

Exhibit A

Text proposed for deletion is shown ~~stricken~~ and text proposed for addition is shown underlined.
Supplement 55 provided by MuniCode is the base document for the EAR based changes shown.

Chapter 17 PUBLIC SCHOOLS FACILITIES ELEMENT

Adopted:	August 5, 2008	By Ordinance No. 801
Amended:	December 16, 2009	By Ordinance No. 842
Amended:	December 16, 2009	By Ordinance No. 843
Amended:	October 26, 2010	By Ordinance No. 886
Amended:	February 27, 2018	By Ordinance No. 1062
<u>Amended:</u>		

Section 17.1. Background

Education is fundamental to achieving a productive, civically-engaged life. No organization has greater impact on the future of the nation as the public school system. Martin County recognizes that such impact starts at the local level. Coordination between the County and the School District is paramount to ensuring that our future citizens have the educational foundation necessary for life-long learning and to creatively and successfully meet the many challenges our local community, our nation, and our world will face.

The Public School Facilities Element (PSFE) describes the coordinated planning and shared policies of the School District, County and the City of Stuart to ensure that future students are accommodated in the public school system. This element establishes public school system concurrency requirements, including level of service standards for public schools and the establishment and implementation of the concurrency management system. The aim of school concurrency is to ensure that the necessary public school facilities are in place by the time they are needed.

In addition to the policies set forth in Chapter 17, cooperation and coordination between the Martin County School Board, the Martin County Board of County Commissioners, and the City of Stuart regarding public school facilities are addressed in Chapter 3, Intergovernmental Coordination, Chapter 14, Capital Improvements, and the 2008 Interlocal Agreement for School Facilities Planning and Siting. The Interlocal will be updated to include the Village of Indiantown.

Editor's note(s)—The 2008 Interlocal Agreement for School Facilities Planning and Siting of the Martin

County School Board, Martin County Board of County Commissioners, and City of Stuart is on file in the office of the Martin County Growth Management Department.

Section 17.2. The Planning Environment

17.2.A. *Population.* Martin County's population, inclusive of all municipalities, has increased substantially over past decades, but more recently, the actual increase and the rate of increase has moderated. After increasing 58% between 1980 and 1990, and 26% between 1990 and 2000, the rate of increase in the County population between 2000 and 2010, was 15% and between 2010 and ~~2016~~ 2020, the County's population increased ~~8%~~3%. Between 2020 and 2023 the County population grew to an estimated 162,847 which is a 3% increase from 2020 (158,431). The Public School enrollment is affected by county population, residential development, and the demographic characteristics of the occupants of those homes. The proportion of the County population enrolled in the Martin County School District has remained relatively constant. See Table 17-1.

Source: BEBR, Florida Estimates of Population 2023 from the College of Liberal Arts and Science, Bureau of Economic and Business Research

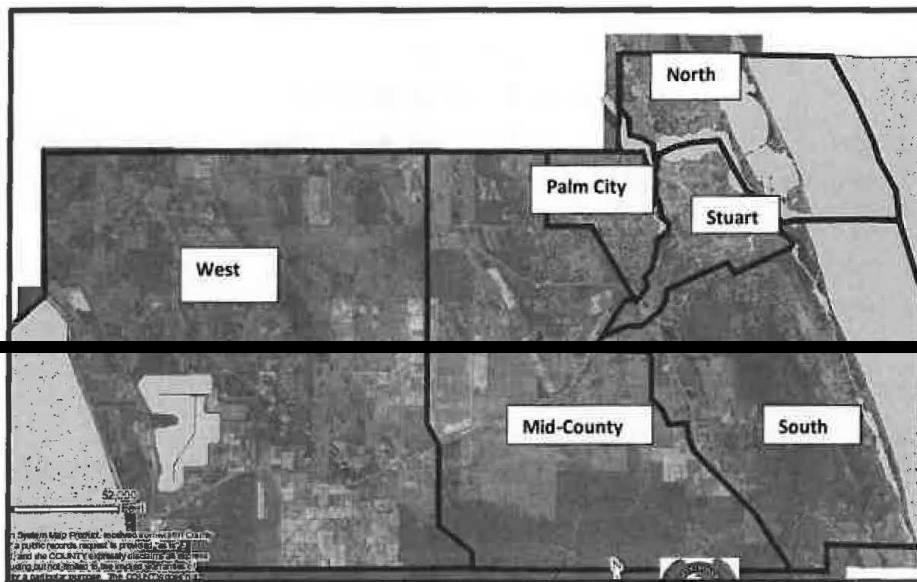
**Table 17-1
County Population and Public School Enrollment, 2000, 2010, and 2015, 2022**

	Population/Enrollment			
	2000	2010	2015	<u>2022</u>
County Population	126,731	146,318	150,062	<u>162,006</u>
Public School Enrollment	16,989	18,755	19,890	<u>18,509</u>
School enrollment as a % of County population	13%	13%	13%	<u>11%</u>

Source: Martin County School District (MCSD), FOCUS, October date-certain counts. Table 17-1 presents total School District enrollment including students attending school-district owned facilities, as well as home-schooled students, homebound students, charter school students, adult education, and students in other special or alternative programs. Martin County ~~2017~~ Population Technical Bulletin. Because Martin County public school facilities serve residents of unincorporated Martin County and the incorporated municipalities, county population figures presented in Chapter 17 include the population of Stuart, Village of Indiantown, Town of Ocean Breeze Park, Town of Sewall's Point, and Jupiter Island as well as unincorporated Martin County.

Each year, Martin County updates its projections of future population with the adoption of the Population Technical Bulletin. The 2017 Martin County Population Technical Bulletin projects that Martin County's population will continue to grow in the future, albeit at a reduced rate when compared to prior decades and at a rate that declines slightly projecting further out in time. The Population Technical Bulletin distributes projections of Martin County's population in 2020, 2025, and 2030, 2035, 2040, 2045 and 2050 prepared by the Office of Economic and Demographic Research (EDR), to each of the County's seven Planning Areas. The population is distributed to the Planning Areas in the same ratio as the ratio of certificates of occupancy issued in that Planning Area to the certificates of occupancy issued countywide. The County Planning Areas roughly correspond to the School District's elementary, middle and high school concurrency zones. See Figures 17-1A, ~~and 17-1B,~~ and 17-1C.

Editor's note(s)—The Martin County Population Technical Bulletin is on file in the office of the Martin County Growth Management Department and available on the County's website.



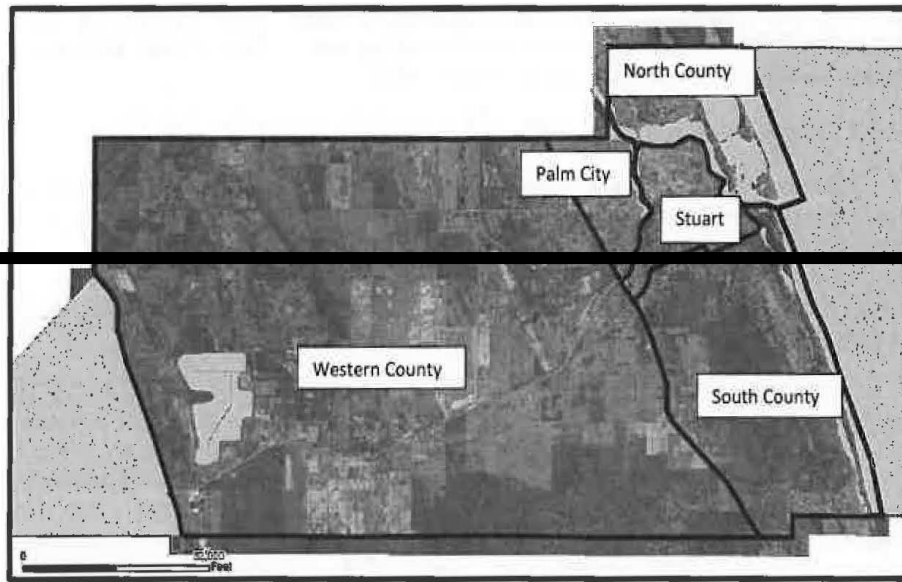
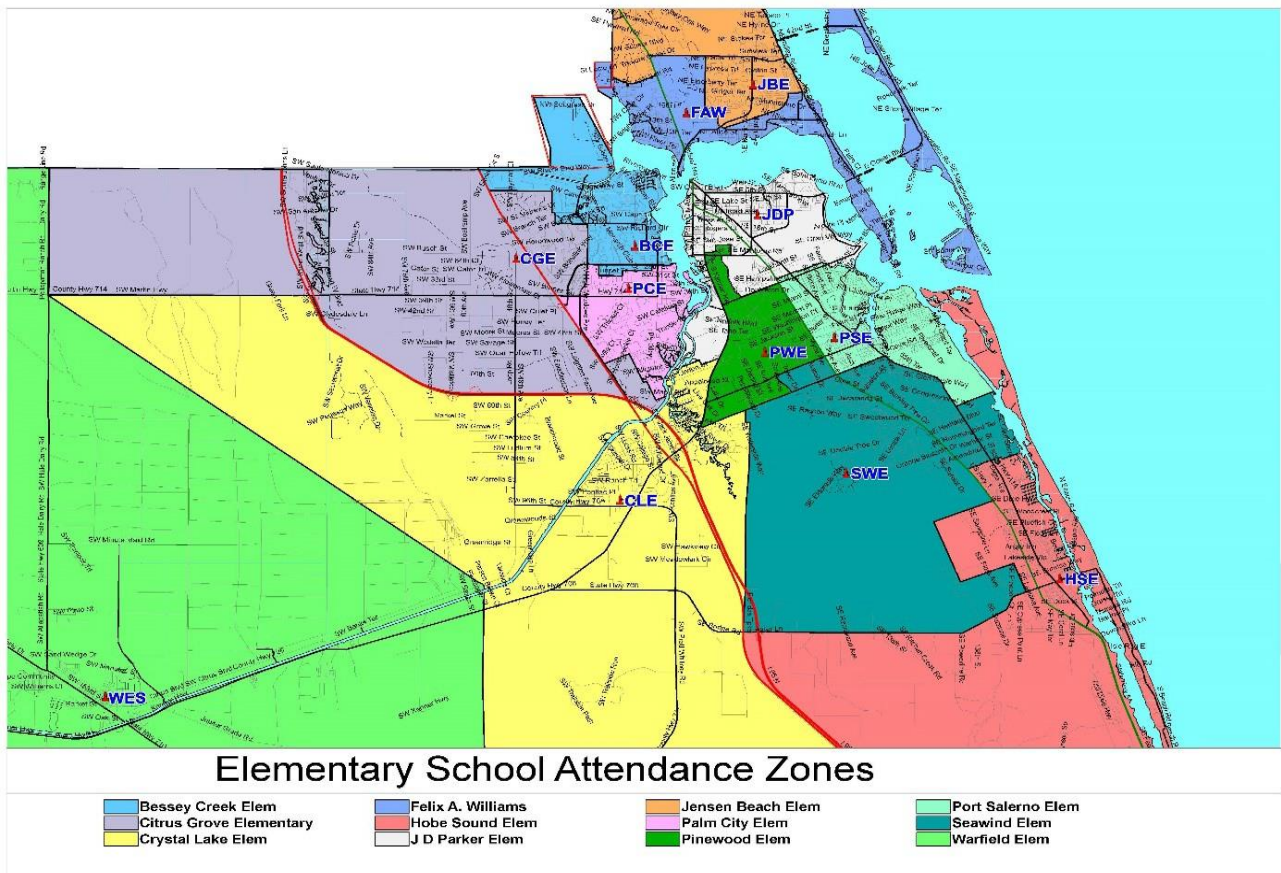
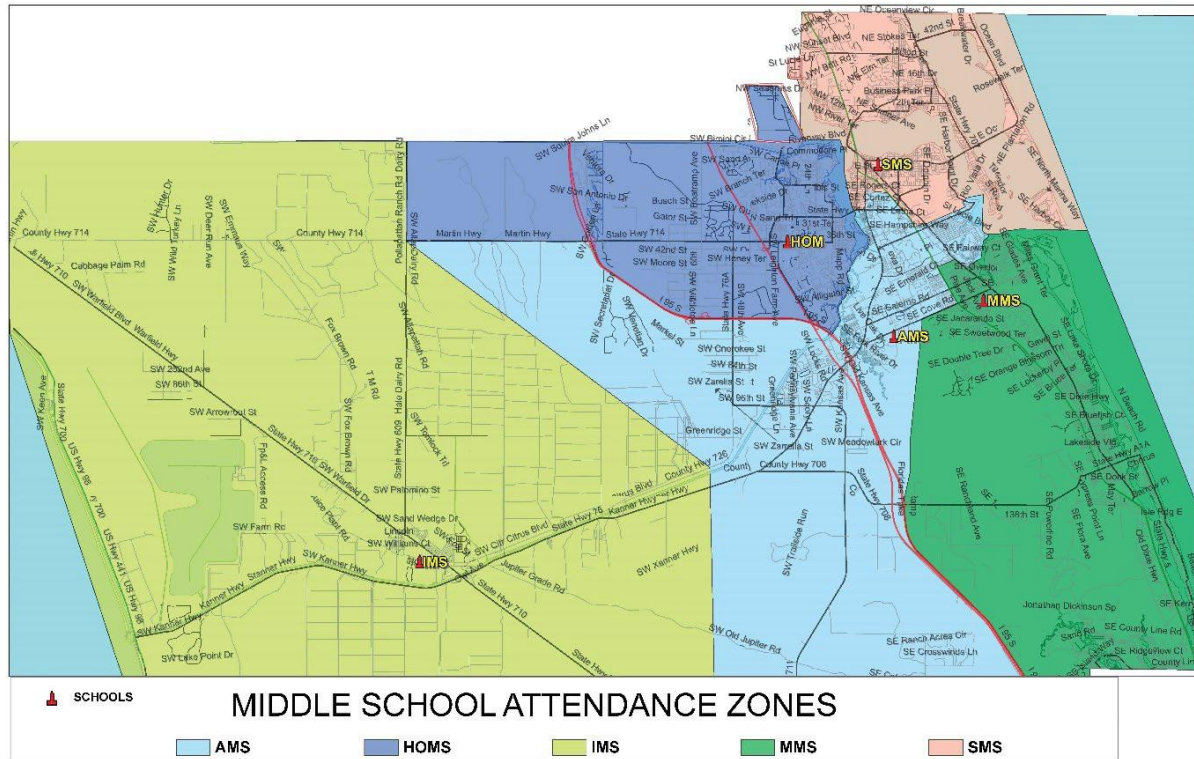


Figure 17-1A. Elementary School Concurrency Areas



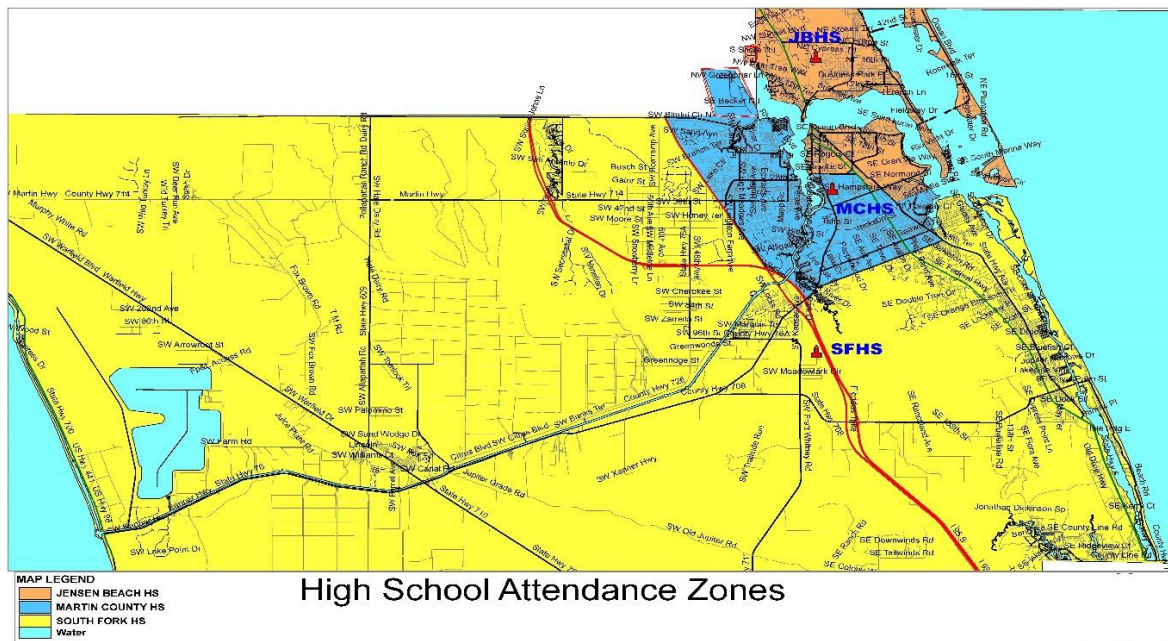
Source: MCSD

Figure 17-1B. Middle School Concurrency Areas



Source: MCSD

Figure 17-1C. High School Concurrency Areas



Source: MCSD

17.2.B. *School Enrollment.* Between 1997 and 2007, enrollment in Martin County public schools increased from 14,626 to 17,804 students, an increase of 22 percent (3,178 students). [Source, Chapter 17 of the CGMP, adopted Aug. 5, 2008.] By 2016, public school enrollment grew by another 10 percent (1,738 students). Between 2017 and 2023, public school enrollment decreased by 7%. Additionally, in 2021-2022, the Florida Department of Education identified ~~13~~ 19 private schools in Martin County that are educating students in pre-K through 12th grade.

Table 17-4 shows the trends in school enrollment by school type over the last twenty years. The percentage change in enrollment by school type and period of time, from Table 17-4, is presented graphically in Figure 17-2. The fluctuations might be explained, at least in part, by the two hurricanes in 2004 and the onset of the economic recession in 2008. For the most recent period, where a decrease in enrollment is reflected, the global COVID-19 pandemic was a disruptive event through 2019-2023 and may have been one possible reason for fluctuation in public school enrollment. The fluctuations also illustrate the challenge of long-term planning for school facilities. The School Board continually endeavors to improve the accuracy of its planning and enrollment projections.

Currently, Martin County Schools are nearly fully utilized. Tables 17-5A, 17-5B, and 17-5C present a "snapshot in time" of the current capacity and current enrollment at the County's public schools. The utilization factor presented in these tables is simply current enrollment as a percentage of permanent student capacity (excluding portable classrooms.) The difference between total school capacity and permanent student stations is that total school capacity includes the capacity of portable or temporary classrooms.

**Table 17-2
Enrollment by School Type and Year and Change over Time**

Year	School Level			TOTAL	
	Elementary	Middle	High		
2002	7,859	4,158	5,060	17,077	
2007	8,176	4,052	5,576	17,804	
2012	7,875	4,196	5,601	17,672	
2016	8,185	4,244	5,795	18,224	
<u>2022-2023</u>	<u>7,941</u>	<u>4,000</u>	<u>5,138</u>	<u>17,079</u>	
Δ 2002 to 2007	#	317	-106	516	727
	%	4%	-3%	10%	4%
Δ 2007 to 2012	#	-301	144	25	-132
	%	-4%	4%	0%	-1%
Δ 2012 to 2016	#	310	48	194	552
	%	4%	1%	3%	3%
<u>Δ 2016 to 2023</u>	#	<u>-244</u>	<u>-244</u>	<u>-657</u>	<u>-1,145</u>
	%	<u>-3%</u>	<u>-6%</u>	<u>-22%</u>	<u>-7%</u>

Source: 2002 and 2007 data, Public Pathways, Inc., Presentation to Long-Range Planning Committee, Nov. 27, 2007; 2012 and 2016 data, Martin County School District (MCSD), Public Pathways CIP Program and 2023 data, MCSD, FOCUS Enrollment data, DOE.

Note: The enrollment figures presented Table 17-2 include K to 12th grade students housed in District-owned facilities. Adult education students, homebound students, home-schooled students, charter school students and students in other special or alternative programs are not included in these counts. Comparing total enrollment in Tables 17.1 and 17.2 shows that students equal to ~~9% of October 2016~~ 8% of 2022-2023 enrollment are enrolled in these other District programs.

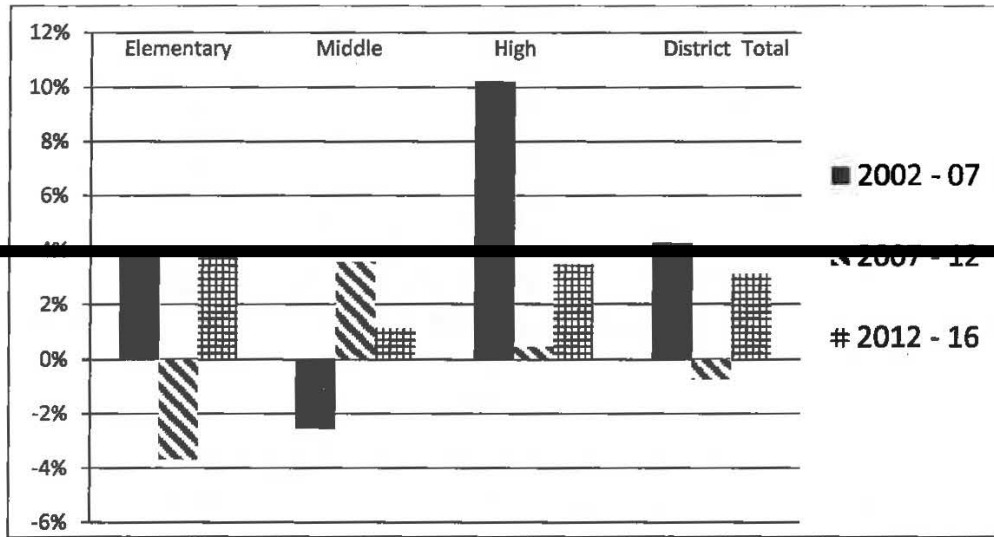
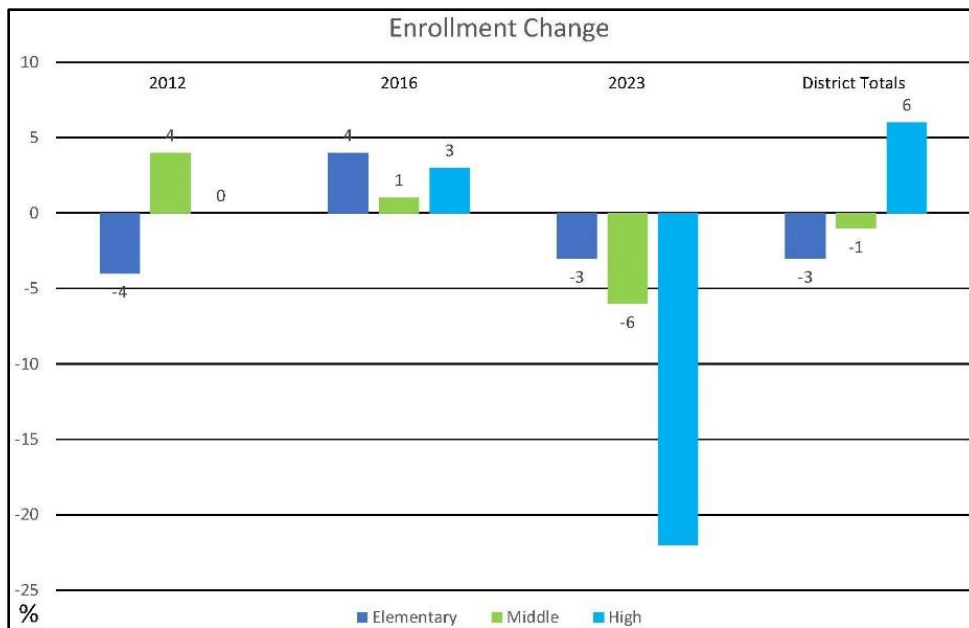


Figure 17-2. Enrollment Change over time by School Type



Source: 2023 data, MCSD, FOCUS Enrollment data, DOE.

**Table 17-3A
Elementary School Capacity, Enrollment and Utilization Factor**

<u>ELEMENTARY SCHOOLS</u>	TOTAL PERMANENT STUDENT STATIONS	<u>TOTAL PERMANENT FISH CAPACITY</u>	Oct 16-17 ENROLLMENT <u>2.28.2023</u>	UTILIZATION FACTOR (Based on <u>Perm. S.S.</u>)
Bessey Creek <u>Elem.</u>	599	<u>617</u>	544 <u>566</u>	90% <u>92%</u>
Citrus Grove <u>Elem.</u>	767	<u>785</u>	688 <u>609</u>	90% <u>78%</u>
Crystal Lake <u>Elem.</u>	611	<u>688</u>	580 <u>435</u>	95% <u>63%</u>
Felix Williams <u>Elem.</u>	635	<u>671</u>	645 <u>543</u>	102% <u>81%</u>
Hobe Sound <u>Elem.</u>	776	<u>776</u>	626 <u>466</u>	81% <u>60%</u>
JD Parker <u>Elem.</u>	695	<u>695</u>	686 <u>520</u>	99% <u>75%</u>
Jensen Beach <u>Elem.</u>	668 <u>782</u>	<u>836</u>	609 <u>569</u>	91% <u>68%</u>
Palm City <u>Elem.</u>	678 <u>782</u>	<u>800</u>	680 <u>563</u>	100% <u>70%</u>
Pinewood <u>Elem.</u>	756	<u>864</u>	860 <u>714</u>	112% <u>83%</u>
Port Salerno <u>Elem.</u>	877	<u>931</u>	844 <u>721</u>	96% <u>77%</u>
Sea Wind <u>Elem.</u>	764	<u>764</u>	675 <u>503</u>	88% <u>66%</u>
Warfield <u>Elem.</u>	886 <u>896</u>	<u>932</u>	751 <u>696</u>	85% <u>75%</u>
TOTAL	8,712 <u>8940</u>	<u>9359</u>	8,185 <u>6905</u>	94%

Source: MCSD, "Choice Open Enrollment, presentation at the City of Stuart, Martin County Board of County Commissioners and Martin County School District Joint Meeting, January 24, 2017 and 2023 data, MCSD, FOCUS Enrollment data, DOE.

**Table 17-3B
Middle School Capacity, Enrollment and Utilization Factor**

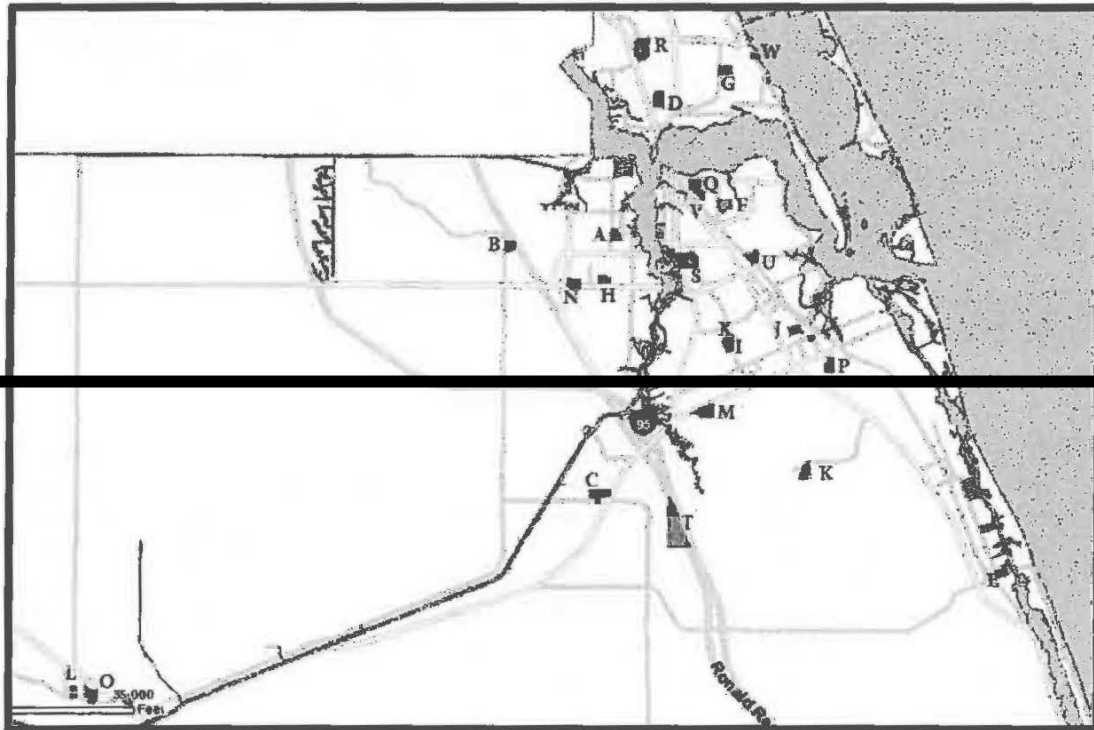
<u>MIDDLE SCHOOLS</u>	TOTAL PERMANENT STUDENT STATIONS	<u>TOTAL PERMANENT FISH CAPACITY</u>	Oct 16-17 ENROLLMENT <u>2.28.2023</u>	UTILIZATION FACTOR (Based on <u>Perm. S.S.</u>)
Anderson Middle	1316 <u>1335</u>	1184 <u>1335</u>	952 <u>1031</u>	80% <u>77%</u>
Hidden Oaks Middle	1345	1210 <u>1477</u>	1039 <u>940</u>	86% <u>64%</u>
Indiantown Middle	905 <u>989</u>	814 <u>989</u>	558 <u>638</u>	68% <u>65%</u>
Murray Middle	935 <u>948</u>	842 <u>1124</u>	725 <u>616</u>	86% <u>55%</u>
Stuart Middle	1310 <u>1300</u>	1179 <u>1300</u>	964 <u>848</u>	82% <u>65%</u>
TOTAL	5811 <u>5917</u>	5230 <u>6225</u>	4235 <u>4073</u>	81%

Source: MCSD, "Choice Open Enrollment, presentation at the City of Stuart, Martin County Board of County Commissioners and Martin County School District Joint Meeting, January 24, 2017 and 2023 data, MCSD, FOCUS Enrollment data, DOE.

**Table 17-3C
High School Capacity, Enrollment and Utilization Factor**

<u>HIGH SCHOOLS</u>	TOTAL PERMANENT STUDENT STATIONS	<u>TOTAL PERMANENT FISH CAPACITY</u>	Oct 16-17 ENROLLMENT <u>2.28.2023</u>	UTILIZATION FACTOR (Based on <u>Perm. S.S.</u>)
Jensen Beach High	1636	1554 <u>1636</u>	1601 <u>1567</u>	103% <u>96%</u>
Martin County High	1624 <u>1839</u>	1543 <u>2146</u>	2281 <u>2224</u>	148% <u>104%</u>
South Fork High	1699 <u>1847</u>	1614 <u>1922</u>	1913 <u>1766</u>	119% <u>92%</u>
TOTAL	4959 <u>5322</u>	4711 <u>5704</u>	5795 <u>5557</u>	123%

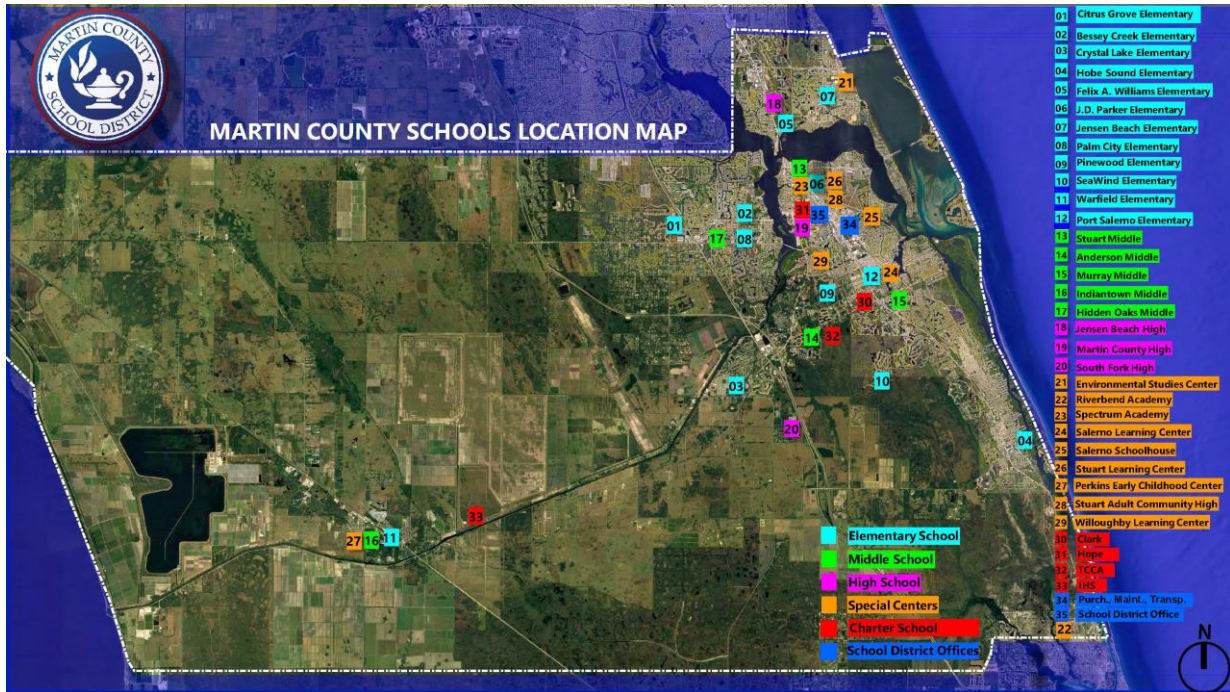
Source for Tables 17-3A, 17-3B and 17-3C; MCSD, "Choice Open Enrollment, presentation at the City of Stuart, Martin County Board of County Commissioners and Martin County School District Joint Meeting, January 24, 2017 and 2023 data, MCSD, FOCUS Enrollment data, DOE.



A = Bessey Creek
B = Citrus Grove
C = Crystal Lake
D = Felix Williams
E = Hobe Sound
F = JD Parker
G = Jensen Beach
H = Palm City
I = Pinewood
J = Port Salerno
K = Sea Wind
L = Warfield
M = Anderson
N = Hidden Oaks
O = Indiantown
P = Murray

Q = Stuart
R = Jensen Beach
S = Martin County
T = South Fork
U = bus barn
V = Administrative Center
W = Environmental Center
X = Challenger

Figure 17-3. Location of Martin County Public School Facilities



Source: MCSD

The Martin County School District, like other areas of the state, may be impacted by the growth of charter schools as allowed under Florida law. Charter schools are public schools sponsored by the local school district but operated by another entity. Whereas statewide enrollment in charter schools (pre-kindergarten through 12th grade) almost doubled in the period 2006-07 to 2015-16 (98,755 to 270,301, or approximately 10% of statewide public school enrollment), Enrollment statewide in charter school has grown to 13% in 2022-2023 (382,367). and Palm Beach County currently has ~~52~~ 49 Charter Schools, Martin County has just ~~two~~ four. Martin County's ~~two~~ four charter schools are:

- (1) The Clark Advanced Learning Center serves students in 10th through 12th grades. It is located on the Salerno Road campus of Indian River State College and is operated by the College. Over five years, the school's enrollment increased from 218 students in 2011-12 to 245 students in 2015-16 (12%). The current enrollment for 2022-2023 is 250 students.
- (2) The Hope Charter Center for Autism, in Stuart, provides special educational services for Pre- Kindergarten to 2nd grade. The enrollment at this special needs school has remained constant, ranging between 31 and 33 since 2011. The current enrollment for 2022-2023 is 89 students.
- (3) Treasure Coast Classical Academy (TCCA) is a charter school located in Stuart, FL., provides educational services for primary and secondary school. The current enrollment for 2022-2023 is 1091 students.
- (4) Indiantown High School (IHS) is a public charter high school in Martin County, Florida, focusing on college preparedness and career and workforce education. Operated by Indian River State College (IRSC) in partnership with the Martin County School District. The current enrollment for 2022-2023 is just 9 students with fall 2024 being the first year to include grades 9-12.

Source: 2016 Accountability Report, <http://app4.fldoe.org/CSA/PostToWeb/ARDtl.aspx>; viewed on May 11, 2017. Focus, Indiantown High School

17.2.C. *Reserved.*

17.2.D. *Fiscal Considerations.* The key measure of a successful Concurrency Program is the ability of the School District to implement a financially feasible plan to provide sufficient capacity for Martin County students at the adopted Level of Service.

Local sources of capital revenue for the School District are ad valorem property tax

collected from residential and nonresidential property, and impact fees that are collected from new, residential development. In addition, school districts may sell Certificates of Participation (COP) or bonds based on lease payments for new construction up to \$600 million. The primary state revenue streams for public Pre-K to 12 schools are Public Education Capital Outlay (PECO) funds from the State's gross receipt tax on utilities. Capital Outlay and Debt Service (CO & DS) from motor vehicle license fees, and funds from the State Lottery.

In addition to capacity-adding projects, the School District budgets to ensure the existing facilities are safe and up-to-date. These major repair and renovation projects include additions of non-instructional support spaces, Americans with Disabilities Act (ADA) compliance, and modernization of all or portions of a facility.

~~On June 30, 2006, the estimated School District Capital Assets, net of accumulated depreciation, were valued at \$268 million. There was existing outstanding debt of \$22 million and a new Certificate of Participation (COPs) issue of \$40 million. On June 30, 2016, the estimated School District Capital Assets, net of accumulated depreciation, was \$364 million, the School District's outstanding debt was \$9 million, and a new Certificate of Participation issue of \$29 million.~~

The School District's capital assets, net of accumulated depreciation, as of June 30, 2023, total \$445.2 million. Capital assets include land; construction in progress; improvements other than buildings; buildings and fixed equipment; furniture, fixtures, and equipment; motor vehicles; property under capital lease; and audio-visual materials and software. The District experienced an increase of net capital assets compared to the previous fiscal year of approximately 12.6 percent.

As of June 30, 2023, the School District has total long-term debt outstanding of \$54.1 million, comprised of Certificates of Participation (COPS) Series 2021 and 2014A and State Board of Education (SBE) Bonds. The School District's outstanding debt decreased \$12.4 million (net) during the 2022-23 fiscal year. The increase was primarily due to the issuance of the Series 2021 Certificates of Participation (COP) to provide financing for the reconstruction of Jensen Beach and Palm City Elementary Schools, offset by a reduction in principle due to scheduled principal payments on the Series 2014A COP and State School Bonds.

Section 17.3. Enrollment Forecast

Just as Martin County annually adopts a Population Technical Bulletin, each year the School Board updates its projections of future student enrollment. It is challenging to accurately project future population for a small geographic area, such as a county. Planning for school facilities is even more difficult because planning must be effective on an even smaller scale. Each of the Martin County School District's twelve elementary schools, five middle schools, and three high schools has its own attendance zone. Population growth in one corner of the County, in the attendance zone of a particular elementary school, for example, may have little or no direct effect on elementary school enrollment in another corner of the County. Furthermore, District policy permits Martin County students to apply to attend any age-appropriate district school that has capacity. Finally, in addition to geographic distribution of the population, the School Board must anticipate that portion of the population that will be within the school-aged cohort.

Enrollment forecasting requires analysis of multiple data sources including, but not limited to, birth rates, historical enrollment trends, make-up of neighborhoods, local and regional economic and housing trends, program and boundary changes, and an empirical understanding of individual communities. School population projections are most reliable when enrollment is projected for large geographic areas for one or two years in the future. For example, the District-wide one-year projections are expected to have a higher degree of certainty than five-year estimates. Conversely, accuracy diminishes as the geographic area becomes smaller and the forecast is for more distant points in the future.

In accordance with Florida Department of Education (DOE) guidelines, the Martin County School District annually prepares or updates enrollment forecasts following a study of local government and school trends. A history of each school's grade-by-grade enrollment is compiled and analyzed. This history reveals patterns in the progression of students from one grade to the next. These patterns are extrapolated to develop a school's basic forecast. This approach, termed the Cohort-Survivorship Model, is the most widely applied forecasting method for schools.

School enrollment changes from both in-migration (new housing or housing turnover) and from the progression of students from lower to higher grades. Growth between grades typically is the result of in-migration from new housing or housing turnover. Grade-by-grade enrollment data, in multi-year increments and change over time, for Martin County's elementary, middle, and high schools is presented in Tables 17-4A, 17-4B and 17-4C.

**Table 17-4A
Elementary School Enrollment by Grade in 2002, 2007, 2012, and 2016-17, 2022-23**

Year	Grade							Total	
	PK	K	1	2	3	4	5		
2002	404	1,158	1,210	1,208	1,275	1,282	1,322	7,859	
2007	437	1,273	1,272	1,288	1,308	1,268	1,339	8,186	
2012	501	1,366	1,373	1,331	1,308	1,243	1,347	8,469	
2016-17	521	1,396	1,357	1,339	1,427	1,332	1,427	8,799	
<u>2022-2023</u>	<u>996</u>	<u>1,084</u>	<u>1,132</u>	<u>1,101</u>	<u>1,390</u>	<u>1,024</u>	<u>1,214</u>	<u>7,941</u>	
Δ 02-07	#	3	115	62	84	33	(14)	17	327
	%	8%	10%	5%	7%	3%	(1%)	1%	4%
Δ 07-12	#	64	93	101	42	0	(25)	8	372
	%	15%	7%	8%	3%	0%	(2%)	1%	5%
Δ 12-16/17	#	20	30	(16)	8	119	89	80	200
	%	4%	2%	(1%)	1%	9%	7%	6%	2%

Source: 2002 and 2007 data, Public Pathways, Inc., Presentation to Long-Range Planning Committee, Nov 27, 2007; 2012, 2017 and 2023 data, MCSD, FOCUS Enrollment data, DOE.

Table 17-4B
Middle School Enrollment by Grade In 2002, 2007, 2012, and 2016-17, 2022-23

Year	Grade			Total	
	6	7	8		
2002	1,376	1,385	1,397	4,158	
2007	1,309	1,324	1,419	4,052	
2012	1,275	1,396	1,431	4,102	
2016-17	1,396	1,403	1,409	4,408	
<u>2022-2023</u>	<u>1,423</u>	<u>1,326</u>	<u>1,251</u>	<u>4,000</u>	
Δ 02-07	#	-67	-61	22	(106)
	%	(5%)	-4%	2%	(3%)
Δ 07-12	#	(34)	72	42	52
	%	(3%)	5%	1%	1%
Δ 12-16	#	119	7	(22)	104
	%	9%	1%	(2%)	3%

Source: Public Pathways, Inc., Presentation to Long-Range Planning Committee, November 27, 2007 for 2002 and 2007 data. For 2012, 2017 and 2023 data, MCSD, FOCUS Enrollment data, DOE.

Table 17-4C
High School Enrollment by Grade in 2002, 2007, 2012, 2016-17, 2022-23

Year	Grade				Total	
	9	10	11	12		
2002	1,208	1,275	1,282	1,322	5,087	
2007	1,289	1,308	1,268	1,339	5,204	
2012	1,566	1,502	1,375	1,233	5,676	
2016-17	1,645	1,524	1,446	1,282	5,897	
<u>2022-2023</u>	<u>1,510</u>	<u>1,474</u>	<u>1,252</u>	<u>901</u>	<u>5,138</u>	
Δ 02-07	#	81	33	-14	17	117
	%	7%	3%	-1%	1%	2%
Δ 07-12	#	277	194	107	-106	472
	%	21%	15%	8%	-8%	9%
Δ 12-16	#	79	22	71	49	221
	%	5%	1%	5%	4%	4%

Source: Public Pathways, Inc., Presentation to Long-Range Planning Committee, November 27, 2007 for 2002 and 2007 data: For 2012, 2017 and 2023 data, MCSD, FOCUS Enrollment data, DOE.

Each year, the Martin County School District updates its forecasts using the most current information on births, housing, and grade level changes. First, local enrollment projections are prepared in the fall using actual first quarter information. The Cohort-Survivorship method "ages" students ahead through the grade levels and calculates a ratio based on a five-year history. This ratio is then applied to future years and forms the foundation of future enrollment projections. Those results are then compared to projected County population growth associated with new housing starts and County in-migration rates. Population projection data is proportionately matched to school attendance zone data to provide an indication of future growth patterns.

The most difficult segment of the K—12 population to predict is each year's kindergarten class. In order to project the kindergarten population for each year, statistical profiles of residential birth data is matched to growth patterns and applied to individual schools. Finally, the District-wide forecast is compared to the DOE forecast for the Martin County School District. Differences may be explainable in light of specific Martin County data on new housing.

Based on the described analysis, student enrollment (FTE- full-time equivalent) in Martin County schools is projected to fluctuate grow from approximately 18,224 students in 2016-17 to 18,694 16,700 students in 2020-2021, an increase of 476 students. By 2022, the Martin County School District projects that 18,722 students will be enrolled. In 2023-2024, 15,958 students were enrolled, a 742 decrease in student enrollment from 2020-2021. Projections for 2024-25 are listed in the table and provided from the FDOE website. See Table 17-5. Note the number of students listed does not include the number of students for the Charter Schools.

**Table 17-5
Projection of Future Total Enrollment**

<u>Year</u>	<u>Current Enrollment</u>				<u>Enrollment Projections</u>	
	<u>2016-17</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
<u>Total Enrollment</u>	<u>17,777</u>	<u>16,700</u>	<u>16,723</u>	<u>17,079</u>	<u>15,958</u>	<u>15,670</u>
<u># Change from year to year</u>	<u>0-</u>	<u>-1,077</u>	<u>23</u>	<u>356</u>	<u>-1,121</u>	<u>-288</u>
<u>% Change from year to year</u>	<u>0-</u>	<u>-7%</u>	<u>1%</u>	<u>3%</u>	<u>-7%</u>	<u>-2%</u>

Source: Public Pathways, Inc., Presentation to Long-Range Planning Committee, November 27, 2007 for 2002 and 2007 data: For 2012, 2017 and 2023 data, MCSD, FOCUS Enrollment data, DOE.

Table 17-5-
Projection of Future Total Enrollment

Year	Current Enrollment	Enrollment Projections	
	2016-17	2020-21	2022-23
Total Enrollment	18,224	18,691	18,722
# Increase from 2016-17		467	498
% Increase from 2016-17		2.6%	2.7%

Section 17.4. Capacity and Level of Service

An essential component of a school concurrency system is the level of service (LOS) standard. The LOS standard for public schools is based upon the capacity of the facility, current enrollment, and the numerical enrollment point at which an additional school of that type is needed. LOS standards for public school facilities serve several purposes:

- To guide long-range projections of school facility needs.
- To assist with the determination of school facility needs over the five-year capital improvement time frame.
- To provide a basis for the review of applications for final site plans for residential development.

17.4.A. *Capacity and Campus Master Plans.* One of the most effective ways to improve student achievement and curb school violence is to reduce the size of the nation's schools. Hundreds of studies have found that students who attend small schools outperform those in large schools on every academic measure from grades to test scores. They are less likely to drop out and more likely to attend college.

Small schools also build strong communities. Parents and neighbors are more likely to be actively involved in the school. The students benefit from community support and the school in turn fosters connections among neighbors and encourages civic participation.

Often state and local policy makers prefer large schools because they are less expensive to operate on an annual per pupil basis. In many states, such as Florida, education funding formulas provide a flat rate per pupil and make no adjustment for the higher costs of running a small school. This favors larger schools and pressures smaller ones to close. Such policies are short-sighted. Smaller schools may require higher levels of annual per-pupil funding, but they are cost-effective. Smaller schools have higher graduation rates and, on a per graduate basis, they cost about the same or less than large schools.

Recognizing the benefits of smaller schools, the School Board of Martin County adopted a maximum school size of 750 for elementary schools, 1,200 for middle schools and 1,800 for high schools. Master plans have been developed for each school campus for phased renovation and reconstruction that will comply with the caps where feasible. The performance of Martin County schools evidences the wisdom of smaller, more parent/community-based schools. Martin County Schools consistently perform at top levels compared to state and national averages, as measured by high school graduation rates, SAT and ACT scores, the number of points earned in the Florida "State Accountability System," and the percentage of students who are proficient with elementary school learning goals.

Following this direction of the School Board and Superintendent, Martin County school capacities are based on the following:

- 1) Permanent FISH capacity (without portables).
- 2) Permanent FISH capacity adjusted for Title I schools' special programmatic needs.
- 3) Permanent FISH capacity adjusted to reflect the Board's long-term plans to cap school size, permanent capacity, at 750 for elementary schools, 1,200 for middle schools, and 1,800 for high schools.

The Florida Inventory of School Houses (FISH) Capacity is defined as "The number of students that may be housed in a facility (school) at any given time based on a utilization percentage of the number of existing satisfactory student stations." It is a product of the number of classrooms at a school and the student stations assigned to each room type. The capacity of some spaces is modified for actual square footage of the teaching space. Teaching stations are defined as being 600 square feet or more with a teacher and students regularly assigned to the space. No capacity is assigned to small instructional spaces and specialized labs including art, music, resource, etc.

For maximum efficiency, a school's core capacity should match the number of students expected to be served. As a result of the 2002 amendment of the State Constitution that established the maximum size of public school classrooms—18 students in K through third grade; 22 students in fourth grade through eighth grade, and 25 students in ninth through twelfth grades—some District schools appear to have core capacity (defined as media centers, dining areas, administration and support spaces, and assembly spaces) that would support additional classrooms. However, due to various constraints on-site expansions are not always feasible.

Concurrency Service Areas. The Martin County School concurrency service areas are established less than district-wide and are coterminous with the School Board's six facility planning areas.

Section 17.5. Co-location of School and Civic Facilities.

Co-location and shared use of facilities are important to the School District, Martin County, the municipalities within the County, and County residents. The School District would benefit from joint use of parks in the vicinity of public schools, given the dedication of the local parks and recreation departments in to promoting health and wellness, alternative leisure activities, and community involvement through sports and special events for County residents. As provided in the Interlocal Agreement, the School District seeks opportunities to co-locate and share use of school facilities and civic facilities when preparing the annual update of its Five-Year Capital Improvement Plan. Likewise, co-location and shared use opportunities are considered by the local governments when updating their Comprehensive Plans, Capital Improvements Plans, and when planning and designing new or renovated community facilities which may be compatible with schools.

Opportunities for co-location and shared use may be considered for libraries, parks, recreation facilities, community centers, auditoriums, learning centers, museums, performing arts centers, and stadiums. Co-location and joint use will yield savings for the School District, local governments, and taxpayers and create community focal points. Co-location and shared use of facilities are important tools in budgeting and community building for the School District and local governments. Potential opportunities for co-location of shared facilities are identified and evaluated by the factors identified in the Table 17-6. These factors are included in the school siting matrices for new elementary, middle and high schools, in the Interlocal Agreement, discussed in the Section 17.6, School Siting.

Table 17-6 Co-Location Consideration Matrix

Raw Score (1-5) Weight Factor (2)	
Proximity of existing or planned public park or recreational uses and sites, after-school activities; within 2-3 miles; existing and within first 5 years of adopted CIP	0 = Distant 5 = Close
Proximity of existing or planned complementary public uses (library, community center, etc.) within 2 miles; existing and within first 5 years of adopted CIP	0 = Distant 5 = Close
Potential to co-locate with proposed school facility, public park or recreation use, or complementary public use.	0 = Not Able 5 = Able
Maximum Points for this category = 30	

{Source: 2008 Interlocal Agreement, Middle School Siting Matrix}

Section 17.6. School siting¹

The Martin County School Board, the City of Stuart and the Martin County Board of County Commissioners have agreed to the procedural processes and the substantive evaluation criteria to be followed in selecting a site for a new school. The matrices of criteria to be used for the siting of future elementary, middle and high schools are set forth in full in the 2008 Interlocal Agreement for School Facilities Planning and Siting. The types of factors to be considered in choosing the location of a new school include the following:

- walkability - the percentage of students who live within 2 miles, the quality of the sidewalks: and posted speed limits on the roadway networks;
- complementary uses - proximity of parks, athletic facilities, and libraries, and similar facilities, after- school employment and additional educational opportunities for high school students; and the potential to co-locate school and other public facilities;
- sustainable community design - inclusion within a private or public plan, proximity to population centers, ability to maintain student diversity; opportunity for adaptive re-use, adequate land area;
- environmental and hydrological - presence or absence of wetlands; functional hydrology; impact to native upland habitat; and,
- infrastructure and efficiency - availability and proximity of water and wastewater lines, stormwater capacity, and arterial roadways

¹Editor's note(s)—Ord. No. 1062, pt. 1(Exh. A), adopted February 27, 2018, renumbered §§ 17-6 and 17-7 as §§ 17-7 and 17-8.

Section 17.7. Future Public Schools ²

²Editor's note(s)—Former § 17.6, see editor's note, § 17.6.

Each year, the School Board adopts an Educational Plant Survey, 5-year work program, and 5-Year Capital Improvement Plan. Pursuant to state law and the Interlocal Agreement, the School Board's annual update of the educational facilities plan and 5-year work program are shared with the County and City for review and comment prior to adoption by the School Board.

At this time, the Martin County School District has no plans to establish a new school. As previously described, School District policy caps the planned capacity of elementary schools at 750 students, middle schools at 1,200 students, and high schools at 1,800 students. At such time as the need for a new school is identified, the

selection of the school site shall be undertaken pursuant to state law, the interlocal Agreement, this Element, and the Intergovernmental Coordination Element of the CGMP. Given the history of population growth in Florida and in Martin County, it appears the question is more likely when a new school or schools will be needed, rather than if they will be.

Section 17.8 Goals, Objectives, and Policies ¹

Goal 17.1 Martin County shall coordinate with the School Board of Martin County and the City of Stuart to ensure public school facilities are of the highest quality and meet the needs of the County's existing and future population.

¹Editor's note(s)—Former § 17.7, see editor's note, § 17.6.

Objective 17.1A. To ensure adequate public school facilities are available to meet the needs of the County's residents.

Policy 17.1A.1. The County hereby adopts these Level of Service (LOS) standards:

(1) Elementary School Concurrency Service Area (CSA)

100 percent of permanent FISH capacity for all Elementary Schools in the CSA (85% of permanent FISH capacity for Title 1 Elementary Schools), not to exceed a student capacity cap of 750, plus $(450 * a/b)$

WHERE

a = Number of existing Elementary Schools in the CSA

b = Number of existing Elementary Schools in the District

(2) Middle School Concurrency Service Area

100 percent of permanent FISH capacity for all Middle Schools in the CSA (85% of permanent FISH capacity for Title 1 Middle Schools), not to exceed a student capacity cap of 1,200, plus $(720$

$* a/b)$

WHERE

a = Number of existing Middle Schools in the CSA

b = Number of existing Middle Schools in the District

(3) High School Concurrency Service Area

100 percent of permanent FISH capacity for all High Schools in the CSA, not to exceed a student capacity cap of 1,800, plus $(1,080 * a/b)$

WHERE

- a = Number of existing High Schools in the CSA
b = Number of existing High Schools in the District

Policy 17.1A.2. LOS standards shall be applied by Concurrency Service Area. Concurrency Service Areas shall be documented in the data and analysis documentation. The boundaries of the Concurrency Service Areas and any modifications shall be based on consideration of the following criteria:

- (1) Maximum utilization of school facilities;
- (2) Future growth and demographic changes;
- (3) Demographic and Socioeconomic balance;
- (4) Transportation costs;
- (5) Minimizing the disruption to students and families related to changes to attendance zones;
- (6) Capacity commitments; and,
- (7) The County's Urban Service Districts.

Policy 17.1A.3. Modifications to CSA boundaries may be made by the School Board, only after review and a reasonable opportunity for comment by the County and City.

Policy 17.1A.4. The School Board can unilaterally change student attendance zones for one or more of its schools.

Policy 17.1A.5. In the event that a CSA lacks an Elementary, Middle, or High School, students residing within that CSA shall attend a school in an adjacent CSA.

Policy 17.1A.6. The School Board shall monitor the LOS within each CSA. In the event that a deficiency is identified, the School Board shall initiate action to cure the deficiency by no later than the next annual update of the School District's 5-year Work Program.

Objective 17.1B. To ensure adequate capacity is available to accommodate projected development at the adopted Level of Service (LOS).

Policy 17.1B.1. The County shall approve final site plans, which include residential units, only after the receipt of a School Concurrency Review Report from the School District stating that adequate school capacity exists for anticipated students from the proposed development pursuant to the requirements of the Comprehensive Plan and the Land Development

Regulations.

Policy 17.1B.2. Within 30 days after the School District receives a completed public school impact form from an applicant for an amendment to the Comprehensive Plan future land use map, rezonings, developments of regional Impact, and master site plans which include residential units, the School District shall provide the local government with a general capacity analysis which indicates the generalized capacity for all applicable school facilities. This analysis shall be used in the evaluation of the development proposals but shall not provide a guarantee of availability of services or facilities.

Policy 17.1B.3. Upon receipt of a completed public school impact form for a final site plans which includes residential units, the School District shall provide the local governments with a School Concurrency Review Report that states whether or not adequate school capacity exists for the proposed development, based on the LOS standards, CSAs, and other standards set forth in the Interlocal Agreement and this Element. The School Concurrency Report shall include the following information:

- (1) The total Permanent and Temporary Capacity for each type of school facility within the CSA which the project is located and the CSAs which are adjacent thereto. Permanent and temporary capacities shall include the capacities of both existing school facilities, as well as those which are planned to be operational no later than the conclusion of the third year of the School Board's Five-Year Capital Improvement Plan. CSAs which are separated by rivers or other bodies of water shall be deemed "adjacent" only if connected by a publicly owned bridge accommodating vehicular and pedestrian traffic.
- (2) The available school capacity, by type of school and relevant CSA. The available capacity, by type of school and CSA is calculated by subtracting from the total permanent and temporary capacities, the following:
 - (a) Current student enrollment (determined by the District's October count) for each type of school facility within the relevant CSA and the CSAs which are adjacent thereto;
 - (b) Reserved capacity for student enrollment projected to be generated within three years from projects previously

determined to have met school concurrency, and having met the requirements for reservation of capacity for each type of school facility within the relevant CSA and adjacent CSAs;

- (c) The demand on school facilities created by the proposed development shall be projected at the county-wide student generation rates specified in the School District's latest Educational Impact Fee report.

Policy 17.1B.4. The County shall consider the following residential uses exempt from the requirements of school concurrency:

- (1) Single-family lots of record, existing on October 16, 2008 (effective date of Ord. 801).
- (2) Any residential development that had final site plan approval prior to October 16, 2008 (effective date of Ord. 801).
- (3) Any amendment to previously approved residential development, which has a valid development timetable, that does not increase the number of dwelling units or changes the type of dwelling units (single-family to multifamily, etc.).
- (4) Age-restricted communities with no permanent residents under the age of 18. Exemption of an age-restricted community shall be subject to a restrictive covenant limiting the age of permanent residents to 55 years and older.

Policy 17.1B.5. The County, through its Land Development Regulations, shall establish and maintain a school concurrency review process for all residential projects not exempted by Policy 17.1B.4. that conforms to the process established in the Interlocal Agreement for School Facilities Planning and Siting, the CGMP, and state law.

Policy 17.1B.6. In the event that development would cause a LOS to be exceeded, then the County and the School Board shall review mitigation options in order to offset the impacts of the proposed development. School concurrency is deemed satisfied when the developer tenders a written, legally binding commitment to provide mitigation proportionate to the demand for public school facilities to be created by actual development of the property. The district school board shall notify the local government that capacity is available for the development within 30 days after receipt of the developer's legally binding commitment. Acceptable forms of mitigation may include:

- (1) The donation of funding for the construction and/or acquisition of school facilities proportionate to the demand for public school facilities to be created by the proposed development.
 - (2) The creation of mitigation banking based on the funding of the construction of a public school facility in exchange for the right to sell excess capacity credits. Any proportionate-share mitigation must be directed by the school board toward a school capacity improvement identified in the 5-year school board educational facilities plan or must be set aside and not spent until such an improvement has been identified that satisfies the demands created by the development in accordance with a binding developer's agreement.
 - (3) Charter schools provided they meet the following operational and design standards:
 - (a) The school has a charter approved by the School Board.
 - (b) The charter school's facilities to be accepted as mitigation shall be built according to the State Requirements for Educational Facilities set forth in Florida Administrative Code.
 - (c) The charter school's facilities to be accepted as mitigation adhere to the building policies and practices of the School Board, including but not limited to architecture, building materials, and structural hardening.
 - (d) The core facilities for all charter schools, including but not limited to cafeteria, media center, administrative offices, and land area available for recreational uses, parking areas, and stormwater retention, shall be sized to accommodate the standard educational facility sizes established by policy of the School Board as follows:
 - i. Elementary School: 750 student stations
 - ii. Middle School: 1,200 student stations
 - iii. High School: 1,800 student stations
 - (e) The charter school shall be located along publicly-owned roadway and accessible to any member of the general public.
-

- (4) Other mitigation as permitted by state law, including the donation of land and payment for land acquisition.
- (5) Any mitigation funds provided as a result of the school concurrency system shall be directed by the School Board toward a school capacity improvement identified in the financially feasible five-year district work plan which satisfies the demands created by that development, in accordance with a binding developer's agreement.

Objective 17.1C. To ensure all new public schools shall be consistent with the Future Land Use Element, are compatible with surrounding land uses, have needed supporting infrastructure; and to facilitate co-location with other appropriate facilities where possible.

Policy 17.1C.1. The County, the City of Stuart and the School Board shall utilize the school siting procedures established in the Interlocal Agreement for School Facilities Planning and Siting, Objective 3.1.J, Intergovernmental Coordination Element, and this Element.

Policy 17.1C.2. The County and the School Board shall utilize the school site plan review procedures established in the Interlocal Agreement for School Facilities Planning and Siting, Objective 3.1.J, Intergovernmental Coordination Element, and this Element.

Policy 17.1C.3. The County and the School District shall jointly determine the need for and timing of on- site and off-site infrastructure improvements such as potable water, wastewater, drainage, solid waste, transportation and safe access necessary to support a new school.

Policy 17.1C.4. No imposition of design standards, site plan standards or other development conditions that exceed or are inconsistent with Chapter 1013, Fla. Stat. (2017) and State Requirements for Educational Facilities or that are inconsistent with maintaining a balanced, financially feasible District Facilities Work Program will be established unless mutually agreed upon.

Policy 17.1C.5. The County, in conjunction with the School District and the municipalities within the County, shall identify issues relating to public school emergency preparedness, such as:

- (1) The determination of evacuation zones, evacuation routes, and shelter locations.
 - (2) The coordination of efforts to design and use schools as emergency shelters.
-

- (3) The consideration of all facilities owned by a local governmental body and all charter schools for enhancement as public shelters.
- (4) The designation of sites other than public schools as long-term shelters, to allow schools to resume normal operations following emergency events.

Policy 17.1C.6. The County and the School Board shall explore opportunities for the collocation and shared use of school facilities and civic facilities in order to complement patterns of development and allow schools to function as community focal points.

Policy 17.1C.7. The County and the School District will coordinate annual review of the School District's 5-Year Work Plan to ensure it is consistent with the County's Comprehensive Plan and Future Land Use Map. The County and School Board will consider any necessary changes during the annual review specified in Objective 17.1.D.

Objective 17.1D. To ensure the Five-Year Capital Improvements Plan includes all necessary projects to address current and future needs.

Policy 17.1D.1. The County shall, no later than December 1 of each year, update the Public Schools Facilities Element to include an update to the financially feasible public schools capital facilities program and to coordinate its capital improvements program with the District's five-year work plan, the plans of other local governments, and, as necessary, to update the Concurrency Service Areas. The annual plan amendments shall ensure that the capital improvements program continues to be financially feasible and that the LOS standards will continue to be achieved and maintained.

Policy 17.1D.2. The County, in conjunction with the School District, shall annually review the Public School Facilities Element, including the planned general location of schools and ancillary facilities for the five-year planning period and the long-range planning period.

Objective 17.1E. The County in cooperation with the School Board shall annually review the Public Schools Facilities Element to ensure that it remains financially feasible.

Policy 17.1E.1. Staff of the County, the City of Stuart, the Village of Indiantown, and the School Board shall meet at least quarterly to discuss issues regarding coordination of land use and school facilities planning, including such issues as population and student projections, development trends, school needs, co-location and joint use opportunities, and ancillary infrastructure improvements needed to support schools and ensure safe student access.

Policy 17.1E.2. The elected boards of the County, the City of Stuart, the Village of Indiantown, and the School District will hold semi-annual joint meetings in the first and third quarters of each calendar year or as otherwise mutually agreed. A representative of the Treasure Coast Regional Planning Council will also be invited to attend. The joint meetings will provide an opportunity for the representatives to hear reports, discuss policy, set direction, and reach understandings concerning issues of mutual concern regarding school budgets, coordination of land use and school facilities planning, including population and student growth, development trends, school needs, off-site improvements, joint use opportunities, school concurrency, and other school planning issues. The Superintendent, County Administrator, ~~and~~ City Manager ~~Administrator~~, and the Village Manager, or their designees shall be responsible, on a rotating basis amongst the ~~three~~ four entities, for making meeting arrangements and providing notification, including notice to the general public.

Objective 17.1F. The County, in cooperation with the School Board, shall address the provision of supporting infrastructure such as water and sewer, roads, drainage, and bus stops, including funding and implementation responsibilities, for existing and projected public school facilities and including measures to ensure compatibility and close integration between public school facilities and surrounding land uses.

Policy 17.1F.1. The School Board shall prioritize the selection and collocation of sites with other public facilities such as parks, libraries and community centers.

Policy 17.1F.2. The County shall prioritize its capital plan to coordinate its capital improvements with the capital needs identified in the School District's Five-Year Capital Improvement Plan.

Policy 17.1F.3. As an ongoing effort, the County, City, Village and the Metropolitan Planning Organization (MPO) shall coordinate with the School Board regarding the planning and construction of sidewalks and bikepaths in order to facilitate travel to and from school and recreational facilities.

Objective 17.1G. The County and School Board will explore opportunities to co-locate and share use of school facilities and civic facilities, such as libraries, parks, recreation facilities, community centers.

Policy 17.1G.1. Co-location and shared use opportunities will be considered by the County and School Board when preparing annual updates to their schedules of capital improvements and when planning and designing new, or renovating existing, community facilities.

Policy 17.1G.2. Where possible, commensurate with the School Board's acquisition of property for a school site, the County will be given an opportunity to consider simultaneously acquiring property for an adjoining park, library, recreation facility, or community center.

Policy 17.1G.3. Where possible, commensurate with the County acquisition of property for a park, library, recreation facility, community center, auditorium, learning center, museum, performing arts center or stadium, the School Board will be given an opportunity to consider simultaneously acquiring property for an adjoining school site.