</u>	<u>1946</u>	<u>83%</u>	<u>1357</u>	<u>1946</u>	<u>70%</u>	<u>1273</u>	<u>1946</u>	<u>65%</u>	<u>1263</u>	<u>1946</u>	<u>65%</u>	<u>1255</u>	<u>1946</u>	<u>65%</u>	<u>1250</u>	<u>1946</u>	<u>64%</u>
High Total	1623	1946	83%	1357	1946	70%	1273	1946	65%	1263	1946	65%	1255	1946	65%	1250	1946	64%
E1 Total	3511	4322	81%	3010	3588	84%	3125	3588	87%	3038	3406	89%	3019	3406	89%	3357	3406	99%
E2 Total	4522	4941	92%	5018	5983	84%	5212	5983	87%	6056	6790	89%	6935	7824	89%	7711	7824	99%
E3 Total	<u>3122</u>	<u>3388</u>	<u>92%</u>	<u>3710</u>	<u>4422</u>	<u>84%</u>	<u>3852</u>	<u>4422</u>	<u>87%</u>	<u>3723</u>	<u>4174</u>	<u>89%</u>	<u>3699</u>	<u>4174</u>	<u>89%</u>	<u>4114</u>	<u>4174</u>	<u>99%</u>
Elementary Total	11155	12651	88%	11738	13993	84%	12189	13993	87%	12817	14370	89%	13653	15404	89%	15182	15404	99%
E1 Total	1374	2339	59%	769	926	83%	780	926	84%	796	917	87%	802	917	87%	658	917	72%
E2 Total	910	1024	89%	1841	2216	83%	1868	2216	84%	1900	2187	87%	1913	2187	87%	2429	3387	72%
E3 Total	<u>2185</u>	<u>2159</u>	<u>101%</u>	<u>1794</u>	<u>2159</u>	<u>83%</u>	<u>1820</u>	<u>2159</u>	<u>84%</u>	<u>1789</u>	<u>2060</u>	<u>87%</u>	<u>1802</u>	<u>2060</u>	<u>87%</u>	<u>1476</u>	<u>2060</u>	<u>72%</u>
Middle Total	4469	5522	76%	4404	5301	83%	4468	5301	84%	4485	5164	87%	4517	5164	87%	4563	6364	72%
E1 Total	0	0		867	1242	70%	813	1242	65%	638	983	65%	634	983	65%	631	983	64%
E2 Total	3222	3658	88%	2551	3658	70%	2393	3658	65%	2363	3639	65%	2347	3639	65%	2337	3639	64%
E3 Total	<u>1623</u>	<u>1946</u>	<u>83%</u>	<u>1357</u>	<u>1946</u>	<u>70%</u>	<u>1273</u>	<u>1946</u>	<u>65%</u>	<u>1263</u>	<u>1946</u>	<u>65%</u>	<u>1255</u>	<u>1946</u>	<u>65%</u>	<u>1250</u>	<u>1946</u>	<u>64%</u>
High Total	4845	5604	86%	4775	6846	70%	4479	6846	65%	4264	6568	65%	4236	6568	65%	4218	6568	64%

* Lehigh Elementary located in East Zone Staging School for 20082009 school year while existing campus is remodeled.
 ** East Zone Staging School will become Elementary "I" in 20092010 school year when converted to permanent campus.

SOURCE: Table PSFE 10, Draft Public School Facilities Element, prepared by the Lee County School District, October 2008

Table 16-4 — Projections for WEST Zone, By School Type and By Sub-Zone

SCHOOL	<u>2008/2009</u>			<u>2009/2010</u>			<u>2010/2011</u>			<u>2011/2012</u>			<u>2012/2013</u>			<u>2013/2014</u>		
	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%
W1																		
J. Colin English Elementary	422	601	70%	531	601	88%	553	601	92%	561	584	96%	568	584	97%	599	584	103%
Littleton Elementary	628	738	85%	652	738	88%	680	738	92%	624	649	96%	631	649	97%	666	649	103%
North Ft Myers Acad. Elem.	<u>548</u>	<u>876</u>	<u>63%</u>	<u>774</u>	<u>876</u>	<u>88%</u>	<u>807</u>	<u>876</u>	<u>92%</u>	<u>820</u>	<u>853</u>	<u>96%</u>	<u>830</u>	<u>853</u>	<u>97%</u>	<u>875</u>	<u>853</u>	<u>103%</u>
Elementary Total	1598	2215	72%	1958	2215	88%	2040	2215	92%	2005	2086	96%	2029	2086	97%	2141	2086	103%
North Ft Myers Acad. Midd.	<u>438</u>	<u>438</u>	<u>100%</u>	<u>412</u>	<u>438</u>	<u>94%</u>	<u>349</u>	<u>438</u>	<u>80%</u>	<u>340</u>	<u>426</u>	<u>80%</u>	<u>344</u>	<u>426</u>	<u>81%</u>	<u>347</u>	<u>426</u>	<u>82%</u>
Middle Total	438	438	100%	412	438	94%	349	438	80%	340	426	80%	344	426	81%	347	426	82%
Island Coast High	<u>1094</u>	<u>2004</u>	<u>55%</u>	<u>1881</u>	<u>2004</u>	<u>94%</u>	<u>1802</u>	<u>2004</u>	<u>90%</u>	<u>1772</u>	<u>2004</u>	<u>88%</u>	<u>1796</u>	<u>2004</u>	<u>90%</u>	<u>1790</u>	<u>2004</u>	<u>89%</u>
High Total	1094	2004	55%	1881	2004	94%	1802	2004	90%	1772	2004	88%	1796	2004	90%	1790	2004	89%
W2																		
Caloosa Elementary	993	1075	92%	950	1075	88%	990	1075	92%	1015	1056	96%	1027	1056	97%	1084	1056	103%
Diplomat Elementary	944	1086	87%	960	1086	88%	1000	1086	92%	935	973	96%	946	973	97%	999	973	103%
Elementary "C"										994	1034	96%	1006	1034	97%	1061	1034	103%
Elementary "A"													1006	1034	97%	1061	1034	103%
Hancock Creek Elementary	874	1044	84%	923	1044	88%	961	1044	92%	976	1015	96%	987	1015	97%	1042	1015	103%
Hector A. Cafferata, Jr. Elementary	732	883	83%	780	883	88%	813	883	92%	750	780	96%	759	780	97%	800	780	103%
Tropic Isles Elementary	880	<u>1051</u>	<u>84%</u>	<u>929</u>	<u>1051</u>	<u>88%</u>	<u>968</u>	<u>1051</u>	<u>92%</u>	<u>959</u>	<u>997</u>	<u>96%</u>	<u>970</u>	<u>997</u>	<u>97%</u>	<u>1023</u>	<u>997</u>	<u>103%</u>
Elementary Total	4423	5139	86%	4542	5139	88%	4732	5139	92%	5628	5855	96%	6700	6889	97%	7070	6889	103%
Caloosa Middle	892	1005	89%	945	1005	94%	801	1005	80%	765	957	80%	772	957	81%	780	957	82%
Diplomat Middle	863	973	89%	914	973	94%	775	973	80%	773	967	80%	780	967	81%	788	967	82%
Mariner Middle	928	1141	81%	1072	1141	94%	909	1141	80%	903	1130	80%	911	1130	81%	921	1130	82%
Middle "MM"							<u>950</u>	<u>1192</u>	<u>80%</u>	<u>953</u>	<u>1192</u>	<u>80%</u>	<u>962</u>	<u>1192</u>	<u>81%</u>	<u>972</u>	<u>1192</u>	<u>82%</u>
Middle Total	2683	3119	86%	2931	3119	94%	3435	4311	80%	3393	4246	80%	3425	4246	81%	3461	4246	82%
Mariner High	1631	1635	100%	1535	1635	94%	1470	1635	90%	1445	1635	88%	1465	1635	90%	1460	1635	89%
North Fort Myers High	<u>1748</u>	<u>1763</u>	<u>99%</u>	<u>1655</u>	<u>1763</u>	<u>94%</u>	<u>1585</u>	<u>1763</u>	<u>90%</u>	<u>1559</u>	<u>1763</u>	<u>88%</u>	<u>1580</u>	<u>1763</u>	<u>90%</u>	<u>1575</u>	<u>1763</u>	<u>89%</u>
High Total	3379	3398	99%	3190	3398	94%	3055	3398	90%	3004	3398	88%	3045	3398	90%	3035	3398	89%

Table 16-4 — Projections for WEST Zone, By School Type and By Sub-Zone (continued)

<u>SCHOOL</u>	<u>2008/2009</u>			<u>2009/2010</u>			<u>2010/2011</u>			<u>2011/2012</u>			<u>2012/2013</u>			<u>2013/2014</u>		
	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%
W3																		
Cape Elementary	751	898	84%	794	898	88%	827	898	92%	839	873	96%	849	873	97%	896	873	103%
Gulf Elementary	1216	1347	90%	1190	1347	88%	1240	1347	92%	1244	1294	96%	1259	1294	97%	1328	1294	103%
Patriot Elementary	769	1046	74%	924	1046	88%	963	1046	92%	1005	1046	96%	1017	1046	97%	1073	1046	103%
Pelican Elementary	1088	1362	80%	1204	1362	88%	1254	1362	92%	1244	1294	96%	1259	1294	97%	1328	1294	103%
Skyline Elementary	1017	1380	74%	1220	1380	88%	1271	1380	92%	1211	1260	96%	1226	1260	97%	1293	1260	103%
Trafalgar Elementary	<u>830</u>	<u>1036</u>	<u>80%</u>	<u>915</u>	<u>1036</u>	<u>88%</u>	<u>954</u>	<u>1036</u>	<u>92%</u>	<u>996</u>	<u>1036</u>	<u>96%</u>	<u>1008</u>	<u>1036</u>	<u>97%</u>	<u>1063</u>	<u>1036</u>	<u>103%</u>
Elementary Total	5671	7069	80%	6246	7069	88%	6509	7069	92%	6538	6803	96%	6617	6803	97%	6982	6803	103%
Challenger Middle	1046	1230	85%	1156	1230	94%	980	1230	80%	953	1192	80%	962	1192	81%	972	1192	82%
Gulf Middle	874	943	93%	886	943	94%	751	943	80%	730	914	80%	737	914	81%	745	914	82%
Trafalgar Middle	<u>956</u>	<u>1034</u>	<u>92%</u>	<u>972</u>	<u>1034</u>	<u>94%</u>	<u>824</u>	<u>1034</u>	<u>80%</u>	<u>818</u>	<u>1023</u>	<u>80%</u>	<u>825</u>	<u>1023</u>	<u>81%</u>	<u>834</u>	<u>1023</u>	<u>82%</u>
Middle Total	2876	3207	90%	3014	3207	94%	2556	3207	80%	2501	3129	80%	2524	3129	81%	2551	3129	82%
Cape Coral High School	1964	1759	112%	1651	1759	94%	1582	1759	90%	1555	1759	88%	1577	1759	90%	1571	1759	89%
Ida Baker High School	<u>1920</u>	<u>1940</u>	<u>99%</u>	<u>1821</u>	<u>1940</u>	<u>94%</u>	<u>1744</u>	<u>1940</u>	<u>90%</u>	<u>1715</u>	<u>1940</u>	<u>88%</u>	<u>1740</u>	<u>1940</u>	<u>90%</u>	<u>1733</u>	<u>1940</u>	<u>89%</u>
High Total	3884	3699	105%	3472	3699	94%	3326	3699	90%	3270	3699	88%	3316	3699	90%	3304	3699	89%
W1 Total	1598	2215	72%	1958	2215	88%	2040	2215	92%	2005	2086	96%	2029	2086	97%	2141	2086	103%
W2 Total	4423	5139	86%	4542	5139	88%	4732	5139	92%	5628	5855	96%	6700	6889	97%	7070	6889	103%
W3 Total	<u>5671</u>	<u>7069</u>	<u>80%</u>	<u>6246</u>	<u>7069</u>	<u>88%</u>	<u>6509</u>	<u>7069</u>	<u>92%</u>	<u>6538</u>	<u>6803</u>	<u>96%</u>	<u>6617</u>	<u>6803</u>	<u>97%</u>	<u>6982</u>	<u>6803</u>	<u>103%</u>
Elementary Total	11692	14423	81%	12746	14423	88%	13281	14423	92%	14171	14744	96%	15346	15778	97%	16193	15778	103%
W1 Total	438	438	100%	412	438	94%	349	438	80%	340	426	80%	344	426	81%	347	426	82%
W2 Total	2683	3119	86%	2931	3119	94%	3435	4311	80%	3393	4246	80%	3425	4246	81%	3461	4246	82%
W3 Total	<u>2876</u>	<u>3207</u>	<u>90%</u>	<u>3014</u>	<u>3207</u>	<u>94%</u>	<u>2556</u>	<u>3207</u>	<u>80%</u>	<u>2501</u>	<u>3129</u>	<u>80%</u>	<u>2524</u>	<u>3129</u>	<u>81%</u>	<u>2551</u>	<u>3129</u>	<u>82%</u>
Middle Total	5997	6764	89%	6357	6764	94%	6340	7956	80%	6234	7801	80%	6293	7801	81%	6359	7801	82%
W1 Total	1094	2004	55%	1881	2004	94%	1802	2004	90%	1772	2004	88%	1796	2004	90%	1790	2004	89%
W2 Total	3379	3398	99%	3190	3398	94%	3055	3398	90%	3004	3398	88%	3045	3398	90%	3035	3398	89%
W3 Total	<u>3884</u>	<u>3699</u>	<u>105%</u>	<u>3472</u>	<u>3699</u>	<u>94%</u>	<u>3326</u>	<u>3699</u>	<u>90%</u>	<u>3270</u>	<u>3699</u>	<u>88%</u>	<u>3316</u>	<u>3699</u>	<u>90%</u>	<u>3304</u>	<u>3699</u>	<u>89%</u>
High Total	8357	9101	92%	8543	9101	94%	8183	9101	90%	8046	9101	88%	8157	9101	90%	8129	9101	89%

SOURCE: Table PSFE 11, Draft Public School Facilities Element, prepared by the Lee County School District, October 2008

Table 16-5 — Projections for Barrier Island and Special Centers

SCHOOL	2008/2009			2009/2010			2010/2011			2011/2012			2012/2013			2013/2014		
	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%	Enroll	Cap	Util%
Barrier Island Schools																		
Fort Myers Beach Elem	153	200	77%	170	200	85%	170	200	85%	161	179	90%	161	179	90%	161	179	90%
Pine Island Elementary	301	391	77%	332	391	85%	332	391	85%	329	347	95%	329	347	95%	329	347	95%
The Sanibel School (Elem)	244	263	93%	224	263	85%	223	263	85%	231	241	96%	231	241	96%	231	241	96%
The Sanibel School (Mid)	<u>126</u>	<u>132</u>	<u>95%</u>	<u>112</u>	<u>132</u>	<u>85%</u>	<u>112</u>	<u>132</u>	<u>85%</u>	<u>115</u>	<u>122</u>	<u>94%</u>	<u>115</u>	<u>122</u>	<u>94%</u>	<u>115</u>	<u>122</u>	<u>94%</u>
Total	824	986	84%	838	986	85%	837	986	85%	836	889	94%	836	889	94%	836	889	94%
Special Facilities																		
Buckingham Exceptional Ctr.	105	100	105%	110	100	110%	116	100	116%	122	100	122%	128	100	128%	134	100	134%
Dunbar Community School	0	260	0%	0	260	0%	0	260	0%	0	260	0%	0	260	0%	0	260	0%
New Directions	518	665	78%	544	665	82%	571	665	86%	599	640	94%	629	640	98%	661	640	103%
ALC West	76	265	29%	79	265	30%	83	265	31%	88	265	33%	92	265	35%	96	265	36%
Royal Palm Exceptional Center	181	230	79%	190	230	82%	199	230	87%	209	230	91%	220	230	95%	230	230	100%
High Tech Central	78	675	12%	82	675	12%	86	675	13%	90	675	13%	94	675	14%	99	675	15%
High Tech North	<u>100</u>	<u>324</u>	<u>31%</u>	<u>105</u>	<u>324</u>	<u>32%</u>	<u>110</u>	<u>324</u>	<u>34%</u>	<u>115</u>	<u>324</u>	<u>36%</u>	<u>121</u>	<u>324</u>	<u>37%</u>	<u>127</u>	<u>324</u>	<u>39%</u>
Total	1058	2519	58%	1110	2519	61%	1165	2519	64%	1223	2494	68%	1284	2494	71%	1347	2494	75%

SOURCE: Table PSFE 13, Draft Public School Facilities Element, prepared by the Lee County School District, October 2008

LEVEL-OF-SERVICE STANDARD

“Level of service” (LOS) is the relationship between demand and supply. For schools, LOS is expressed as a ratio of student enrollment to school capacity for all schools of each type (elementary, middle, high, and barrier islands/special centers).

To establish a formal level of service, the school district first identifies the *current* level of service that is being provided. Then the district projects future demand from additional students, identifies needed capacity in nearby schools, and determines the cost to construct additional school capacity. This cost is then compared to available funds for construction.

This process is similar to how the school district has always identified where new schools should be constructed. The difference now is that a public school “level of service” must become a regulatory standard in every county and city. Should the adopted standard not be met in any CSA, further development approvals cannot be granted.

To determine the capacity of each school, the school district uses a methodology established by the state Department of Education known as the Florida Inventory of Schoolhouses (FISH). This capacity is the number of students that may be housed in a school at any given time based on a state-determined percentage of the number of existing “student stations.”

The number of regular classrooms is multiplied by the number of student stations to create the “Permanent FISH Capacity” for each school. (“Permanent” capacity excludes relocatable classrooms from the capacity of schools.) No capacity is assigned to small instructional spaces or to specialized classrooms such as science labs and art or music rooms.

Tables 16-2 through 16-5 list each school administered by the school district according to its student assignment zone (South,

East, West, and Barrier Islands/Special Centers, respectively) and its sub-zone (e.g., S1, S2, S3, etc.). Data is provided showing each school’s current enrollment and its permanent FISH capacity. Projections of future student demand are applied to each school for each year through 2011/12. New schools are shown as available in future years according to the school district’s current construction schedule.

A “utilization percentage” (enrollment divided by capacity) is also provided in these tables for each school each year. This percentage can be thought of as a “level of service” for that school. Subtotals of enrollment, capacity, and utilization percentage are provided for each school type in each sub-zone and zone. This presentation of data makes it possible to evaluate taking the utilization percentage for various groupings of schools and making that percentage the formal “level of service” for concurrency purposes.

Based on this data, the school district has agreed with Lee County and the five municipalities⁴ to jointly establish the following level-of-service standard for concurrency purposes:

- (1) *Elementary: 100% of Permanent FISH Capacity as adjusted by the School Board annually to account for measurable programmatic changes.*
- (2) *Middle: 100% of Permanent FISH Capacity as adjusted by the School Board annually to account for measurable programmatic changes.*
- (3) *High: 100% of Permanent FISH Capacity as adjusted by the School Board annually to account for measurable programmatic changes.*
- (4) *Special Purpose: 100% of Permanent FISH Capacity as adjusted by the School Board annually to account for measurable programmatic changes.*

⁴Interlocal Agreement, approved April 7, 2008 (copy attached)

For purposes of this subsection, a “measurable programmatic change” means a change to the operation of a school and measurable capacity impacts including, but not limited to, double sessions, floating teachers, year-round schools and special educational programs.

Relocatable classrooms shall be utilized to maintain the LOS on a temporary basis when construction to increase capacity is planned and in process. The temporary capacity provided by relocatables shall not exceed 20% of the Permanent FISH Capacity and shall be used for a period not to exceed three years. Relocatables may also be used to accommodate special education programs as required by law and to provide temporary classrooms while a portion of an existing school is under renovation.

This standard will be applied to each of the three student assignment zones, not to individual schools or to sub-zones. Policy 16-B-1 of this element contains the final wording for this standard. Policy 16-B-3 describes the process for modifying this standard.

PROJECTED ADDITIONS TO SCHOOL CAPACITY

Countywide, four additional elementary schools are proposed in this plan, adding about 4,000 additional elementary student stations. The replacement of Michigan Elementary School will add about 308 student stations.

To accommodate the growth at the middle school level, two new middle schools will open in the next 5 years, adding about 2,668 new middle school student stations. No new high schools are planned.

The school district currently owns enough land to build all schools planned to open through 2012, with a bank of properties for some of the schools planned to open after that date.

SCHOOL DISTRICT CAPITAL FUNDING

The school district relies on both local and state funding for new construction and renovation. The primary local funding is from property taxes and school impact fees.

The school district has levied the maximum allowable rate of 1.75 mills for capital costs in its most recent budget.

In 2005, Lee County adopted school impact fees. The current rate is approximately \$4,116 for a single-family home and \$1,624 for multifamily units. These fees offset a portion of the cost of additional student stations required by new residential development.

The school district may also sell bonds or offer certificates of participation. The district currently has \$574,230,000 in outstanding certificates which were used to construct 24,879 student stations.

School expansion projects also rely on state capital outlay funding sources derived from motor vehicle license taxes, known

as Capital Outlay and Debt Service funds (CO&DS), and gross receipts tax revenue from utilities, known as Public Education Capital Outlay funds (PECO). Table 16-6 summarizes funds available to the school district for capital improvements over the coming five years.

FINANCIAL FEASIBILITY

Florida law requires that this element of the comprehensive plan must address how the level-of-service standard will be achieved and maintained.

The school board is required by state law to adopt each year a financially feasible "Five-Year Capital Facilities Plan." That plan details the capital improvements that are needed and the revenues that are available to meet the demand for additional student stations.

The summary of capital improvements shown in Table 16-7 details the school district's planned expenditures over the current five-year planning period. The school district's capital improvements program does not require funding from Lee County or the individual cities.

A comparison of Tables 16-2 through 16-7 show that the school district's capital financing plan is sufficient to fund necessary capital improvements and is financially feasible.

Table 16-6— Estimated Revenues for Public School Capital Improvements

Revenue Source	FY 2008 – 2009 Budget	FY 2009-2010 Projected	FY 2010-2011 Projected	FY 2011-2012 Projected	FY 2012-2012 Projected	Five-Year Total
Local Ad Valorem Tax (Discretionary Capital Outlay Revenue)	147,296,040	141,630,808	136,183,469	133,513,205	140,188,865	698,812,387
PECO and 2-Mil Maintenance and Other 2-Mil Expenditures	(367,110,689)	(248,503,334)	(219,173,383)	(225,568,282)	(209,324,672)	(1,269,680,360)
PECO Maintenance Revenue	2,891,818	3,472,847	4,647,908	4,396,618	4,381,272	19,790,463
Available 2-Mil for New Construction:	(219,814,649)	(106,872,526)	(82,989,914)	(92,055,077)	(69,135,807)	(570,867,973)
CO & DS Revenue	1,011,549	1,011,549	1,011,549	1,011,549	1,011,549	5,057,745
PECO New Construction Revenue	6,081,424	0	1,370,343	4,189,361	1,674,646	13,315,774
Other Revenue for Other Capital projects	665,800	100,000	100,000	100,000	100,000	1,065,800
Impact fees received	5,000,000	3,000,000	4,000,000	4,000,000	7,000,000	23,000,000
Interest, Including Profit on Investment	9,981,000	6,490,192	5,195,531	4,879,795	5,250,135	31,796,653
Fund Balance Carried Forward	336,106,236	175,368,500	112,472,249	96,774,372	108,121,977	828,843,334
Total Additional Revenue:	358,846,009	185,970,241	124,149,672	110,955,077	123,158,307	903,079,306
Total Available Revenue:	139,031,360	79,097,715	41,159,758	18,900,000	54,022,500	332,211,333
<p><i>SOURCES: Table PSFE 17, Draft Public School Facilities Element, prepared by the Lee County School District, October 2008 Five-Year District Facilities Work Program, 2008-2009, prepared by the Lee County School District, September 2008</i></p>						

Table 16-7— Schedule of Capacity-Enhancing Capital Improvements

Project Description	Name / Code	Added Capacity	Expected cost, by fiscal year					Total
			2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	
New Elementary East Zone (K-5)	Elem. V	1,000	\$23,477,713	\$0	\$0	\$0	\$0	\$23,477,713
New Elementary West Zone (K-5)	Elem. A	1,000	\$0	\$8,145,000	\$19,005,000	\$0	\$0	\$27,150,000
New Elementary East Zone (K-5)	Elem. W	1,000	\$0	\$8,145,000	\$19,005,000	\$0	\$0	\$27,150,000
New Elementary South Zone (K-5)	TBD	1,000	\$0	\$0	\$0	\$0	\$9,922,500	\$9,922,500
New Elementary East Zone (K-5)	TBD	1,000	\$0	\$0	\$0	\$9,450,000	\$22,050,000	\$31,500,000
New Elementary West Zone (K-5)	Elem. C	1,000	\$0	\$0	\$0	\$9,450,000	\$22,050,000	\$31,500,000
Replacement Elementary South Zone (K-5)	Heights	0	\$2,428,064	\$0	\$0	\$0	\$0	\$2,428,064
Replacement Elementary South Zone (K-5)	Michigan	750	\$23,066,661	\$0	\$0	\$0	\$0	\$23,066,661
Oak Hammock Middle East Zone (6-8)	KK	1,334	\$3,842,498	\$0	\$0	\$0	\$0	\$3,842,498
New Middle East Zone (6-8)	LL	1,334	\$13,065,107	\$26,159,893	\$0	\$0	\$0	\$39,225,000
New Middle West Zone (6-8)	MM	1,334	\$300,000	\$31,047,822	\$3,149,758	\$0	\$0	\$34,497,580
New ALC West Zone	ALC West	265	\$1,001,497	\$3,600,000	\$0	\$0	\$0	\$4,601,497
Sub-totals:			\$67,181,540	\$77,097,715	\$41,159,758	\$18,900,000	\$54,022,500	\$258,361,513
Other Capital Improvements That Don't Add School Capacity:			\$74,849,820	\$2,000,000	\$0	\$0	\$0	\$76,849,820
Grand totals:			\$142,031,360	\$79,097,715	\$41,159,758	\$18,900,000	\$54,022,500	\$335,211,333

SOURCE: Capacity Project Schedules in Five-Year District Facilities Work Program, 2008-2009

PROPORTIONATE SHARE MITIGATION

If school capacity is not available to accommodate a new development, the school district may entertain mitigation offers from the developer to offset the impact by creating additional school capacity.

If a mitigation option is accepted, it will be memorialized in an enforceable agreement between the developer, the affected local government, and the school district. The contribution must be directed toward a school capacity project identified in the district's Five-Year Capital Facility Work Plan.

Capacity projects identified within the first three years of the Five-Year Capital Facility Work Plan shall be considered as committed projects. If capacity projects are planned in years four or five of the district's Five-Year Capital Facility Work Plan within the same CSA as the proposed residential development, the developer may pay a proportionate share of the identified capacity project to mitigate the proposed development and accelerate its schedule.

When the student impacts from a proposed development cause the adopted level of service to fail, a developer may enter into a 90-day negotiation period with the school district and the town to review potential mitigation proposals. To be acceptable, a proportionate share project must create a sufficient number of additional student stations to maintain the established level of service with the addition of the development project's demand. Mitigation options include but are not limited to:

- (1) The funding of land acquisition or construction of a public school facility to offset the demand for public schools being created by the proposed development; or
- (2) Establishment of a charter school with facilities constructed in accordance with the State Requirements for Educational Facilities (SREF) on a site that meets the minimum acreage provided in the guidelines for SREF

and subject to guarantees that the facility will be conveyed to the school district at no cost if the charter school ceases to operate.

The following standards apply to any mitigation accepted by the school district:

- (1) Proposed mitigation must be directed towards a permanent school capacity improvement identified in the school district's financially feasible work program, which satisfies the demands created by the proposed development; and
- (2) Relocatable classrooms will not be accepted as mitigation.

The amount of the required mitigation shall be determined using the following formula:

$$\begin{aligned} & (\# \text{ of housing units by type}) \times (\text{student generation rate by} \\ & \text{type of unit}) \times (\text{student station cost adjusted to local costs}) \\ & = \text{proportionate share mitigation amount} \end{aligned}$$

The student generation rate is 0.299 for single-family detached homes and 0.118 for all multifamily dwelling units. The student station cost adjusted to local costs will be calculated utilizing the total cost per student station established by the Florida Department of Education, plus a share of the land acquisition and infrastructure expenditures as determined annually in the school district's Five-Year Capital Facilities Work Plan.

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. The cost of the mitigation required by the developer shall be credited toward the payment of impact fees imposed by local ordinance for the same need. If the cost of the mitigation option agreed to 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. Any mitigation accepted by the school district and subsequently agreed to by the town shall result in a legally binding agreement between the school district, the town, and the developer.

SCHOOL PLANNING AND SHARED COSTS

By coordinating the planning of future schools with affected local governments, the school district can better identify the costs associated with site selection and the construction of new schools. Coordinated planning requires the school district to submit proposed school sites to the affected local government for review and approval. This process also permits the school district and local governments to jointly determine the need for and timing of on-site and off-site improvements necessary to support each new school.

Necessary infrastructure improvements may include potable water lines, sewer lines, drainage systems, roadways including turn lanes, traffic signalization, site lighting, bus stops, and sidewalks. These improvements are mandated at the time of site plan approval. Approval conditions can address the timing and responsibility for construction of required on-site and off-site improvements.

COORDINATION

State law requires the school district and local governments to consider co-locating public schools and public facilities. The co-location and shared-use of facilities provide important economic advantages to all parties and greater convenience to the public.

The school district and Lee County have recently shared the cost to construct two facilities on school campuses that serve the athletic facility needs of the school and serve as community recreation centers. During the preparation of its educational plant survey, the school district can identify future co-location and shared-used opportunities for new schools and public facilities.

Likewise, co-location and shared use opportunities should be considered by the town and other units of local government when updating their own comprehensive plans and when planning and designing libraries, parks, community centers, and auditoriums. Co-location and shared use of school and governmental facilities for health care and social services should also be considered.

PUBLIC SCHOOLS ELEMENT

GOALS - OBJECTIVES - POLICIES

Based on the analysis of public school issues in this element, the following goals, objectives, and policies are adopted into the Fort Myers Beach Comprehensive Plan:

GOAL 16: To provide a public school system with a high-quality educational environment that is accessible for all of its students and has enough capacity to accommodate enrollment demand.

OBJECTIVE 16-A INTERGOVERNMENTAL

COORDINATION – Maintain an interlocal agreement with the Lee County School District that coordinates the location of public schools with supporting infrastructure and other public facilities and with this comprehensive plan.

POLICY 16-A-1 To ensure compatibility with surrounding land uses and proximity to residential areas they serve, public and private schools should be located in the following categories on the town’s future land use map: Mixed Residential, Boulevard, Pedestrian Commercial, or Recreation (but never seaward of the 1978 coastal construction control line), as required by Policy 4-B-14. Schools located outside the town must be located in accordance with policies of the relevant local government.

POLICY 16-A-2 The town and the school district shall jointly determine the need for and timing of on-site and off-site improvements necessary to ensure safe access to public schools and shall enter into an agreement with the school district identifying the timing, location, and the party or parties responsible for constructing, operating, and maintaining off-site improvements necessary to support public schools. Examples of off-site improvements include sidewalks and bicycle paths.

POLICY 16-A-3 The town strongly encourages the school district to add middle-school classrooms to the Fort Myers Beach Elementary School.

POLICY 16-A-4 Governmental agencies providing parks, libraries and community centers are strongly encouraged to locate them near the Fort Myers Beach Elementary School, which has always served as a community focal point.

POLICY 16-A-5 The town will coordinate with nearby local governments and the school district on emergency preparedness issues.

POLICY 16-A-6 The town will coordinate an annual review of this element and of school enrollment and population projections with the school district, county, and other cities as set forth in the interlocal agreement with the Lee County School District.

OBJECTIVE 16-B ACCOMMODATING ENROLLMENT

DEMAND – The town will keep in force the level-of-service standard (LOS) for public schools that is contained in the most current interlocal agreement with the school district in order to correct existing deficiencies and meet future needs.

- POLICY 16-B-1 The minimum acceptable level-of-service standards for public schools within the Town of Fort Myers Beach shall be:
- i. Elementary Schools: 100% of permanent capacity as adjusted by the school district annually to account for measurable programmatic changes.
 - ii. Middle Schools: 100% of permanent capacity as adjusted by the school district annually to account for measurable programmatic changes.
 - iii. High Schools: 100% of permanent capacity as adjusted by the school district annually to account for measurable programmatic changes.
 - iv. Special Purpose Schools: 100% of permanent capacity as adjusted by the school district annually to account for measurable programmatic changes.
- “Permanent capacity” of each of the four types of schools means the combined capacity for all schools of that type that are located in the school district’s South Student Assignment Zone, as depicted in Figure 3 of this element. (Multi-zone magnet schools and special centers are excluded.) Permanent capacity is the capacity of permanent buildings as determined by the Florida Inventory of School Houses, 2006 edition, published by the Florida Department of

Education’s Office of Educational Facilities. “Measurable programmatic change” means a change to the operation of a school and measurable capacity impacts including, but not limited to, double sessions, floating teachers, year-round schools, and special educational programs.

- POLICY 16-B-2 Relocatable classrooms may be utilized to maintain the level of service on a temporary basis when construction to increase capacity is planned and in process. The temporary capacity provided by relocatables shall not exceed 20% of the permanent capacity and shall be used for a period not to exceed three years. Relocatables may also be used to accommodate special education programs as required by law and to provide temporary classrooms while a portion of an existing school is under renovation.
- POLICY 16-B-3 Modifications to these level-of-service standards and concurrency service areas shall be accomplished by amendment to the Interlocal Agreement approved on April 7, 2008, and subsequent amendments to policies in this comprehensive plan. Modified levels of service and concurrency service areas must maximize the utilization of school capacity to the greatest extent possible and must be financially feasible, supported by adequate data and analysis, and able to be achieved and maintained for the coming five years.

OBJECTIVE 16-C PUBLIC SCHOOL CONCURRENCY –

Within six months after the effective date of this element, the town shall amend the concurrency management system in its land development code to include public school concurrency in the annual concurrency assessment in order to ensure adequate school capacity for at least the coming five years. Public school concurrency shall be applied by the town immediately as of the effective date of this element.

- POLICY 16-C-1 The following residential uses are exempt from the requirements of school concurrency:
- i. Single family lots having received final plat approval prior to the effective date of the code amendments.
 - ii. Multi-family residential development having received development order approval prior to the effective date of the code amendments.
 - iii. Amendments to residential development orders issued prior to the effective date of the code amendments, which do not increase the number of residential units or change the type of residential units proposed.

- POLICY 16-C-2 The town’s concurrency provisions for public schools shall apply to residential development only, except as exempted in Policy 16-C-1.
- i. If school capacity is available or planned to be under construction within the next three years, the application can proceed through the regular process.
 - ii. If school capacity is not available in the South Student Assignment Zone, a

contiguous zone can be reviewed for available capacity.

- a. If school capacity in a contiguous zone is available or is planned to be under construction within the next three years, the application can proceed through the regular process.
- b. If capacity is not available, the applicant may begin a 90-day negotiation period for mitigation.

POLICY 16-C-3 The town and the school district shall review mitigation options during the 90-day negotiation period.

- i. Mitigation options may include but are not limited to:
 - a. The donation of land or of funding of land acquisition or construction of a public school facility sufficient to offset the demand for public school facilities to be created by the proposed development; or
 - b. Establishment of a charter school with facilities constructed in accordance with the State Requirements for Educational Facilities (SREF) on a site that meets the minimum acreage provided in SREF and subject to guarantees that the facility will be conveyed to the school district at no cost to the district if the charter school ceases to operate.

- ii. The school district will consider mitigation offers only if they meet the following standards:
 - a. Proposed mitigation must be directed towards a permanent school capacity improvement identified in the school district's financially feasible work program which satisfies the demands created by the proposed development.
 - b. Relocatable classrooms will not be accepted as mitigation.
- iii. If mitigation can be agreed upon, the town and the school district will enter into an enforceable binding agreement with the developer.
- iv. If capacity is not available and mitigation cannot be agreed upon, the town cannot approve the application until such time as capacity becomes available.
- v. Further details on mitigation requirements is provided in the Interlocal Agreement with the school district.

OBJECTIVE 16-D SCHEDULE OF CAPITAL

IMPROVEMENTS – The town's five-year schedule of capital improvements will include school projects that are needed to address existing deficiencies or meet future needs.

POLICY 16-D-1 During the annual update of the capital improvements element, the town shall incorporate into its five-year schedule of capital improvement any improvements proposed by the school district during the next five years that will be constructed within the town's municipal limits and which are needed to address capacity deficiencies and shall ensure the financial feasibility of the school district's facility work plans on which this element is based. Capacity-enhancing school improvements outside the Town of Fort Myers Beach will be incorporated into the five-year schedule of capital improvements in accordance with Policy 11-A-7. The annual update process will comply with all relevant statutory and administrative code requirements.

REFERENCES

- **Five-Year District Facilities Work Program, 2008-2009**, Lee County School District, September 2008, www.planning.leeschools.net/Data/08WkPlanFinal.pdf
- **Educational Plant Survey**, September 2006, <http://planning.leeschools.net/Data/Lee%20Co%202007-12%20Ed%20Plant%20Survey.pdf>
- **Draft Public School Facilities Element**, prepared by Lee County School District, revised October 2008
- **Adopted Lee County Public Education Facilities Amendment**, DCA Number 09-1, approved by Lee County Ordinance 08-21 on September 11, 2008. The entire amendment file can be accessed through the following links:
<http://dcapapers.eoconline.org/FloridaPAPERS/FlashAug16/Model/documentView.cfm?UserID=6239&AreaID=11&DocumentID=435854>
- **Interlocal Agreement**, Lee County School District and Town of Fort Myers Beach, approved by School District on 03-25-08 and by Fort Myers Beach on 04-07-08 (copy attached)