2025 CAPITAL NEEDS SURVEY INSTRUCTIONS

SCHEDULE:

The completed report is due to the General Assembly on December 31, 2025. Since a draft report must go to the State Board for review and approval, **YOUR DISTRICT'S INPUT MUST BE RECEIVED BY OR BEFORE NOVEMBER 14, 2025.**

2022 SURVEY INFORMATION:

The 2022 Capital Needs Report of all districts is located at 2022CapitalNeedsReport.pdf, under the School Facility Building Funds Reports and Forms tab. The survey information is provided as a reminder of your district's last submitted data, and as a guide to completing the new 2025 Capital Needs Report survey.

NEW 2025 CAPITAL NEEDS SURVEY

This link to the 2025 Capital Needs Survey has been shared with the district superintendent and facilities contact. It should be used to record your district's current five (5) year capital improvement program, as required by the Public School Facilities Assistance Act. It should be possible to extract the required information from the district's capital improvement program. Each question on the CAPITAL NEEDS SURVEY is explained below in the order in which it appears on the survey form.

The process for undertaking a Capital Needs Plan is set forth herein and is intended to enable you to roughly define your needs for the purpose of the CAPITAL NEEDS REPORT using a quick and simple projection and estimation process.

The survey can be accessed at:

STATEWIDE CAPITAL NEEDS REPORT

Q1. **District Name:** Select the name of your district.

Q2. **Person Completing the Survey:** Provide your name; first and last name.

Q3. **District Title**: Provide your district title.

Q4. **Phone Number:** Provide your phone number.

Q5. **Provide Email Address**: Provide your email address.

Q6. **Capital Improvement Plan 2022/2023 – 2024/2025:** Provide a yes or no response to if your district developed a capital improvement plan within the last three years.

Q7. **Capital Improvement Plan Development:** Choose one of the following responses; with in-house staff, with professional consultant(s), or with a combination of in-house and professional consultant(s).

Q8. **Capital Improvement Expenditures 2022/2023 – 2024/2025:** The total for this line can be drawn from the district's annual financial reports or audits for each of the last three (3) years.

Q9. **2024/2025 Student Population:** This line is the appropriate number from the district's 2024/2025 135-day Average Daily Attendance as reported to SCDE.

Q10. **Projected Student Increase (Decrease):** This line is the district's projected/estimated increase in students for the next five (5) years. This number should **only** be the **INCREASE (or DECREASE) in students** and should **NOT** include the current student population count. Consequently, we are not looking for the total number of students but the **INCREASE** over the next five (5) years. Also, make certain that you have considered your dropout rates. SDE maintains its own set of projections. You may want to review these for your district. They can be found under Membership Counts and Student Accountability Counts located on the SCDE website, https://ed.sc.gov/finance/financial-services/student-data/.

Q11. **Existing Teaching Stations:** This answer can be calculated by increasing or decreasing the 2022CapitalNeedsReport.pdf, attached, in accordance with what facilities have been added or eliminated since 2022. Alternatively, the district could choose to recount all teaching stations. This number should include all classrooms, special classrooms, and areas where any teaching occurs, including relocatable classroom units, but not including such areas as libraries, gymnasiums, and other supplemental resource areas.

Q12. **Relocatable Classrooms:** This answer can also be drawn from 2022CapitalNeedsReport.pdf form (attached) and increased or decreased in accordance with what has occurred since 2022. Alternatively, a new count of all relocatable classrooms can be taken.

Q13-Q29. **Additional Teaching Stations Needed:** A quick, simple method of coming up with the need for new teaching stations is to: (a) determine the student population growth

(already done in item #6, above), (b) establish the existing or desired student/teaching station ratio, and (c) divide the student population growth by that number.

Example:

Projected 5-year student population growth	660 students
Existing student/teaching station ratio (3,750 students / 240 teaching stations)	15.37 per teaching station
Additional teaching stations needed (660-student population increase / 15.37 existing student/teaching station ratio)	43 additional stations

If the district's strategic plan includes a district objective to reduce the instructional student/teaching station ratio, the district may want to add existing students to the 5-year projected student growth and divide the total number of projected students by the district's instructional student/teaching station goal. See the example of the sample district presented below.

Example: The District has:

182	Existing teaching stations,
3,750	Existing student population,
660	Projected 5-year student growth,
4410	Total student population at the end of the 5-year planning period.
	Existing student/teaching station ratio (3,750 students / 182 teaching stations) 20.60 per teaching station

However, instead of using 20.60, the District has a goal of 16.00 instructional students/teaching station ration; which will require an additional 93 Teaching Stations

Calculated:

4,410	Student population / 16.00 = 275 total teaching stations required, minus
182	Existing teaching stations, equals
93	**ADDITIONAL** teaching stations, needed over 5 years to achieve goal.

An additional factor to be considered is whether it is necessary to **replace** existing teaching stations, such as existing portables, the replacement of an existing school considered to be obsolete or replacement of inappropriate spaces currently being used as teaching stations. To determine this part of the district's need, at least a cursory review of the general condition of existing facilities will be necessary. An example that addresses replacement calculations is presented below, along with the addition of all projected teaching station requirements for the sample district.

Example:	**Teacher Stations**
Permanent teaching stations	140

Relocatable Classrooms Teaching Stations		42
Replacement of Relocatable units over 15 years old	22	
Replacement of one elementary school of 450 students (constructed in 1952)	15	
Total Replacement teaching station needs (22 relocatable and 15 permanent classrooms)		37
New Teaching Stations Needed (see previous example)		93
Total New & Replacement Teaching Stations Required		**130**

Once the total required teaching stations has been quantified, the next question is how and where will the needed teaching stations be provided. That is, to what extent will needs be met by constructing new schools, adding to existing schools, or acquiring relocatable units in next five years. Following through with the earlier example, we know we will need to house 660 new students, replace 22 relocatable units and renovate or replace a 15-classroom elementary school.

First, the student growth must be attributed to the appropriate grade level. For purposes of this example, assume the following: Pre-School/Kindergarten: 160 students; Elementary: 260 students; Middle: 120 students; and High School: 120 students. Following through on our example district, assume the agreed on plan is as follows:

Example:

Construct one (1) elementary school (to house 450 students)

Renovate one (1) existing elementary school (of 15 classrooms, about 38,000 SF)

Construct additions to a middle school and high school to eliminate 8 obsolete relocatable classrooms at each school (total 16) plus 4 classrooms to accommodate up to 120 new students expected during the 5-year plan period. Each school addition to be 12 classrooms at about 16,000 SF.

These capital needs should be recorded on the appropriate lines in Questions 10-23 on the Report Form.

The district will already have decided how the increased student population will be housed, that is either through constructing new schools, renovations, additions to existing schools, and/or the use of relocatable classrooms. Costing any of these is made simple by using average square footage and the actual costs experienced in recent construction throughout the Southeast as published by the *National Clearing House for Educational*

Facilities. The square footage and costing factors to be used for calculating the district's capital needs are as follows:

New Schools:
To determine the cost of a new school, first multiply the planned student population by the average square feet per student to determine the total building square feet required.

Average Square Feet Per Student:	
Elementary	140 SF/Student
Middle	160 SF/Student
High	185 SF/Student

These are median averages. The range is: Elementary 125-150 SF/Student, Middle 145-175 SF/Student, and High 170-200 SF/Student.

The total square feet for the facility is then multiplied by the cost per square foot. Costs recently experienced in South Carolina have been as follows:

Average Cost Per Square Foot:*	
Elementary	$175
Middle	$197
High	$207

*Data obtained from National Clearing House for Educational Facilities.
These are median averages again. Use a range of $15 below and above these averages to get a reasonable range of cost.

Example: For a middle school of 1,000 students,
Multiply 1,000 students times 160 SF per student equals 160,000
160,000 SF times $197 per square foot, equals
$31,520,000.

Renovations:
Renovation projects (and therefore, costs) can vary significantly depending upon what is included in the renovation. A full-scale renovation typically includes the following items:

ADA Compliance
Flooring
Electrical upgrade
HVAC
Lighting/ceilings
Painting
Plumbing
Windows/doors

Alarm/computer/communication systems
Roofing
Corridor and other fire rated walls
Fire sprinkler system

Extensive renovation may require an upgrade to contemporary code standards. Design professionals and/or estimators are recommended to assist with these costs. When costs are projected to be high, replacement should be considered.

Additions:

The addition of classrooms is usually a multiple classroom project and often will include other facilities and renovations of some existing spaces as well. Typically, because the project is smaller but demands as much or more attention than new construction, these projects run somewhat higher in average cost per square foot. Design professionals or estimators are recommended to provide cost.

Relocatable Units:

Relocatable units cost vary dependent on whether districts have an existing stock that can be moved about. Code compliance issues such as OSF approval of the manufacturer site work requirements and proper foundation constructions all affect cost. Again a design professional and/or estimator is recommended.

Q30-Q53. Other Facility Needs:

Gymnasiums, cafeterias, and auditoriums normally run higher in average cost per square foot. Administrative areas may be lower. Please consult with your design professional and/or estimator for these cost.

Other miscellaneous (as listed on the form) is intended to include certain types of improvements often made individually rather than part of a general building renovation. These specifically include roofs, HVAC replacements, and energy savings projects. Cost estimates are not offered for these type projects because they vary so greatly. Design professionals and/or estimators are recommended for definition of costs for these type projects.

Q54-Q57. Other Cost Considerations: These cost projections (Q13–Q29) are contract amounts for 2025 school construction. They do not include cost for land, site improvements, roadway improvements, furnishings, design fees, surveys, testing, inspections, or legal fees. Districts may also incur costs for demographers and educational facility programmers as well. Since these cost estimates represent 2025

school construction cost, inflation projections will need to be added into future projections. These additional costs should be shown with capital needs projections on Q54-57.

Q58-62. If a local referendum is being planned, please indicate when it is scheduled and the amount that is being planned or considered during the 5-year plan period.

Q63-67. **Capital Improvements Schedule:**

This Section should set forth the dollar amount of capital improvements in the current (2025/2026) budget and future anticipated improvements, based on the district's best estimate of available resources, including anticipated borrowing. Planned referendums should be noted including estimated date and amount in Q58-Q62.

(2025/26)_____
(2026/27)_____
(2027/28)_____
(2028/29)_____
(2029/30)_____

Q68. Include the total square footage of all buildings within your district**.**

Q69-Q73. These are for informational purposes only and are reported on the CAPITAL NEEDS REPORT FORM.