

FEFPA SUMMER CONFERENCE 2026 · MASTER PLANNING FOR DISRUPTED EDUCATION

Master Planning for Existing & New K12 Campuses

Planning the campus when enrollment no longer only grows — a before & after for facilities planners.

BEFORE → AFTER

ROLE OF PROJECT MANAGER · PART ONE

CONTENTS

Where we're going

A before-and-after for the master planning process

...and three campuses that show it in practice.

01 Planning for Growth

THE TRADITIONAL MODEL

02 School Choice Changes the Math

THE DISRUPTION

03 What Changes on Campus

THE PHYSICAL CONSEQUENCES

04 Planning for Disruption

THE NEW MODEL

05 Three Case Studies

- POLY MAYS
- ORANGE CENTER K8
- SOUTHSIDE PREP

06 Synthesis & Takeaways

WHAT TO CARRY OUT OF THE ROOM

What you will take from this session

01

Describe the traditional growth-based master planning process and what it optimized for.

02

Name the school-choice legislation reshaping Florida enrollment and district capital.

03

Read the enrollment and capital evidence — where decline lands, and what it does to campuses.

04

Apply a new planning framework — the added tasks, steps, and deliverables.

— TODAY'S PATH

Before, disruption, after

BEFORE

Planning for Growth

To create a long-term, integrated vision for the physical environment that aligns with the educational goals.

I

DISRUPTION

School Choice Changes the Math

The legislation, the enrollment shift, and the places hit hardest.

II

AFTER

Planning for Disruption

A new process — the added tasks, deliverables, and a positive path forward.

III

BEFORE

Master Planning for Growth

For a generation, the plan answered one question: **how do we add capacity fast enough to keep up?**

THE TRADITIONAL MISSION, PROCESS & EVIDENCE



“To create a long-term, integrated vision for the physical environment that aligns with the educational goals.”

MISSION 01

Academic & support facilities

The spaces the program runs in

Classrooms

Labs & libraries

Auditorium

Recreation & athletics

MISSION 02

Facilities & systems

How the campus is run and renewed

Space management

Utilities & sustainability

Transportation

Deferred maintenance & capital outlay

MISSION 03

Land & infrastructure value

The asset behind the program

Maximize the value of land and its assets

Evaluate existing facilities versus new construction

Six steps, built around a stable program

01

**Interview
departments**

Facilities,
planning, IT,
security,
residential life.

02

**Evaluate
conditions**

MEP systems,
code, life
safety,
structure, utility
capacity.

03

**Assess
utilization**

How space is
used today
against long-
term goals.

04

**Engage
stakeholders**

Administrators,
planning,
building code
officials.

05

**Prioritize &
cost**

A ranked list
with phased
budgets
attached.

06

**Implement &
monitor**

Set timelines;
review and adapt
to changing
needs.

— WHAT THE PLAN OPTIMIZED FOR

Capacity, expansion, efficiency, durability

A Add permanent capacity

Relief schools, classroom additions, reduced reliance on portables.

B Design for future expansion

Central energy plants, switchgear, and plumbing sized to scale up.

C Efficiency & durability

Energy-performance systems and a building life-cycle of timely renewal.

ENGINEERING QUESTIONS, SIZED TO GROW

HVAC

Is the central plant suitable for the whole campus? Design to allow future expansion.

ELEC

Which voltage and switchgear scale with the campus? Is backup generation critical?

PLMB

Design to allow expansion; water conservation and stormwater management.

FIRE

Current flow and pressure; occupancy types; hydrants and FD connections.

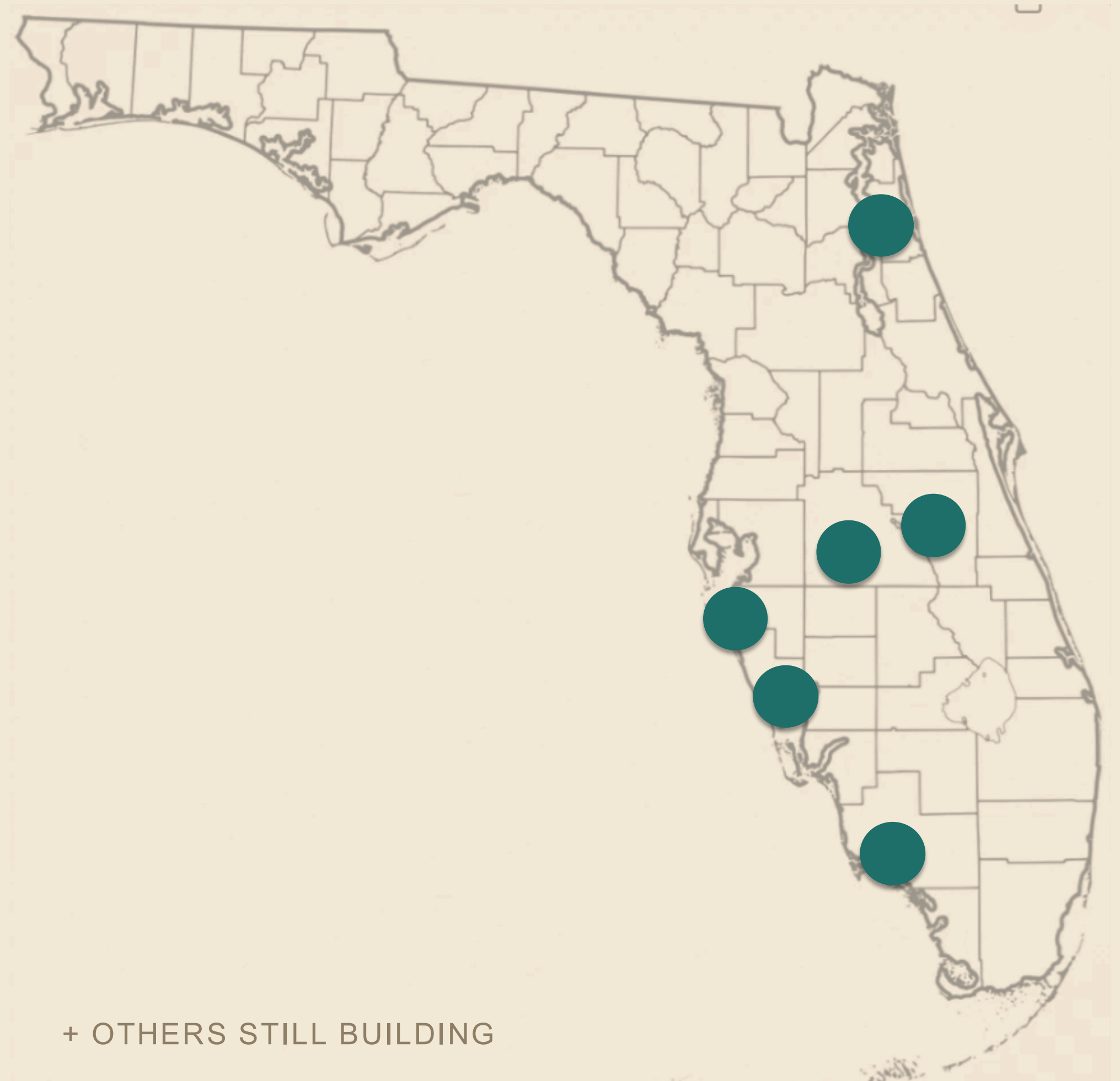
— WHERE GROWTH STILL HOLDS

The growth model is still right — for the growing districts

A whole tier of Florida districts is still building — relieving overcrowding and adding permanent capacity on the traditional cycle.

7+

DISTRICTS STILL ON THE
GROWTH CYCLE

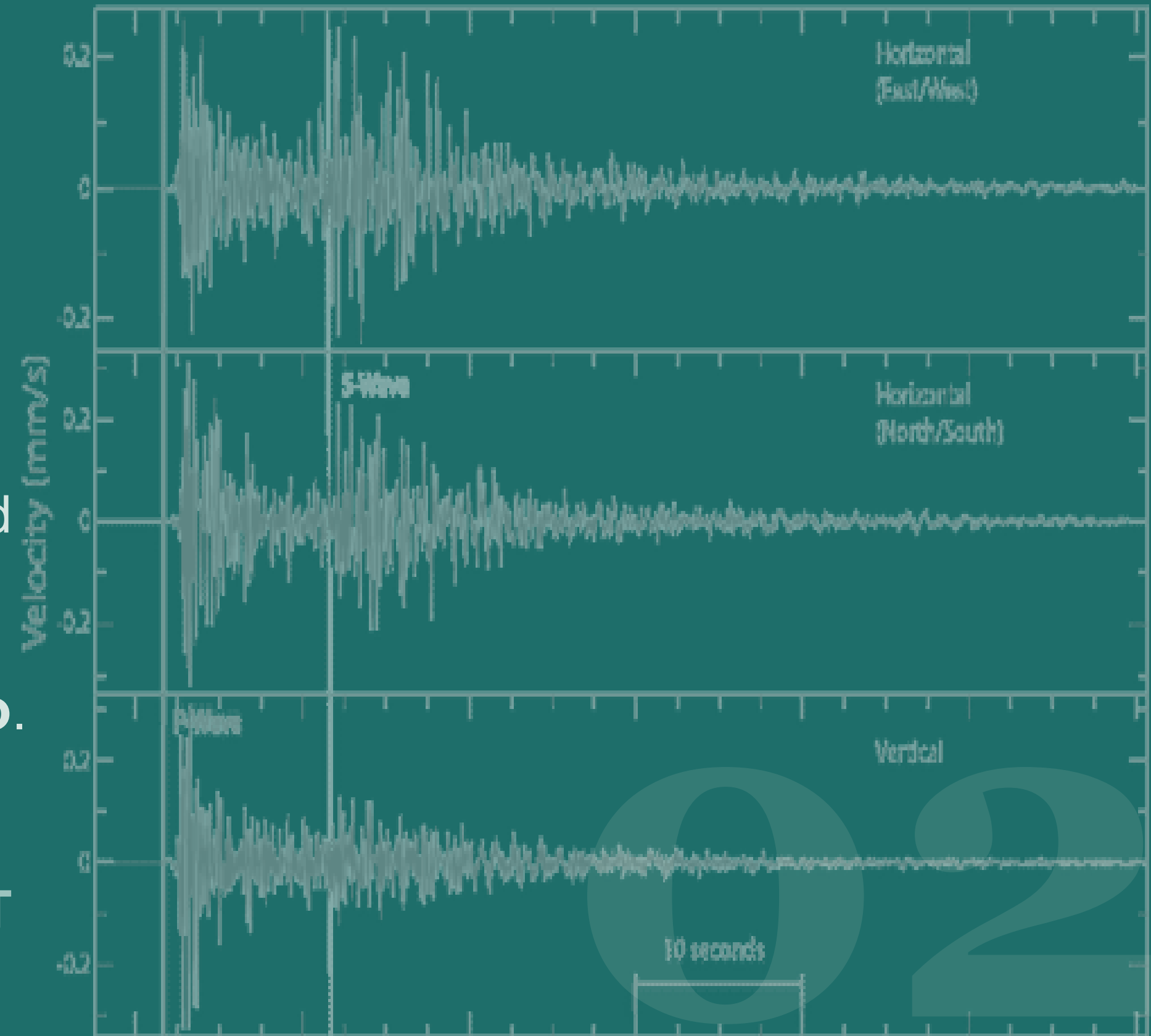


· DISRUPTION

A Generation of School Choice

Successive waves of legislation have changed where students enroll ... **and with them, where the money and the buildings go.**

THE LEGISLATION, THE ENROLLMENT SHIFT & THE PLACES HIT HARDEST



Four fronts, working together

A

FRONT

Demand-side vouchers

Universal ESAs move students and money out of the district system.

B

FRONT

Charter conversion & growth

The district footprint itself can convert to charter operation.

C

FRONT

Capital redirection

Local capital revenue is shared with charters on a fixed schedule.

D

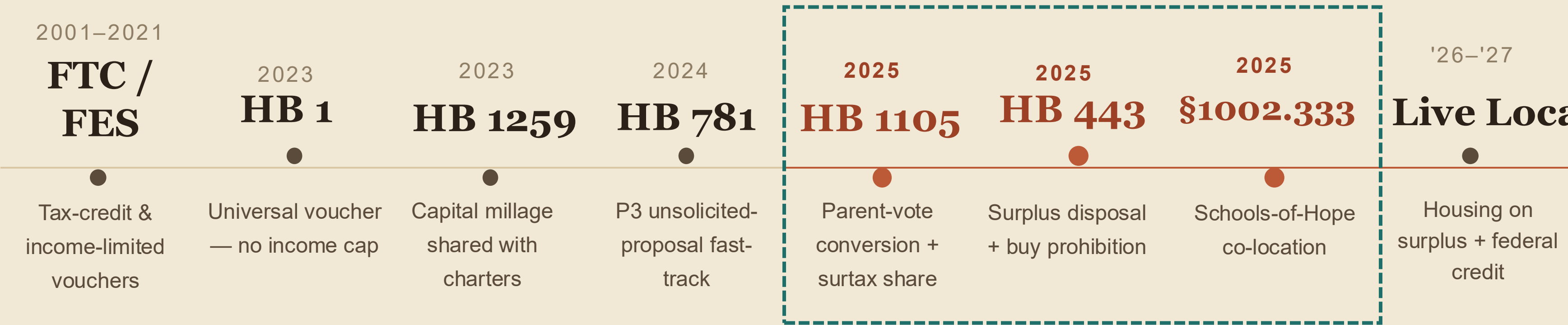
FRONT

Real estate & co-location

District property opens to charter use, disposal, and housing.

BY DESIGN The district-operated system is the structurally shrinking on every front — *not through failure, but by design of the policy.*

Two decades of choice law, 2001–2027



THE PIVOTAL
SESSION

2025

Conversion

HB 1105

Parent-vote conversion of existing schools.

Disposal

HB 443

Surplus disposal + buy prohibition.

Co-location

§1002.333

Schools-of-Hope shared occupancy.

— LEGISLATION SUMMARY

Florida legislation now shaping campus master planning

STATUTE · EFFECTIVE	LEGISLATIVE INTENT	DISTRICT IMPACT
HB 781 · §255.065 P3 FAST-TRACK · 7/1/24	Act on unsolicited P3 proposals after public hearings and a public-interest finding.	Create intake, routing, counsel-review, and Board-calendaring protocols.
SB 1730 · §1013.28 SURPLUS MANDATE · 7/1/25	Compel assessment of underutilized property and activate disposition pathways.	Run utilization audits; prepare ground-lease, sale, P3 and compliance strategies.
Ch. 2025-106 / HB 443 CHARTER ROFR · 7/1/25	Expand charter autonomy; ROFR treatment for leases/transfers needs confirmation.	Obtain legal opinion before surplus lease or transfer structures.
HB 1105 PARENT-VOTE CONVERSION · 7/1/25	Streamline parent-initiated conversion of public schools to charters.	Assess conversion vulnerability; engage parents before a campaign forms.
§1002.333 SCHOOLS OF HOPE · 2025+	Give Hope Operators access / co-location rights in underutilized facilities.	Audit eligible campuses; prepare Building-Notice response protocols.
HB 569 CHARTER IMPACT-FEE CREDITS · 7/1/25	Education impact-fee credits for charter contributions within a 3-mile radius.	Charter-linked P3 economics improve; weigh district-led alternatives.
Live Local · §166.04151 PUBLIC-LAND HOUSING · 2023/25	Fast-track affordable / workforce housing on public land, incl. district property.	Map surplus-land exposure; housing may be ministerially approvable.
§1002.33(18)(e) CHARTER ACCESS TO SURPLUS · ONGOING	Make surplus / unused facilities available to charters on the same basis.	Don't structure ITNs/RFPs to exclude charters; keep criteria defensible.

TAKEAWAY The legislation shifts master planning from “replace the building” to portfolio stewardship — utilization, surplus land, charter pressure, P3 structure, and workforce housing studied together.

SOURCE · OCPS FL EDUCATION REAL ESTATE BRIEFING, APR 2026

— THE ENROLLMENT SHIFT

Nearly half of Florida students now choose

~524K

Students on FES / related vouchers, FY26

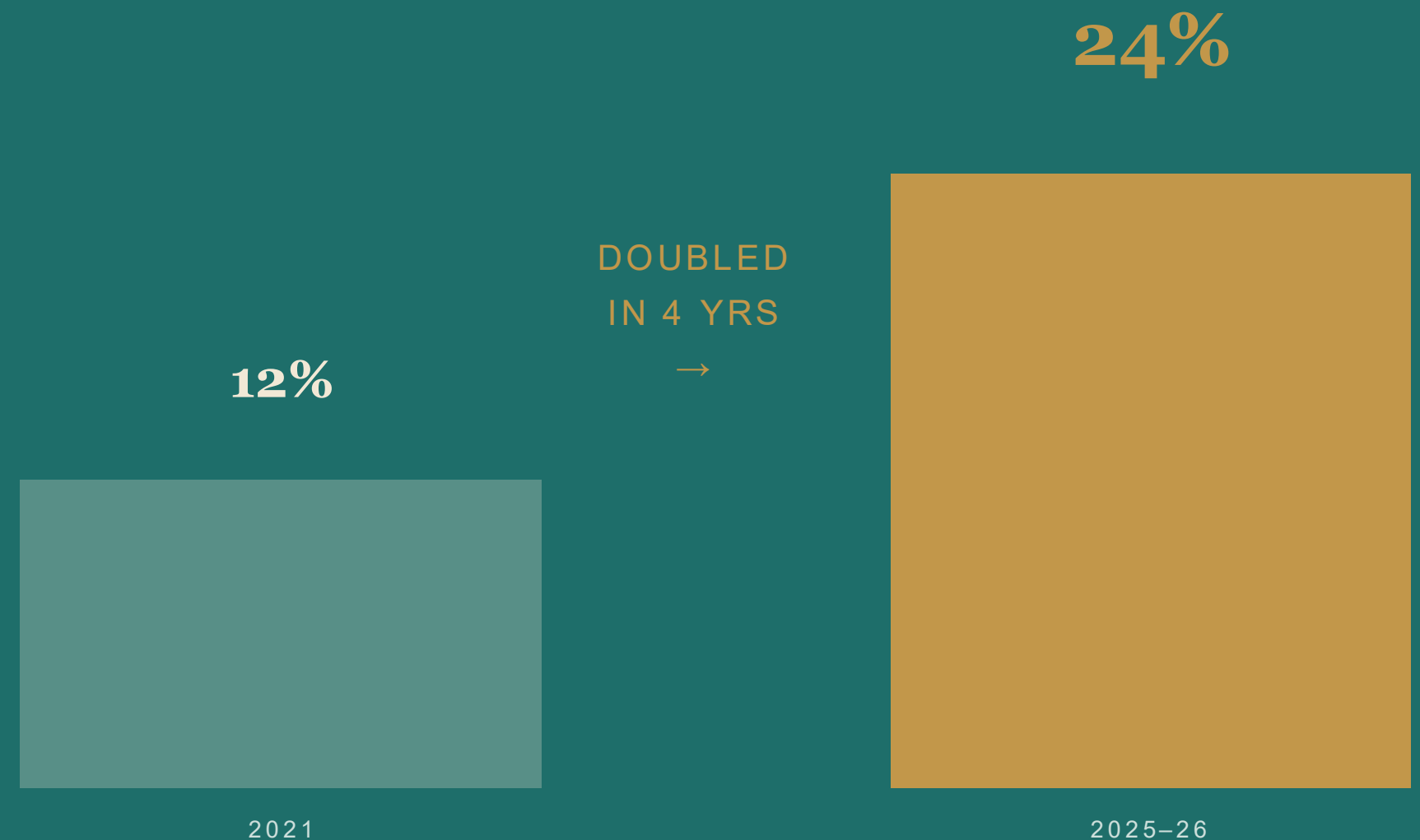
~50%

Attend a “school of choice” — most still public

“School of choice” counts charter, magnet, open-enrollment, career-academy, private-scholarship & home-education students

— **1.79M** of Florida’s ~**3.5M** K–12 total in 2023–24. The majority remain in public schools; vouchers (~524K) are the private-scholarship slice.

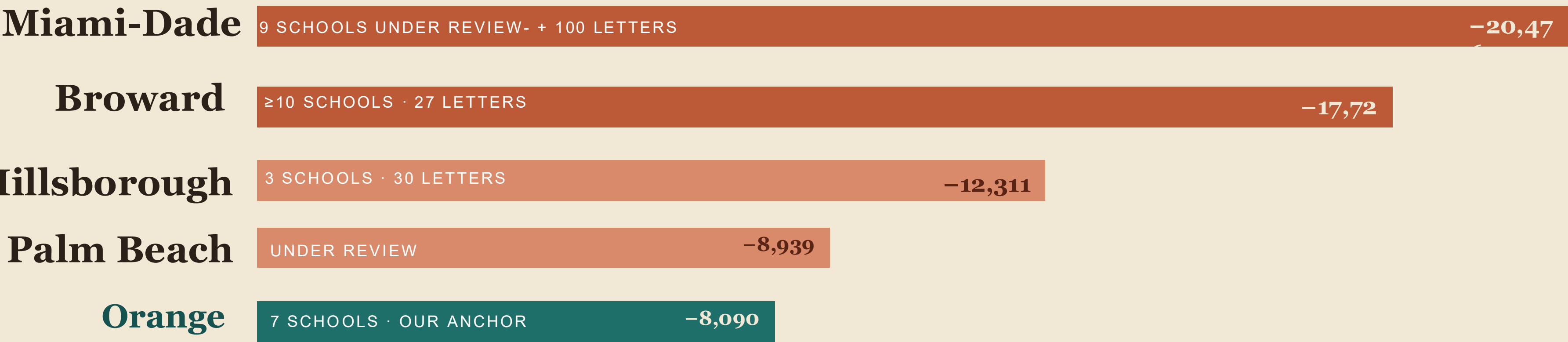
SHARE OF FEFP FUNDING GOING TO VOUCHERS



— WHERE THE DISRUPTION LANDS HARDEST

Three-year enrollment change, big-five districts

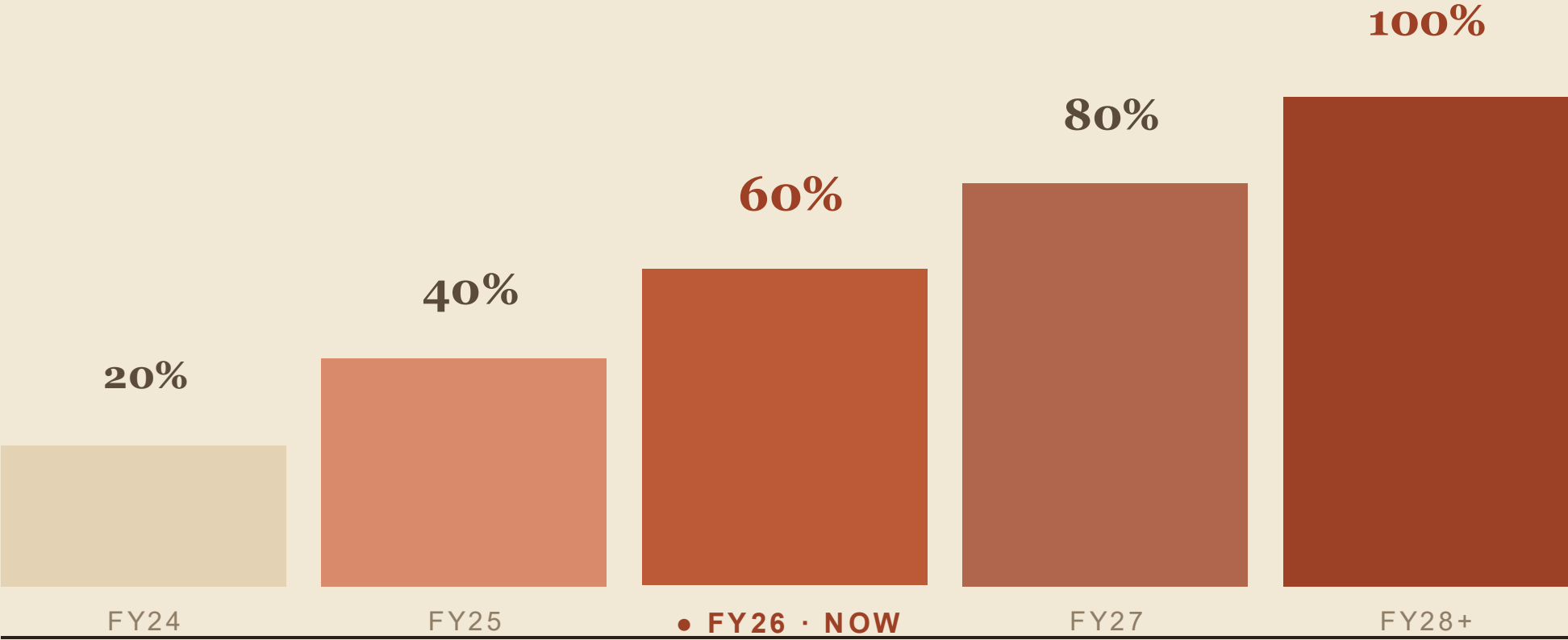
2023–24 → 2025–26
TOTAL DISTRICT
ENROLLMENT CHANGE



Broward, Duval and Miami-Dade together have lost roughly **53,000 students** since 2019–20.

Capital revenue redirects on a fixed schedule

CHARTER SHARE OF THE 1.5-MILL CAPITAL TAX



GLIDE TO A PERMANENT 100% BY FY 2027–28

A second drain

Local infrastructure surtax now shared with charters too, by enrollment.

Buy prohibition

Districts in multi-year decline may no longer acquire property.

Forced disposal

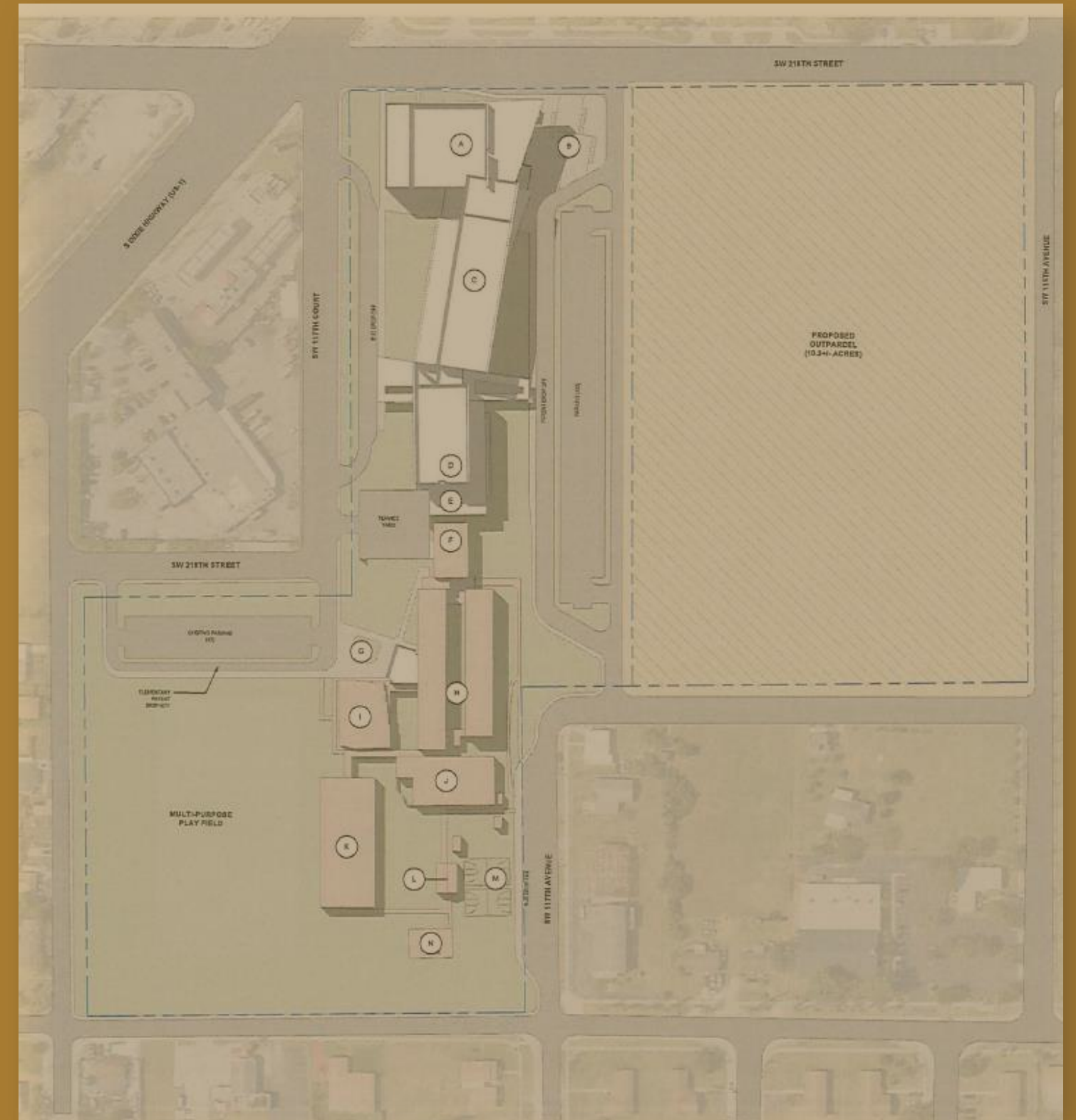
Surplus must be disposed — charter conversion and housing first.

INTERLUDE · ON CAMPUS

What Changes on Campus

Decline is not just a smaller number. It reshapes
how a building is used, configured, and serviced.

THE PHYSICAL CONSEQUENCES OF DECLINING ENROLLMENT



Six ways decline reshapes a campus

01 · UTILIZATION

Buildings fall below efficient capacity

Wings and floors run half-full; the cost per student rises.

02 · SURPLUS

Space appears piece by piece

Surplus emerges room-by-room, rarely as a clean whole-school closure.

03 · CO-LOCATION

A second operator in the building

Charters may occupy underused space, sharing one campus.

04 · GRADE CONFIG

Grades regroup to consolidate

K–8 conversions and receiving schools rework boundaries and programs.

05 · SYSTEMS

Infrastructure sized for peak

Central plants and switchgear now serve a fraction of design load.

06 · STEWARDSHIP

Aging stock, falling revenue

Maintenance and life-safety duties don't shrink with enrollment.

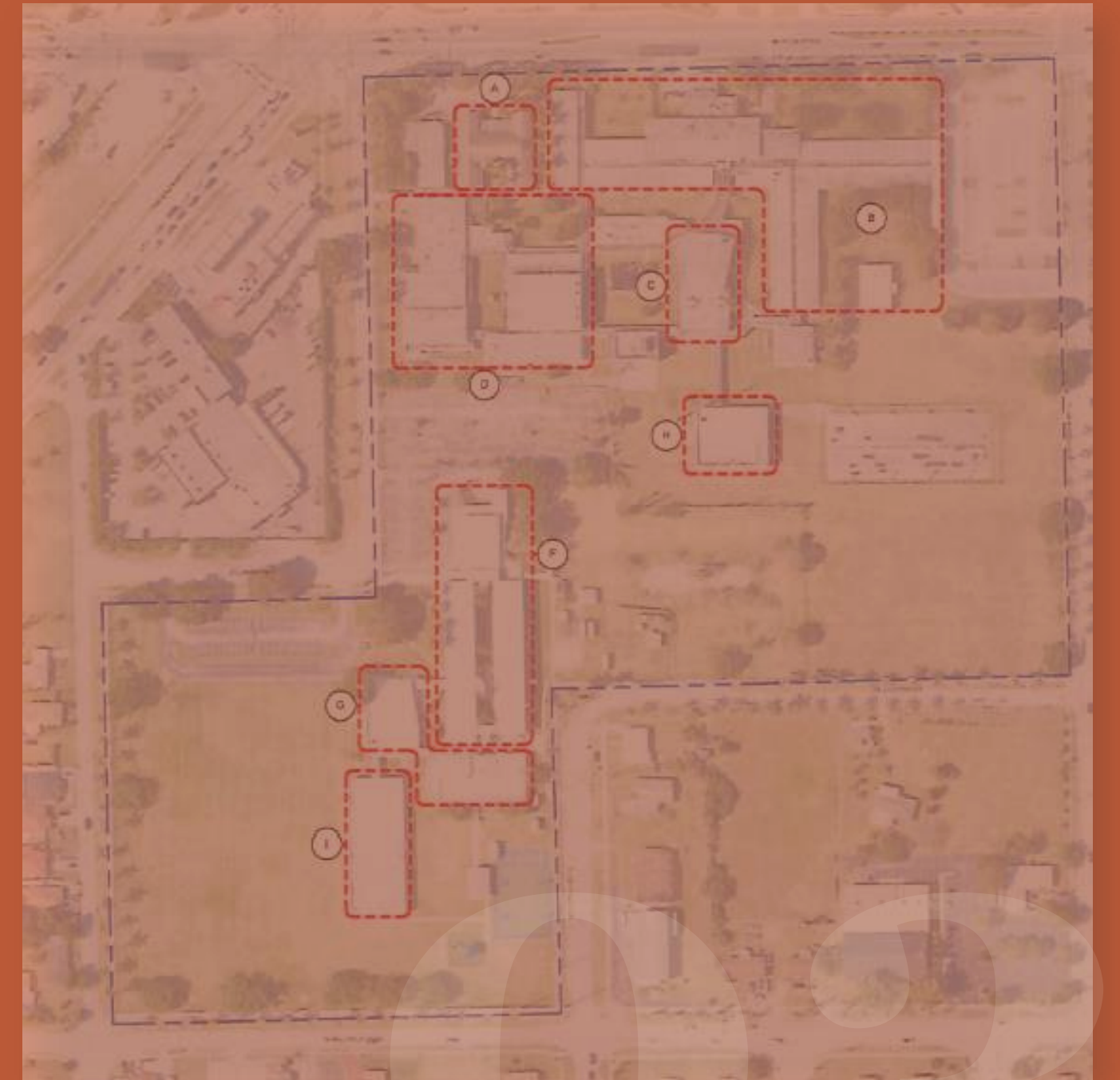
ACT III · AFTER

Master Planning for Disruption

Not less work — a different, and richer, kind of planning.

The traditional process keeps its bones and gains new tasks.

A REFRAMED MISSION · AN EXPANDED PROCESS · NEW DELIVERABLES



From expansion to stewardship

BEFORE

Growth

A long-term vision for a growing physical environment ... **adding the right capacity, in the right place, at the right time.**



AFTER

Stewardship

A long-term strategy to steward a portfolio through change ... matching the right space, configuration, and systems to a redistributing enrollment.

— THE NEW PROCESS

The same bones, four new strands of analysis

■ + NEW STRAND OF ANALYSIS



SAME BONES Steps 01 · 06 · 07 carried forward from the traditional process

+4 NEW Steps 02–05 add the four new strands of analysis

The new process *adds* tasks — *it doesn't replace them*

BEFORE · GROWTH

AFTER · DISRUPTION

Driving question

How do we accommodate more students?

How do we operate well with a shifting, smaller base?

Unit of analysis

The school that needs relief

The whole portfolio — utilization across every campus

Core moves

New schools, additions, capacity enhancement

Consolidation, repurposing, reconfiguration, adaptive reuse

Systems work

Size MEP for future expansion

Right-size MEP; zone for partial-building & shared occupancy

Land & real estate

Acquire sites ahead of growth

Disposition, co-location, and surplus-to-housing strategy

The plan keeps its bones — and gains six *new* chapters

BEFORE · TRADITIONAL PLAN

The growth-era binder

4 CORE DELIVERABLES · CARRIED FORWARD

Existing-conditions & MEP assessment

Space-utilization study

Stakeholder engagement

Phased capital priorities

NEW CHAPTERS · DISRUPTION-READY PLAN

01 *Choice-adjusted enrollment forecast*

Net of voucher & charter migration, by zone.

02 *Portfolio utilization model*

Right-size targets & surplus-capacity map.

03 *Grade-reconfiguration scenarios*

K–8 conversions, receiving schools, boundaries.

04 *Surplus disposition & compliance*

Inventory, valuation, statutory disposal.

05 *Co-location reconfiguration package*

Separate entries, security, life-safety.

06 *Infrastructure right-sizing study*

Plant, electrical & zoning to partial loads.

Same disciplines, a new engineering question

BEFORE — SIZE TO GROW

AFTER — RIGHT-SIZE & ZONE

HVAC

Central plant for the whole campus; BAS and AHU type; sized to allow future expansion.

Zone for half-occupied wings and co-located tenants.

ELEC

Voltage and switchgear chosen to scale up; energy-performance lighting; backup generation; arc-flash.

Sub-meter and separate service for shared campuses.

PLMB

Design to allow future expansion; integrate with mechanical, electrical and landscape to avoid conflicts.

Isolate and re-occupy wings independently.

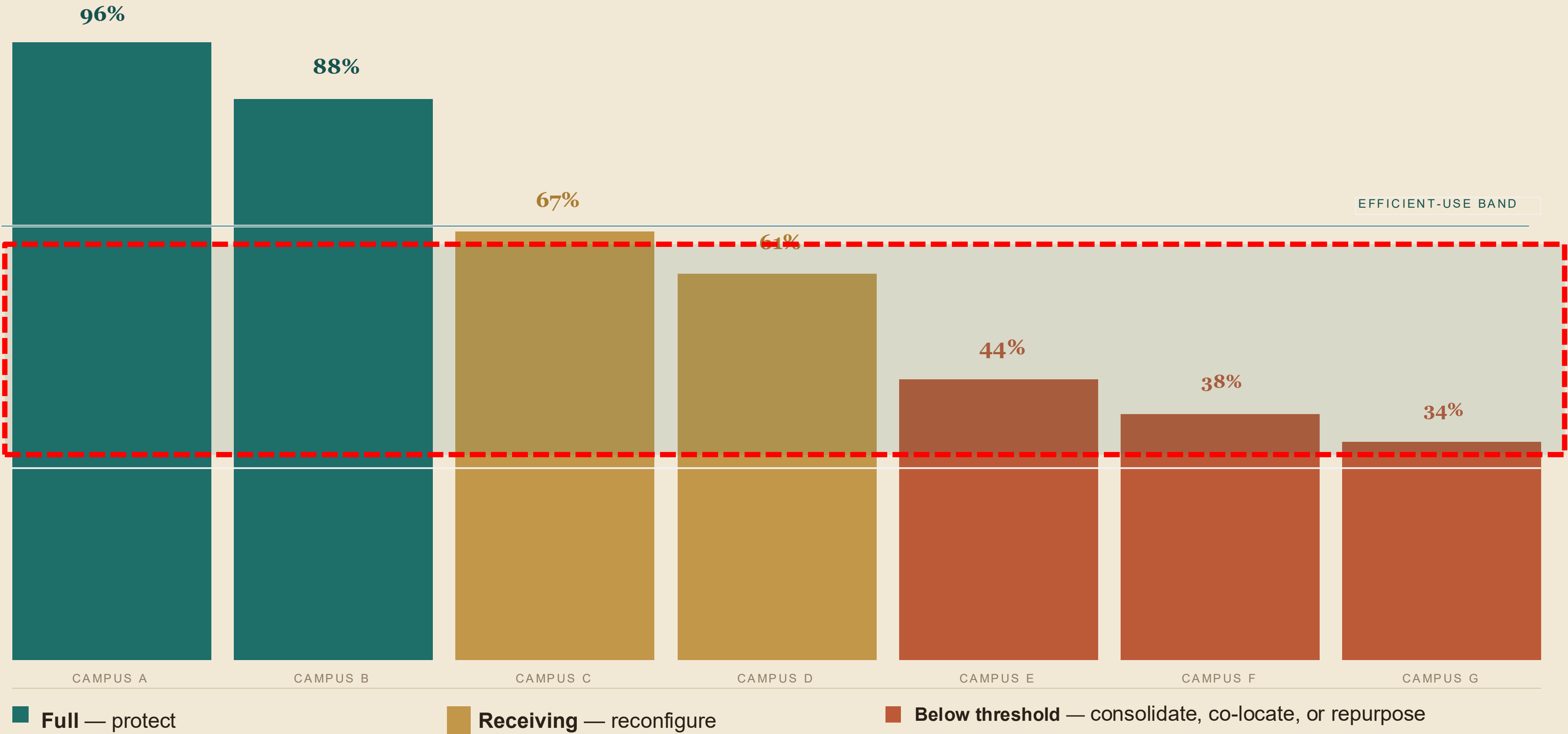
FIRE

Flow, pressure and occupancy for one operator; fire-department connections and hydrants.

Life-safety separation between co-located occupants.

Utilization becomes a portfolio, not a number

ILLUSTRATIVE CAMPUS UTILIZATION
VS. AN EFFICIENT-USE BAND



The work migrates

... it doesn't disappear

Decline ends one kind of project and opens another. For planners and designers, the disrupted era is a deep, counter-cyclical body of work.

01	02	03	04
Renovation & modernization	Consolidation	Repurposing	Adaptive reuse
05	06	07	08
Co-location reconfiguration	Surplus disposition	Infrastructure right-sizing	Surplus-to-housing

CASE STUDY ONE · MIAMI-DADE

Arthur & Polly Mays

Replacing an aging school is now a campus repositioning strategy — right-sizing the footprint, unlocking surplus land value, and creating workforce / teacher housing.

BEFORE → AFTER

REVISED

MIAMI-DADE COUNTY PUBLIC SCHOOL
PRE-PROPOSAL HANDOUT

LEGAL ADVERTISEMENT 209

REQUEST FOR QUALIFICATIONS (RFQ)
For
ARCHITECT/ENGINEER OF RECORD
For



**ARTHUR & POLLY MAYS
CONSERVATORY OF THE ARTS**

**PINE VILLA
ELEMENTARY SCHOOL**

**UNIFICATION, ADDITION, RENOVATIONS, REMODELING and
K-12 CONVERSION**

Project No. 03093700
Construction Budget: \$85 Million

MANDATORY PRE-PROPOSAL CONFERENCE
Date and Time: Thursday, November 13, 2025, at 2:00 pm local time
Sign-in Time: Until 2:20 pm local time
Location: Educational Federal (EdFed) Credit Union
1498 NE 2 Avenue, Miami, FL 33132

MIAMI-DADE COUNTY PUBLIC SCHOOLS
1450 NE Second Avenue
Miami, FL 33132



DEPARTMENT OF A/E SELECTION AND NEGOTIATIONS

The old replacement question is too narrow

BEFORE · REPLACE THE SCHOOL

AFTER · REPOSITION THE CAMPUS

Driving question How do we rebuild the aging school?

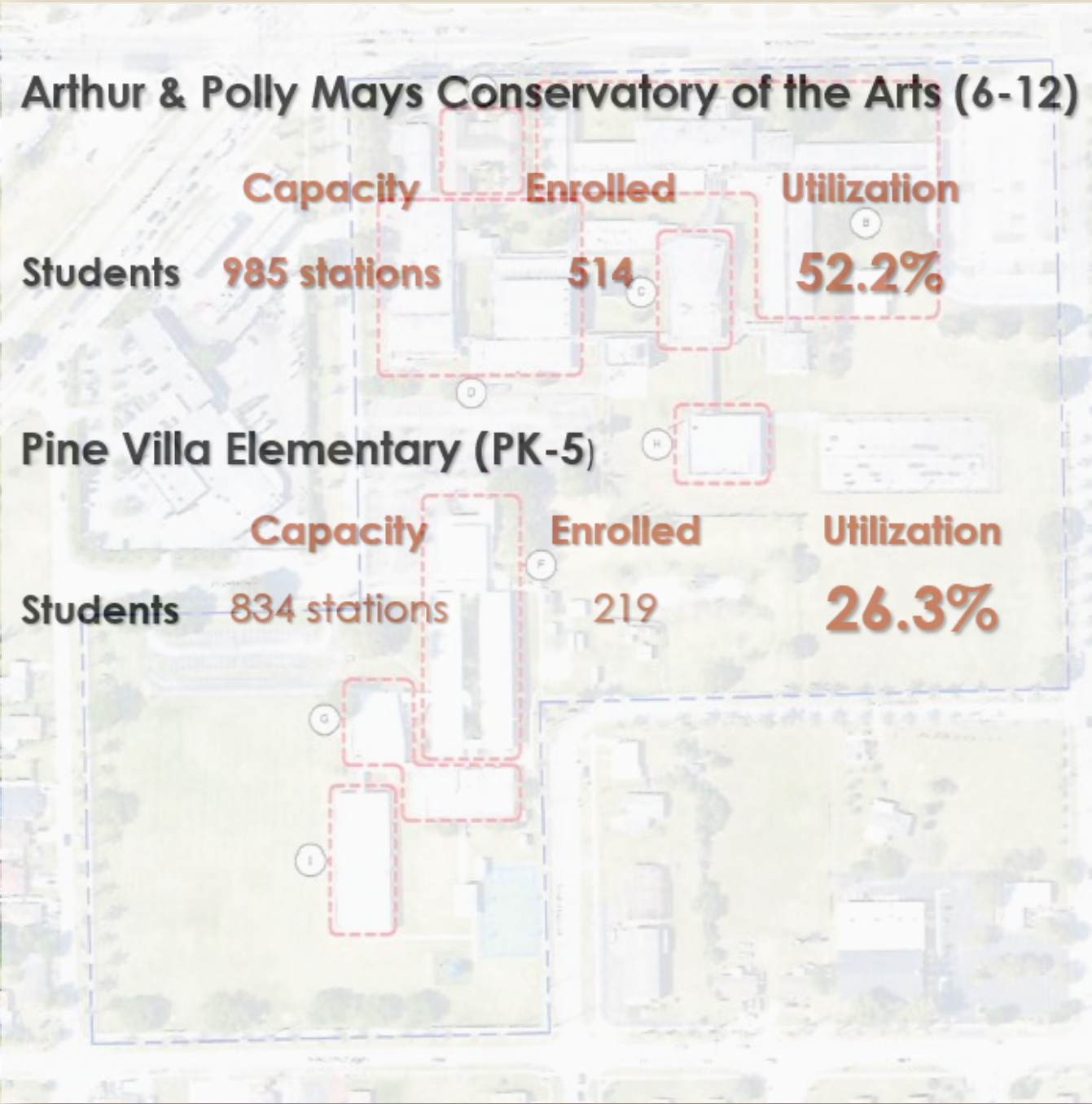
What is the highest public value of this campus?

Unit of analysis The building and immediate site

Educational program + land + statutory exposure + workforce needs

Core move Build new, preserve excess land “just in case”

Right-size the school, convert surplus capacity into public benefit



The law changes the master planning brief

SURPLUS / UTILIZATION

Audit underused facilities;
determine what land is
necessary for education.

P3 FAST TRACK

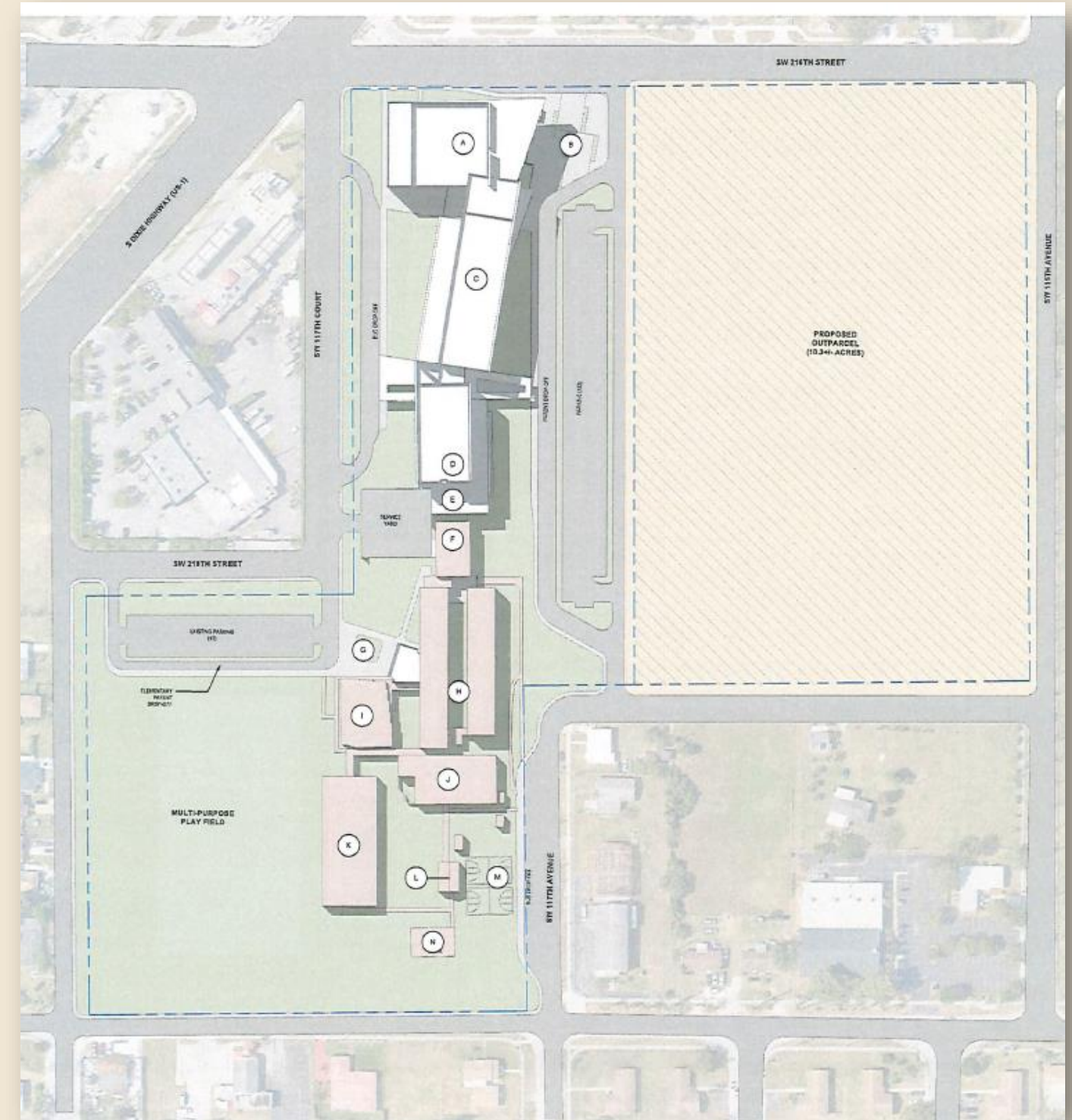
Use **unsolicited-proposal** tools and ground leases to organize delivery.

LIVE LOCAL / HOUSING

Make affordable / **workforce housing** part of the public-purpose outcome.

CHARTER / CO-LOCATION

Recognize third-party rights and **avoid losing control** through inaction.



The statutes turn replacement into a transaction

01

Utilization & surplus

SB 1730 · §1013.28

Audit underused facilities and define the land truly needed for education.

02

P3 delivery pathway

HB 781 · §255.065

Use a P3 / ground lease to bundle school replacement, housing and infrastructure.

03

Housing public purpose

LIVE LOCAL · §420.5098
SB 1730 · §1013.28

Make affordable / workforce housing on public land part of the campus strategy.

04

Control the outcome

§1002.33(18)(E) ·
§1002.333

Act before charter access, co-location or conversion pressure defines the use.



AP / MAYS · ILLUSTRATIVE RENDERINGS

— CASE STUDY · ARTHUR & POLLY MAYS

Right-size the school, unlock the land

516 residential units proposed	208+306 affordable + workforce units	\$14.576M capitalized land lease to M-DCPS
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The school site is preserved and reimaged. The non-school acreage becomes a “live and learn” neighborhood with workforce housing, civic amenities, and revenue to support the new school.

LIVE & LEARN Workforce housing	ON CAMPUS Civic amenities	RECURRING School revenue
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CAMPUS PLANNING IMPLICATION

The replacement school is no longer the whole project — it is the anchor around which the campus is repositioned.

The new master plan *adds* a campus repositioning chapter

01 Choice-adjusted enrollment forecast

Will this school need the same footprint in 10–20 years?

02 Campus utilization + surplus model

What acreage and systems are truly needed for education?

03 P3 / disposition / housing strategy

Can surplus land fund, support, or strengthen the new school?

04 Community-benefit business case

Does the project solve more than the building problem?

POSITIVE OUTCOME

A more efficient learning environment, a stronger financial transaction, attainable teacher / workforce housing, and a campus that functions as a community asset.

CASE STUDY TWO · ORLANDO

Orange Center Elementary

How parent choice, charter conversion, community partnership, and workforce-housing strategy reshaped a traditional school replacement master plan.



— CASE STUDY · THE DISTRICT PROBLEM

From a traditional replacement to a campus reinvention

TRADITIONAL REPLACEMENT PROBLEM

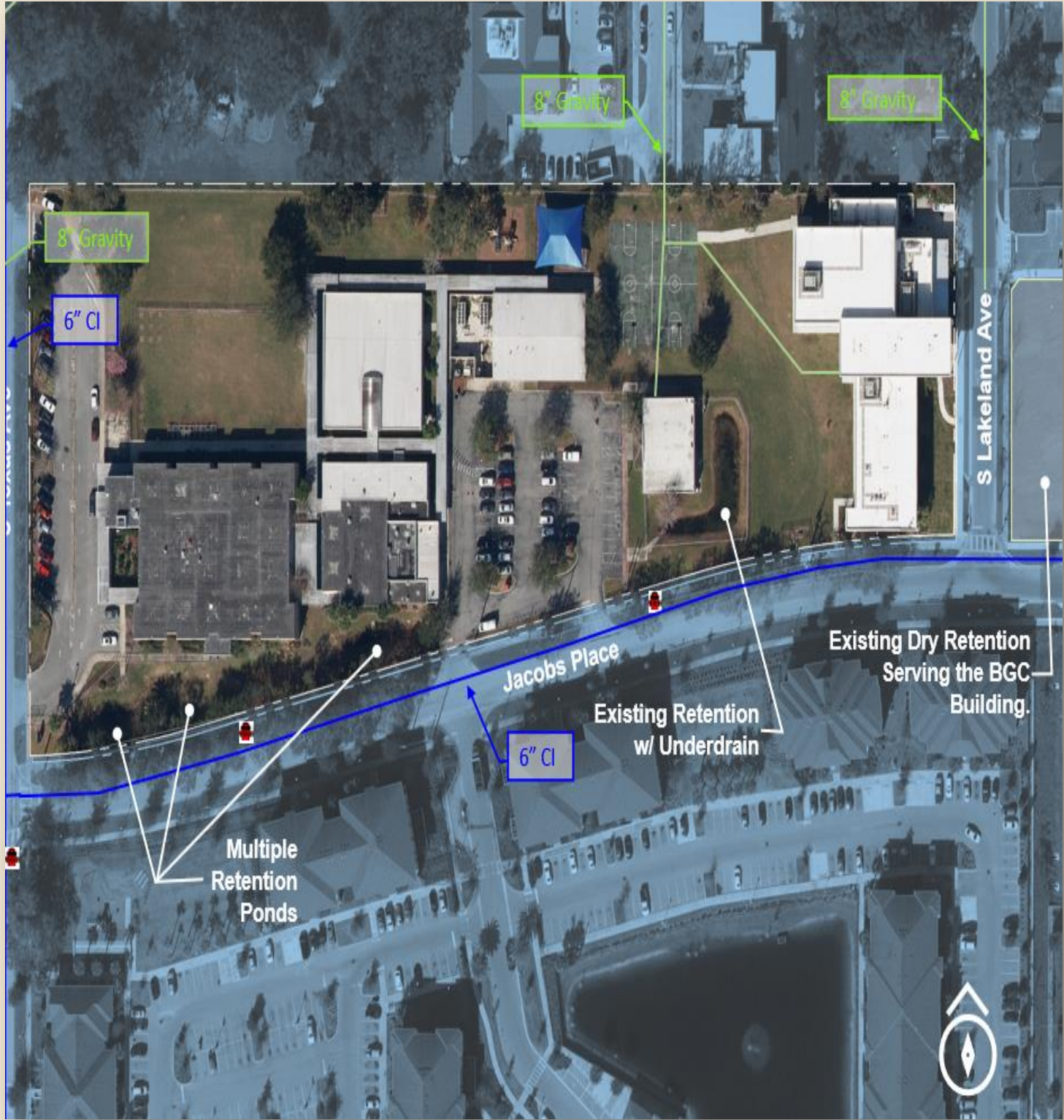
What the district would normally study

- Aging elementary campus needing modernization or replacement
- Enrollment, capacity, building condition, and educational adequacy
- Standard district-led capital planning and phased construction
- A school project focused on the building — not the larger neighborhood

WHAT THIS PROJECT BECAME

A different master planning challenge

- Parents voted to convert Orange Center into a charter pathway
- OCPS, Lift Orlando & partners redefined it as a larger K–8 STEAM academy
- The campus joined a neighborhood strategy with wraparound services & housing
- Planning had to address governance, partnership, land use, and community value



PROJECT
PATHWAY

1 Parent vote
CHOICE TO CONVERT



2 Charter partnership
NEW GOVERNANCE MODEL



3 K–8 STEAM vision
EXPANDED MISSION



4 Housing + community
CAMPUS REDEVELOPMENT

— CASE STUDY · HOW LEGISLATION FACILITATED THE PROJECT

Florida law created the pathway — not design instinct alone

Parent-vote conversion

HB 1105 · 2025

Parents can initiate the conversion of an existing public school into a charter — shifting Orange Center from a district-only question to a parent-authorized transformation.

P3 fast-track

HB 781 · 2024

Florida's P3 structure makes it easier to assemble school, nonprofit, and developer partners around one campus strategy — a reinvention model, not a simple capital project.

Schools of Hope pressure

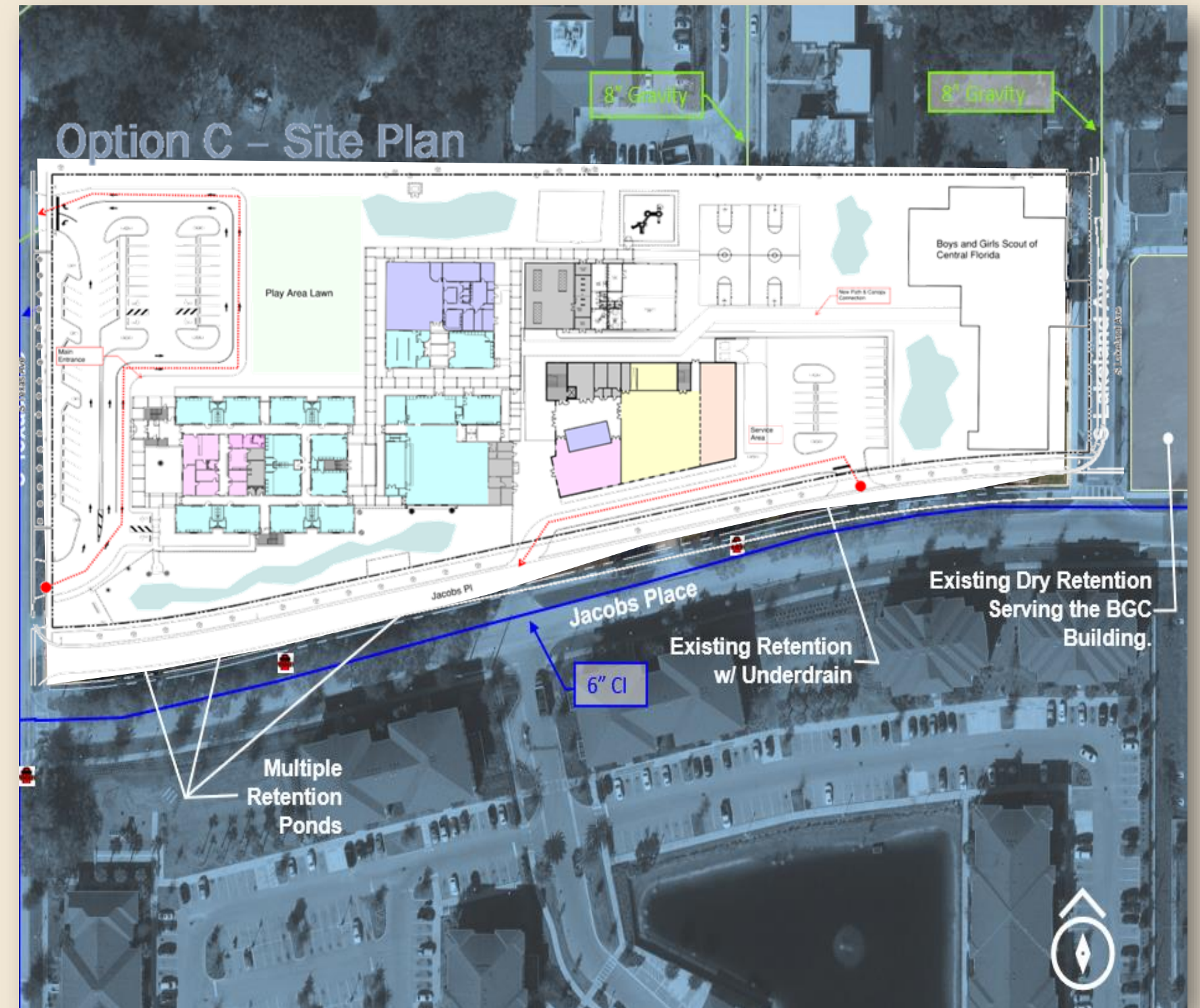
§1002.333

Underutilized campuses face added outside pressure and alternate-use pathways — a stronger incentive to proactively reshape vulnerable campuses first.

Workforce-housing direction

LIVE LOCAL

State policy increasingly supports affordable and workforce housing on public land — making teacher housing part of the master planning conversation, not a separate issue.



IMPLICATION

Law now shapes who can trigger change, who can partner, and what land-use outcomes are possible.

The new process adds tasks — it doesn't replace them

BEFORE · TRADITIONAL REPLACEMENT

AFTER · DISRUPTION-READY

Driving question

How do we replace or modernize the school?

How do we reinvent the campus, its governance, and its community role?

Unit of analysis

One school facility

The school + neighborhood + partner ecosystem

Core moves

Condition assessment, program, budget, phasing

Conversion scenario, K–8 reconfiguration, partnership structure, community services

Land & real estate

Fit the replacement school on site

Evaluate surplus, shared use, housing opportunity, and redevelopment value

Deliverables

Educational specs, site plan, cost, schedule

All traditional deliverables + legislation screen, governance strategy, partner framework, housing



Orange Center shows the new master plan in action

01 · EDUCATIONAL

A reimagined public K–8 STEAM school replaces a narrow elementary-school solution.

02 · GOVERNANCE

Parents, OCPS, Lift Orlando, the charter operator, and development partners all join the planning equation.

03 · COMMUNITY

The campus becomes an anchor for wraparound support, neighborhood reinvestment, and workforce housing.

04 · MASTER PLANNING

The planner must now test law, enrollment, partnership, land strategy, and implementation together.

CASE STUDY THREE · MIAMI

Southside Preparatory Academy

An urban K–8 expansion where public land, school funding, workforce housing, parking, and private development were assembled into one integrated campus strategy.



A school expansion becomes an urban public-asset strategy

TRADITIONAL PROBLEM

Why a normal expansion wasn't enough

Southside Elementary needed to expand into a K–8 in a land-constrained neighborhood

Brickell's land values, density, and parking pressure made replacement difficult

The district needed middle-grade capacity, but the urban context demanded invention

Teacher retention and housing affordability were part of the real problem

INTEGRATED PROJECT STRUCTURE

A county public-land partner contributed the parcel through a long-term arrangement

MDCPS funded and delivered the school as a new K–8 facility

Workforce housing was integrated into the overall building concept

Adjacent private development contributed shared parking and aligned housing

02 · THE MODEL

One building, two missions

Southside Preparatory Academy is the first campus in the country to build affordable housing for teachers directly into a working public school. On a 0.34-acre lot in West Brickell, a seven-story tower stacks a state-of-the-art middle school above ten homes reserved for educators.

It replaced an empty lot on county-owned land — adding school seats to a fast-growing neighborhood that had none, while giving staff the option to live where they work.

Stories	7
Student stations	610 · Grades 6–8
Teacher residences	10 one-bedroom units
Building area	≈ 88,000 SF
Project value	≈ \$35M GOB
Timeline	Broke ground 2021 · Opened 2025



VALUE
EQUATION

Public land

MAKES THE SITE POSSIBLE

+

School funding

DELIVERS THE K–8 PROGRAM

+

Private parking

SOLVES AN URBAN CONSTRAINT

+

Teacher housing

ADDS WORKFORCE VALUE

Current law makes this kind of project more replicable

Public-private partnership

§255.065 · HB 781

The P3 framework supports integrated school + housing + parking partnerships, making it easier to structure complex development proposals with private partners.

Housing on public land

LIVE LOCAL · HB 1389

Live Local expands the feasibility of affordable housing on county, municipal, and school-district land — public land can carry both education and housing missions.

Employee housing preference

§420.5098 · SB 1730

Florida now explicitly supports affordable / workforce housing preferences for government employees — strengthening the basis for teacher housing in a school project.

One campus, many outcomes

COMBINED

Together these laws support the exact project logic Southside pioneered: education, public land, workforce housing, and private participation in one strategy.



04 · THE HOUSING

Ten homes, reserved for educators

The residences are one-bedroom units offered **below market rate** through the county housing lottery, with priority for District employees. They have their own entrance, lobby, parking and security — fully distinct from the school for everyone's privacy and safety.

"Workforce" housing serves households earning roughly **60–140% of area median income** — squarely where many teachers fall. The goal is simple: shorter commutes, lower costs, and a real reason to stay in the classroom.

10
ONE-BEDROOM
UNITS

\$2.5M
COUNTY
HOUSING
INVESTMENT

99 yr
NO-COST LAND
LEASE



INSIDE EACH UNIT

- Energy Star appliances
- Roll-in, accessible showers
- Full kitchen & modern finishes
- City views from upper floors

Solve for land, parking, housing & implementation — not just the building

BEFORE · TRADITIONAL SCHOOL PROJECT

AFTER · URBAN INTEGRATED STRATEGY

Driving question How do we expand the school?

How do we deliver the school while also solving land, parking, housing, and public value?

Unit of analysis The school site

The school + adjacent public land + partner parcels + neighborhood conditions

Core moves Student stations, classroom program, cost, phasing

Public land assembly, shared parking, housing integration, independent circulation, partnerships

Stakeholders District, architect, school community

District, county land partner, developer, operators, school community, neighborhood

Deliverables Program, site plan, building plan, budget

All traditional + land strategy, legislation screen, housing strategy, parking deal, roadmap

03 · HOW IT WORKS

Stacked vertically, separated by design

The narrow lot forced the program upward. Homes occupy the lower floors with their own entrance and residential lobby; the school sits above. The two worlds share a structure but never a hallway — to enter a residence, you leave the school, step onto the sidewalk, and come in through the lobby.



Floors 1–3 — Entry, parking, administration & the 10 teacher residences Floors 4–7 — Classrooms, labs, media & rooftop play



A genuine public-private partnership

- **Miami-Dade County Public Schools**
Built and operates the school on a 99-year, no-cost county land lease.
- **County Public Housing & Community Development**
Provided the land and runs the housing lottery, with preference for teachers and staff.
- **Related Urban — private developer**
Joined as the private partner; its adjacent Magnus Brickell tower adds 465 mixed-income homes.
- **Zyscovich Architects · Suffolk**
Design and construction of the District's first Net-Zero-ready school.

Southside proves what the next-generation project can be

01 · EDUCATIONAL

A Southside elementary expansion becomes a full K–8 urban learning environment.

02 · WORKFORCE

Teacher / workforce housing is built into the project logic, not treated as a separate civic issue.

03 · URBAN

Public land, school funding, private parking, and adjacent housing are coordinated into one strategy.

04 · MASTER PLANNING

The planner choreographs legislation, land structure, partnerships, mobility, and operations from the start.

Master planning has shifted from campus growth to *...public-asset strategy*



- Surplus capacity and consolidation unlock redevelopment potential.
- Replacement expands into land monetization, workforce housing, and community benefit. The district acts as both education provider and real-estate steward.



CASE STUDY 3

- An urban K–8 expansion integrates public land, funding, parking, and teacher housing.
- The project is assembled across multiple public and private actors.

Master planning becomes an implementation platform for many public outcomes.

— THE LEGISLATION THAT CHANGES THE GAME

A combined statutory framework — not one single bill

Unsolicited P3 fast-track

HB 781

- Easier to receive and structure P3 proposals.
- Supports school + housing + parking delivery.
- Moves planning toward deal structuring.

Employee-housing policy

SB 1730 · §420.5098

- Legitimizes teacher housing in planning.
- Support for workforce housing for gov't staff.
- Reinforces Mays and Southside.

Live Local Act

2025–26

- Housing on public and school-related land.
- Connects land strategy with housing delivery.
- Pushes planning into land-use & entitlement.

Parent-vote conversion

HB 1105

- Parents can trigger charter conversion.
- A school's future can change mid-plan.
- Key driver in the Orange Center example.

Schools of Hope

§1002.333

- Pressure on underutilized campuses.
 - Makes proactive planning more urgent.
- Raises stakes of utilization decisions.

Surplus & charter access

§1002.33(18)(E)

- Charter access & surplus disposition rules.
- Makes land strategy core planning work.
- Critical backdrop for Mays.

— BEFORE LEGISLATION VS. AFTER LEGISLATION

It doesn't replace master planning — it adds new layers

BEFORE LEGISLATION	AFTER LEGISLATION
Driving question How do we add capacity or replace an aging school?	How do we right-size, reposition, partner, and capture broader public value?
Unit of analysis The school site and the district capital program	The whole portfolio: utilization, surplus land, charter pressure, housing, partner ecosystems
Core tasks Condition assessment, educational program, phasing, cost	All traditional tasks + legislation screen, choice-adjusted enrollment, conversion risk, surplus & P3 strategy, housing
Key stakeholders District, architect, engineers, school users	District, parents, charter operators, nonprofits, housing agencies, developers, local government
Typical outcome A replacement school, addition, or modernization plan	A campus transformation: consolidation, housing, shared use, conversion, mixed-use, P3 delivery

BOTTOM LINE The legislation changes master planning from a facilities exercise into a strategic public-asset, policy, and partnership exercise.

Four things to carry out of the room

01

The traditional, growth-based master plan is **still right for districts that are still growing.**

02

A generation of school choice has **structurally redistributed enrollment and capital.**

03

Decline reshapes the campus physically — utilization, configuration, and systems.

04

The new master plan **adds tasks** and deliverables — and they are good, durable work.

■ SGM ENGINEERING · DISCUSSION

Questions & Discussion

The legislation, the district data, or scoping a new deliverable on your campus — let's get into it.

15 MINUTES FOR Q & A

FEFPA SUMMER CONFERENCE 2026 · THE BOCA RATON

Florida legislation now shaping campus master planning



STATUTE · EFFECTIVE	LEGISLATIVE INTENT	DISTRICT IMPACT
HB 781 · §255.065 P3 FAST-TRACK · 7/1/24	Act on unsolicited P3 proposals after public hearings and a public-interest finding.	Create intake, routing, counsel-review, and Board-calendaring protocols.
SB 1730 · §1013.28 SURPLUS MANDATE · 7/1/25	Compel assessment of underutilized property and activate disposition pathways.	Run utilization audits; prepare ground-lease, sale, P3 and compliance strategies.
Ch. 2025-106 / HB 443 CHARTER ROFR · 7/1/25	Expand charter autonomy; ROFR treatment for leases/transfers needs confirmation.	Obtain legal opinion before surplus lease or transfer structures.
HB 1105 PARENT-VOTE CONVERSION · 7/1/25	Streamline parent-initiated conversion of public schools to charters.	Assess conversion vulnerability; engage parents before a campaign forms.
§1002.333 SCHOOLS OF HOPE · 2025+	Give Hope Operators access / co-location rights in underutilized facilities.	Audit eligible campuses; prepare Building-Notice response protocols.
HB 569 IMPACT-FEE CREDITS · 7/1/25	Education impact-fee credits for charter contributions within a 3-mile radius.	Charter-linked P3 economics improve; weigh district-led alternatives.
Live Local · §166.04151 PUBLIC-LAND HOUSING · 2023/25	Fast-track affordable / workforce housing on public land, incl. district property.	Map surplus-land exposure; housing may be ministerially approvable.
§1002.33(18)(e) CHARTER ACCESS TO SURPLUS · ONGOING	Make surplus / unused facilities available to charters on the same basis.	Don't structure ITNs/RFPs to exclude charters; keep criteria defensible.