



18/19 Five-year Capital Improvement Plan



THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

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BOARD VISION

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

SCHOOL BOARD MISSION

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

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Chapter 1: Planning Overview

A Tradition of Academic Excellence

Introduction

Recognized as one of the top school districts in the State of Florida, Sarasota County Schools (the District) provides educational services for over 35,000 traditional public school students living in Sarasota County (the County) and its four local municipalities—Longboat Key, North Port, Sarasota, and Venice. The District’s educational services meet a wide-range of educational and workforce development needs including traditional K-12 public school services at the 37 elementary, middle, and high schools; a gifted school for students in grades 2-12; a special needs school for students from Pre-K-12; and workforce and technical programs at Suncoast Technical College. The District is also home to 11 charter schools with whom the District shares capital resources. Through these schools, the District produces graduates that are college or career ready.

In order to meet the current and future educational needs of the County, Sarasota County Schools must continually plan for the development, maintenance, and improvement of the District’s capital resources and facilities. The 2018/19 Five-year Capital Improvement Plan (CIP) ensures that the District provides excellent educational services for residents and businesses by planning for current and future capital needs. The CIP plans for future school capital needs by: 1) confirming School Board planning goals and strategies, 2) assessing the condition of existing school facilities and capital resources, 3) evaluating current student needs and future enrollment demands, and 4) prioritizing capital improvement projects for funding through the capital budget. By planning for capital needs and demands, the CIP helps Sarasota County Schools ensure that they will have the capital assets to continue providing for the excellent educational services the citizens and businesses of Sarasota County expect.

2018/19 Planning Goals

The foundation of the District’s capital planning efforts are the School Board’s five adopted planning goals. These goals are fundamental components of the CIP as they help establish the basis upon which the CIP is developed. The goals provide direction about how future projects are to be assessed; identify what data needs to be evaluated; and set priorities for future planning efforts and projects.

Goal 1: Education Services Planning and School Facilities Capacity.

Meet the needs and demands of current and future residents and businesses through planning efforts that provide for current student populations, future student demands, and the educational needs of Sarasota County.

Goal 2: Asset Preservation.

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

Goal 3: Safety and Security.

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

Goal 4: Technology.

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

Goal 5: Capital Improvement Funding.

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

By helping define the District's capital planning directives and priorities, these goals give staff guidance about how to plan and budget for future capital improvement projects. Each project considered for capital funding in the Five-year CIP, is evaluated based upon whether it addresses or fulfills the School Board's adopted capital planning goals. The following section introduces some of the tools (facility condition, area population, school capacity) used to implement these goals in the Five-year CIP.

Condition Assessment

A condition assessment of campus facilities is conducted to ensure the Board's capital improvement goals are being met through the five-year CIP (Table 1). This assessment enables the District to determine which facilities need major repairs, expansion, or improvements by assessing issues related to a school facility's capacity, age, condition, cost of maintenance and repairs. Facilities that have high Matrix numbers provide the impetus for further evaluating whether such projects should receive CIP funding. As a result of this evaluation, projects are funded in this year's CIP include: Bay Haven HVAC, Englewood Elementary classroom wing, Fruitville classroom wing, Gocio classroom building, North Port High HVAC, Pine View classroom wing and core capacity expansion, and campus refresh. Additionally, capital projects that are currently being constructed include Brentwood Elementary cafeteria and campus refresh, Venice Middle School HVAC and campus refresh, and Pine View HVAC project and science wing refresh.

Table 1: Capital Projects Matrix—Top 10 Assessment

School	Signif Capacity Needs	Duration of Over- Capacity	Projected 5-Year Core Status	Cost of Maint. Projects Pending	Utility Costs	Past Five Years' Capital Invest	Facility Condition Index	2016 Total
Pine View	2	3	9	20	6	6	16	62
Brentwood	0	0	0	20	4	10	20	54
Venice MS	2	0	0	20	4	10	12	48
Gocio	4	5	12	5	6	8	8	48
Englewood	1	0	3	15	6	10	12	47
Bay Haven	1	3	3	20	10	2	4	43
Fruitville	2	5	6	10	6	8	4	41
North Port HS	1	0	0	20	4	8	8	41
Lakeview	3	5	6	0	8	8	8	38
Ashton	2	5	9	0	8	10	4	38
Garden	3	5	9	0	6	8	4	35
Southside	1	0	9	0	6	10	8	34
Cranberry	2	3	6	0	6	10	4	31
Sarasota HS	1	0	0	10	4	0	12	27
Taylor Ranch	2	4	0	0	8	10	0	24
E E Booker	2	0	0	0	6	10	4	22

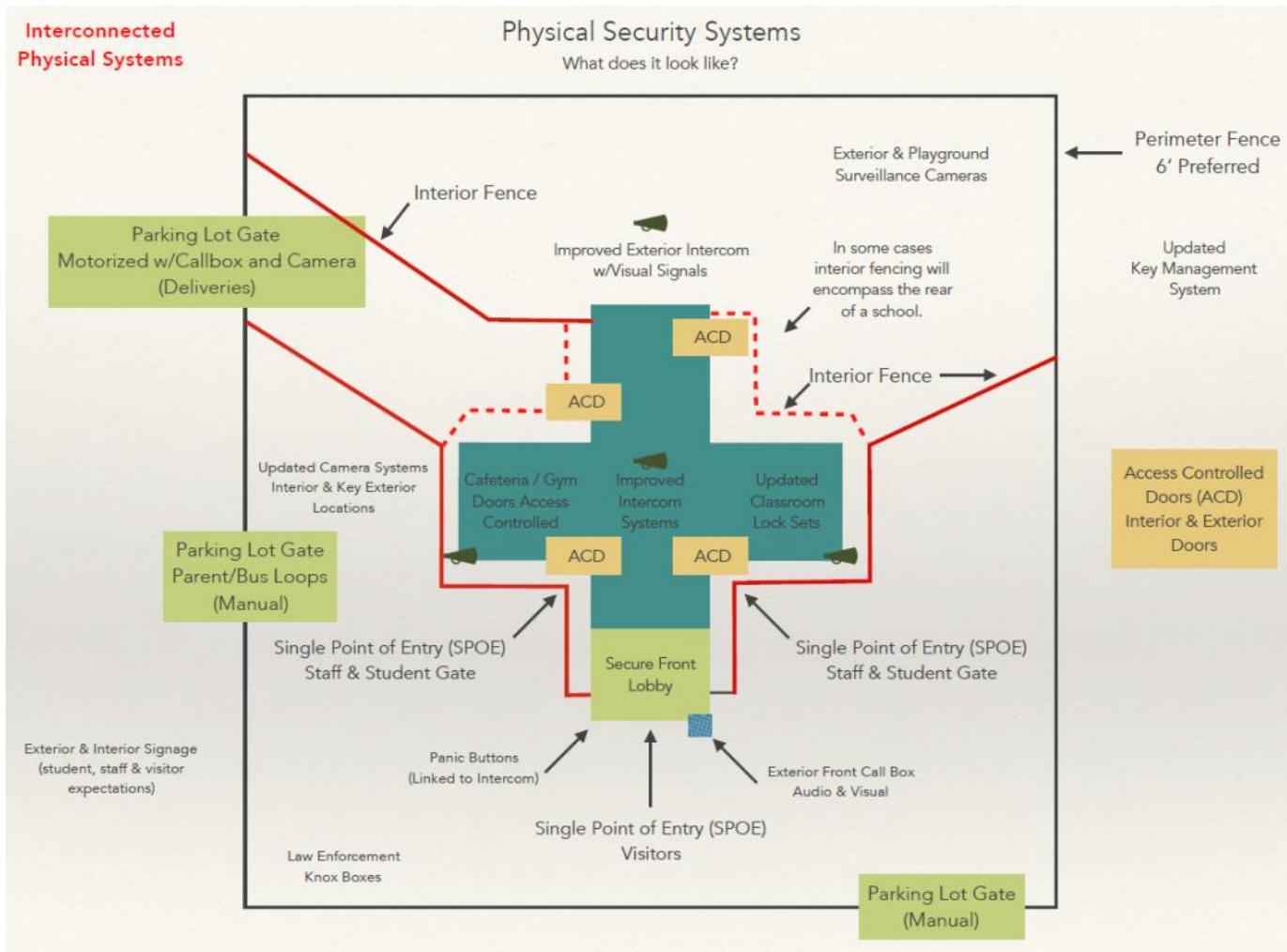
Typically, campuses with a composite score above 50 draw attention. By this matrix, all campuses with a composite score above 40 are being addressed.

Board Priorities

While the campus assessment helps the District prioritize needed capital projects, the Board also recognizes the need to adjust their projects in order to address immediate needs, demands, and concerns. Last year, the board made a commitment to provide improved campus safety and security within the five-year planning cycle by 2022/23. However, this year in order to address the heightened demand and urgency for increased school safety, the Sarasota County School Board has made school safety and security its number one capital planning priority by committing to more physically secured campuses at all of the District's 39 traditional public schools in the 2018/19 school year.

As such, the 2018/19 CIP prioritizes safety and security over all other projects in order to ensure all campuses are safe and secured by the end of the coming school year. In order to provide the more than \$25,000 needed to fund improved safety and security measures, the District delayed capital projects from the 2017/18 CIP that were to have been scheduled for the 2018/19 SY.

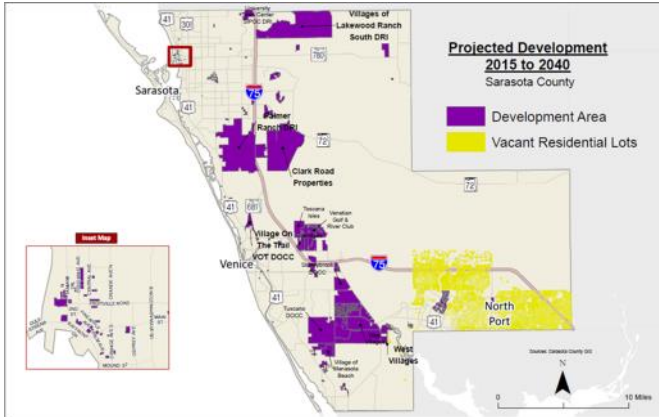
As shown on Figures 1, safety and security features that will be provided through this effort include: single-point security controlled visitor accesses, secured front lobbies, perimeter campus fencing, improved intercom systems, electronic access control, and increased camera monitoring, to name a few. These investments are in addition to the dollars being spent to provide a police presence on every elementary, middle, and high school campus in the district. Our goal is that by the start of the 2018/2019 school year every campus in the District will provide a safe learning environment for each child in our care, or at least have a funded project underway toward this goal.



School Capacity Data and Demographics

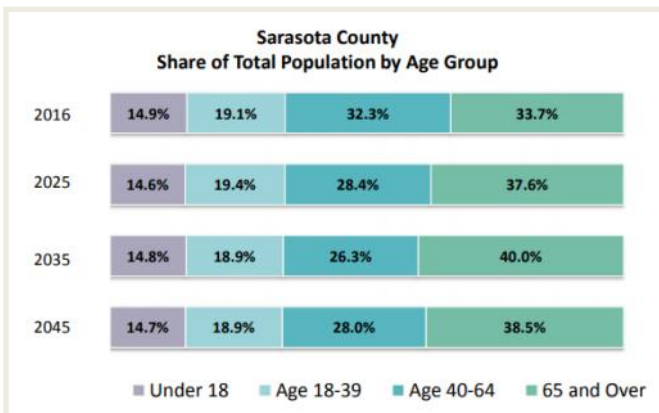
According to the State of Florida, Sarasota County has a population of just over 419,000 people—an increase of 9.4% since 2010. With an annual growth rate of 1.53% the County is expected to grow to over 420,000 full time residents by 2020, to 464,000 residents by 2030, and nearly 500,000 residents by 2040—an additional 100,000 people in 25 years. As highlighted on Map 1, this growth will predominantly occur in five areas — Lakewood Ranch/Fruitville Road, Palmer Ranch/Clark Road, Laurel/Border Roads, West Villages/River Road, and North Port vested lots.

Map 1: Sarasota County Projected Development



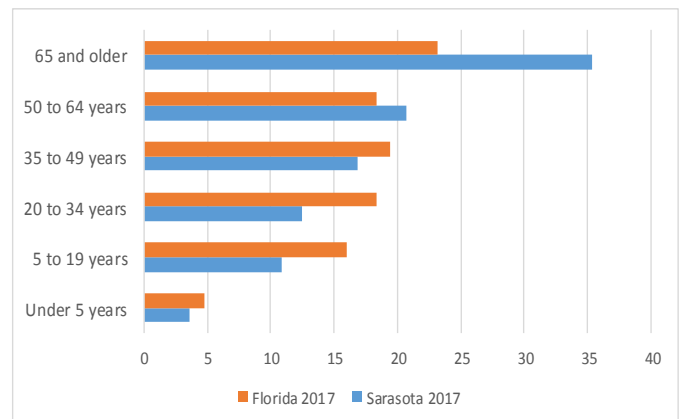
However, even as Sarasota County grows, the largest segment of the population continues to be older, retirees—with a median age of 55.7, 33.7% population over 65, only 15% of the population under 18, and less than half the population in workforce aged. Figures 2 and 3 show that Sarasota County residents age 55 and older are significantly greater than school age children 5-19. The County's older population is reflected in Sarasota County Schools' single-family student generation rate is fifth lowest in the State of Florida

Figure 2: Age Distribution 2015-2045



Source: Sarasota County

Figure 3: Age Difference Sarasota County-State of Florida

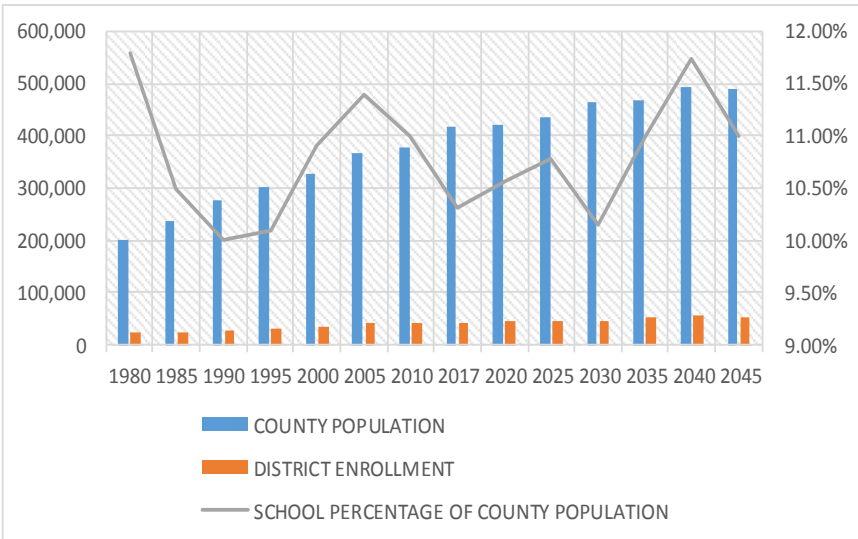


Source: US Census

School Growth in Sarasota County

Even though the population is predominantly older and Sarasota County Schools do have a low student generation rate, the growth in Sarasota County's residential population will increase student enrollment. Traditional public and charter schools enrollment consistently equates to about an eleventh of the County's overall residential population, though has dropped from a high of 11.4% in 2005 to 10.3% today (Figure 4). Thus the District's Budget Office projects that growth of the County will increase traditional public schools enrollment by an estimated 1,600 in the next five-years while adding about 600 students to charter schools.

Figure 4: Sarasota County Growth: Residents — Stu-



Source: US Census, Sarasota County School District

The following charters show expected five-year growth of traditional public schools and charter schools. Note: the tan bars in the table represent the current and previous school years. The orange represents the 2018/19 CIP execution year, and the light blue represents the 2018/19 CIP Programmed Funding Years.

Figure 4: Traditional Elementary Student Enrolment

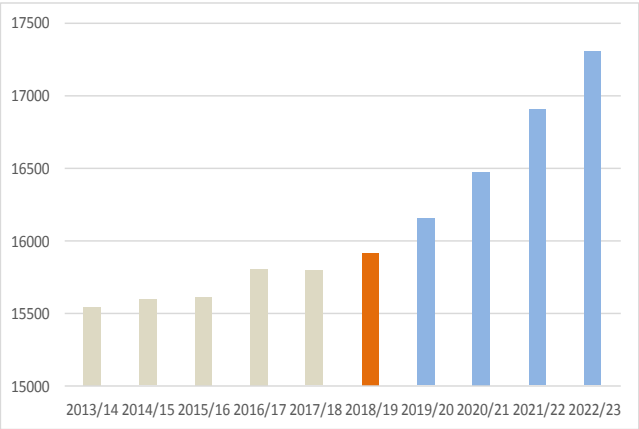


Figure 5: Traditional Middle School Student Enrollment

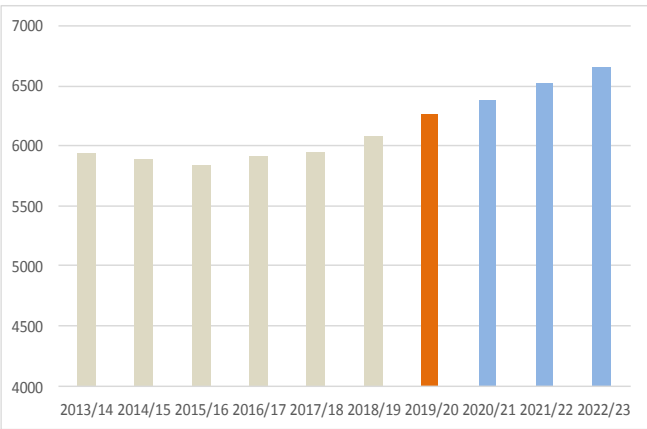


Figure 6: Traditional HS Student Enrollment

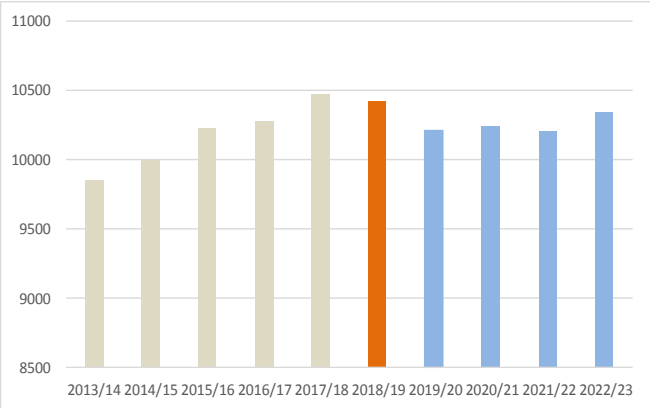
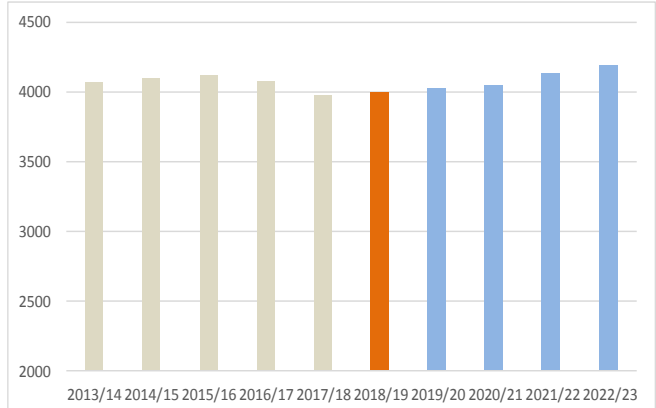


Figure 7: Traditional Special School Student Enrollment



Note: Special schools are Oak Park, Pine View, and Suncoast Polytechnical.

Figure 8: Traditional Public K—12 Student Enrollment

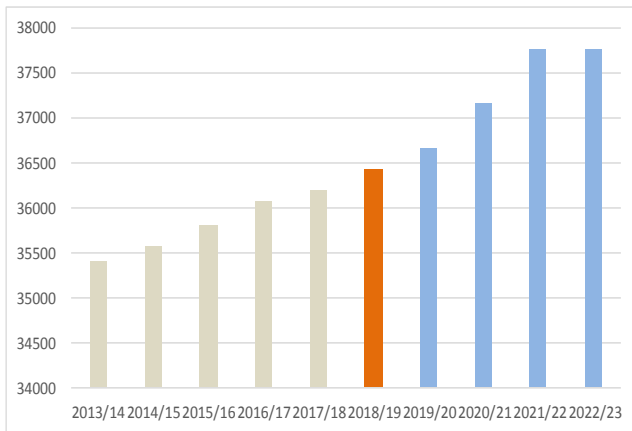
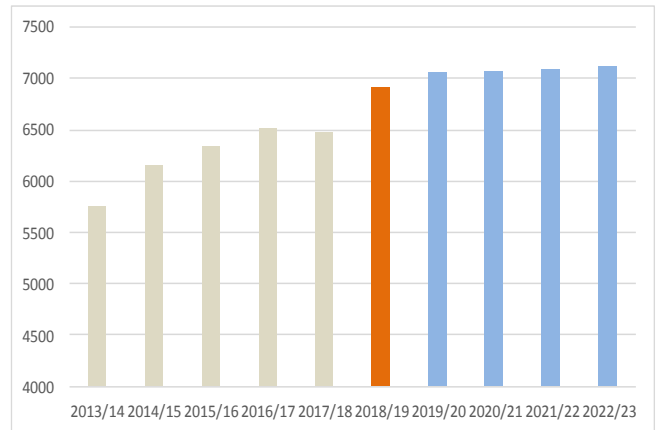


Figure 9: Charter School Student Enrollment



Capacity

The District has 39 traditional public schools that serve the students of Sarasota County. As the District works to plan for the future growth needs of the county, it must evaluate how much capacity is available at the existing schools in order to determine when and where to locate new school facilities.

Level of Service Standard: Sarasota County Schools education level of service standard for concurrency is based on the use of permanent program student stations, as portable stations are to be used to meet temporary fluctuations in enrollment. The School Board's current level of service standards (LOS) are based on permanent program capacity. Permanent Program Capacity measures the actual use of permanent stations at each school, accounting for inability to use all of the stations at all times due to scheduling, testing, special needs students, etc. This past year, the Planning Department worked to update the definition and calculation of permanent program capacity based on a study of how schools actually use their facilities. The study established that permanent program capacity should be calculated for the elementary, middle, high school, and special schools as follows:

- *Elementary Schools Adopted LOS:* 105% of Permanent Program Capacity. Permanent Program Capacity = 85% FISH
- *Middle School Adopted LOS:* 100% of Permanent Program Capacity. Permanent Program Capacity = 90% FISH
- *High School Adopted LOS:* 100% of Permanent Program Capacity. Permanent Program Capacity = 95% FISH
- *Special Schools Adopted LOS:* 100% of Permanent Program Capacity. Permanent Program Capacity = 90% FISH

The District's LOS shows a lower amount of available capacity than the state's capacity data (FISH) because the District's program capacity measures how schools actually use their space and FISH measures how space was designed to be used. FISH does not account for the loss of capacity due to the need for computer testing labs, special purpose classrooms, non classroom instructional spaces (e.g.: speech and language, math support, and other special learning needs), as well as other school activities. It is important to note, that when assessing when and where to add additional capacity, the District makes a determination of both FISH and available LOS capacity. This is because the State of Florida requires the District to demonstrate need for additional capacity based primarily on FISH data, though the District is able to use the LOS capacity to show specific program and location needs.

Capacity Table: The District's current inventory of traditional schools, permanent FISH capacity, permanent program capacity, and available capacity for 2017/18 as well as projected capacity for 2018/19 and 2022/23 are presented in Table 3. Data notes:

- *Laurel Nokomis:* The Planning Department is working with the DOE to complete a utilization study and spot survey in order to adjust the state capacity numbers, especially as they relate to the school's ESE cluster site classrooms. The elementary school component of Laurel--Nokomis is based on 60% of the total capacity and

middle school component is based on 40% of capacity. The goal of the study is to address actual program use and show ultimately reduce capacity.

- *Emma Booker and other Title 1 Schools:* The Planning Department is working with the DOE to complete a utilization study and spot survey in order to adjust state capacity numbers based on LOS program use of these schools. Title 1 schools have a greater need for non classroom instructional spaces. The goal of this effort is to reduce capacity at the Title 1 campuses.
- *Special Schools are Pine View, Oak Park, Suncoast Polytechnical:* Are special program schools that have District-wide attendance zones and therefor are not included within the capacity totals by school level .
- *Middle school and High School Levels:* Do not include the Englewood community south of Manasota Beach Road as those areas are districted to Charlotte County School District

Table 3: Sarasota School Inventory and Projected Capacity

5-Year Projected Available Capacity								
School Name	Permanent Capacity		2017/18 Month 2 Enrollment		18/19 Enrollment Projections		22/23 Enrollment Projections***	
	DOE FISH	Adopted LOS Standard	Enrollment*	Available Capacity	Projection**	Available Capacity	Projection**	Available Capacity
Available Elementary School Capacity (Adopted LOS: 105% of Permanent Program Capacity. Permanent Program Capacity: 85% FISH)								
Alta Vista	848	757	589	168	701	56	632	125
Ashton	734	655	997	-342	1007	-352	1280	-625
Atwater	1028	917	710	207	680	237	733	184
Bayhaven	664	593	614	-21	608	-15	606	-13
Brentwood	1043	931	680	251	700	231	749	182
Cranberry	761	679	718	-39	718	-39	743	-64
Emma E Booker	746	666	539	127	611	55	589	77
Englewood	644	575	544	31	622	-47	520	55
Fruitville	985	879	736	143	712	167	774	105
Garden	482	430	605	-175	631	-201	643	-213
Glenallen	930	830	728	102	757	73	727	103
Gocio	584	521	644	-123	676	-155	545	-24
Gulf Gate	913	815	716	99	772	43	680	135
Lakeview	594	530	608	-78	643	-113	678	-148
Lamarque	1069	954	842	112	847	107	1012	-58
Laurel Nokomis	974	869	683	186	769	101	712	158
Phillippi Shores	731	652	785	-133	807	-155	747	-95
Southside	826	737	769	-32	800	-63	698	39
Tatum Ridge	779	695	680	15	693	2	996	-301
Taylor Ranch	781	697	731	-34	778	-81	1136	-439
Toledo Blade	853	761	763	-2	753	8	927	-166
Tuttle	849	758	732	26	812	-54	692	66
Venice	766	684	578	106	557	127	480	204
Wilkinson	786	702	485	217	511	191	532	170
Totals	19370	17288	16476	812	17165	123	17831	-543

Table 3: Sarasota School Inventory and Projected Capacity

5-Year Projected Available Capacity								
School Name	Permanent Capacity		2017/18 Month 2 Enrollment		18/19 Enrollment Projections		22/23 Enrollment Projections***	
	DOE FISH	Adopted LOS Standard	Enrollment*	Available Capacity	Projection**	Available Capacity	Projection**	Available Capacity
Available Middle School (Adopted LOS: 100% of Permanent Program Capacity. Permanent Program Capacity: 90% FISH)								
Booker MS	2022	1820	789	1031	826	994	892	928
Brookside MS	1649	1484	750	734	795	689	777	707
Heron Creek MS	1702	1532	842	690	937	595	939	593
Laurel Nokomis	649	584	455	129	512	72	474	110
McIntosh MS	1373	1236	737	499	760	476	859	377
Sarasota MS	1563	1407	1232	175	1328	79	1281	126
Venice MS	1243	1119	680	439	682	437	899	220
Woodland MS	1567	1410	915	495	837	573	979	431
Totals	11768	10591	6400	4191	6677	3914	7100	3491
Available High School (Adopted LOS: 100% of Permanent Program Capacity. Permanent Program Capacity: 95% FISH)								
Booker HS	1616	1535	1231	304	1307	228	1309	226
North Port HS	2942	2795	2362	433	2249	546	2319	476
Riverview HS	2786	2647	2595	52	2516	131	2377	270
Sarasota HS	2675	2541	2118	423	2071	470	1920	621
Venice HS	2207	2097	2169	-72	2063	34	2197	-100
Totals	12226	11615	10475	1140	10206	1409	10122	1493
Available Special Schools (Adopted LOS: 100% of Permanent Program Capacity. Permanent Program Capacity: 90% FISH)								
Oak Oark	606	545	307	238	318	227	326	219
Pineview	1668	1501	1967	-466	1929	-428	1988	-487
Suncoast Polytechnical	606	545	560	-15	574	-29	531	14
Totals	2880	2592	2834	-242	2821	-229	2845	-253
Grand Totals								
Grand Totals	46244	42086	36185	5901	36869	5217	37898	4188

Summary

The citizens of Sarasota County demand exceptional educational services. Sarasota County Schools meet this demand by adopting a Five-year Capital Improvement Plan (CIP) that: 1) establishes planning goals and strategies, 2) assesses the condition of existing school facilities and capital resources, 3) evaluates current student needs and future enrollment demands, and 4) prioritizes capital improvement projects for funding through the capital budget.



Chapter 2: Goals and Objectives

Strategies for Achieving Educational Excellence

Introduction

Sarasota County School Board has five capital planning goals and associated objectives that guide the planning, funding, and prioritization of its capital improvement projects. These goals articulate what issues need to be addressed in order for Sarasota County Schools to meet its vision of placing learning at the center of its activities to enable all learners to lead productive, responsible, and healthful lives. The objectives give direction about how to implement the goals through planning strategies, project deliverables, planning priorities, and work tasks. These goals and objectives establish the planning foundation for evaluating, implementing, and achieving its mission of providing the highest learning standards by engaging a high quality staff, involving parents, and a supportive community.

Included in this chapter is a section that shows how each project included within the 2018/19 Five-year Capital Improvement Plan meets the District capital planning goals. The schools and ancillary sites identified in this section reflect the decisions made at the April Board Work Session for projects to be completed as part of the 2018/19 Five-year CIP. Emergencies, funding, and competing priorities may change the projects actually completed in years two through five.

GOAL 1: EDUCATION SERVICES PLANNING AND SCHOOL FACILITIES CAPACITY PLANNING.

Meet the needs and demands of current and future residents and businesses through planning efforts that provide for current student populations, future student demands, and the educational needs of Sarasota County.

Objective 1.1. Level of Service Provision. Ensure that current and future educational demands are met through planning efforts that provide for the adopted Level of Service for School Facilities by:

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

Objective 1.2. Educational Service and Program Planning. Ensure educational services are able to adapt to changes in District strategic priorities, student population demands, and capital funding capabilities by:

- a. Prioritizing future school rebuilds, expansions, and construction according to facility needs, conditions, locations, and budget;
- b. Utilizing relocatable structures as a planning tool to respond to growth and to minimize and reduce the dependence on such facilities;
- c. Maximizing facility utilization through program relocations, attendance zone changes, or student assignment measures; and
- d. Purchasing new school facilities sites necessary to support long-range needs and growth demands over a ten-year planning horizon.

Objective 1.3. Shared-Use Facilities and Co-located Services. Maximize the utilization of District facilities, capital assets, and fiscal resources by proactively identifying opportunities to develop shared-use facilities and co-

locate services with both internal and external partners—e.g.: local, regional, and state government entities, community groups, neighborhood associations, and not-for-profit agencies. Opportunities to partner on the delivery of services and facilities include:

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

Goal 1 Projects:

The following details those projects scheduled to be funded in the 2018/19 CIP as well as those planned for the following four years—2019/18, 2020/21, 2021/22, and 2022/23—to implement Goal 1.

Projects Scheduled for Funding Starting in 2018/19:

- Master Planning for future capital projects
- Elementary school site funded in 2017/18

Projects Planned for Funding in the Following Four Years:

- Elementary School J, \$30,000,000 total planned for 2022/23
- Gocio New Classroom Wing & Campus Refresh, \$9,200,000 total planned for 2019/20 and 2020/21
- School Site Purchase, \$10,000,000 total planned 2019/20
- Laurel Nokomis New ESE Classroom Wing, \$1,050,000 total planned for 2019/20
- Pine View New Classroom Wing, \$20,000,000 total planned for 2019/20 and 2020/21
- Pine View Portables Project, \$2,500,000 total planned for 2021/22
- Venice High Classroom Wing, \$10,000,000 total planned for 2021/22 and 2022/23

GOAL 2: ASSET PRESERVATION.

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

Objective 2.1. Capital Asset Operations Evaluations. Ensure the District's capital assets provide for the educational and operations needs of the District by continually evaluating how such resources are utilized.

Particular emphasis shall be to ensure that District's capital assets:

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

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

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

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

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

- a. Collaborate on the planning, design, and implementation of capital improvement projects;
- b. Coordinate the prioritization and review of proposed capital improvements;
- c. Bring forward the capital improvement needs and interests of the school administrations;
- d. Ensure effective and efficient project management and program implementation; and
- e. Maximize District capital resources by seeking opportunities to reduce project redundancies.

Goal 2 Projects:

The following details projects scheduled to be funded in the 2018/19 CIP as well as those planned for the following four years—2019/18, 2020/21, 2021/22, and 2022/23—to implement Goal 2.

Projects Scheduled for Funding Starting in 2018/19:

- Oak Park Bus Loop Enhancements, \$1,000,000 total
- North Port High HVAC and Science Wing Refresh, \$21,500,000 total CIP budget of which \$3.5 m is budgeted in 2018/19
- Facilities maintenance, renovation, and replacement projects as funded through the capital budget

Projects Planned to be Funded in the Next Four Years:

- Bay Haven HVAC and Classroom Refresh, \$10,000, 000 total planned for 2019/20 and 2020/2021
- Englewood Building 6 Rebuild, \$4,200,000, planned for 2019/20
- Emma E Booker Campus Upgrade \$1,500,000 planned for 2019/20
- Fruitville Building 5 Refresh, \$1,000,000 planned for 2021/22
- Garden Entry Enhancements, \$750,000 planned for 2020/21

GOAL 3: SAFETY AND SECURITY.

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

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

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

Objective 3.2. Campus Security. Establish safe internal campus security by: Upgrading classroom and administrative support doors with keysets that lock from the inside, and, where appropriate, implement electronic access control.

Objective 3.3. Security Technology. Utilize technology that helps monitor campus activities and ensure effective emergency management communication including:

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

Goal 3 Projects:

The following details projects scheduled to be funded in the 2018/19 CIP as well as those planned for the following four years—2019/18, 2020/21, 2021/22, and 2022/23—to implement Goal 3. The priorities for safety and security dramatically changed following the events on February 14, 2018 at Marjory Stoneman Douglas High School. With the unwavering support of the superintendent, the District reprioritized CIP Year 1 projects in order to provide more than \$25 million dollars to safety and security to ensure every traditional public school in the district was protected by a range of physical safety enhancements, as outlined by Figure 1 on page 8.

Projects Scheduled for Funding Starting in 2018/19:

- District Access Control \$5,750,000 total CIP budget
- District Cameras, \$3,000,000 total CIP budget
- District Fencing, \$17,500,000 total CIP budget
- District Single Point of Entries, \$14,500, 000 total CIP budget
- Glenallen Security and Offices, \$1,000,000

GOAL 4: TECHNOLOGY.

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

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

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

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

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

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

- a. Technology funds necessary to support our learning management systems, virtual learning, streaming video, video conferencing, individualized learning system, and reading progress monitoring;
- b. District wide communications technology including intercoms, clocks, and telephones; and
- c. Computing infrastructure replacements and upgrades necessary to support blades, school servers, and television studios.

Goal 4 Projects:

The following details projects scheduled to be funded in the 2018/19 CIP as well as those planned for the following four years—2018/19, 2019/20, 2020/21, and 2021/22—to implement Goal 4.

Projects Scheduled for Funding Starting in 2018/19:

- Technology enhancements, upgrades, refresh, replacements, and improvements throughout the district as outlined in the capital budget.

Projects Planned to be Funded in the Next Four Years:

- Data Transmission Alternatives, \$10,000,000 total planned for 2020/21 and 2021/22

GOAL 5: CAPITAL IMPROVEMENT FUNDING.

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

Objective 5.1. Capital Improvement Planning. Provide for capital improvements in accordance with established service priorities and capital asset needs by establishing a CIP which identifies and prioritizes all capital improvement projects which the District will undertake. The CIP shall include projects which:

- a. Address existing deficiencies and augment existing operations;
- b. Provide repair or replacement of existing facilities; and
- c. Accommodate planned future growth.

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

- a. Completing an annual assessment of potential capital projects to ensure that current and future capital assets meet the District's establish strategic goals, are properly accounted for in the District's budgeting practices, and achieve previously established project priorities;
- b. Evaluating potential projects for inclusion in the Five-year CIP according to criteria that considers issues related to: need to correct deficiency, repair or replace facility, accommodate new growth; project location and student considerations; community interests and demands; projected estimated cost and fiscal capabilities; and priority ranking relative to other proposed projects and capital needs; and
- c. Ensuring that the District does not add new projects to the Five-year CIP unless there is an overriding demonstrated need for the project, new funding revenues are found that help finance the project, or the project is shown to meet a strategic goal of the District.

Objective 5.3. Capital Asset Utilization and Financing. Promote life-cycle cost management practices that improve the efficiency and effectiveness of education systems and services through the following practices:

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

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

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

Objective 5.5. Capital Project Budget. Implement the Capital Projects Budget through a collaborative team of Planning, Construction, Facilities, Finance, Information Technologies, Safety and Security, the Chief Operating Officer, and instructional leaders to systematically:

- a. Develop a list of projects;
- b. Rank the projects as to priority; and
- c. Ensure adequate funding for the District's priorities.



Chapter 3: Key Planning Issues

Moving Forward

Introduction

This report has highlighted the CIP planning process including the goals that guide the process, the tools staff uses to objectively evaluate the condition and need for capital improvements, the need to address immediate concerns, and the demographic and growth conditions which Sarasota County Schools must address in order to ensure there is sufficient capacity to meet the needs of educational services. However, before the Board can evaluate whether specific planning projects are priorities for capital funding, it is important to understand the current and future planning issues that are driving the demand and need for capital improvements.

The next section seeks to quickly identify those current and future planning issues, in order to provide additional context about what projects should be completed with the 2018/19 Five-year Capital Improvement Plan. These issues, along with the Board's established goals and priorities, are the basis for making current capital budget recommendations. These issues help set the framework for evaluating capital projects and making current capital budgetary recommendations.

Current Planning Issues

- **School Safety and Security:** In order to address the heightened demand and urgency for increased school safety, the Sarasota County School Board has made school safety and security its number one programmatic and capital budgeting priority for the 2018/19 fiscal year. The 2018/19 CIP commits over \$25,000,000 to providing more physically secure campuses at the district's 39 traditional public schools. The safety and security standard that we are funding this year will ensure that our campuses provide a safe and secure environment for our children to learn and grow. These standards seek to establish a limited, controlled access of our campuses that result from a combination of buildings and fences, single point visitor access control, prox technology, monitored cameras in many strategic locations, and smart landscaping just to name a few. This investment in physical improvements is in addition to the dollars being spent to provide a police presence on every elementary, middle, and high school campus in the district. Our goal is that by the start of the 2018/19 school year a project will be under way at every campus in the District that will provide a safe learning environment for each child in our care. Completion of this effort by the start of the 2018/19 school year is not possible due to the scope of the improvements needed at a particular school; however all campuses will be underway by that point.
- **Capacity Demands from Growth:** Growth in Sarasota County remains strong as many local governments are experiencing higher than ever permitting. Indeed, West Villages has been among the country's top five highest selling communities for two straight years. This growth will result in a need for new school capacity—particularly at the elementary and high school levels. In order to plan for this growth, the 2018/19 Five-year CIP plans for the construction of new classroom wings at Gocio Elementary, Pine View, and Venice High School, a new elementary school, and purchase of elementary and high school sites. The Planning Department, in coordination with our municipal and county planning partners and District Capital Projects Team, will monitor new capacity demands on an ongoing basis in order to assess the impacts of new development on traditional school capacity.
- **Elementary Campus Space Utilization:** In the past year, the Planning Department conducted a space utilization study of all schools in the District. The findings at the Elementary level showed that campus utilization rates varied depending on educational program needs. The utilization rates range was from a low of 70% at Wilkinson Elementary to a high of 105% at Phillippi Shores Elementary. The different program needs were based, in large part, on varied demands for non classroom instruction spaces (e.g.: resource spaces, speech-language instruction, computer labs, and other ESE uses) and the design of older campuses. In order to address this issues, the 2018/19

Five-year CIP proposes to begin to implement campus improvements to address these issues including: 1) redesign and improved utilization of space at Glenallen Elementary and Gocio Elementary, 2) the master planning of older campuses starting with Emma Booker, 2) the evaluation of non classroom instruction space needs and 3) determination of opportunities for retrofitting existing spaces for such programs. The Planning Department is working with the state to ensure that state regulations regarding school space are more reflective of today's educational programming needs for computer technology, non classroom instructional space, and other current education demands.

- *Future School Sites:* The School District has 7 undeveloped school sites — an elementary school site in Lakewood Ranch, k-12 sites in West Villages and Clark Road Properties, and two elementary, one middle school, and one high school sites in North Port. Additionally, we are in the process of locating a central county high school site. In order to address this need, the proposed 2018/19 Five-year CIP proposes to purchase a new elementary school sites and one new high school site. Staff is also working with developers to secure other sites as part of their development processes.
- *Laurel-Nokomis Spot Survey:* Another finding from the space utilization study was that the student stations being reported through FISH for Laurel-Nokomis School are overstated. This is due to program changes that have occurred on the campus over the years which have never been updated in the state inventory of school houses. As the District prepares for the development of Elementary School J, this issue needs to be addressed in order to ensure that the state will recognize how much Sarasota County Schools are overcapacity at the elementary level and give approval to the construction of the new school. Planning staff is currently working with the Florida Department of Education to develop a strategy through which a spot survey can be completed in order to correct this issue.
- *Portable Capacity:* Over the last decade, the District has significantly reduced its reliance on relocatable classroom. At the same time we are using portables for 1) swing space on campus refresh projects at campuses including Pine View and Venice Middle; 2) addressing growth and school enrollment needs at campuses including Ashton, Garden, Laurel-Nokomis, Pine View, and Taylor Ranch; and 3) community-based education resources at campuses such as Emma Booker, Alta Vista, and Gocio. As a result, as of the 2018/19 school year, the District has no spare portables to address growth or educational program demands until the current campus projects at Pine View and Venice Middle are complete and new elementary J school campus is constructed. Therefore, effective immediately, in order for the District to address any additional campus growth or expanded program demands it must purchase or lease new portables.
- *Project Scope and Budget Development:* One of the challenges in developing an accurate CIP has been developing an accurate project scopes and budgets. In order to address this issues, over the last year staff studied this process to 1) determine opportunities for improving the CIP project scope and budget development process; and 2) ensure that well before projects are scheduled in year one of the Five-year CIP the scope and budget are well-defined. One of the improvements being made through this effort resulted in an addition to the 2018/19 CIP for project scope development. This line item will enable staff to hire a design-build consultant to develop project scope and cost-out the planned projects early in the planning process to ensure that the budget number reflected in the CIP is accurate.
- *Construction Implications of HB 7029:* As of July 1, 2017, HB 7029 influences the scope development and budgets for future campus construction projects by enforcing a maximum cost per student station and levying penalties when those costs are exceeded. As a result, the District is having to reevaluate how it builds schools and, in

particular, consider the additional up-front costs of lifecycle improvements (e.g. brick exterior, tile restrooms, and thermal storage) as well as the sizes and number of ancillary spaces.

- **Charter School Capital Sharing:** The Florida legislature is continually evaluating how school boards should share capital resources with charter public schools. Such sharing of capital fiscal resources impacts how the District's Five-year CIP functions.
- **Taxable Values:** Sarasota County property values continue to increase. The District capital budget is built on a budget that estimates for the 2018/19 FY there will be a 6% increase in overall taxable values. In the out years, the District assumes a 1% reduction by year—5% in 2019/20; 4% in 20/21; and 3% in 2021/22 and beyond. Additionally, the District projects sales tax collections will increase by approximately 3%. The fact that the ad valorem millage rate remains at 1.5 mil continues to hamper the District's ability to execute a completely effective capital program.

Future Planning Considerations

Sarasota County has entered a period of economic growth and development that is projected to continue for the foreseeable future. We will need to continually monitor, evaluate, and study the County's economic growth and development outcomes. Planning for future demands is essential. New residential growth and increased job opportunities influence the District's ability to provide educational services. Continual and careful evaluation of development and planning concerns are necessary as it is difficult to correctly project how the county's residential housing market and job-based economic conditions will influence the timing, location, and demand for future educational services.

- **Redistricting:** The growth of schools is not impacting all schools at the same rate—and for some schools it is not impacting them at all. In order to ensure that the District utilizes its facilities most efficiently, one of the issues that will have to be assessed is how the redistricting of schools could help the District better manage and absorb the impacts of growth. As such, the Planning Department will be leading a discussion of District and school administrators, Capital Planning Team members, local planning partners, and community stakeholders about how redistricting could be used as an effective tool to help address the growth of our schools.
- **Growth Management:** Sarasota County Schools enrollment is increasing. The questions are how many students be generated by the growth in the County, how many will enter traditional public schools, what schools will they attend, and how quickly will the School District need to add school capacity. The Planning Department will continue to monitor growth in the county, school enrollment, and future development projects in order to advise the Board on appropriate growth management actions.
- **Adequate Educational Facilities:** One of the primary challenges facing the District's future is how to provide adequate educational facilities concurrent with growth and development. Currently there is demand for school in growing communities—e.g.: Lakewood Ranch, Palmer Ranch, West Villages, and North Port. However, schools in older areas of the community, such as Wilkinson Elementary, Brentwood, and Emma Booker, have access capacity. The challenge for the District is that the state will now allow new school capacity to be built when the District as a whole has access capacity. In order to be able to better respond to these issues, the District has begun a planning effort to evaluate, reassess, and develop out of the box solutions to ensure that its educational facilities are located where they are needed to meet the demands of today and tomorrow.

- *Housing Affordability/School Growth:* Economic and enrollment indicators show that the District has entered a period of sustained growth that coincides with a period of growth in the County’s residential development market. The price of housing in Sarasota County has also begun to rise faster than median household incomes. Thus, there is a growing question about whether working families with school age children will be able to afford to reside in Sarasota County and, if they can afford to live in the County, where will they reside? Such issues will need to be monitored carefully to ensure that the District is able to appropriately respond to future capacity demands.
- *School Choice and Charter Schools:* The District has long valued a variety of public school choice options. As such, questions remain about how many students will select traditional public schools versus other options such as charter schools, virtual schools, and private schools. Currently about 15 percent of students attend Charter schools; this trend is expected to continue. However, there is continued and steady growth projected at the elementary and high school levels as all projections indicate the middle schools will continue to draw the greatest number of students away from traditional schools.
- *Data Transmission Alternatives:* Data transmission is an issue that the District may need to address in the future. This project is in the budget because the current system is dependent upon a joint Comcast contract with Sarasota County and the County is reevaluating how its fiber infrastructure should be provided. If the County does not stay with Comcast, the District would have to consider other options—including building its own fiber infrastructure network. While the 2018/19 Five-year CIP includes a line item for this expenditure it is done so because such a project could be costly and could have a significant impact on future capital improvement planning efforts.
- *Debt Capacity:* Debt associated with Phillippi Shores Elementary, Venice High School, and Wilkinson Elementary Schools has been paid off making room available for borrowing should future borrowing be necessary. Further details about this can be found in the capital budget



Chapter 4: Five-year CIP Projects

Implementing the Goal

Introduction

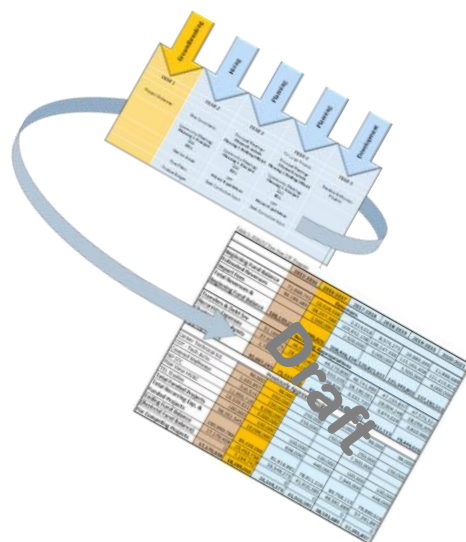
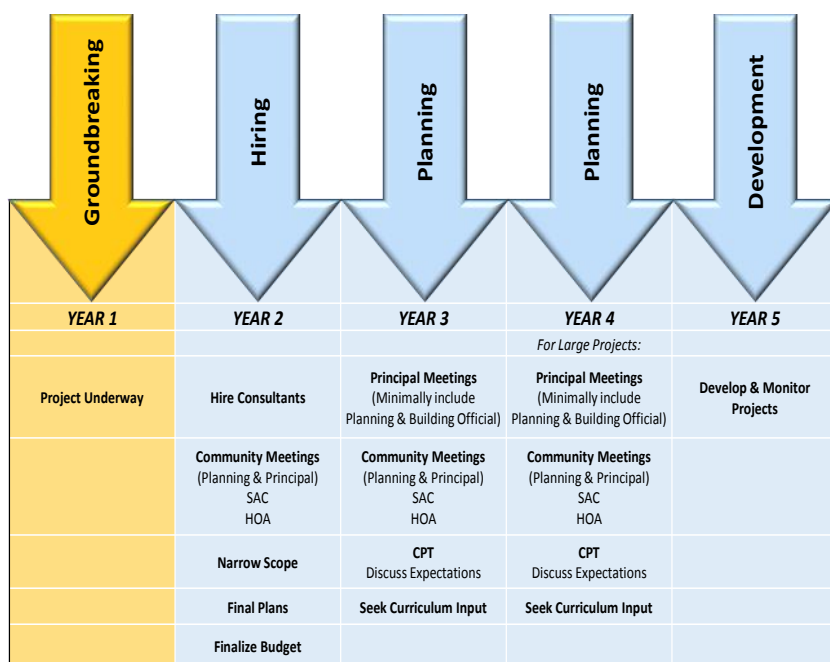
An essential part of the District's incorporation of the CIP process is the involvement of all stakeholders – School Board members, executive directors and cabinet, principals, instructional staff, support staff, students, parents, and community. Such a process empowers those responsible for the CIP implementation and establishes a shared understanding of project priorities.

The determination of which projects should be recommended for CIP funding is done by the Capital Projects Team, facilitated by the Planning Department and consisting of the Chief Operating Officer, Executive Directors, and Department Staff from Construction, Facilities, Information Technology, Safety & Security, Planning, and Instructional Technology.

Capital Planning Process

The 5-year CIP process seeks to establish planning priorities and budget for a five-year schedule — this year from the 2018/19 SY through the 2022/23 SY. Projects scheduled in the first year of the CIP (2018/19) are deemed the most important capital project priorities. Such projects are considered funded or programmed and generally these projects do not change. Projects in the second through fifth years are considered planned projects. As depicted below, years two through five are when project planning, scope development, construction design, and contractor hiring are being done in order to ensure projects are ready for groundbreaking in year one. Completing this capital planning process in years two through five ensures that changes to the project schedule occur during the program years in order to minimize the impact they have on the final adopted capital budget and maximize the effectiveness of the overall 5-year Capital Program.

Figure 10: CIP Planning Process:



2018/19 Five-year Capital Program

The following 2018/19 Five-year Capital Program is the result of this process. In order to help define the types of projects included with this five-year capital program, please note:

- In accordance with SCSB Policy 7.71, all projects over \$325, 000 are included in the CIP while no projects less than \$325, 000 are included.
- Projects that have been funded in previous CIP cycles are included under the heading, *Previously Approved Projects*;
- Projects that have not received funding in the past but the Board directed staff to include with the 2018/19 CIP budget are included under the heading, *New Projects*;
- Orange colored projects are to be included in the 2018/19 fiscal year capital budget;
- Blue colored projects are programed for the four out years;
- Yellow colored projects have cost and project scopes that need to be better defined; and
- This CIP budget is for planning purposes only, the final capital budget will be adopted in the District's annual budget.

Table 4: 2018/19 Five-Year CIP Program

2018/19 Capital Improvement Plan Budget					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Revenues					
Begin Fund Balance	33,769,615	37,398,581	30,391,468	26,972,210	26,023,629
Estimated Revenues	115,443,503	119,013,848	124,431,692	128,814,086	131,425,265
Impact Fees	4,200,000	4,200,000	4,200,000	4,100,000	4,000,000
Total Revenues & Begin Fund Balance	153,413,118	160,612,429	159,023,160	159,886,296	161,448,894
Recurring Appropriations					
Transfers & Debt Srv	51,385,422	49,632,366	50,571,522	51,017,685	51,615,068
Recurring Expenses	28,697,129	30,096,134	30,644,412	35,434,915	34,660,374
Charter Schools Pymts	1,681,985	10,992,462	12,135,016	14,160,067	15,616,122
Total Recurring Appropriations	81,764,536	90,720,962	93,350,950	100,612,667	101,891,564
Previously Approved Projects					
Data Transmission Alternatives	-	-	-	5,000,000	5,000,000
District Security Access Control	1,150,000	1,150,000	1,150,000	1,150,000	1,150,000
District Security Fencing	10,500,000	1,500,000	1,500,000	1,000,000	1,000,000
District Security Single Point of Entry	13,500,000	500,000	500,000	500,000	500,000
Elementary School J	-	-	-	-	30,000,000
Emma E Booker Resource Classrooms	-	1,500,000	-	-	-
Englewood Building 6 Rebuild	-	4,200,000	-	-	-
North Port High HVAC & Science Wing Refresh	3,500,000	-	9,000,000	9,000,000	-
Pine View New Classroom Wing	-	10,000,000	10,000,000	-	-
School Site Purchases	-	10,000,000	-	-	-
STC NP Phase II/ III	-	-	-	7,500,000	-
Venice High New Classroom Wing	-	-	5,000,000	5,000,000	-
Total Funded Projects	28,650,000	28,850,000	27,150,000	29,150,000	37,650,000
Total Recurring Exp. & Funded Projects	110,414,536	119,570,962	120,500,950	129,762,667	139,541,564
Ending Fund Balance	42,998,581	41,041,468	38,522,210	30,123,629	21,907,329
For New Projects	42,998,581	41,041,468	38,522,210	30,123,629	21,907,329
New Projects					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Available for Competing Projects	42,998,581	41,041,468	38,522,210	30,123,629	21,907,329
Bay Haven HVAC and Classroom Refresh	-	5,000,000	5,000,000	-	-
District Portables	-	-	-	2,500,000	-
District Security Cameras	600,000	600,000	600,000	600,000	600,000
Fruitville Building 5 Refresh	-	-	-	1,000,000	-
Garden Elementary Entry Enhancements	-	-	750,000	-	-
Glenallen Security and Offices	1,000,000	-	-	-	-
Gocio New Classroom Wing and Campus Refresh	-	4,000,000	5,200,000	-	-
Laurel Nokomis ESE Wing Renovations	-	1,050,000	-	-	-
Oak Park Bus Loop Enhancements	1,000,000	-	-	-	-
SHS Bike-Pedestrian Improvements	3,000,000	-	-	-	-
Total New Projects	5,600,000	10,650,000	11,550,000	4,100,000	600,000
Balance	37,398,581	30,391,468	26,972,210	26,023,629	21,307,328
Required Capital Fund Reserve					
	(8,306,928)	(8,729,262)	(9,104,251)	(9,421,854)	(9,673,154)
Final Balance (Less Reserve)	29,091,653	21,662,205	17,867,959	16,601,775	11,634,174

Bay Haven HVAC and Classroom Refresh

CIP PROJECT SUMMARY

Description

Scope:

This project is to replace the HVAC systems in the original building as well as refresh walls, paint, ceiling, and other classroom features.

Project Status

Planning and project scope study phase

Assessment

Goal:

Meet Goal 2, Objective 2.3 by ensuring the facilities are operating efficiently and effectively.

Condition:

Currently the HVAC equipment is at the end of its useful lifecycle. Classroom cabinetry and associated furnishings are in need of replacement. This project will also relocate air handlers from classrooms to new mechanical rooms.

Funding

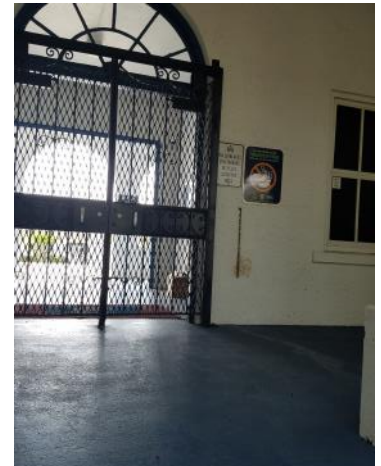
Budget:

\$10,000,000 total in Five-year CIP.

Note: Project budget will be revised in future capital plans as the scope of the project is better defined

CIP Funding Years:

2020/21 and 2021/22 — two year planning plan



Data Transmission Alternatives

CIP PROJECT SUMMARY

Description

Scope:

This is a tentative budget item which ensures that the District is able to address its fiber needs in the future.

Project Status

Planning

Assessment

Goal:

Meet Goal 4, Objective 4.1 by providing a technology network infrastructure system that enables all other technology components to work most effectively

Condition:

Currently the Fiber Ring is provided by Comcast in partnership with Sarasota County, however the partnership agreement is set to be reevaluated.

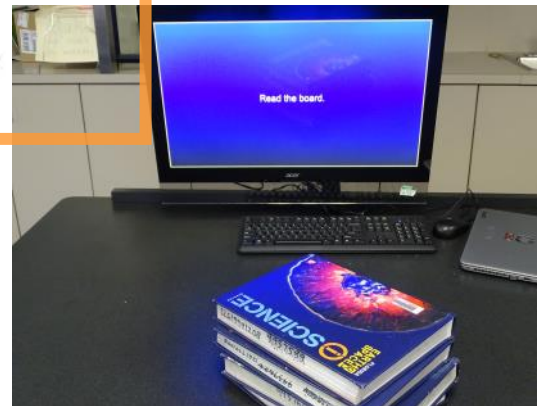
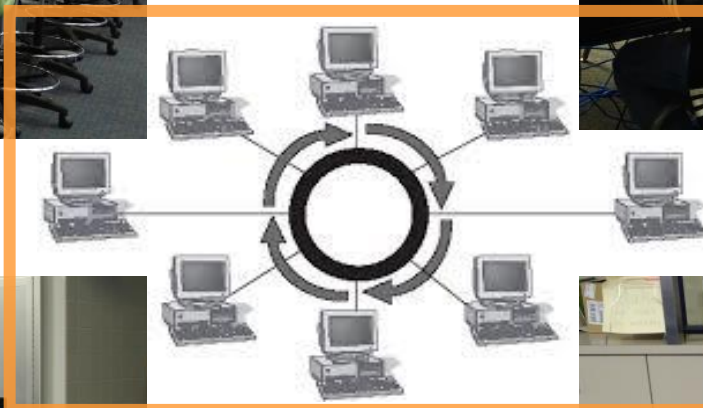
Funding

Budget:

\$10,000,000 total in Five-year CIP.

CIP Funding Years:

2021/22 and 2022/23 — two year planning plan



District Portables

CIP PROJECT SUMMARY

Description

Scope:

Relocate, renovate, and demolish portables currently located on Pine View's campus once the new classroom wing has been constructed.

Project Status

Planning

Assessment

Goal:

Meet Goal 1, Objective 1.2 and Goal 2, by providing for appropriate student spaces on campus where growth exceeds permanent space.

Condition:

Currently there are 43 portables on Pine View's campus. A new classroom wing is being built to provide permanent space for these uses, which will make these portable available for use on other campuses.

Funding

Budget:

\$2, 500,000 total CIP budget

CIP Funding Years:

2021/22



District Security Access Control

CIP PROJECT SUMMARY

Description

Scope:

Improve safety of all schools by providing for the access control of traditional public schools in the District in accordance with safety standards established by the School Board.

Project Status

Expanding campus access control throughout the District. This project increases the budget allocation for this project, with a goal of having all schools complete within SY 2018/19

Assessment

Goal:

Meet Goal 3, Objective 3.1 by controlling access of the campus to only those people who are permitted to be there.

Condition:

Enhances current maintenance and security standards.

Funding

Budget:

\$1,150,00 per year

\$5,750,000 total in Five-year CIP

CIP Funding Years:

All five years: 2018/19 —2021/22



District Security Cameras

CIP PROJECT SUMMARY

Description

Scope:

Improve safety of all schools by increasing the number and effectiveness of cameras through the District in accordance with safety standards established by the School

Project Status

Expanding the use of school cameras throughout the District. This project increases the budget allocation for this project.

Assessment

Goal:

Meet Goal 3, Objective 3.2 and 3.3 by ensuring that students, staff, and visitors have a safe, secure, and well protected learning environment

Condition:

Enhances current maintenance and security standards.

Funding

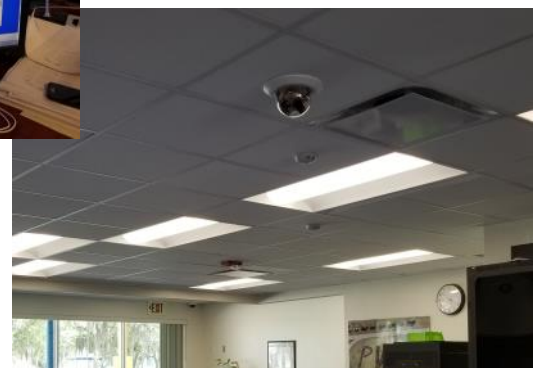
Budget:

\$600,000 per year

\$3,000,000 total in Five-year CIP

CIP Funding Years:

All five years: 2018/19 —2021/22



District Security Fencing

CIP PROJECT SUMMARY

Description

Scope:

Improve safety of all schools by fencing the campuses perimeter of the traditional public schools in accordance with safety standards established by the School Board.

Project Status

Constructing perimeter fences at campus throughout the District. This project increases the budget allocation for this project with a goal of having all schools complete within SY 2018/19 .

Assessment

Goal:

Meet Goal 3, Objective 3.1 by better ensuring visitors utilize the single point of entry located at the main office and improved security fencing.

Condition:

Enhances current maintenance and security standards.

Funding

Budget:

\$10,500,000 in 2018/19;
\$15,500,000 total in Five-year CIP

CIP Funding Years:

All five years: 2018/19 — 2021/22



District Security Single Point of Entry

CIP PROJECT SUMMARY

Description

Scope:

Provide each campus with a single point of entry through the front office and restrict access through improved fencing in all other parts of campus in accordance with safety standards

Project Status

Constructing single-point of entries at campus throughout the District. This project increases the budget allocation for this project and with a goal of having all schools complete within SY 2018/19 .

Assessment

Goal:

Meet Goal 3, Objective 3.1 by better managing campus access through a single point of entry for all campuses at the main office and improved security fencing.

Condition:

Enhances current maintenance and security standards.

Funding

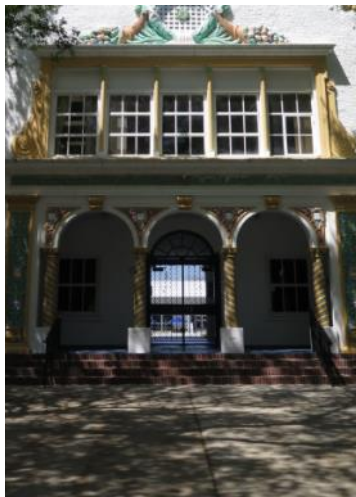
Budget:

\$13,500,000 2018/19;

\$15,500,000 total in five-year CIP

CIP Funding Years:

All five years: 2018/19 — 2021/22



Elementary J

CIP PROJECT SUMMARY

Description

Scope:

New elementary school in central county to meet the growth demand of Sarasota County .

Project Status

Planning.

Assessment

Goal:

Meet Goal 1, Objectives 1.1 and 1.2 by providing capacity for education students to meet the demands of future development.

Condition:

New campus. Undeveloped.

Funding

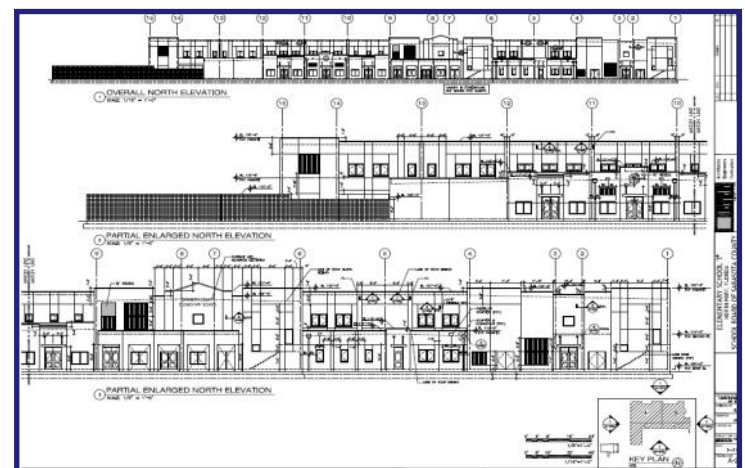
Budget:

\$30,000,000

Note: Project budget will be revised in future capital plans as the scope of the project is better defined

CIP Funding Years:

2022/23



Emma E Booker Resource Classrooms

CIP PROJECT SUMMARY

Description

Scope:

Address campus space needs, particularly related to non classroom instructional resources, by upgrading existing facilities.

Project Status

Planning and design.

Assessment

Goal:

Meet Goal 1, Objective 1.2 by ensuring school facilities are utilized to meet the current educational needs of our schools' academic programs.

Condition:

Campus spaces do not meet existing educational demands.

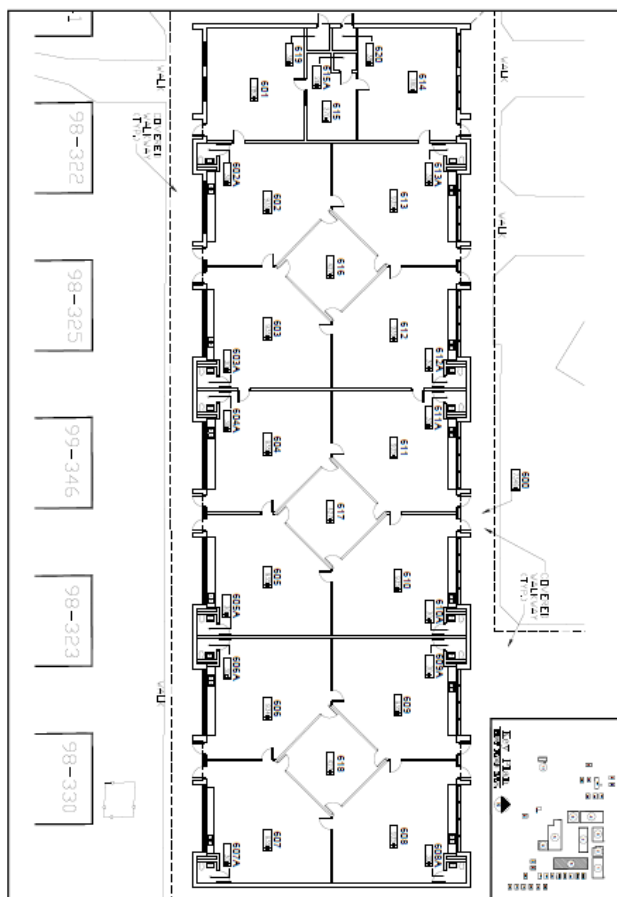
Funding

Budget:

\$1,500,000 total budget

CIP Funding Years:

2019/20



BUILDING 6 - FLOOR PLAN
EMMA E. BOOKER ELEMENTARY SCHOOL
2300 DR. MARTIN LUTHER KING JR. WAY
SARASOTA, FL 34234

DATE	04/15/2018
PROJECT NO.	000
PROJECT NAME	EMMA E. BOOKER
PROJECT ID	0000000000
PROJECT ID	0000000000



Englewood Building 6 Rebuild

CIP PROJECT SUMMARY

Description

Scope:

Rebuild Englewood Building 6 due to age, maintenance cost, and limited flexibility and accessibility.

Project Status

Planning and scope. Staff architect has designed a preliminary building design and scope. Planning Department is working on state approvals.

Assessment

Goal:

Meet Goal 1, Objectives 1.1 and 1.2 and Goal 2, Objective 2.2 by ensuring that the campus facilities meet the needs of growth while providing for a high level of campus maintenance.

Condition:

The Condition Matrix Score for Englewood is a 47. Building 6 is in need of a complete renovation; however, the cost to renovate exceeds the cost to rebuild.

Funding

Budget:

\$4,200,000

CIP Funding Years:

2019/20



Fruitville Building 5 Refresh

CIP PROJECT SUMMARY

Description

Scope:

This project is to provide building renovation and classroom updates to the needed areas of building 5.

Project Status

Planning

Assessment

Goal:

Meet Goal 1, Objective 1.2 and Goal 2, Objectives 2.2 and 2.3 by ensuring school facilities are well maintained and provide for the program needs of the school and its students.

Condition:

Currently classroom finishes, furnishings, flooring, and windows are in need of replacement.

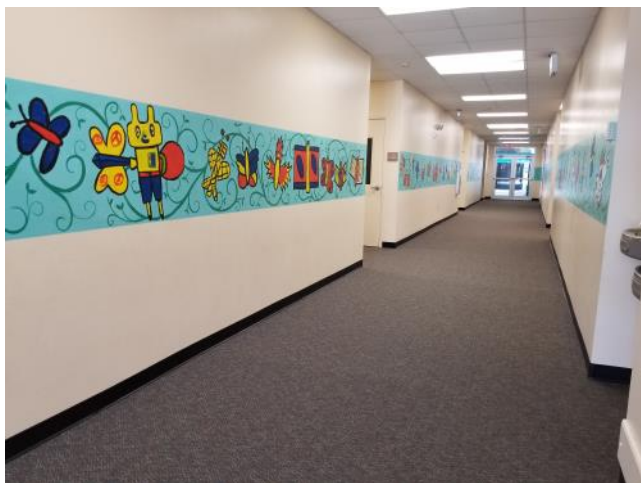
Funding

Budget:

\$1,000,000

CIP Funding Years:

2021/22



Garden Entry Enhancements

CIP PROJECT SUMMARY

Description

Scope:

This is a project design to enhance the visitor experience as they enter campus. It will also include parking lot LED lighting.

Project Status

Planning

Assessment

Goal:

Meet Goal 2, Objective 2.2 by ensuring school facilities provide a safe and welcoming entranceway for all visitors, staff, and students.

Condition:

Currently the landscape is deteriorated and dated. This project will also provide LED lighting to the parking lots.

Funding

Budget:

\$750,000 total in Five-year CIP.

CIP Funding Years:

2020/21



Gocio New Classroom Wing and Campus Refresh

CIP PROJECT SUMMARY

Description

Scope:

This project is to add a new classroom wing to the campus, which will eliminate portables. It is also to renovate buildings 1, 2, and 3.

Project Status

Planning

Assessment

Goal:

Meet Goal 1, Objective 1.2 and Goal 2, Objectives 2.2 and 2.3 by ensuring school facilities are able to accommodate all students and provide for the program needs of the school.

Condition:

Currently this campus has a significant number of portables, which need to be replaced. Buildings 1, 2, and 3 are in need of a refresh as well as remodeled to better utilize space.

Funding

Budget:

\$9,200,000 total in Five-year CIP.

CIP Funding Years:

2019/20 and 2020/21 — two year planning plan



Glenallen Security and Offices

CIP PROJECT SUMMARY

Description

Scope:

This project is to remodel building 1 office area spaces to improve space utilization, enhance security, and remove wooden portables from campus.

Project Status

Planning, design, and construction.

Assessment

Goal:

Meet Goal 3, Objective 3.2 by providing all students, staff, and visitors a safe, highly effective learning environment.

Condition:

Current office space is inefficient, under utilized, and lack safety protocols.

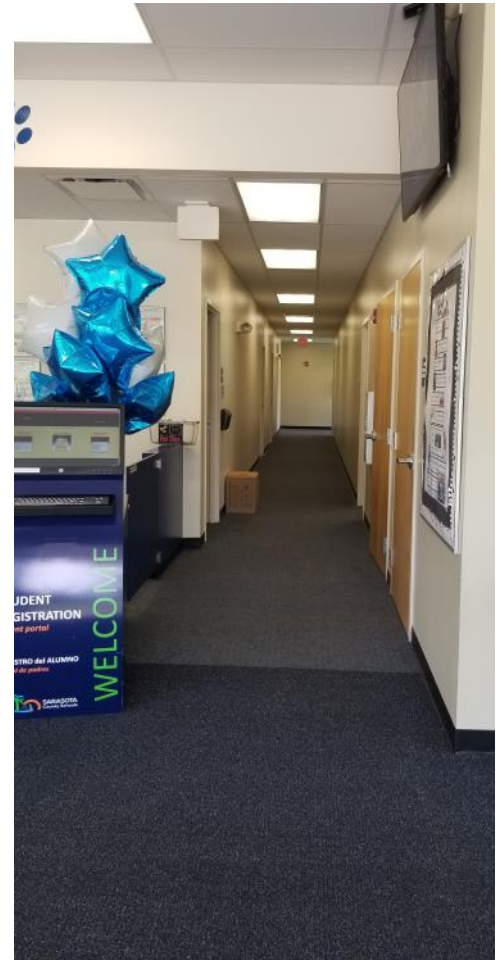
Funding

Budget:

\$1,000,000

CIP Funding Years:

2018/19



Laurel Nokomis ESE Wing Renovations

CIP PROJECT SUMMARY

Description

Scope:

This project is to enhance the functionality and utilization of the ESE wing and associated spaces.

Project Status

Planning

Assessment

Goal:

Meet Goal 1, Objective 1.2 and Goal 2, Objectives 2.2 and 2.3 by ensuring school facilities provide for the specific program needs of the school and its students.

Condition:

Currently the ESE cluster is housed in classrooms designed for regular education programs.

Funding

Budget:

\$1,050,000.

Note: this budget may change after the scope is better defined.

CIP Funding Years:

2019/20



North Port High HVAC and Science Wing Refresh

CIP PROJECT SUMMARY

Description

Scope:

Complete a needed campus refresh and upgrade mechanical systems at North Port High School —including bringing their science facilities up to current high school standards.

Project Status

Planning and scope development

Assessment

Goal:

Meet Goal 2, Objective 2.2 by developing install a new HVAC system on the Pine View campus.

Condition:

HVAC equipment has reached the end of its useful life. Classrooms need update of its fits and finishes. Science classrooms will be updated to current district standards.

Funding

Budget:

\$21,500,000 total in Five-year CIP.

CIP Funding Years:

2018/19, 2020/21 and 2021/22
— three year funding plan



Oak Park Bus Loop Enhancements

CIP PROJECT SUMMARY

Description

Scope:

This project is to create a covered drop off area/walkway for physically impaired students. It will also improve emergency access to campus while enhancing the visitor approach experience.

Project Status

Planning and design. Construction to be completed by Fall 2018.

Assessment

Goal:

Meet Goal 2, Objective 2.2 by meeting the specific school facility needs and physical conditions of the school and its students.

Condition:

Currently no covered drop off area exists for our physically impaired students.

Funding

Budget:

\$1,000,000 total in Five-year CIP.

CIP Funding Years:

2018/19



Pine View New Classroom Wing

CIP PROJECT SUMMARY

Description

Scope:

Provide permanent student classroom space for students at Pine View currently placed in temporary portables.

Project Status

Planning and project scope development.

Assessment

Goal:

Meet Goal 1, Objective 1.2 and Goal 2, Objectives 2.2 and 2.3 by providing permanent student stations that meet the demands for educational services in Sarasota County Schools.

Condition:

The main campus capacity is 1300 students. However the current enrollment with portables is 2140 students. This is a chronic condition that will only be addressed with a new classroom wing.

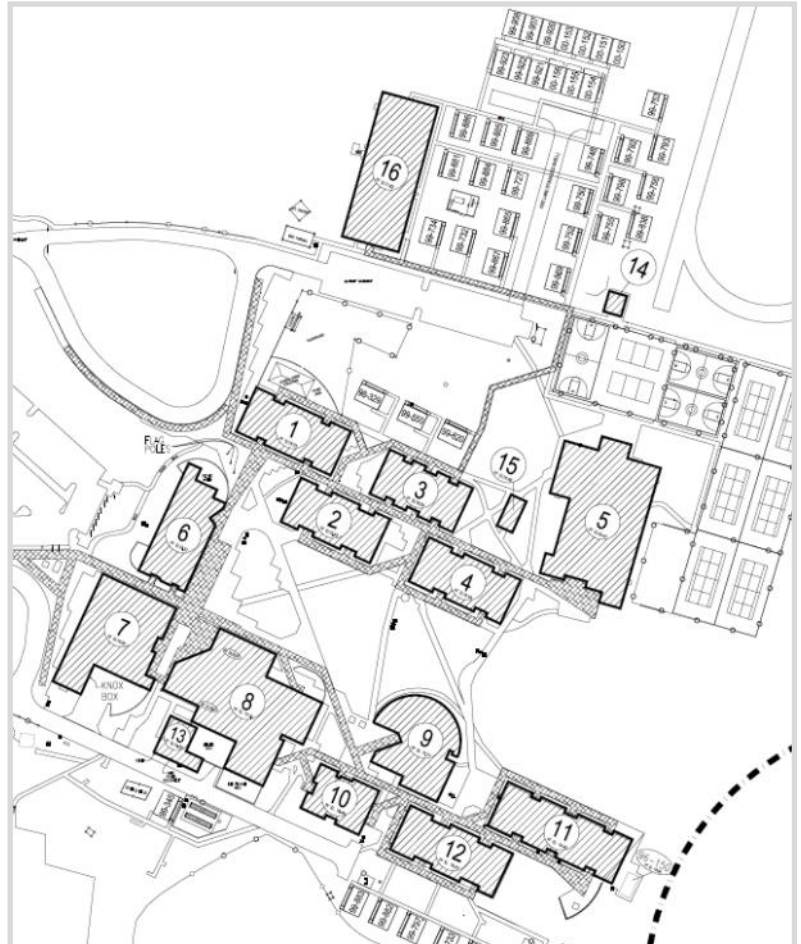
Funding

Budget:

\$20,000,000

CIP Funding Years:

2019/20 and 2020/21—two year funding plan



School Site Purchases

CIP PROJECT SUMMARY

Description

Scope:

Purchase land for two future elementary school sites and one high school site in order to meet the future growth demands of Sarasota County.

Project Status

Negotiations with developers.

Assessment

Goal:

Meet Goal 1, Objectives 1.2 and 1.3 by ensuring school capacity provides for the demands of growth and development.

Condition:

New school. Undeveloped land.

Funding

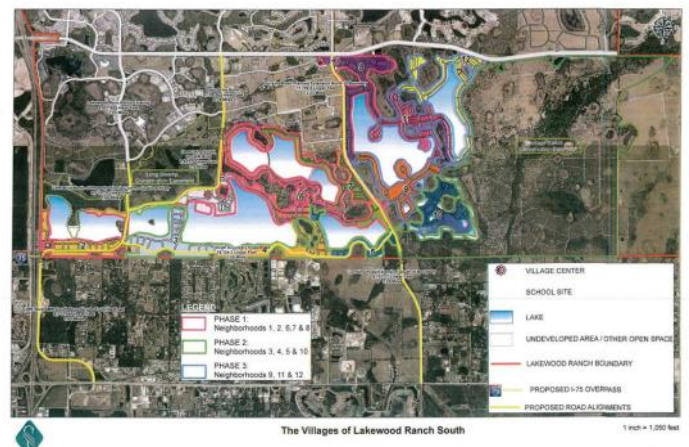
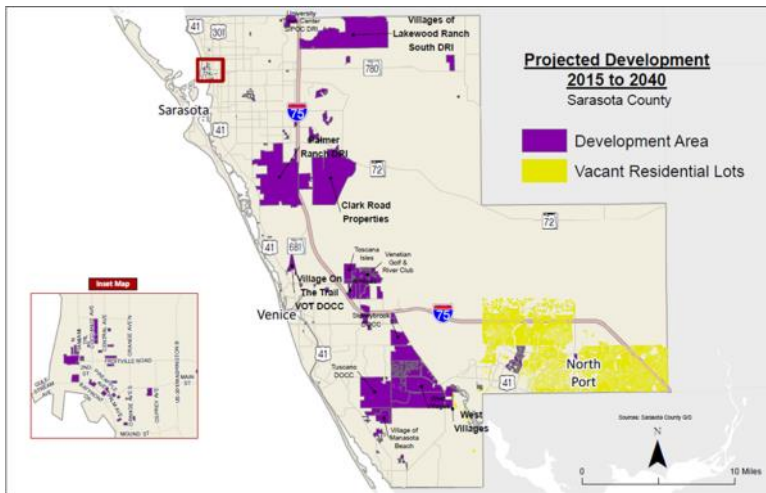
Budget:

\$10,000,0000

- \$3,000,000 for an elementary school
- \$7,000,000 for a high school

CIP Funding Years:

2019/20



SHS Bike-Pedestrian Improvements

CIP PROJECT SUMMARY

Description

Scope:

Provide for bike-ped improvements to Sarasota High School as required as a condition for approval of the pending Application for Right-of-Way Vacation of School Avenue.

Project Status

Planning and Right-of-Way Vacation Application review

Assessment

Goal:

Meet Goal 3, Objectives 1.1 by providing a safe and secure campus where by all students, staff, and visitors would have a single point of entry.

Condition:

Renovate existing transportation facilities around the campus as well as construct new multimodal north-south corridor.

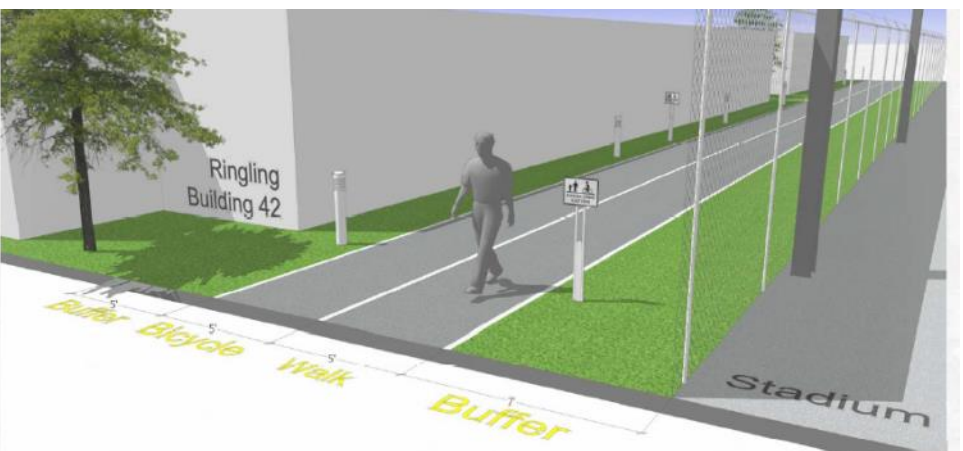
Funding

Budget:

\$3,000,0000

CIP Funding Years:

2018/19



STC NP Phase III

CIP PROJECT SUMMARY

Description

Scope:

This project is to construct the second set of classroom buildings to accommodate additional program offerings on the site.

Project Status

Planning

Assessment

Goal:

Meet Goal 1, Objective 1.2 and Goal 2, Objectives 2.2 and 2.3 by ensuring school facilities are able to accommodate all students and provide for the program needs of the school.

Condition:

Currently the buildings do not exist. Expanded campus to address growth and development demands in the North Port area.

Funding

Budget:

\$7,500,000 total in Five-year CIP.

CIP Funding Years:

2021/22



Venice High New Classroom Wing

CIP PROJECT SUMMARY

Description

Scope:

Construct a new 400 student station wing on the VHS campus in order to address increasing enrollments in Sarasota County and, in particular, the Venice area

Project Status

Planning and scope development.

Assessment

Goal:

Meet Goal 1, Objective 1.1 by ensuring the school capacity meets the population demands of the local community.

Condition:

New construction. Expanded campus to address growth and development demands in the Venice High School attendance zone.

Funding

Budget:

\$10,000,000 total in Five-year CIP.

CIP Funding Years:

2019/20 and 2021/2022: two year funding plan





Chapter 5: Previously Funded CIP Projects Summary

Executing the Plan, Meeting the Goal

Booker High VPA Theater

CIP PROJECT SUMMARY

Description

Scope:

Upgrade the VPA lights, sound, seating, technology and front of the house features to meet current industry standards and school needs. As well as additional scope to be defined.

Project Status

Planning and scope development.

Assessment

Goal:

Meet Goal 2, Objective 2.1, and Goal 4, Objective 4.2 by ensuring facilities meet current educational standards and technologies.

Condition:

The VPA theater lights, sound, technology, and front of the house features do not meet current industry standards and school needs for a performing arts magnet school.

Funding

Budget:

\$1,500,000

Note: We will be revising this budget to reflect increased scope after the planning phase is complete

CIP Funding Years:

2018/19

Additional funding years will be necessary once planning and design is complete.



Brentwood

Renovation/Cafeteria/ Stormwater

CIP PROJECT SUMMARY

Description

Scope:

Upgrade the campus with a new cafeteria, upgraded campus facilities, air handlers, classroom spaces, and stormwater.

Project Status

Under construction.

Assessment

Goal:

Meet Goal 1, Objective 1.2 and Goal 2, Objective 2.2 by providing for a well maintained campus environment and ensuring students have necessary core facilities.

Condition:

The Brentwood Condition Matrix Score is 54. The cafeteria is old and undersized. The HVAC and building spaces, and stormwater system need to be upgraded to ensure the campus functions properly.

Funding

Budget:

\$12,800,000

- 6,000,000 Cafeteria
- 6,500,000 Campus upgrades /HVAC
- 300,000 Stormwater

CIP Funding Years:

2016/17 and 2018/19



Pine View Science Lab

CIP PROJECT SUMMARY

Description

Scope:

Upgrade the science labs consistent with the District's education standards for high school science facilities.

Project Status

Under construction to be complete by spring 2019.

Assessment

Goal:

Meet Goal 2, Objectives 2.2 and 2.3 by providing for the level of science facilities that meet Sarasota County Schools standards for science.

Condition:

Current science labs are old and do not meet the educational needs of the students.

Funding

Budget:

\$3,000,000

CIP Funding Years:

2018/19: one year funding plan



Venice Middle Campus Refresh

CIP PROJECT SUMMARY

Description

Scope:

Upgrade the campus by: installing a new HVAC system, entrance way, and administrative offices, replacing partition walls and security system, and upgrading arts and music facilities.

Project Status

Under construction, on schedule, and on budget.

Assessment

Goal:

Meet Goal 1, Objective 1.2 and Goal 2, Objective 2.2 by providing for a campus programs and facilities that meets the needs of the school and demands of the community.

Condition:

The Condition Matrix Score for the campus is 63. The campus is thirty years old, has an old HVAC system, demountable partition walls, inefficient lighting, and poorly designed program space.

Funding

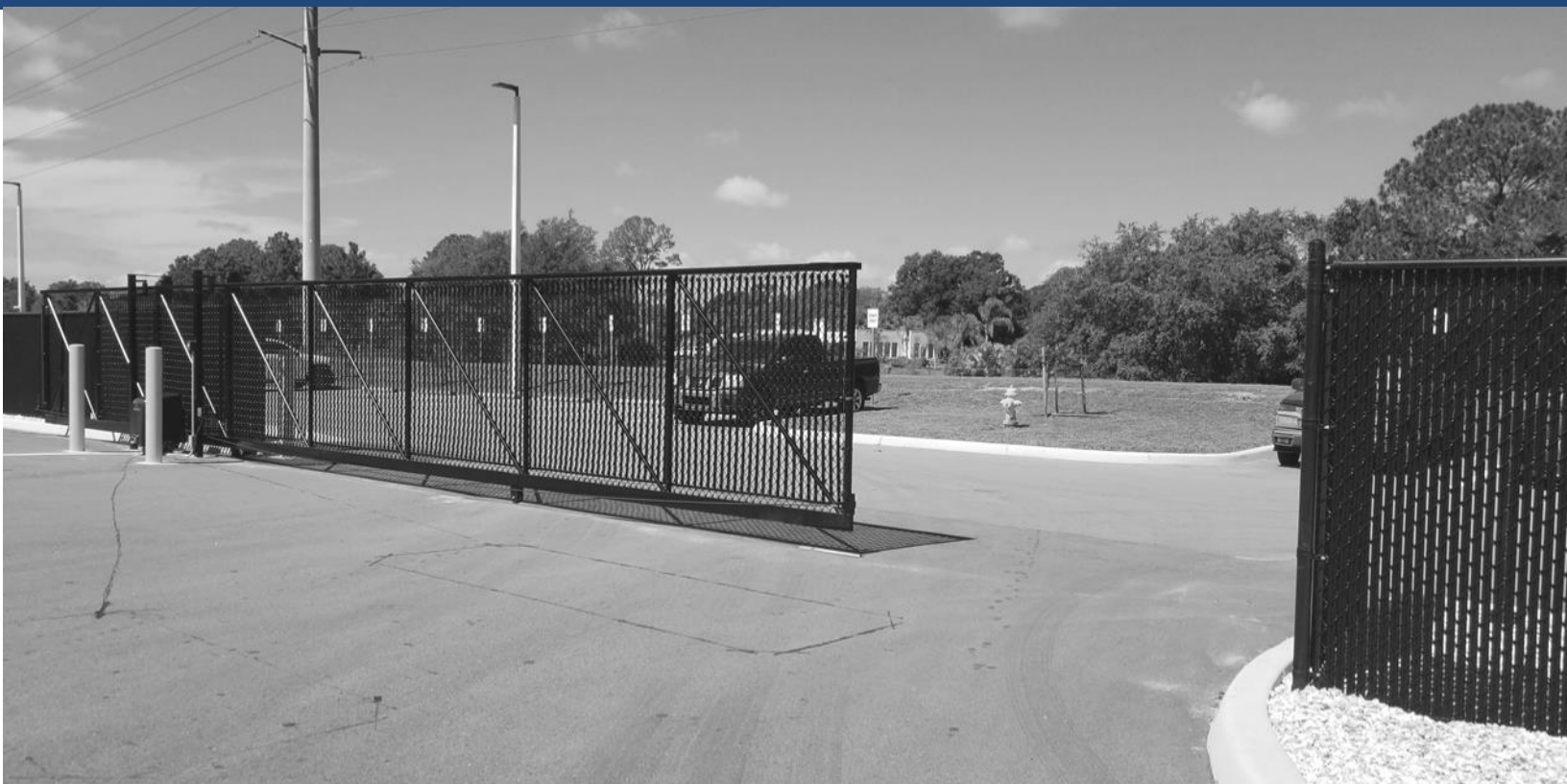
Budget:

\$12,500,000 — Total Project Budget

CIP Funding Years:

2016/17 and 2018/19





Chapter 6: Conclusion & Appendices

Conclusion

The 2018/19 Five-year CIP seeks to establish a capital plan and budget that meets the needs of Sarasota County by: 1) implementing the School Board planning goals and strategies, 2) addressing acknowledged facility needs and conditions, 3) providing for current student needs and future enrollment demands, and 4) prioritizing capital improvement projects for funding through the capital budget. By planning for capital facility needs and demands, the CIP helps Sarasota County Schools ensure that they will have the facilities to continue providing for the excellent educational services the citizens and businesses of Sarasota County expect.

The capital projects identified within this report meet the goals, identified condition needs, and planning priorities identified by the stakeholders through the 2018/19 CIP planning process. The projects seek to address needs related to future growth demands, maintenance and operations, safety and security, and technology. The selected projects are deemed to be highest priority for development of projects. In doing so, they help ensure that the Sarasota County Schools are able to provide its citizens and businesses a high level of educational facilities and services.

Appendixes

In support of the 2018/19 Five-year CIP, the following materials can be found as part of attached appendixes:

1. Capital Planning Process
2. Condition Assessment Tools
3. Portable Use Summaries
4. School Planning State Regulatory Framework
5. Glossary

The Capital Planning process seeks to engage a variety of public education stakeholders—School Board members, Executive Directors, district operation staff, school administration personnel, and community members—in a discussion about the District’s capital facility needs and demands. Recognizing the importance that this process has on the delivery, function, and effectiveness of the District’s educational programs, the Planning Department, along with the Deputy Superintendent of Schools and District Capital Improvement Team (CPT), has sought to make the capital planning process better by:

1. Improving the initial project identification and planning process by increasing the accuracy of the project scope and budget, enhancing opportunities for stakeholder involvement, and making the planning process and materials more understandable and readable for all stakeholders;
2. Ensuring that the proposed projects have been well vetted, assessed according to measurable data, and given enough time to be thoroughly evaluated; and
3. Increasing opportunities for the School Board to provide input and direction into the process.

In working to make these improvements, the CPT sought to better define the Capital Planning Process.

Capital Budget / Planning Tasks: These capital planning tasks identify who needs to be involved with the planning process. Such tasks include:

- Coordinating with state regulations;
- Collaborating with local governments, community stakeholders, school stakeholders, and Executive Directors;
- Identifying and prioritizing school, departmental, and District facility needs;
- Confirming and implementing the District's goals and priorities;
- Assessing the project needs and demands;
- Evaluating and confirming project deliverables and costs; and
- Submitting budgets and plans to the School Board.

In order to make these process improvements, the CPT has accelerated the schedule up so that capital planning efforts start earlier and continues through the approval of the CPT/Small Projects by the Executive Directors and presentation of the draft Five-year CIP to the Board in April. CIP/Major Projects are projects such as new construction and property development, major remodeling, major site work, and HVAC and related systems whose costs are over \$50,000. CIP/Major Projects are generally completed by an outside contractor with the support and direction of district staff. CPT/Small Projects concern important, but less expensive, facility projects. Such projects are primarily renovations and remodeling of existing spaces or campus enhancements that generally cost less than \$50,000. CPT/Small Projects may be completed by district staff or contracted out.

The following table highlights the major tasks in this updated planning process.

Table A-1 Capital Planning Process

	Capital Budget / Planning	CIP Projects	CPT/Small Projects
Starting in August	New project proposals submitted to CPT for review.	Initial Scope and Budget reviewed by contractors for new proposed projects budget estimate.	Planning, Design, and Project team determines project budget and preliminary design for new proposed projects.
	Planning, Design, and Project staff discuss new proposed project needs with stakeholders.		
	Initial Design, Scope, and Budget Developed for new proposed projects		
September	Board adopts budget with Five-year CIP.		Team reviews summer projects, and finalizes priorities for current year.
	Planning computes program capacities.		
	Team begins campus master plans and specialized studies.		
October	Planning computes mobility report.		
	FTE 2 occurs.		
	Class size report received.		
	Board-Capital Planning work sessions begin for following year CIP. Review priority needs.		
November	Planning receives and processes county and municipal CIPs.	Team reviews list of proposed projects	Team reviews list of proposed projects
	Proposed projects submitted to Team		
	Board-Capital Planning work sessions for next year's CIP - review student enrollment projections.		
December	Budget Office submits official enrollment projections for next year to DOE.		
	Planning completes the space utilization study.		
January	Proposed projects reviewed by CPT and Executive Directors	Team prioritizes CIP for next year	Team reviews proposed CPT /Small Projects.
	Capital Projects Matrix is updated.		
	Board-Capital Planning work sessions for next year's CIP - review Board priorities and concerns.		
February	Team reviews short- and long-term instructional initiatives for facility issues.	Team reviews Draft Five-year CIP projects	Team awards CPT/Small Projects.
	FTE 3 occurs.		
March	Budget Office finalizes school-based projections.	Team works on summer projects	Team works on summer projects
	Planning prepares CIP draft incorporating latest Board goals.		
	Board-Capital Planning work sessions for next year's CIP - review draft Five-year CIP projects		
April	Team analyzes all campuses to ensure sufficient student stations.	Team reviews progress.	Design-Build contracts are undertaken for projects to be completed during the summer.
	Board-Capital Planning work sessions for next year's CIP - review draft Five-year CIP		

Table A-1 Capital Planning Process

May	Team processes new statutes from Legislature.		Team reviews progress.
June	FTE 4.	Summer projects begin	Summer projects begin.
July	FTE 1. Board adopts tentative budget.	Crews complete projects and begin commissioning for new buildings.	Crews complete summer projects.
August	Planning updates classroom changes; performs day-5 analyses of enrollments and facilities. Budget Office coordinates staffing and facility changes.	New instructional spaces open.	Small projects are completed.

Appendix 2 : Condition Assessment Tools

As explained in Chapter 1: Planning Overview, staff utilizes two tools—a Capital Projects Matrix and Facilities Conditions Table to help quantifiably assess proposed projects. The Capital Projects Matrix is applied at the campus level and the Facilities Conditions Index applied at the building level. These planning tools enable staff to quantify whether a capital project accomplishes the Board's goals by assisting with the physical evaluation of proposed capital projects. The tools assess a facility's capacity, age, condition, cost of maintenance and repairs, and level of security. Facilities that have high Matrix or FCI numbers provide the impetus for further evaluating whether such projects should receive CIP funding.

The following are examples of these tools.

Table A-2: 2009/2010 Capital Projects Matrix

School	Signif Capacity Needs	Duration of Over- Capacity	Age of Reloc	Projected 5-Year Core Sta- tus	Cost of Maint. Projects Pending	Utility Costs	Past 5 Years' Invest	Facility Index	Security CPTED Analysis	2009 Total
weight	1	1	1	3	5	2	2	4	5	
Riverview					0	8	0	0	0	95
HS	0	1	0	3	25	10	0	20	25	93
Venice HS	2	0	5	0	25	8	6	16	25	85
SCTI-Main	4	n/a	5	0	25	6	6	20	25	81
Booker HS	2	0	1	0	15	8	10	20	25	78
Sarasota	n/a	n/a	n/a	n/a	15	8	10	20	25	78
HS Bldg 42	n/a	n/a	n/a	n/a	0	8	0	0	20	78
Sarasota	n/a	n/a	n/a	n/a	25	8	0	16	25	77
HS Bldg 5	n/a	n/a	n/a	n/a	15	8	10	16	25	74
Toledo	5	0	5	0	10	10	10	20	20	70
Blade	5	0	5	0	20	4	6	4	20	69
Sarasota	n/a	n/a	n/a	n/a	15	8	8	12	15	64
HS west	n/a	n/a	n/a	n/a	10	10	6	8	20	63
Sarasota	n/a	n/a	n/a	n/a	10	10	10	12	20	62
HS Bldg 4	n/a	n/a	n/a	n/a	0	10	2	4	15	59
Bay Haven	n/a	n/a	n/a	n/a	0	8	8	4	10	56
bldg 4	n/a	n/a	n/a	n/a	0	8	6	0	15	56
Pine View	3	3	4	9	15	8	6	8	15	56
Sarasota	1	0	5	0	15	8	4	8	15	50
MS	1	2	0	6	15	8	4	8	15	50
Bay Haven	1	2	0	6	15	8	4	8	15	50
Bay Haven	1	2	0	6	15	8	4	8	15	50
cafeteria	n/a	n/a	n/a	n/a	0	8	8	4	5	46
Lakeview	3	5	0	9	0	10	2	4	15	59
Garden	4	5	5	6	0	8	8	4	10	56
Gocio	4	5	5	9	0	8	6	0	15	56
Laurel					15	8	6	8	15	56
Nokomis	2	0	4	0	15	8	4	8	15	50
Booker MS	0	0	0	0	15	8	4	8	15	50
Infinity MS	5	0	5	3	0	6	10	4	25	50
Englewood	1	0	0	0	0	8	8	4	5	46
Fruitville	2	0	1	3	0	10	6	4	5	44
Ashton	2	5	2	6	0	8	2	4	5	42

Table A-2 2015/2016 Capital Projects Matrix

School	Signif Capacity Needs	Duration of Over- Capacity	Projected 5-Year Core Sta- tus	Cost of Maint. Projects Pending	Utility Costs	Past Five Years' Capital Invest	Facility Condition Index	2016 Se- curity CPTED Analysis	2016 Total
Pine View	2	3	9	20	6	6	16	15	77
Venice MS	2	0	0	20	4	10	12	15	63
Brentwood	0	0	0	20	4	10	20	0	54
Lakeview	3	5	6	0	8	8	8	15	53
Fruitville	2	5	6	10	6	8	4	10	51
Gocio	4	5	12	5	6	8	8	0	48
Englewood	1	0	3	15	6	10	12	0	47
Sarasota HS	1	0	0	10	4	0	12	20	47
Taylor Ranch	2	4	0	0	8	10	0	15	39
Ashton	2	5	9	0	8	10	4	0	38
Cranberry	2	3	6	0	6	10	4	5	36
North Port HS	1	0	0	0	4	8	8	15	36
Garden	3	5	9	0	6	8	4	0	35
Southside	1	0	9	0	6	10	8	0	34
E E Booker	2	0	0	0	6	10	4	10	32
Heron Creek	1	0	0	0	4	8	4	15	32
SCTI-Fire Acdmy		3	0	0	0	10	4	15	32
Brookside	0	0	0	0	4	8	4	15	31
Oak Park		0	0	0	8	8	0	15	31
Bay Haven	1	3	3	5	10	2	4	0	28
Glenallen	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>8</u>	<u>0</u>	15	<u>28</u>
Sarasota MS	1	0	0	0	4	0	8	15	28
McIntosh	1	0	0	0	2	6	0	15	24
Tuttle	1	0	0	5	4	8	4	0	22
Alta Vista	0	0	0	0	8	8	0	5	21
Booker MS	0	0	0	0	6	0	0	15	21
Gulf Gate	0	0	0	0	1	10	4	5	20
Laurel Nokomis	1	0	0	0	4	0	0	15	20
Riverview HS	0	0	3	0	2	10	0	5	20
Suncoast Poly		0	0	0	10	10	0	0	20
Venice ES	1	0	3	0	2	10	4	0	20
Woodland MS	0	0	0	0	0	10	0	10	20
Lamarque	2	0	0	0	6	10	0	0	18
Phillippi Shores	0	1	3	0	4	10	0	0	18
SCTI-South		0	12	0	0	n/a	0	5	17
Tatum Ridge	1	0	3	0	2	10	0	0	16
Wilkinson	0	0	0	0	2	10	4	0	16
Toledo Blade	1	0	0	0	6	8	0	0	15
TRIAD		0	0	0	0	10	0	5	15
Atwater	0	0	0	0	0	10	4	0	14
SCTI-Main		5	0	0	0	0	0	0	5
Booker HS	0	0	0	0	4	0	0	0	4

Table A-3 2017/18 Portable Use Summary of Actual Schedule

Campus Portable Use Summary																
School	Type		Age		Use: Actual											
School	Wood	Metal	Year	Age	Security/Office/General	Reg Core Instr.	ESE Core Instr.	Other Instr.	Lab	Therapies	Storage	PE	PTO/Community	Vacant	Project	Student Stations
Alta Vista	0	2	0	0	0	0	0	0	1	0	0	0	1	0	0	0
Ashton	1	23	0	0	0	14	3	2	1	2	0	1	1	0	0	312
Cranberry	0	11	0	0	0	5	0	0	0	3	0	0	0	3	0	131
Emma E. Booker	1	16	0	0	5	0	1	0	1	6	1	0	2	1	0	11
Englewood	0	4	0	0	0	2	0	0	0	2	0	0	0	0	0	51
Garden	6	12	0	0	0	12	3	0	0	2	0	1	0	0	0	301
Glenallen	5	3	0	0	5	0	0	0	0	2	0	1	0	0	0	0
Gocio	6	13	0	0	0	12	4	0	0	3	0	0	0	0	0	248
Heron Creek	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Lakeview	0	13	0	0	0	6	1	0	2	3	1	0	0	0	0	137
Lamarque	1	8	0	0	1	0	0	0	0	1	4	1	0	2	0	0
Laurel-Nokomis	9	10	0	0	0	4	0	1	0	5	0	0	1	8	0	101
McIntosh	3	0	0	0	0	0	0	1	0	0	0	0	0	2	0	22
North Port High	0	3	0	0	1	0	0	2	0	0	0	0	0	0	0	50
Oak Park	0	12	0	0	0	0	5	1	0	0	0	0	0	5	1	50
Pine View	3	40	0	0	1	34	1	4	0	0	0	0	0	0	3	856
Sarasota High	0	3	0	0	0	0	0	1	0	0	0	2	0	0	0	25
Sarasota Middle	0	8	0	0	0	2	0	6	0	0	0	0	0	0	0	176
Southside	0	4	0	0	0	0	0	2	2	0	0	0	0	0	0	22
Tatum Ridge	0	3	0	0	0	0	0	0	0	2	0	1	0	0	0	0
Taylor Ranch	4	6	0	0	1	5	1	0	0	2	0	0	1	0	0	94
Toledo Blade	3	5	0	0	0	2	2	1	0	2	0	1	0	0	0	61
Tuttle	0	19	0	0	0	18	0	1	0	0	0	0	0	0	0	316
Venice Elementary	3	0	0	0	0	0	0	0	0	1	2	1	0	0	0	0
Venice Midde	4	16	0	0	0	0	0	0	0	0	0	0	0	0	20	0
Totals	37	163			4	83	14	20	4	19	8	6	2	17	24	2158

Table A-3 2017/18 Portable Use Summary of FISH Schedule

Campus Portable Use Summary															
School	Type		Age		Use: FISH										
School	Wood	Metal	Year	Age	Security/Office/General	Reg Core Instr.	ESE Core Instr.	Other Instr.	Lab	Therapies	Storage	PE	PTO/Community	Vacant	Student Stations
Alta Vista	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0
Ashton	1	23	0	0	1	13	7	0	0	0	2	1	0	0	304
Cranberry	0	11	0	0	1	8	2	0	0	0	0	0	0	0	174
Emma E. Booker	1	16	0	0	3	12	2	0	0	0	0	0	0	0	231
Englewood	0	4	0	0	0	3	0	0	1	0	0	0	0	0	64
Garden	6	12	0	0	1	12	2	0	1	1	1	0	0	0	269
Glenallen	5	3	0	0	3	5	0	0	0	0	0	0	0	0	90
Gocio	6	13	0	0	0	16	3	0	0	0	0	0	0	0	337
Heron Creek	1	0	0	0	0	1	0	0	0	0	0	0	0	0	22
Lakeview	0	13	0	0	0	13	0	0	0	0	0	0	0	0	274
Lamarque	1	8	0	0	0	8	1	0	0	0	0	0	0	0	191
Laurel-Nokomis	9	10	0	0	1	12	2	2	2	0	0	0	0	0	303
McIntosh	3	0	0	0	0	2	0	1	0	0	0	0	0	0	66
North Port High	0	3	0	0	1	2	0	0	0	0	0	0	0	0	50
Oak Park	0	12	0	0	0	0	9	1	0	2	0	0	0	0	110
Pine View	3	40	0	0	3	27	8	1	4	0	0	0	0	0	766
Sarasota High	0	3	0	0	0	3	0	0	0	0	0	0	0	0	75
Sarasota Middle	0	8	0	0	0	5	3	0	0	0	0	0	0	0	147
Southside	0	4	0	0	0	0	4	0	0	0	0	0	0	0	47
Tatum Ridge	0	3	0	0	0	2	0	0	0	1	0	0	0	0	28
Taylor Ranch	4	6	0	0	0	6	3	0	0	0	0	0	0	0	172
Toledo Blade	3	5	0	0	0	6	1	0	1	0	0	0	0	0	153
Tuttle	0	19	0	0	0	18	1	0	0	0	0	0	0	0	354
Venice Elementary	3	0	0	0	0	1	0	3	0	0	0	0	0	0	18
Venice Midde	4	16	0	0	0	18	0	0	1	0	1	0	0	0	418
Totals	37	163			5	140	35	8	8	3	1	0	0	0	4663

The State of Florida, by statute and rule, exercises considerable control over the education of students throughout Florida's 67 counties. Public educational facility requirements are found in Chapter 1013, Florida Statutes.

- Section 1013.35 sets forth the requirements for the "Tentative District Educational Facilities Plan" including:
- Planning in 5-year, 10-year, and 20-year increments
- Coordinating with local government comprehensive plans
- Projecting student enrollments based upon state and local data
- Anticipating expansions or closures of existing schools
- Projecting facility needs
- Sharing information on leased and owned relocatables
- Describing general locations of future school sites
- Listing options for reducing the construction of permanent student stations
- Scheduling major repair and renovation projects
- Scheduling anticipated capital revenues

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

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

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

The District's current Educational Plant Survey was approved by FDOE in June, 2016 and is available in the Planning office. This document verifies which of the District's intended capital projects are "survey approved" and therefore eligible to be funded by state revenues. The Planning Department is in the process of completing the required five-year update of the Educational Plant Survey and will be completed later this spring.

Section 1013.33, F.S., repeats the requirements of s. 163.3177, F.S., which mandates an interlocal agreement [ILA] between local governments and District school boards for school facility planning. The original 2002 statute required processes to:

- Ensure agreement on population and student enrollment projections;
- Coordinate school districts' plans to construct, enlarge, or close educational facilities;
- Coordinate local government plans for development and redevelopment;
- Collaborate on the timing and costs to provide onsite and offsite infrastructure improvements to support school facilities;

- Allow the local government to comment on the school district's five-year facilities work plan and the plant survey;
- Allow the school district to share the potential impact of proposed residential development on school capacity;
- Encourage the co-location and joint use of school facilities with community amenities; and
- Implement an oversight component.

In Sarasota County, the school district, county, and all four municipalities adopted the original Interlocal Agreement on School Facility Planning in May, 2004. The then Florida Department of Community Affairs [DCA] approved the document effective July 2004. Since then a staff working group of planning representatives from each entity has met periodically to implement the ILA requirements. Each party to the agreement has appointed a citizen to an oversight committee that reviews implementation of the ILA and issues a report yearly. The county's legislative bodies of all parties convened yearly to review and amend the ILA as needed from 2005 through 2009, and again in 2013 and 2014,. The 2010, 2011, and 2012 Convocations were cancelled due to the lack of critical action items. However, following the increased growth and development activity, the Convocation has been held once again in 2013,2014, 2015, 2016, and 2017.

The 2005 Legislative Session amended the ILA statutes to require that all local governments revise their comprehensive plans to adopt school concurrency by December 2008. Later in 2005, Sarasota County and the School District of Sarasota County volunteered to be, and were subsequently appointed by DCA as, one of six pilot communities for the adoption of the school concurrency requirements. The County and District each received \$100,000 to provide consultants to conduct data and analysis of school capacities and to revise both the ILA and the relevant comprehensive plan elements. The pilot project was completed September 1, 2006, with the submission of four work products to DCA. The ILA was amended early in 2008 to allow School Concurrency to be implemented October 1st. Since then, the District's Planning staff has worked closely with each local government's planning office to ensure that all proposed residential developments comply with this requirement. The Planning Department is working with its local government to update the School Concurrency Element and ILA and intend to have updates adopted early next year.

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

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

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

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

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

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

Capital Improvement Plan -- the document that sets forth the District's capital goals, priorities, and planning practices related to the provision, maintenance, funding, and operation of its capital facilities and resources over the course of a five-year period.

Capital Improvement Program -- the document that identifies the District's priorities for implementing its Capital Improvement Plan by establishing funding priorities for current and future capital improvement projects over the course of a five-year program.

Capital Projects Matrix -- a matrix that helps assess the condition of the overall school campus by assessing issues related to a school facility's capacity, age, condition, cost of maintenance and repairs, and level of security .

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

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

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

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

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

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

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

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

Facility Condition Index— a matrix that helps assess the condition of a particular school facility or buildings by assessing issues related to a school facility’s capacity, age, condition, cost of maintenance and repairs, and level of security .

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

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

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

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

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

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

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

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

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

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

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

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

Portable – see “Relocatable”

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

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

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

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

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

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

SDSC – the School District of Sarasota County.

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

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

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

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

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

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

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

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