



**2025
Comprehensive Plan for the
City of Temple Terrace
Florida**

**Public School
Facilities**

**Adopted by City Council
June 30, 2009**

**Effective Date
September 22, 2009**

Hillsborough County
City-County
Planning
Commission



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City of Temple Terrace Public School Facilities

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INTRODUCTION

The community has identified its natural, manmade, and social assets, which give value, uniqueness, and distinctiveness to the City. These must be sustained, or made sustainable, if the City is to retain them as assets into the future. Otherwise, the City will lose important components which make it and its people the special place it is. Similarly, as improvements are made, progress occurs, and a better City emerges, these changes must also be sustained or become lost in the future.

Temple Terrace is already a distinct and unique place with a special riverside and tree-shaded natural environment, where a respect for education combines with other assets such as family-friendly safe and secure neighborhoods, strong community and religious organizations, an efficient government providing good municipal services, and a self- and group-empowered citizenry exercising positive social connections and networks to sustain the city. These are values and assets which the community wants to ensure continue to be fostered and nurtured into the future. They recognize that these qualities and values make the City the special place it presently is, and need to be carefully factored and considered at all levels of public and private decision-making on a continuous basis if they are to be present in the future.

State and regional influences impact the City even more directly and with stronger obvious consequences. Not only are these related to the state and regional economy, but the State, through its growth management laws, has established the minimum issues through which it chooses to engage and impact the City. These issues include public schools.

Aiming for Success – Public Schools

The Temple Terrace Asset

The citizens of Temple Terrace strongly value education. Over 40% of the adult population has a college degree. The citizenry is engaged, has pride of community and is strongly committed to volunteerism. The citizens are also very knowledgeable and understand the complex relationships that underlie and shape their community.

This is an extraordinary asset set that can be used to further develop the educational quality of life in Temple Terrace. The Public School Facilities Element focuses mostly on the quantitative aspect of education, ensuring there is enough classroom space for all the present and future students. (Side note: The City took a stand during the development of this countywide element and got a percentage of future capacity in Temple Terrace schools specifically allocated for children living in Temple Terrace. It was reasoned that no child

living in Temple Terrace should have to be bused out of the city for school. This was a significant effort, and underscores the importance of schools to the community.)

The University of South Florida and Florida College are two important educational assets for Temple Terrace.

Building Our Assets for the Competitive Edge- Underlying Ethics of Success

Schools are more than just schools – Schools are tremendous assets for a community and they have many different types of value. Schools are places of learning, safe havens for our children, community centers, recreation areas, open space, cultural centers and centers for intellectual capital. Are all those values being leveraged for the betterment of the community?

Schools are community capacity building assets – Leverage community capacity to add more value to Temple Terrace. Link multiple assets and maximize leverage as standard operating procedure. Example – combine the community-based people assets of volunteerism, pro-environmental attitude, and school children to clean up parks, recycle, raise environmental education and awareness and further reinforce Temple Terrace as the environmentally friendly city to live. Continued play on this could attract environmental R&D to the city or become the impetus for a natural environmental charter school. The community capacity used to carry out a project empowers people to want to do more. People will move to Temple Terrace if their schools are good, and that increases the value of the city.

Partnerships are important – There are always willing partners when it comes to education and children. Being creative and seeking out those partners can create win-win situations for participating entities and the children of Temple Terrace. For example, there are two institutes of higher learning in and near Temple Terrace – Florida College and the University of South Florida. Both offer education degrees.

By using the above Aiming for Success, understood through Interconnectedness, the City can assess and tell its “story” as it grows, thereby creating the future it wants to be in 2025 and beyond. That story is one that recognizes the City as a complex and rich set of interrelated subsystems of the larger urban system, with assets unique and distinctive to Temple Terrace; the following recognizes the importance of sustainability, regeneration, and interconnectedness in improving and projecting forward those subsystems within the City.

GOALS, OBJECTIVES, AND POLICIES

COORDINATE AND MAINTAIN HIGH QUALITY EDUCATION

GOAL 1: The City of Temple Terrace (*the City*) shall coordinate with the School Board of Hillsborough County (*the School Board*) and the Planning Commission to ensure public school facilities are of the highest quality and meet the needs of the City’s existing and future population.

Population Projections

Objective 1.1: The Hillsborough County Council of Governments (COG), together with representatives of the Planning Commission shall meet annually in a joint workshop to coordinate and base their local government comprehensive plans and school facility plans on consistent projections.

Policy 1.1.1:

The City and the School Board shall coordinate and base their plans on consistent projections, including population projections that are developed in coordination with the Planning Commission, and student enrollment projections (district-wide and by concurrency service areas) that are developed by the School Board with the agreement of the Florida Office of Educational Facilities. The School Board’s student enrollment projections shall consider the impacts of development trends.



Growth and Development Trends

Objective 1.2: The Hillsborough County Council of Governments (COG), together with representatives of the Planning Commission shall meet annually in a joint workshop to report growth and development trends.

Policy 1.2.1:

The City, with the assistance of the Planning Commission, shall report on growth and development trends within the City to the School Board. The School Board will use the information to distribute student enrollment by concurrency service area to make the most efficient use of public school facilities and ensure that Temple Terrace residents have access to local schools. The City will work with the School Board to ensure that student

assignments, distribution or redistribution are given to local schools in close proximity to the student’s residences.

Local schools shall be defined as schools that have historically served the Temple Terrace community and that are also currently serving households located within the incorporated boundaries or the City’s utility service area including: Temple Terrace Elementary, Riverhills Elementary, Lewis Elementary, Thonotosassa Elementary, Pizzo Elementary, Folsom Elementary, Greco Middle School and Jennings Middle School and any future elementary, middle or high schools that serve these students.



Policy 1.2.2:

At the time of adoption of the Public School Facilities Element, each local government within Hillsborough County shall produce a report of projects not subject to school concurrency. The report shall include the type, number and location of residential units that have received

final plat or site plan approval and those projects having unexpired preliminary plat approval.

School Facility Siting and Availability

Objective 1.3: The City and Planning Commission shall work with the School District in its effort to provide for, locate and expand public schools in a coordinated manner ensuring the planning, construction, redeveloping, and opening of educational facilities are coordinated in time and place, concurrent with necessary services and infrastructure, and ensuring compatibility and consistency with the Comprehensive Plan.

Policy 1.3.1:

The City and Planning Commission will coordinate with the School Board to assure that proposed public school facility sites are consistent with the applicable land use categories and policies of the comprehensive plans. The City will consider each site plan as it relates to environmental, health, safety and welfare concerns, as well as the effects on adjacent property and the impacts on the surrounding neighborhood. In addition the City will develop with the School Board mutually acceptable guidelines for the selection of future school sites and expansions including, but not limited to, aspects related to:

- a) Acquisition of school sites which allow for future expansions to accommodate future enrollment and other facility needs which promote the City’s annexation, development and redevelopment objectives and deemed beneficial for joint-uses, as identified by the School Board and the City; and

b) Coordination of the location, phasing, and development of future school sites to ensure that site development occurs in conjunction with the provision of required infrastructure to serve the school facility.

c) Creative solutions for new and expanded schools including charter schools, siting schools in mixed use projects and in redevelopment areas, the utilization of smaller sites, or adaptive reuse of existing buildings to provide new schools within and adjacent to existing and planned neighborhoods.

Policy 1.3.2:

Schools are allowed in all plan categories, except Natural Preservation and Environmentally Sensitive Area designation. School development and redevelopment should be encouraged to be compatible with the area in which it is located and shall be minimally disruptive to adjacent areas. The physical development pattern and character of the surrounding area shall be assessed for potential impacts; negative impacts will be mitigated. **[See also Future Land Use Objective 6.8 and Intergovernmental Coordination Element Policy 1.11.2]**

School Siting Procedures

Policy 1.3.3:

The City shall evaluate proposals for new schools and expansion to existing schools to determine that capacity within the public facilities system is available concurrent with the impacts of development. Public facilities include sewer, potable water, solid waste, recreation and open space, stormwater drainage and transportation.



Policy 1.3.4:

Siting of new schools, reconstruction and expansion of existing schools within redevelopment and infill areas and the City's Temple Terrace Redevelopment Area (TTRA) may employ innovative and nontraditional approaches to school building construction and site design, including adaptive re-use, smaller sites, taller building heights, shared facilities (including off-site public or private facilities) and locating school sites off of constrained arterial roadways.

Policy 1.3.5:

The location and construction of new public educational facilities or the expansion of an existing site shall only be allowed upon a determination by the Planning Commission that the proposed site is consistent with the adopted Comprehensive Plan and by the City pursuant to the Land Development Code.

Policy 1.3.6:

The City and other appropriate agencies shall review the School Board’s proposed educational facilities and site plans, and the off-site impacts for consistency with the City’s Comprehensive Plan and Land Development Code.



Policy 1.3.7:

School redevelopment should be a priority in areas of physical, economic, and social blight.

Policy 1.3.8:

The City and School Board will coordinate the timing of on-site and off-site improvements necessary to support each new school or the proposed renovation, expansion or closure of an existing school, and may enter into a written agreement as to the timing, location, and the party or parties responsible for constructing, operating and maintaining the required improvements.

Enhance Community Design

Objective 1.4: The City and School Board shall coordinate school siting and facility design so that schools and neighborhoods serve as community and neighborhood focal points and so they are compatible with surrounding land uses.

Policy 1.4.1:

The City shall coordinate with the School Board in order to provide consistency between the City’s comprehensive plan and public school facilities programs, such as:

- a. Greater efficiency for the School Board and the City by the placing of schools to take advantage of existing and planned roads, water, sewer, parks, and drainage systems;
- b. Improved student access and safety by coordinating the construction of new and expanded schools with road and sidewalk construction programs;

- c. The location and design of schools with parks, ball fields, libraries, and other community facilities to take advantage of shared use opportunities;
- d. The expansion and rehabilitation of existing schools so as to support neighborhoods and redevelopment and;
- e. Limiting vehicle trips from outside the neighborhood as much as possible and assigning neighborhood students to neighborhood schools.

Policy 1.4.2:

School facilities shall be of a design, intensity, and scale to serve the surrounding neighborhood or the non-residential development in which it occurs, and be compatible with the surrounding land uses and zoning. [See also **Intergovernmental Coordination Element Policy 1.11.4**]



Policy 1.4.3:

In the planning, siting, land acquisition, development or renovation of school facilities, evaluation shall include consideration of impacts on the natural environment; annexation goals, design compatibility and location of school site within residential neighborhoods. [See also **Intergovernmental Coordination Element Policy 1.11.3**]

Policy 1.4.4:

The City and School Board shall encourage the shared-use and co-location of school sites and City facilities with similar facility needs, such as libraries, parks and recreation facilities.

Policy 1.4.5:

Elementary Schools shall be located, designed and used as focal points for the neighborhood in which they are located. The City will work with the School Board and the School Support Committee to ensure that student attendance assignments are primarily given to those students residing within the surrounding neighborhood and discourages vehicular trips from outside the neighborhood.

Policy 1.4.6:

The City shall afford the School Board representatives the opportunity to participate in the review process of developments adjacent to schools.



Policy 1.4.7:

The City, in coordination with the School Board, shall implement the following strategies:

- a. New developments and redevelopment adjacent to school properties shall be required to provide a right-of-way and direct safe access path for pedestrian travel to existing and planned school sites, and shall connect to the neighborhood's existing pedestrian network;
- b. In order to ensure continuous pedestrian access to public schools, priority will be given to cases of hazardous walking conditions per Florida Statutes. Specific provisions for constructing such facilities will be included in the schedule of capital improvements adopted each fiscal year;
- c. Evaluate school zones to consider safe crossing of children along major roadways, including possible speed limit reductions, prioritization of sidewalk improvements and other needed safety improvements; and
- d. Coordination with the MPO Long Range Transportation Plans to ensure funding for safe access to schools including: development of sidewalk inventories and a list of priority projects coordinated with the School Board.
- e. Consider joint funding of projects that promote pedestrian and student safety and walkability.

Policy 1.4.8:

The City will coordinate with the School Board and the County on efforts to build new school facilities, and facility rehabilitation and expansions, to be designed to serve as and provide emergency shelters.

Land Use and School Facility Coordination

Objective 1.5: Manage the timing of new development to coordinate with adequate school capacity, as determined by the School District of Hillsborough County and ensure that capacity of local schools are adequately maintained for current and future students residing in Temple Terrace.



Policy 1.5.1:

The City shall take into consideration the School Board comments and findings on the availability of adequate school capacity in the evaluation of comprehensive plan amendments and Developments of Regional Impacts as provided for in Florida Statutes.

Policy 1.5.2:

Where capacity will not be available to serve students from the property seeking a land use change or development of regional impact approval, the City will coordinate with the School Board to ensure adequate capacity is planned and funded to accommodate the future students or that the applicant has provided adequate mitigation to offset inadequacies in anticipated school capacity. Where feasible, in conjunction with the plan amendment early dedications of school sites shall be encouraged. To ensure adequate capacity is planned and funded, the School Board’s long range facilities plans over the 5-year, 10-year and 20-year periods shall be amended to reflect the needs created by the land use plan amendment.

Policy 1.5.3:

Due to the limited amount of growth opportunity within the existing incorporated area of Temple Terrace, the City is concerned with the impact of larger adjacent and high growth jurisdictions on local school capacity. The City and School Board shall coordinate through the City of Temple Terrace School Support Committee and other means to ensure that when students’ assignments are made, all reasonable efforts are taken to enable Temple Terrace students to be assigned to local elementary and middle schools in close proximity to their place of residency. New development from adjacent concurrency service areas cannot take capacity from another school’s concurrency service area if the local school’s enrollment plus capacity reserved through school concurrency capacity agreements/certificates is 95% or greater of FISH capacity. Capacity improvements within the first 3 years of the School District’s Work Plan as described in this element must also be included when determining the actual capacity of a school. In areas with limited adjacency (where a CSA has only one adjacent CSA) shifting may occur up to 100% FISH capacity.



IMPLEMENT PUBLIC SCHOOL CONCURRENCY

GOAL 2: The City shall work with the School District of Hillsborough County to support the provision of future public school facilities to serve new development consistent with the adopted level of service standards while also maintaining adequate capacity for local students in neighborhood schools. This goal will be accomplished recognizing the School Board’s statutory and constitutional responsibility to provide a uniform system of free and adequate public schools, and the City’s authority for land use, including the authority to approve or deny comprehensive plan amendments, re-zonings or other development orders that generate students and impact the City’s school system.



Level of Service Standards

Objective 2.1: The City, through its implementation of the concurrency management system, will work with the School Board in their efforts to ensure that the capacity of schools is sufficient to support residential subdivisions and site plans at the adopted level of service (LOS) standards within the period covered by the 5-year schedule of capital improvements and the long range

planning period. These standards shall be consistent with the Interlocal Agreement agreed upon by the School Board, and the local governments within Hillsborough County.

Policy 2.1.1:

The LOS standards set forth herein shall be applied consistently by all the local governments within Hillsborough County and by the School Board district-wide to all schools of the same type.

Policy 2.1.2:

Consistent with the Interlocal Agreement, the uniform, district-wide level-of service standards are initially set utilizing the Florida Inventory of School Houses (FISH) capacity formulas identified in the Capital Improvements Element at the following levels:

TYPE OF SCHOOL	LEVEL OF SERVICE STANDARD
Elementary	100% of permanent FISH capacity*
Middle	100% of permanent FISH capacity*
K-8	100% of permanent FISH capacity*
High	100% of permanent FISH capacity*
Special purpose	100% of permanent FISH capacity*

*As adjusted by the school board annually to account for measurable programmatic changes. “Measurable programmatic changes” mean changes to the operation of a school that has consistent and measurable capacity impact including, but not limited to, double sessions, floating teachers, year-long schools and special educational programs.

Policy 2.1.3:

If there is a consensus to amend any level of service, it shall be accomplished by the execution of an amendment to the Interlocal Agreements for School Facilities Planning and Siting by all parties and the adoption of amendments to the County’s and each City’s comprehensive plan. The amended level of service shall not be effective until all plan amendments are effective and the amended Interlocal Agreements are fully executed. No level of service shall be amended without a showing that the amended level of service is financially feasible, supported by adequate data and analysis, and can be achieved and maintained within the period covered by the 5-year schedule of capital improvements.

Policy 2.1.4:

In the event that a designated concurrency service area (CSA) cannot meet the adopted level of service within the 5-year period covered in the Facilities Work Plan as specified in Policy 2.1.2, that CSA will be identified as backlogged facilities through a plan amendment and interim standards will be developed and will apply. The level of service standard



within these designated areas, over the period covered by the 10-year schedule of improvements, will be improved to the district-wide standard.

School Concurrency Service Areas

Objective 2.2: The School Board shall establish School Concurrency Service Areas in cooperation with the City, as the area within which an evaluation is made of whether adequate school capacity is available based on the adopted level of service standards.

Policy 2.2.1:

The School Concurrency Service Areas (CSAs) for the City shall be coterminous with the school attendance zones for elementary, middle and high schools as shown on Maps 7, 8 and 9 incorporated in the data and analysis of the PSFE. For special schools and charter schools, the concurrency service area shall be district-wide.

Policy 2.2.2:



Future amendments to the CSAs, other than periodic adjustments to school attendance zones, may be accomplished by the School Board only after review and comment by the local governments within Hillsborough County, as provided for in the Interlocal

Agreement for School Facilities Planning and Siting. However, if there is agreement to amend the CSA to establish boundaries other than those that are coterminous with school attendance zones, it shall be accomplished by the execution of an amendment to the Interlocal Agreement by all parties and by an amendment to the comprehensive plan. The amended CSA shall not be effective until the amended Interlocal Agreement is fully executed and comprehensive plan amendments are in effect. No CSA shall be amended without a showing that the amended CSA boundaries are financially feasible.

Policy 2.2.3:

Concurrency service areas shall be established and subsequently modified to maximize available school capacity and make efficient use of new and existing public schools in accordance with the level of service standards, taking into account Temple Terrace’s goal of providing quality local schools for local students, minimizing transportation costs, limiting maximum student travel times, the effect of desegregation plans, achieving socio-economic, racial and cultural diversity objectives, and recognizing the capacity commitments resulting from the City of Temple Terrace development approvals for the CSA and for contiguous CSAs.

Policy 2.2.4:

Concurrency service areas shall be designed so that the adopted level of service will be able to be achieved and maintained within the five years of the capital facilities plan, and so that the 5-year schedule of capital improvements is financially feasible. Plan amendments are required for changes to the concurrency service area other than modifications to school attendance zones.

Policy 2.2.5:

Concurrency Service Areas shall be designed and maintained so that development activity within Temple Terrace can be accommodated as approved by the Future Land Use element plan categories and commensurate densities. Local school capacity will be protected, by limiting new development from adjacent concurrency service areas from shifting capacity to another school if the school's enrollment plus capacity reserved through school concurrency agreements/certificates is 95% or greater of FISH capacity. In areas with limited adjacency (where a CSA has only one adjacent CSA) shifting may occur up to 100% FISH capacity. Capacity improvements within the first 3 years of the School District's Work Plan as described in this element must also be included when determining the actual capacity of a school.



Policy 2.2.6:

The City will coordinate with the School Board to consider how attendance boundaries may be modified to capture or align more closely with incorporated boundaries and other manmade or natural boundaries to help facilitate attendance of students to local schools in close proximity to their residence, and encourage parental support to school activity, support neighborhood identity and interaction, and to reduce transportation impacts to local roads, neighborhoods and reduce trip lengths.

Process for School Concurrency Implementation

Objective 2.3: In coordination with the School Board, the City will establish a joint process for implementation of school concurrency, which includes applicability and capacity determination and availability standards, and school capacity methods.

Policy 2.3.1:

The issuance of final subdivision plat and site plan approvals for residential development shall be subject to the availability of adequate school capacity

required by Chapter 163 F.S. and the maintenance of adopted Level of Service (LOS) standards.

Policy 2.3.2: (reserved)

Applicability Standards

Policy 2.3.3:

School concurrency applies only to residential development or a phase of residential development requiring a subdivision plat approval, site plan, or its functional equivalent, proposed or established after the effective date of the Public School Facilities Element.

Policy 2.3.4:



The following residential development shall be considered exempt from the school concurrency requirements:

a. Any lot of record, any lot approved through final plat or those projects having unexpired preliminary plat approval which meets the density and intensity consistent with the underlying zoning as of the effective date of the PSFE.

b. Multifamily residential development having received final site plan approval prior to the effective date of the PSFE, or multifamily projects for which the City has received a complete final site plan application, with the review fee paid-in-

full, and that meets the density and intensity consistent with the underlying zoning as of the effective date of the PSFE.

c. Amendments to a preliminary or final plat, which were approved prior to the effective date of the PSFE, and which does not increase the number of students generated by the development based on the student generation rates for each school type.

d. Amendments to residential development approvals, which were previously approved prior to the effective date of the PSFE, and which do not increase the number of students generated by the development based on the student generation rates for each school type.

e. Age restricted 55 plus developments that are subject to deed restrictions prohibiting the permanent occupancy of a resident under the age of fifty five

(55). Such deed restrictions must be recorded and must be irrevocable for a period of at least thirty (30) years.

f. Group quarters that do not generate students, including residential facilities such as local jails, prisons, hospitals, bed and breakfast, motels and hotels, temporary emergency shelters for the homeless, adult halfway houses, firehouse dorms, college dorms exclusive of married student housing, and apartments specifically designed for college students and religious non-youth facilities.

Capacity Determination Standards

Policy 2.3.5:

The City will adopt a School Concurrency Ordinance which establishes the application procedures and process for evaluating school capacity and making concurrency determinations consistent with the Interlocal Agreement for School Facilities Planning and Siting, and the policies established herein.



Policy 2.3.6:

The City may approve a concurrency determination application earlier in the approval process, such as at the time of preliminary subdivision approval or through a development agreement authorized by Florida Statutes 163, if requested by the applicant. The City shall consider the School Board's findings and recommendations on concurrency determinations, allocations of capacity, and appropriate mitigation including proportionate share mitigation commitments.

Availability Standard

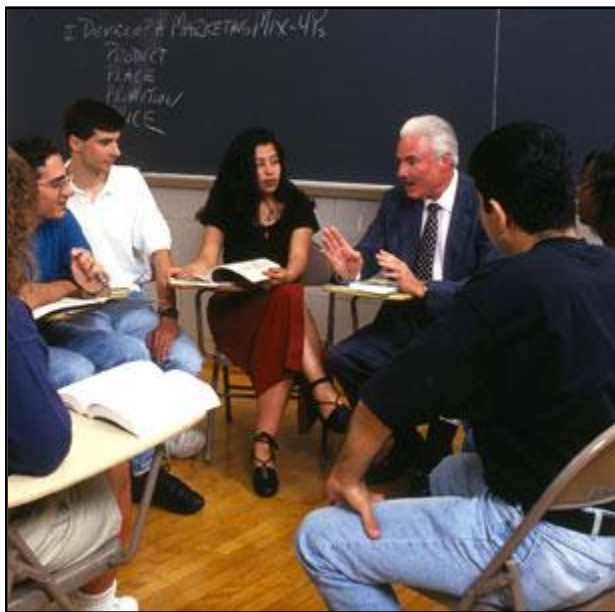
Policy 2.3.7:

The City shall only approve a subdivision plat or site plan for residential development when:

- a. The School Board's findings indicate adequate school facilities will be in place or under actual construction within three (3) years after the issuance of the subdivision plat or site plan for each level of school;
- b. Adequate school facilities are available in an adjacent CSA and the impacts of development shall be shifted to that area; when reviewing new

development, new development from an adjacent CSA cannot shift capacity to another school if the school’s enrollment plus capacity reserved through school concurrency capacity agreements/certificates is 95% or greater of FISH capacity. Capacity improvements within the first 3 years of the School District’s Work Plan as described in this element must also be included when determining the actual capacity of a school. In areas with limited adjacency (where a CSA has only one adjacent CSA) shifting may occur up to 100% FISH capacity; or

c. The developer executes a legally binding commitment to provide mitigation proportionate to the demand for public school facilities to be created by the actual development of the property subject to the final plat or site plan, as provided in Objective 2.4 and supporting policies.



Policy 2.3.8:

In evaluating a subdivision plat or site development plan for concurrency, programmed improvements in years 1-3 of the 5-year schedule of improvements shall be considered available capacity for the project and factored into the level of service analysis provided that the School District has identified a suitable site (pursuant to the terms of the Interlocal Agreement) to construct the project and that the programmed improvement will be in place or under actual construction within three (3) years after the issuance of the subdivision plat or site development

plan. Any relevant programmed improvements for which a suitable site has not been identified by the School District (pursuant to the terms of the Interlocal Agreement) or will not be in place or under construction within the first 3 years of the 5-year schedule of improvements shall not be considered available capacity for the project unless funding for the improvement is assured through School Board funding to accelerate the project, through proportionate share mitigation, or some other means of assuring adequate capacity will be available within 3 years. The School Board may use relocatable classrooms to provide temporary capacity while funded schools or school expansions are being constructed.

Proportionate Share Mitigation

Objective 2.4: The City shall allow for mitigation alternatives that are financially feasible and will achieve and maintain the adopted level of service standard consistent with the adopted School Board’s financially feasible Work

Plan. Mitigation proposals must be acceptable to the School Board and City of Temple Terrace.

Policy 2.4.1:

Mitigation shall be allowed for those developments that cannot meet the adopted level of service standards. Mitigation options shall include options listed below for which the School District assumes operational responsibility through incorporation in the adopted School Board’s financially feasible Work Plan and which will maintain adopted level of service standards.

- a. The donation, construction, or funding of school facilities sufficient to offset the demand for public school facilities created by the proposed development.
- b. The creation of mitigation banking within designated areas based on the construction of a public school facility in exchange for the right to sell capacity credits. Capacity credits shall be sold only to developments within the same concurrency service area or an adjacent concurrency service area.
- c. Establishment of a Charter School with facilities constructed in accordance with the State Requirements for Educational Facilities (SREF) and consistent with the School District of Hillsborough County’s Prototype Educational Specifications in use at the time of construction.
- d. Establishment of an Educational Benefit District.

Policy 2.4.2:

Mitigation must be directed toward a permanent capacity improvement identified in the School Board’s financially feasible 5-Year Work Plan, which satisfies the deficiencies created by the proposed development consistent with the adopted level of service standards. Relocatable classrooms will not be accepted as mitigation. In no event shall an improvement be smaller in size than a single classroom. Type 2 Modular Units shall not be considered relocatables for the purpose of proportionate share mitigation.



Policy 2.4.3:

Mitigation shall not be required when the adopted level of service cannot be met in a particular concurrency service area if the needed capacity for the development is available in one or more contiguous concurrency service areas and the impacts of the development can be shifted to that concurrency service area. Impacts may not be shifted if the adjacent school's enrollment plus capacity reserved through school concurrency capacity agreements/certificates is 95% or greater FISH capacity. Capacity improvements within the first 3 years of the School Board's Work Plan as described in this element must also be included when determining the actual capacity of a school. In areas with limited adjacency (where a CSA has only one adjacent CSA) shifting may occur up to 100% FISH capacity. Where more than one concurrency service area is available to accommodate student impacts, the School Board and City shall evaluate how the impacts of that development shall be shifted. Measures to maximize capacity including modifications to concurrency service areas in lieu of shifting development impacts can be considered.



Policy 2.4.4:

Mitigation shall be directed to projects on the School Board's financially feasible Work Plan that the School Board agrees will satisfy the demand created by that development approval, and shall be assured by a legally binding development agreement between the School Board, the City, and the applicant which shall be executed prior to the City's issuance of the final subdivision plat or the final site plan approval. If the School Board and City agree to the mitigation, the School Board must commit in the agreement to placing the improvement required for mitigation on its Work Plan during the next scheduled update to the Facilities Work Plan.

Policy 2.4.5:

The applicant's total proportionate share obligation to resolve a capacity deficiency shall be based on the following: multiplying the number of deficient new student stations required to serve the new development by the State average costs per student station at the time of construction (as adopted in Ch. 1013.64 FS) for each school type. The State average cost per student station includes school facility construction costs, contract costs, legal and administrative costs, fees of architects and engineers, furniture and equipment and site improvement costs. It does not include the cost of land purchase or lease, extraordinary site preparation costs, hurricane hardening of structures and off-site infrastructure costs that are typically

borne by the School District that may be necessary to serve the school. Costs of these items shall be included as part of the proportionate share calculations as appropriate. Pursuant to Section 163 F.S., the applicant's proportionate-share mitigation obligation shall be credited toward any other impact or exaction fee imposed by local ordinance for the same need, on a dollar-for-dollar basis, at fair market value.

Policy 2.4.6:

At the time of initial adoption of this Element, the student generation rates are those found in the Comprehensive Impact Fee Study June 2004. The student generation rates shall be reviewed and updated at least every 2 years from the effective date of this Element in accordance with professionally accepted methodologies. The updates to the student generation rates do not necessarily entail a change to the impact fee rate unless approved by the Hillsborough County Board of County Commissioners.

Policy 2.4.7:

The provision that limits shifting the impacts of developments to adjacent concurrency service areas (CSA) in cases where the receiving CSA is at or exceeds 95% of capacity shall be reviewed within 2 years of the effective dates of school concurrency within all jurisdictions. A committee that includes the various stakeholders will be included in this review process to determine the impacts of the provision.



MONITORING AND EVALUATION OF PUBLIC SCHOOL FACILITIES ELEMENT

GOAL 3: The City shall strive to continually monitor and evaluate the Public Schools Facilities Element in order to assure the best practices of the joint planning processes and procedures for coordination of planning and decision-making.

Objective 3.1: On an ongoing basis, the Planning Commission shall evaluate the comprehensive plan with the public facilities plans of the school boards in an effort to ensure consistency with the comprehensive plan.

Policy 3.1.1:

The City, Planning Commission and the School Board will coordinate during updates or amendments to the City's Comprehensive Plan and updates or amendments for long-range plans for School Board facilities. Amendments to the Public School Facilities Element shall occur prior to December 1st of each year.

APPENDIX

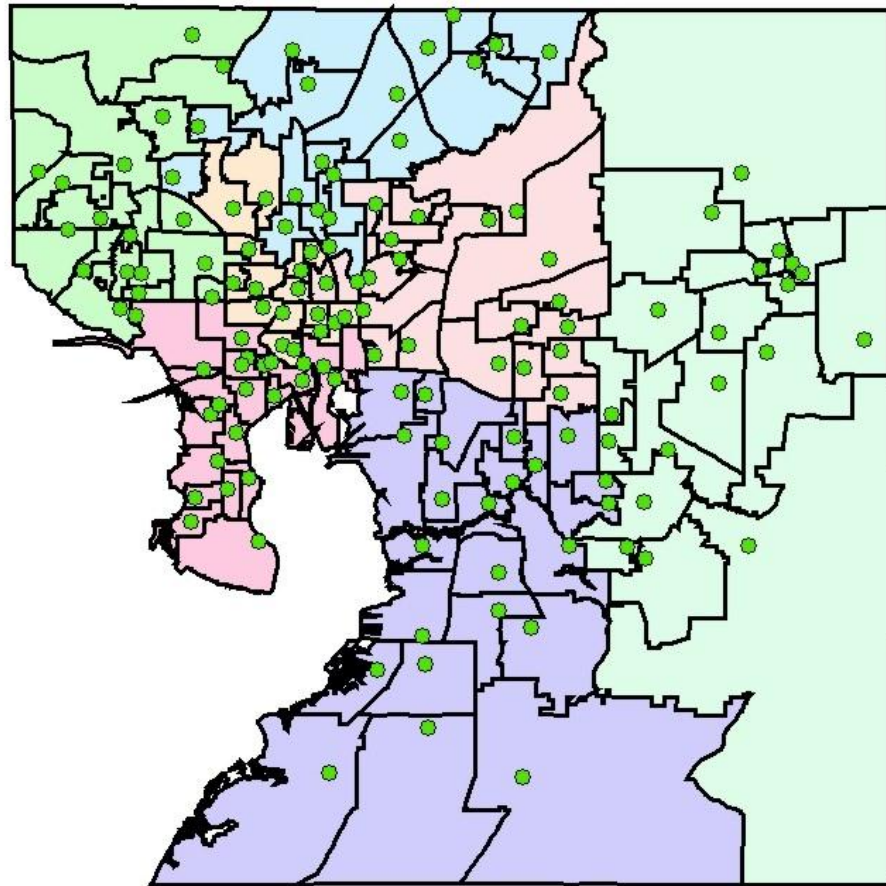
FUTURE CONDITIONS MAPS

Consistent with Section 163 Florida Statutes, the Public School Facilities Element shall include future conditions maps showing existing and anticipated schools over the five-year and long-term planning periods. The maps of necessity may be general over the long-term planning period and do not prescribe a land use on a particular parcel of land. Figures 1 through 3 depict existing and anticipated elementary, middle and high schools over the five-year planning timeframe. Figures 4 through 6 depict existing and anticipated elementary, middle and high schools over the ten-year planning timeframe. Figures 7 through 9 depict elementary, middle and high schools over the twenty-year planning timeframe.

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MAP 1
5 Year Elementary School Facilities

SCHOOL DISTRICT of HILLSBOROUGH COUNTY



● ELEMENTARY SCHOOL LOCATIONS

CHOICE REGIONS

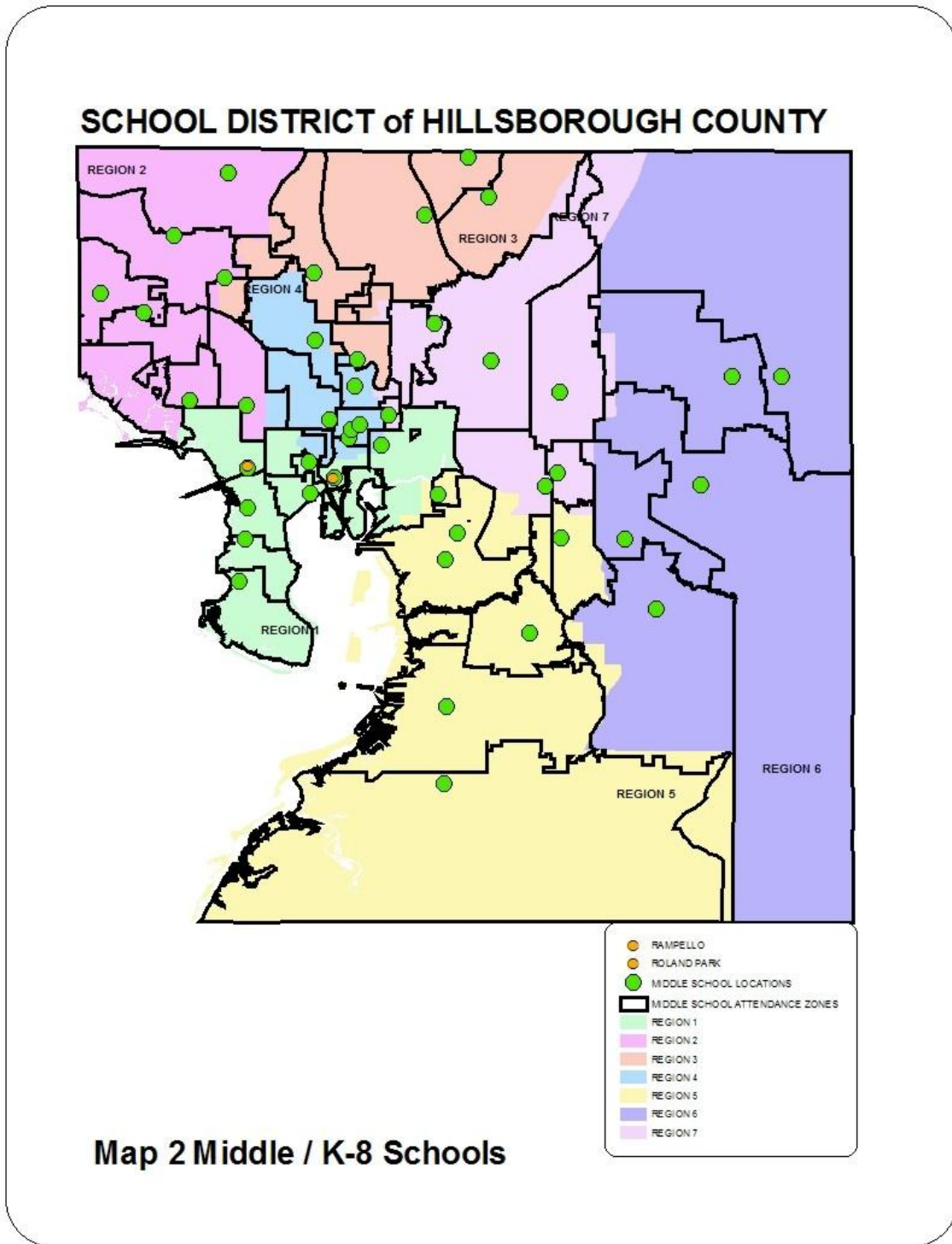
- REGION ONE
- REGION TWO
- REGION THREE
- REGION FOUR
- REGION FIVE
- REGION SIX
- REGION SEVEN

□ ELEMENTARY SCHOOL ATTENDANCE ZONES

Map 1: Elementary Schools

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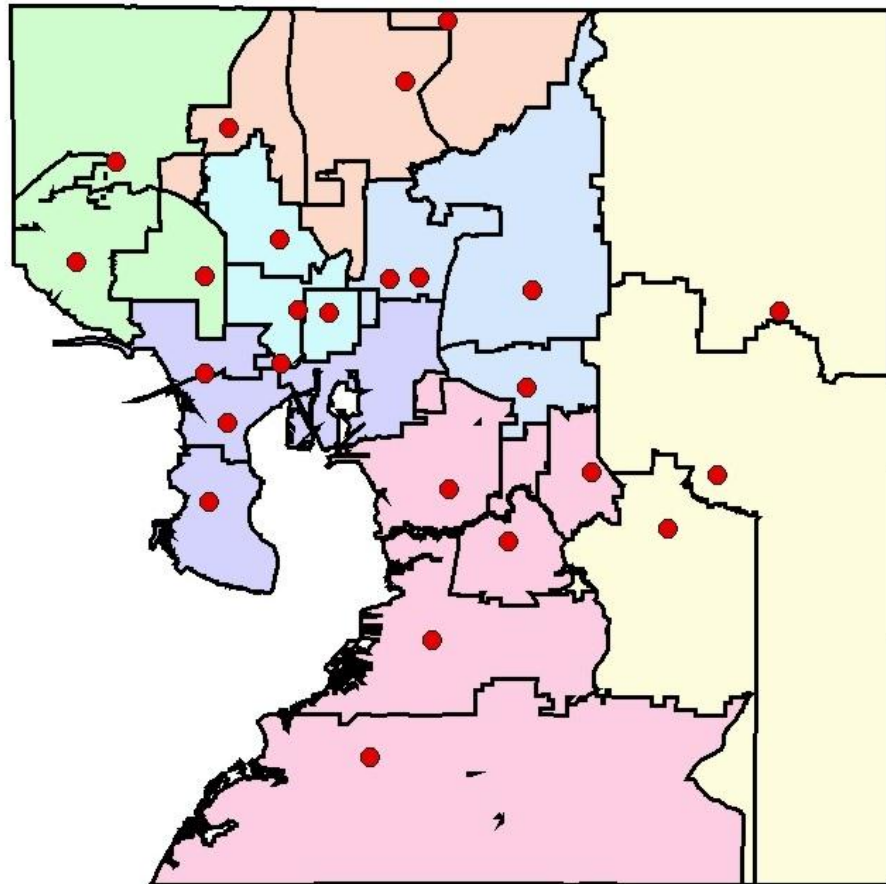
MAP 2
5 Year Middle School Facilities



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MAP 3
5 Year High School Facilities

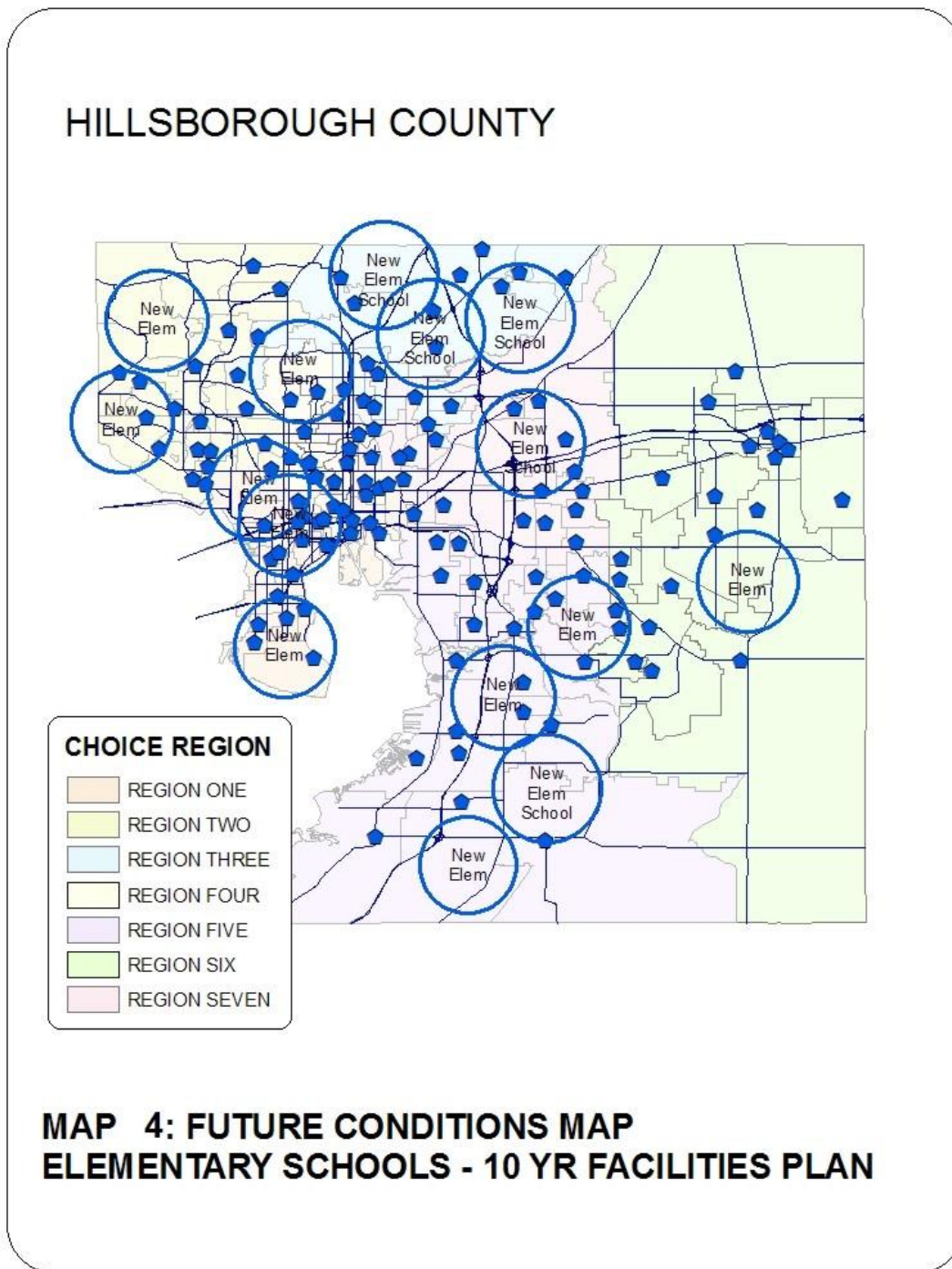
SCHOOL DISTRICT of HILLSBOROUGH COUNTY



Map 3: High Schools

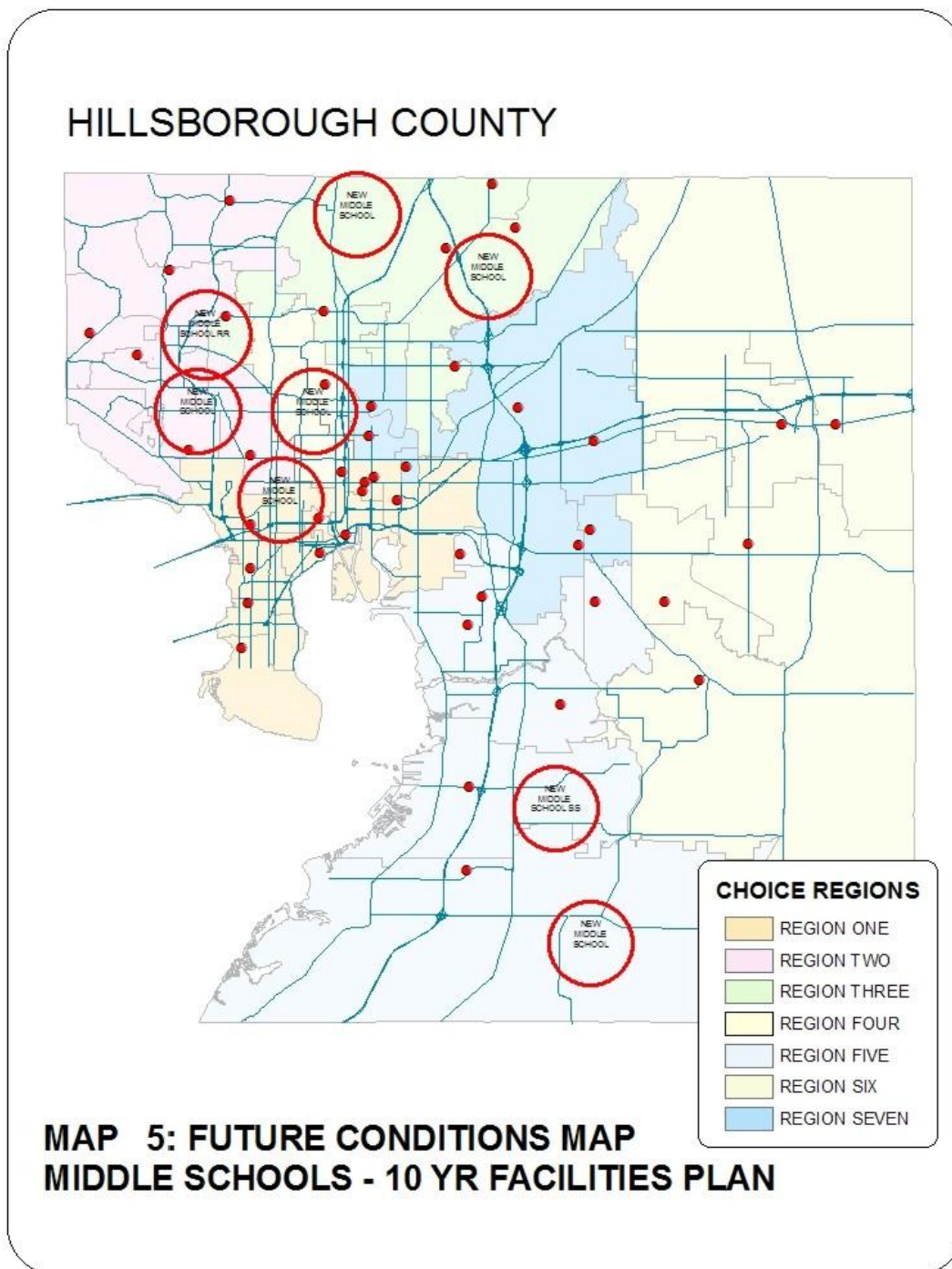
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MAP 4
10 Year Elementary School Facilities



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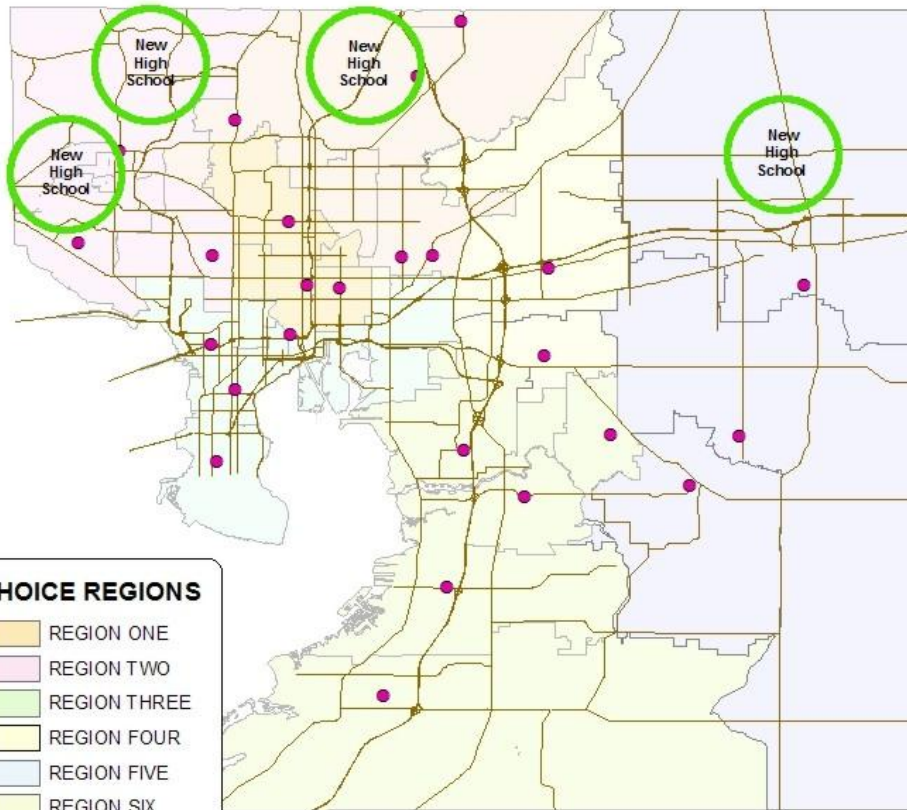
MAP 5
10 Year Middle School Facilities



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MAP 6
10 Year High School Facilities

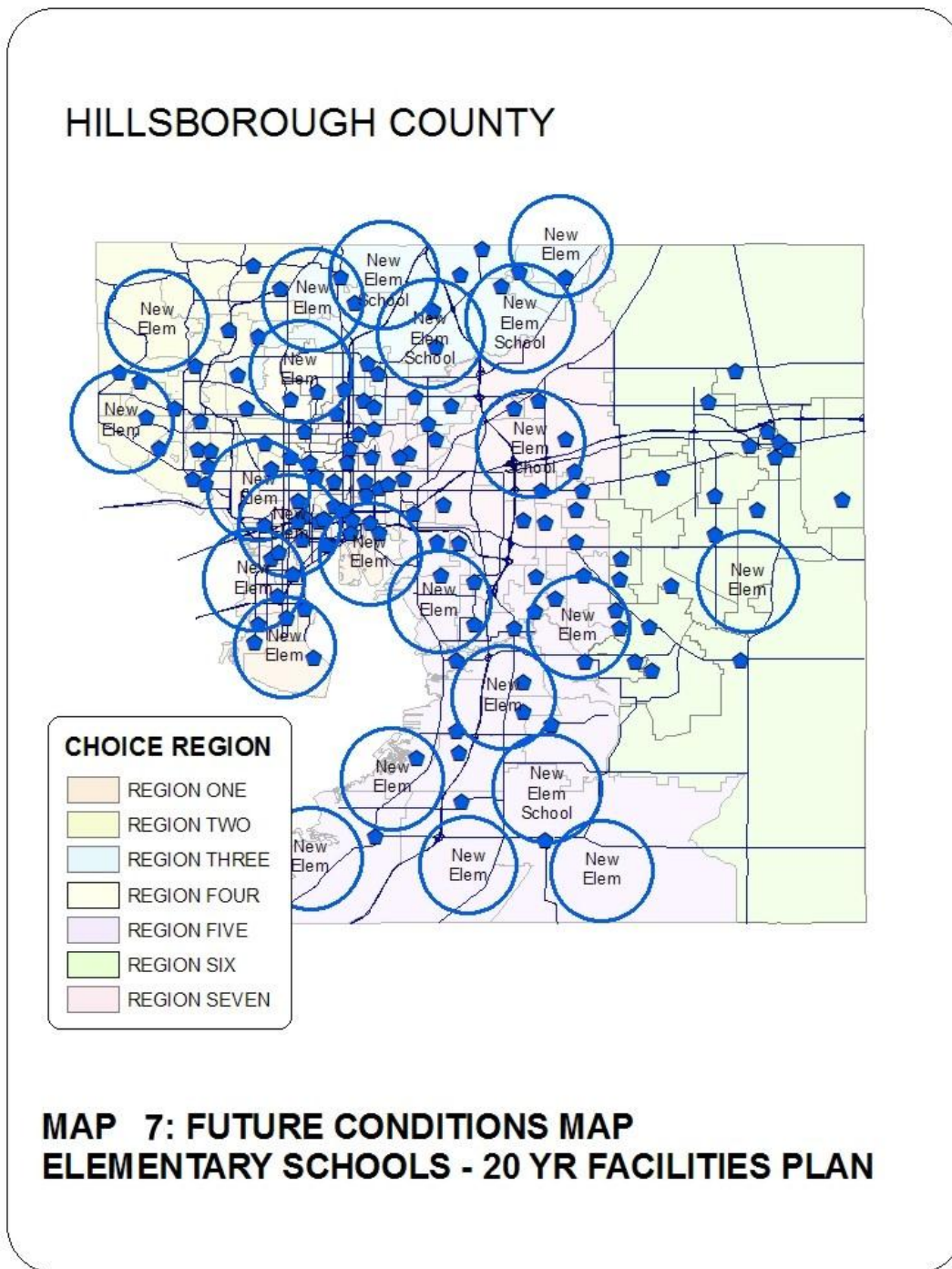
HILLSBOROUGH COUNTY



MAP 6: FUTURE CONDITIONS MAP
HIGH SCHOOLS - 10 YR FACILITIES PLAN

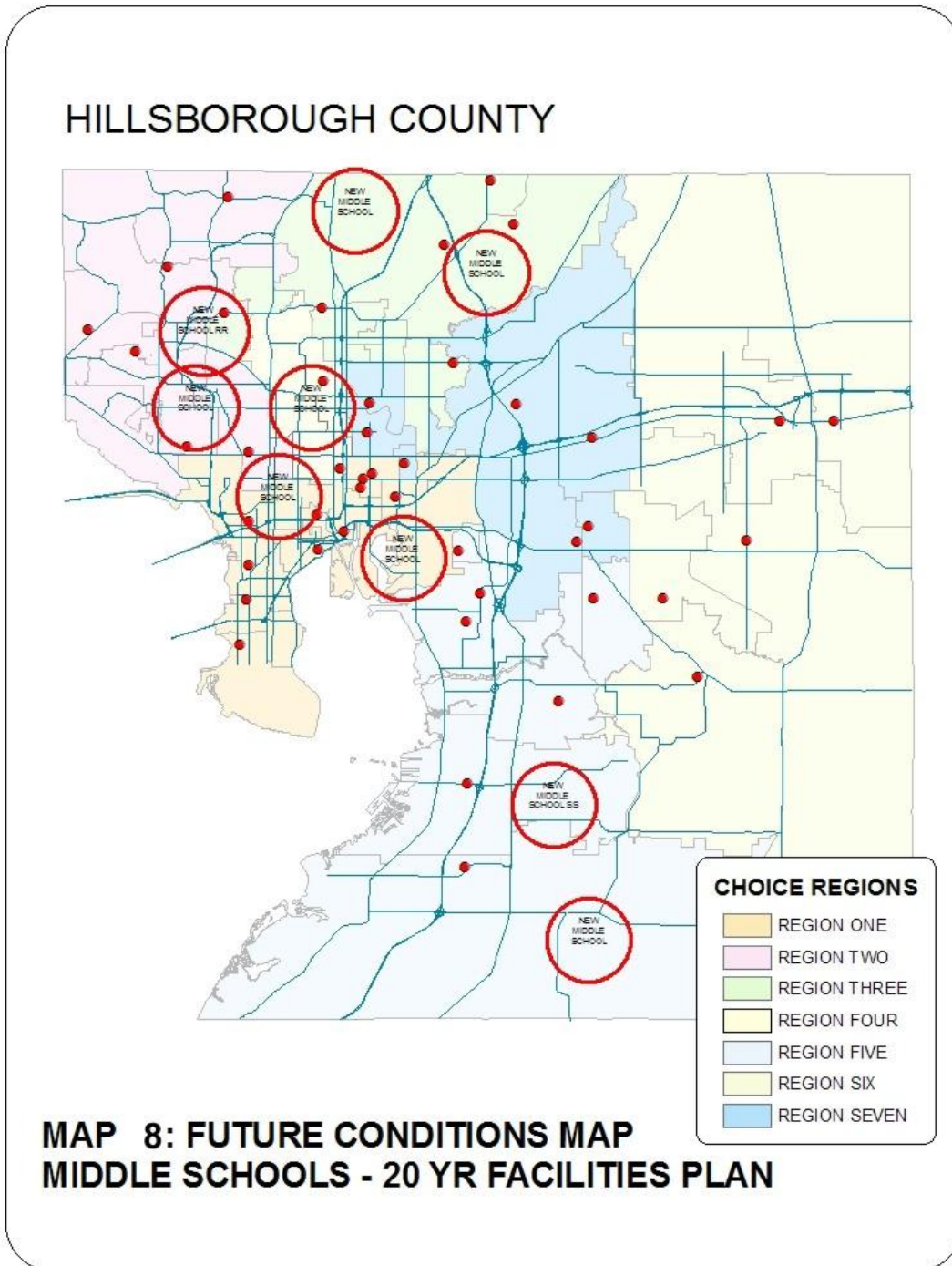
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**MAP 7
20 Year Elementary School Facilities**



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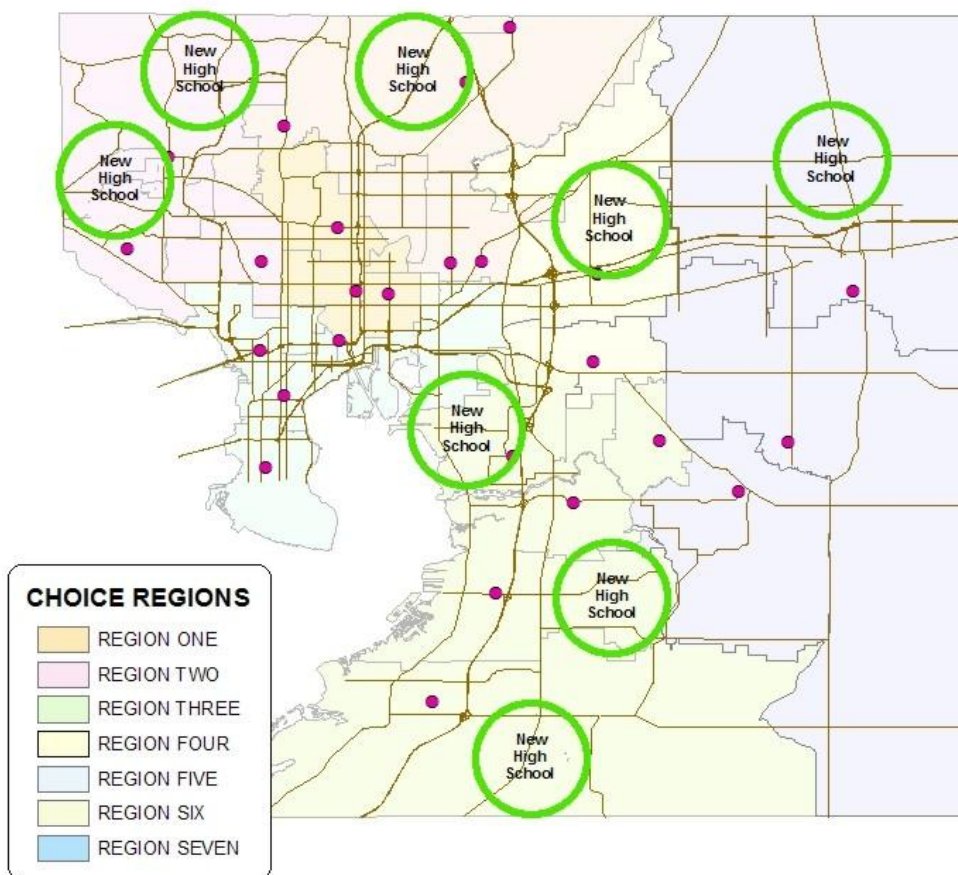
MAP 8 20 Year Middle School Facilities



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MAP 9 20 Year High School Facilities

HILLSBOROUGH COUNTY



**MAP 9: FUTURE CONDITIONS MAP
HIGH SCHOOLS - 20 YR FACILITIES PLAN**

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