



PORTLAND PUBLIC SCHOOLS

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Task Force Meeting #1 June 8, 2000 Meeting Summary – Marlys Mock

More than 40 Task Force Members, interested public and staff attended the first Portland Public Schools Best Use of Facilities Task Force meeting on June 8. Sumner Sharpe, facilitator, asked attendees to learn as much as possible over the next few months about current Portland Public School Facilities. He said the Task Force will be asked to make important decisions about the best use of Portland Public School resources.

Welcome

Portland School District Board Chair, Debbie Menashe, thanked Task Force members and explained that the Portland School District has been struggling with these issues since the KPMG audit and their advice is needed to help make important decisions about the future of school district facilities.

Introductions and Expectations

Sumner asked the participants to introduce themselves and describe what they hoped would be the outcome of this Task Force effort. The responses are listed below.

Issues/Opportunities:

- ◆ Maintain and possibly develop additional access to education for special education students.
- ◆ Create the highest and best/most efficient use of facilities.
- ◆ Develop appropriate management systems.
- ◆ Maintain a healthy environment in older schools.
- ◆ Maintain schools as part of the community – neighborhood accessibility to schools – ways to economize while being part of the community.
- ◆ Develop the best use of schools/safety maintenance.
- ◆ Develop an optimum balance of competitive interests.
- ◆ Make sure that education is the main goal and benefit for use of Portland Public School property.
- ◆ Find out how community groups use schools after hours – explore partnerships and cost recovery.
- ◆ Learn about the importance of local schools while addressing cost issues.
- ◆ Find out ways to use facilities to optimum capacity, more of the time.
- ◆ Develop ways that schools could be used to train people for the economy/job market.
- ◆ Develop Jefferson-Humboldt into community facilities.
- ◆ Make sure that facilities reflect what the Task Force is trying to accomplish.
- ◆ Find out what the educational outcomes are of the facilities.
- ◆ Challenge principals – how the outcome will affect programs/communities.
- ◆ Find out about opportunities to leverage community interest in schools:
 - Use of space
 - Save money

- Get money – use existing resources to make money.
- ◆ Closures ←————→ Utilization spectrum.
- ◆ Look into opportunities to use facilities in unique ways – affect on neighborhoods – e.g. SUN School.
- ◆ Look at diversity of uses in school buildings –varying in the ways that they can be used.
- ◆ Analyze and rethink small schools as targets for closure; look at facilities first and look at “small schools” as an option).
- ◆ Review the challenges to maintenance staff.
- ◆ Look at the community use of facilities; facilities as neighbors – International Middle School.
- ◆ Learn more about security / overcrowding.

Background Report

Patty Farrell, Portland Public Schools Communications Director, presented an overview including demographic and enrollment information. She also discussed several educational programs and practices that have changed over the past 10 years, most of which require more space. They include:

- ◆ The recently approved ‘local option’ will add between 1 and 6 teachers to each school. These are classroom teachers, music teachers, counselors and other specialists. Most require additional space.
- ◆ Increase in English as a Second Language students, which require separate classrooms for a “pull-out” program. The district puts ESL classrooms in schools throughout the district.
- ◆ The number of children receiving Special Education services has grown in recent years from 10% to 13% of the total student population. Like ESL, special education programs are decentralized, i.e. provided in lots of schools. Also, there are more types of disabilities now being served. By law, the schools also must provide special education services to children beginning at birth. All of these programs require space.
- ◆ PPS is a regional provider of special education programs; students from the tri-county area come to PPS special ed programs.
- ◆ More schools are going to all-day kindergarten. Many schools now offer it either through Early Childhood Education Centers, or through a fee-for-service, where parents pay tuition for an extra half-day. The district’s goal is to have all-day kindergarten at all schools, for all children.
- ◆ The federal Class Size Reduction Initiative has brought extra teachers into low-income elementary schools to reduce class size at grades 1-3.
- ◆ Other PPS programs that require space include Drug counselors, Title I, Intervention and others.
- ◆ Tutoring programs, including SMART and other reading and math tutoring efforts, require space. The district intends to increase, not decrease, the number of tutors available at the elementary schools in particular.
- ◆ Day care providers offer pre- and post-school programs.
- ◆ SUN Schools – Multnomah County wants as many as 40 SUN schools (Schools Uniting Neighborhoods) that are community-based facilities that stay open longer.
- ◆ 15 PPS schools are Community Schools operated by the Portland Parks Bureau; they are open from 3:00 p.m. until 10:00 p.m. every day for recreation for kids and adults. Other schools are satellite schools with varying hours. After school enrichment programs are offered by parent groups and others at many schools.

Some Recommendations coming from the Strategic Plan (to be presented to the Task Force at the June 29th meeting)

- ◆ Small schools
- ◆ All-day Kindergarten
- ◆ More SUN schools
- ◆ Flexibility
- ◆ Resources for low-achieving schools

Discussion Points:

- ◆ Do home-schooled children have an impact on the attendance? PSU will look at it. Don't think it has big impact on enrollment.
- ◆ PSU – enrollment trends; projected through 2010 – will be available at the June 29 meeting.
- ◆ We should be trying to keep kids in schools.
- ◆ Classroom sizes are shrinking, therefore, need more classrooms.
- ◆ Consider the suburban style –schools with flexible walls, but PPS has older, less flexible space.
- ◆ Existing infrastructure can't support technology in some schools.
- ◆ Alternative education – grown in last 20 years.
- ◆ Magnet schools – original objective was to aid in distribution of minority students.
- ◆ Growth in magnet schools affects where kids go to school (usually affects middle and high school students). 25 percent of students don't go to their neighborhood schools (this number is growing).
- ◆ PPS has an open enrollment policy – if there is room in another school, you can transfer.
- ◆ Is there a consistent way school districts can assess capacity of buildings?
 - Is there a standard, or does every school district do it differently?
 - Need to make choices based on information available but they won't provide all of the answers
 - Are there Best Practice equations available?
- ◆ Education practices change a lot, i.e. demand is redefined often.
- ◆ Build fundamentally good buildings that are modifiable.

Committee Charge

Jim Scherzinger, Chief Financial Officer, presented the charge to the Task Force, as follows: The Task Force is responsible for making recommendations to the superintendent on the best use of the district's facilities to support the teaching and learning goals identified in the district's strategic plan under the demographic and financial conditions facing the district.

Financial Conditions

- ◆ How do \$10 million and State net cost burden relate?
 - \$10 million reduction is a short-term (4-year) goal, set by the PPS School Board; it is not an operating budget item, and PPS is almost there.
 - Long-term goal is to reduce net average cost burden per student for operation of facilities, and that is the Task Forces' focus.

- ◆ Need to reduce District facility cost and/or raise revenues by \$10 million over four years; have raised \$9.6 million, so almost there; also could sell/lease Washington High School. It's a choice –more developable piece of property.
- ◆ Can Blanchard Educational Services (BES Center) be sold given the 99-year lease? Yes, contract with County allows for this.
- ◆ What has happened to reduce net operating cost burden (cost per square foot)?
 - PPS is \$64 per square foot higher than other school districts, in the state, on average, was \pm \$200 but working to get better information.
- ◆ We are not assuming a different allocation from the State? It is a working assumption for this effort.
- ◆ How is the average net cost burden used by the State created?
 - For PPS it is a Catch 22
 - Doesn't take incomes into account
 - Costs are higher here – formula should be adjusted
 - Costs are disadvantages – PPS has a lot of property
 - But there are partnering possibilities – to generate revenue – increase outside sources of income
- ◆ One way to reduce the net burden is to use Salem as a model. They don't have a lot of special programs; all of the schools are the same (efficient from a facilities standpoint), but Portlanders don't want that kind of school district.
- ◆ Has anyone done a cost analysis of a typical school?
 - Lots of variability
 - Other examples of how/why costs vary by district – Jim will bring in those examples at the June 29th meeting
 - Some districts defer maintenance to keep costs down

Task Force Members raised questions about the current deferred maintenance practice of the Portland School District. Pam explained that after the KPMG audit every outstanding (deferred maintenance) work order was collected.

- ◆ 18,000 work orders were outstanding – the work orders were divided by school and looked reviewed with custodians
- ◆ Over half were completed or duplicates – PPS is now having principals sign off on those duplicates or completed work orders
- ◆ PPS is unclogging deferred maintenance log jam
- ◆ PPS is shortly installing new software that will streamline their maintenance management program

The actual backlog of deferred maintenance is much less than KPMG report indicates.

Other discussion points:

- ◆ Will the potential \$10 million savings or earnings be returned to the school or neighborhood they were taken from?
 - District-wide goal, so PPS as a whole will benefit from savings
- ◆ Profit center idea:
 - Encourage schools to save by providing monetary incentives that will benefit them
 - New software systems will be in place for Finance and Human Relations allowing PPS to do a better job of tracking improvements

Demographics

Jim reviewed the studies that will be presented to the Task Force. Jim described the model being developed by Portland State University to project enrollment and other demographic information that will help estimate the changes to schools or their attendance boundaries. This demographic information will be provided at the June 29th Task Force meeting.

Current Building Conditions and Value

This report evaluates the physical condition of each building, estimates the value of the land and building and rank buildings' potential for alternative use. The analysis also will incorporate existing district data on seismic, ADA and fire life safety conditions, identifying conditions that are not in compliance. This report is not yet available electronically and, it does not include a history of each item (i.e. when a gymnasium floor was last resurfaced). The last conditions study was completed in 1991.

Daytime Space Use

Understanding daytime use is important because it drives total facilities capital needs and this report will describe the daytime use of each space in a school of classroom size or larger.

Other Hours/Space Use

The City of Portland and Portland Public Schools is cooperatively developing a study that will analyze space use outside of normal school hours. This includes a description of users, amounts charged, market value of the space, and the district's direct costs of providing the space. Jim indicated that enforcement and fees are inconsistent across the school district. A joint use agreement in place since 1970 and no negotiations are underway at the present with the City.

Discussion points:

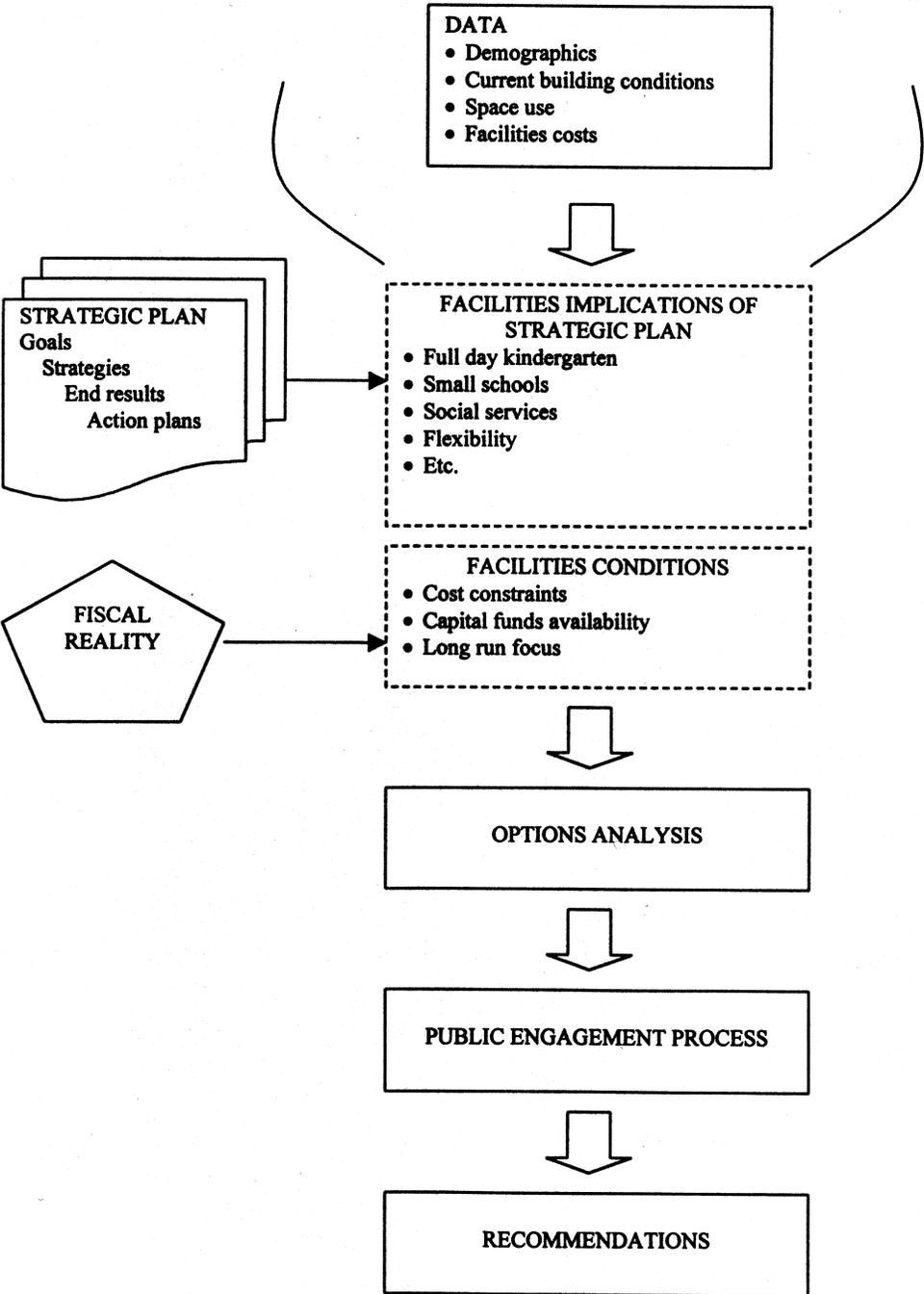
- ◆ Is PPS charging too little to outside users? Parks has a user fee and costs depend on need. PPS should charge full market value of space. It's unpopular, and is not currently being done.
- ◆ What is the value of the space and what are the PPS costs? Studies should provide this information
- ◆ Look at policies and agreements with the City of Portland (for consistency)
- ◆ Should PPS be in the facility business? Could use public real estate trust to lease buildings back to schools
- ◆ Extra hours users – look at P.I.L. as users; in Eugene, the City operates athletic programs
- ◆ Does the City pay for space? No, agreement allows for shared use of each other's facilities.
 - The study will show how much use is being made of each others facilities and the associated costs
 - City charges fees – what criteria are used for charges?
- ◆ Disposition policy – can this be looked at without the limitations of existing policies? Yes, it is up for discussion.

Process Diagram

Jim reviewed a process diagram, which includes data from the studies and looks at the implications of the Strategic Plan recommendations. Options will be analyzed and this fall

a public involvement process will get the communities involved. Based on the feedback and firsthand analysis recommendations will be developed.

PROPOSED PROCESS



Discussion Points:

- ◆ Members of the Task Force indicated that they want to develop and agree upon publicly supported guiding principles, not just goals, in advance of understanding options, etc. Sumner said that the Task Force will identify guiding principles, and will have an opportunity to get feedback from the public on the principles this fall.
- ◆ Members of the Task Force asked if there is/is not a case for closing facilities and what would warrant a facility closure. Members of the Task Force asked for explicit criteria that would warrant closure and asked school district representatives what the outcome might be. The Task Force was asked to provide PPS options based on the guiding principles.

Discussion Points

- ◆ Are the teaching and learning goals clear enough to use here?
 - Teaching and learning goals need translation into facilities.
 - Need to think constructively about how to achieve that – e.g. joint programming with PSU & PCC; new technologies.
 - Politically this process can't wait; need to make progress; phase in community changes over time.
 - Needs teaching, learning goals – be clear of limitations.
 - Amy Spangler (Director of Strategic Plan – Translator) will help the group decipher the Strategic Plan, this will occur in August.
 - Collaborate with other institutions (PCC, PSU, etc.).

Option Matrix

Jim reviewed an option matrix to the Task Force Committee. He explained that the matrix will allow the Task Force to see trade offs using different approaches and will allow the group to assess options.

Committee Charge

Sumner reviewed the proposed principles, practices and procedures for the Task Force including:

Roles

The Task Force is charged with:

- ◆ Recommending a course of action on the best use of facilities to the Superintendent of Schools;
- ◆ Providing advice on community dialogue strategies; and
- ◆ Assisting with efforts to inform the community

Principles

1. Task Force membership will reflect the wide diversity of people and interests in the District.
2. It is expected that Task Force members will commit to staying with this effort from June 2000 through January 2001, or whenever the Task Force's recommendations are developed.
3. All Task Force members will have an opportunity to share "airtime" at meetings.
4. Task Force members are expected to be active participants in meetings, and to help with the community dialogue process.

5. Task Force members are expected to share information with their neighbors, organizations, constituents, etc., and to bring those viewpoints back to Task Force deliberations.
6. If a member cannot attend, an alternate can be seated to represent the organization. However, the alternate(s) should be identified in advance to PPS, and will be added to the mailing list. The same alternate(s) should be present if a member has to miss more than one meeting. An alternate is responsible for being familiar with the process and topics under discussion, and can do this by attending meetings, or communicating with the Task Force member or PPS staff.
7. Task Force members or alternates will take responsibility for their own comments.
8. Divergent views and opinions are expected and are to be respected.
9. The power of the Task Force to affect PPS decisions is by reaching consensus among its diverse membership.

Practices

1. *Decision-Making.* Decisions will be reached through consensus, not through voting.
 - a) Consensus means that all parties can live with a recommendation, though they may not agree with it in its entirety.
 - b) Consensus will be assumed, unless there is objection by a Task Force member
 - c) The Chair of a meeting or the facilitator may summarize what is perceived to be consensus, and ask to see if there is agreement. No response will be assumed to signify assent to the suggestion.
 - d) Straw votes or a show of hands may take place to help determine where things stand, and to help identify issues.
 - e) In the event that consensus cannot be reached at a meeting, a committee of the Task Force with a cross-section of interests could be formed to address the concerns in more depth and then bring the results of that discussion back to the Task Force.
 - f) If consensus cannot be reached, majority and minority perspectives will be identified through a show of hands. Majority and minority opinions will both be represented in the recommendations.
 - g) Once a consensus or majority/minority position is reached, Task Force members should be willing to move on with the process.
 - h) Each Task Force member shall give complete and fair representation of Task Force discussions and decisions when reporting to community groups, policy makers, the press or others.
2. *Meeting Summaries.* A summary of each meeting will be prepared and mailed to Task Force members and others on the mailing list in advance of each meeting.
3. *Leadership.* Task Force Co-Chairs will be responsible for calling the meetings to order, establishing meeting ground rules, recommending closure on topics, and advising on meeting agendas and scheduling.
4. *Facilitation.* Sumner Sharpe will serve as meeting facilitator, allowing the Co-Chairs to participate in the discussions.
5. *Meeting Procedures.* The meeting structure will not follow Robert's Rules of Order, but rely on the goodwill of the Task Force members in working together. The Chair may be asked to make a "ruling" so that a discussion can proceed. A quorum will not

be required for a meeting to take place.

6. *Public Comment.* There will be an allotted amount of time for public comments at the beginning and at the close of each meeting (with the exception of the first meeting). The Chair can set a time limit for each speaker, modify the amount of available time, and/or allow for comments during discussion of specific matters in order to inform the Task Force members of community views on specific items. The facilitator and meeting Chair will monitor and enforce the time constraints.
7. *Technical Assistance.* Resource staff from PPS and other entities and consultants will be available to provide technical assistance as needed.
8. *Meeting Logistics.* Eight Task Force meetings have been scheduled (see next steps/schedule) between June 2000 and January 2001. It is anticipated that each meeting will last for two to three hours.

Task Force Committee comments and questions about the committee charge included:

Discussion points:

- ◆ Spend some time at the beginning of each meeting reviewing the minutes.
- ◆ Post meeting announcements on the website.
- ◆ Invite the media.
- ◆ Consider other locations for meetings.
- ◆ Provide time for the Task Force to take a short break at subsequent meetings.
- ◆ Are there geographic representatives on the Task Force? Yes – S, SW, NW, NE, N, SE.

Contact names and telephone numbers for the Task Force to use if they have any questions between meetings.

Kerry Hampton, 916-2000 x4411, khampton@pps.k12.or.us
John McCormick, 916-2000 x4303, jmccormi@pps.k12.or.us
Judy Dauchy – Community use of buildings, 916-3242, jdauchy@pps.k12.or.us
Steve Stacey, Custodians, 916-3434, staceys@pps.k12.or.us
Patty Farrell, 916-3155, pfarrell@pps.k12.or.us
Jim Scherzinger, 916-3367, jscherzinger@pps.k12.or.us
Pam Brown, 916-3403, pambrown@pps.k12.or.us
Sumner Sharpe, 241-7494 x204 ssharpe@pr-r-portland.com
Marlys Mock, 241-7494 x208, mmock@pr-r-portland.com

Next Steps/Schedule

Sumner reviewed the schedule that includes the following meetings and topics to be discussed at each meeting:

1. Thursday June 8: Welcome, Introductions, Background, Committee Charge
2. Thursday June 29: Enrollment Demographics; Cost of Facilities; Strategic Plan Highlights

3. Thursday July 27: Current Space Use; Current Building Conditions and Valuations/Alternative Use Potential; Preliminary Discussion of Community Dialogue Process
4. Thursday Aug. 24: Community use of Schools & Market Study; Options & Assessment Tools; Community Dialogue
5. Mid September – Late October: Community Dialogue on Best of Facilities
6. Thursday Nov. 16: Dialogue Feedback; and Refine Options/Evaluation Criteria
7. Thursday Nov. 30: Assessment of Options
8. Thursday Dec. 14: Preliminary Recommendations
9. Thursday Jan. 11: Final Recommendations to Superintendent
10. Late January: Superintendent's Recommendations to the Board
11. February: Board Hearing & Action on Recommendations

Sumner announced that the next meeting will take place on June 29 in the L1 conference room at the BES Center and adjourned the meeting.