

Long-Range Facility Plan

SIBC Update

April 15, 2021





pps.net/lrfp



CALENDAR



ENROLL



CONTACT

Facilities & Asset Management

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Department Main Page

• Building Use (Civic Use of Buildings)

Building Use Guidelines-Compliance

Custodial Services

Design Guidelines & Standards

Education Specifications

• Energy & Sustainability

Furniture & Moves

Real Estate

Keep Your Buildings Safe

Long-Range Facility Plan

• Maintenance Services

PPS Site Maps and Data

PPS Site Maps and Data - Internal PPS View

• Project & Construction Management

• School Buildings: Conditions and Characteristics

Warehouse

Long-Range Facility Plan

[Español](#) | [Tiếng Việt](#) | [中文](#) | [Русский](#) | [Soomaali](#)

Overview

Portland Public Schools is currently developing a Long-Range Facility Plan that will align the District's educational vision with future capital planning. At this pivotal moment in history where recent events have catalyzed a growing awareness of systemic racial inequities, the Long Range Facilities Plan represents an opportunity to institute lasting change in Portland's schools which can redefine teaching and learning in our city. We know space is not neutral and the experiences of educational spaces are not universal. Indeed, students' perceptions of built environments are shaped in part by their identities and lived experiences.

The purpose of this plan is to provide inclusive, quality learning environments that support the academic, social, and emotional needs of our students. Successful planning for this outcome will be a synthesis of three areas:

- Current and future educational program requirements
- Enrollment and capacity
- Facility condition

This work is an opportunity to institute lasting change in our schools by re-envisioning teaching and learning environments. Through an authentic, inclusive, and transparent process, we will garner ideas from diverse communities and develop a representative, inspiring vision for the future.

Our socio-spatial inquiry will illuminate the relationship between the built environment and social inequities, reminding us that space matters when evaluating educational equity.

Our Approach


Edit Page

Get Involved/ Stay Involved




Share Your Ideas Now






**Long-Range Facility Plan
Report**

Updated: 2021/03/14
ppr.003/039




**Capital Improvement Plan
Five Year**

Updated: 2021/03/14
ppr.003/039




**Energy & Sustainability
Standards**

Updated: 2021/03/14
ppr.003/039




**Maintenance & Operations Plan
Final**

Updated: 2021/03/14
ppr.003/039




**Ed Specifications
Comprehensive High Schools**

Updated: 2021/03/14
ppr.003/039



**Design Guidelines
Final**


Updated: 2021/03/14
ppr.003/039



**Americans with Disabilities Act
Transition Plan**

Updated: 2021/03/14
ppr.003/039






Long-Range Facility Plan
Report

**UPDATE IN
PROGRESS**


ETA FALL 2021



Capital Improvement Plan
Five Year

**UPDATE IN
PROGRESS**

ONGOING



Energy & Sustainability
Standard

**UPDATE IN
PROGRESS**


ETA SUMMER
2021



Maintenance & Operation Plan
Final

**UPDATE IN
PROGRESS**


ETA FALL 2021



Ed Specifications
Comprehensive High Schools

**UPDATE IN
PROGRESS**


ETA SUMMER
2021



Design Guidelines
Final

**UPDATE IN
PROGRESS**

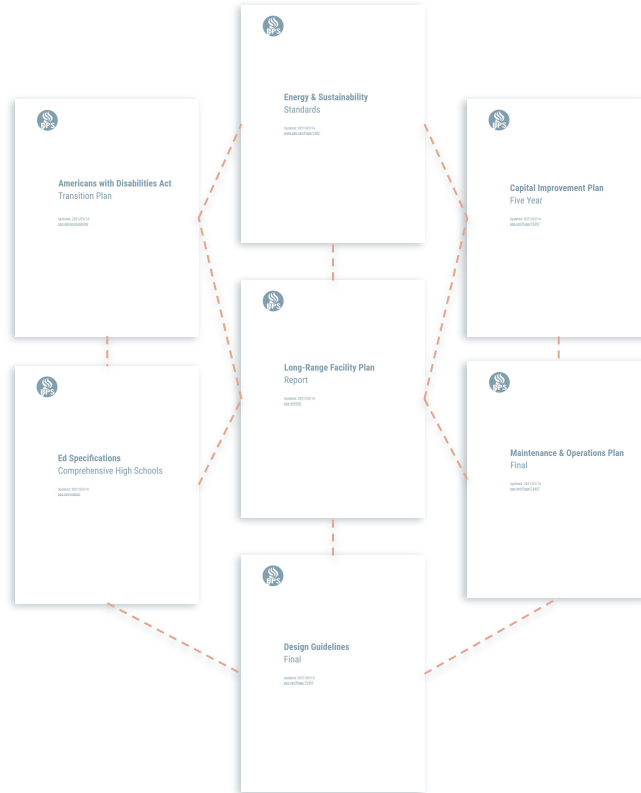
ONGOING



Americans with Disabilities Act
Transition Plan

**UPDATE IN
PROGRESS**

ETA FALL 2021





Outline for Today

- Overview: Long-Range Facility Plan
- Process & Timeline
- Critical Race Spatial Lens
- Outcomes: Key Socio-Spatial Issues



Overview



Purpose

What

- Forecast of the District's facilities needs over the next 10-20 years
- Align facilities needs with the District's educational vision
- A plan that advances racial equity and social justice in education through the built environment

How

- Using Critical Race Theory (CRT) to identify and prioritize capital projects
- Critical race spatial dialogues
- Program-Based Discussions



An alignment of:

Educational Vision

- Education Specifications
- Kindergarten / Pre-K
- PE / Athletics
- STEM | STEAM
- Special Education
- CTE
- Technology
- Community Supports
- Social Emotional Learning

Enrollment & Capacity

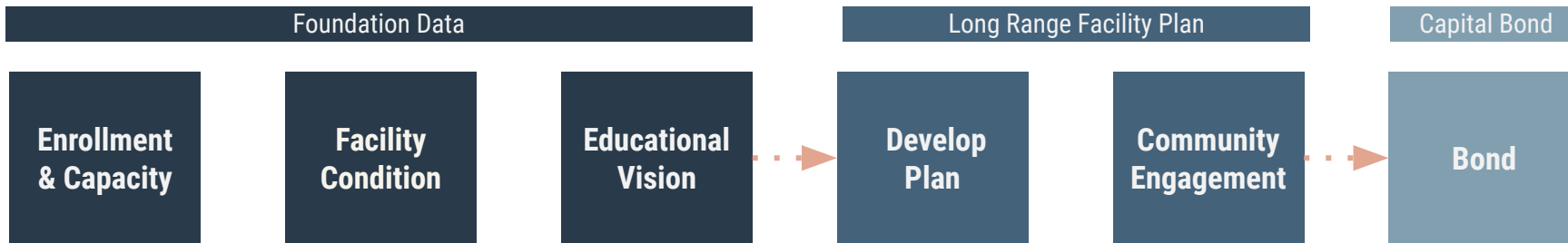
- Growth
- Utilization
- Boundaries
- Consolidation

Facility Condition

- Health and Safety
- Accessibility
- Infrastructure
- Sustainability
- Educational Suitability
- Capital Improvement Plan



LRFP & The Bond



Demographics
Boundary Adjustments*
 School capacity
 Population projections
 Class size goals
 Utilization Rates

Health and Safety
ADA Transition Plan*
 Sustainability
 FCA Analysis
 Seismic

Ed Spec
 Ed Suitability
 Vision:
 > Early learning
 > Pre-School
 > STEM
 > Technology
 > And more

A long-term vision for facilities development to align priorities for District operations and educational programs, in compliance with ORS 195.110. **IE: coordination of the three elements described in *Foundation Data***

Targets alignment between the plan and ***community values***



Long-Range Facility Plan involves:

Core Team

- Direct the process
- Help identify stakeholders
- Establish policy / recommend policy changes
- Support the CRiT Coalition by planning meeting agendas
- Review capital forecasts of educational programs

CRiT Coalition

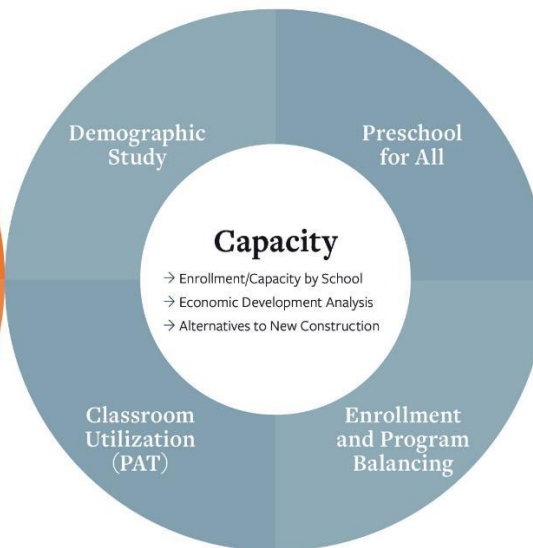
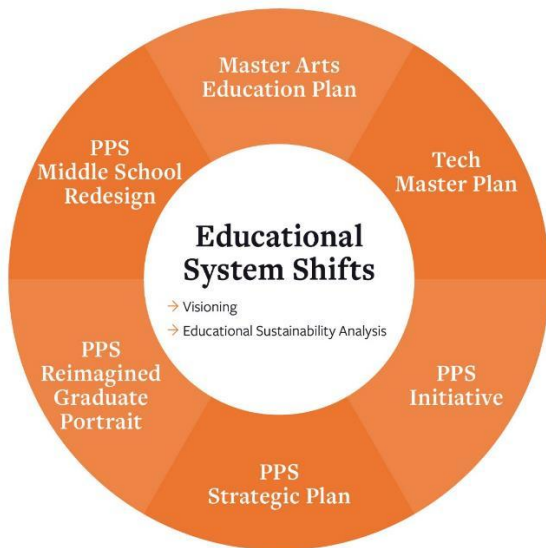
- Use critical race spatial lens to analyze and prioritize the District's capital improvement needs
- Review and guide development of educational program analysis and long range capital improvement plan

Community Dialogues

- Share personal experiences, perceptions & ideas
- Contribute to a richer, more nuanced understanding of socio-spatial issues impacting PPS
- Provide input on issues and emerging themes



Initiatives Impacting the LRFP





Document Outline:

1. Executive Summary

1. Plan Approach
 1. Critical Race Theory
2. Purpose and Process
3. Existing Facility Condition
4. Capacity & Enrollment
5. Vision & Educational Programs

2. Capacity & Enrollment

1. Determining Capacity
2. Existing Building Capacity
3. Target Building Capacity
4. Enrollment Forecast

3. Existing Facility Condition

1. Building Age
2. Facility Condition
3. Operational Recommendations

4. Vision & Educational Program

1. The District's Vision for the Built Environment
 1. Socio-Spatial Foundation
 2. Accessibility & Universal Design
2. Program Forecast & Vision
3. The District's Overall Capital Plan



Phasing & Timeline

Phase I: Listening and Learning

November 2020 – February 2021

Goal: Understand the socio-spatial context of neighborhood schools and the District at large as well as the socio-spatial perceptions, experiences, and aspirations of community members

Phase II: Ideas and Input

February 2021 – May 2021

Goal: Using CRT, synthesize and analyze inquiry findings that reflect the voices and stories of communities and stakeholders in the planning process

Phase III: Action and Accountability

June 2021 – October 2021

Goal: Building on the vision created in phases I and II, this phase will provide a clear course of action for addressing the District's facility needs over the next 20 years



Critical Race Theory



Tenets of a Critical Race Spatial Lens

- **Racism** is embedded and engrained in all aspects of society – including design, architecture, and space
- **Dominant narratives** – like objectivity, neutrality, and colorblindness – act to hide racial and social inequities
- **Space** is not racially neutral
- Advancing **racial equity** in school design and school space furthers social justice in education
- Experiential knowledge, stories, and experiences of BIPOC communities serve as vital socio-spatial **counter-narratives**



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Engagement



Phase I: Listening and Learning

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Community Dialogues

- Share personal experiences, perceptions & ideas
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- Provide input on issues and emerging themes



Guiding Questions for Dialogue Sessions:

- What are your **social identities**?
- How do you **perceive traditional school space** to communicate racial and other social inequities?
- Given your multiple identities and lived experience, how can school space advance **racial equity and social justice**? What are socio-spatial ideas for creating a more welcoming and inclusive experience?



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Outcomes



Emerging Socio-Spatial Issues:

- **Tributes to White Dominant Narratives**
- **Under-representation of BIPOC Communities**
- **Better Reflect Students and Local Communities**
- **Unwelcoming and Gatekeeping School Entrances**
- **School-Community Divide**
- **Monolingual Space**
- **Sterile and Rigid Space**
- **Individualistic Classrooms**
- **Binary and Unequal Space**
- **Marginalized and Hidden Student Space**
- **Inaccessible Playgrounds**



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*“The history and the historical connotations that come with symbols that are portrayed in the school atmosphere and that are used in academic spaces can have racial implications and racist implications.”
(High School Student)*



Emerging Socio-Spatial Issues: History & Place

Moving ahead by honoring the past

🕒 October 21, 2016 11:17 am



Community input is driving the \$112 million Franklin High School modernization that is on schedule to wrap up next summer.

Tagged with: DOWA-IBI GROUP

FRANKLIN HIGH SCHOOL

PORTLAND PUBLIC SCHOOLS

PPS

SKANSKA



Emerging Socio-Spatial Issues: History & Place





Emerging Socio-Spatial Issues: History & Place

Associated Facilities Challenges:

- PPS has a number of school facilities on the national and/or state historic registry, limiting the District's modernization and replacement options
- Many of these historic buildings have large BIPOC student populations, yet the institutional façade of these facilities is unwelcoming to communities of color.
- History registry status limits the District's ability to implement facilities improvements needed to engage, support, and inspire BIPOC students and communities of color.

Potential Solutions:

- Allow existing historical agreements (i.e State Historic Preservation Offices) to expire



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- **Inaccessible Playgrounds**

“At my school, we have many students who use wheelchairs and we have two fully accessible playgrounds. We had to fundraise for it and most schools that have any accessible swings, for example, it's because a parent had to pay for it. So, like that's just like a philosophical design principle. If we design a swing or a roundabout or a resource that a student who uses a wheelchair or has mobility issues would benefit from, it benefits everyone, it doesn't harm or detract.”
(Administrator)



Emerging Socio-Spatial Issues: Accessible Play

Associated Facilities Challenges:

- The district has many aged play structures and inaccessible grounds
- Federal accessibility standards are anemic or silent all together on the accessibility needs of our students

Solution:

- Staff are currently developing guidelines around inclusive play in collaboration with our community (Ed Spec). The Long-Range Facility Plan will then outline an implementation strategy that takes into account existing playground conditions, community and educational vision, and the financial constraints around these improvements.



Emerging Socio-Spatial Issues: Accessible Play




Emerging Socio-Spatial Issues: Accessible Play





Emerging Socio-Spatial Issues: Accessible Play



Ed Specifications
Elementary Programs

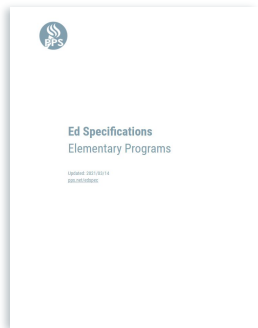
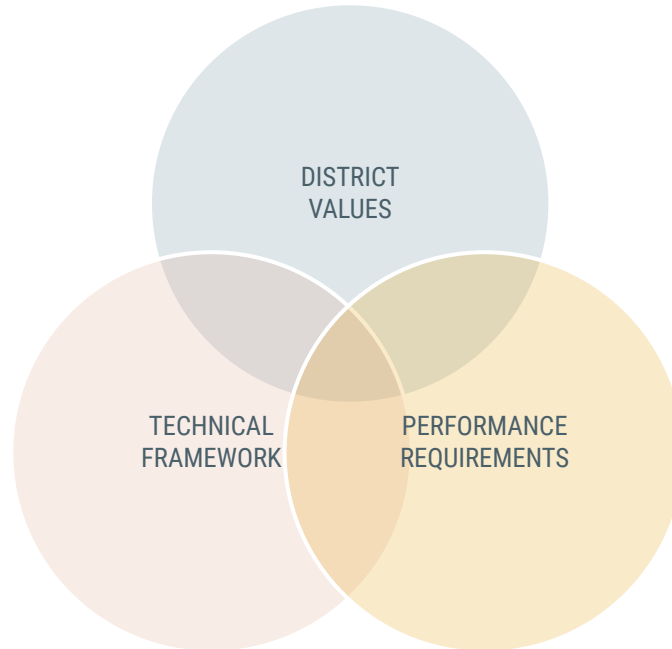
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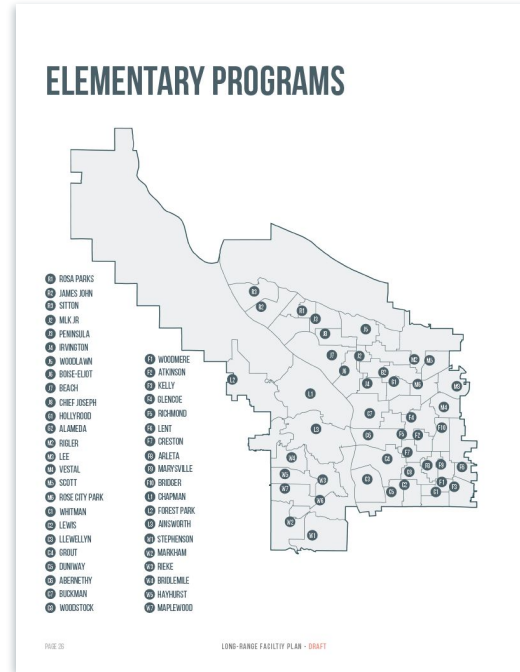
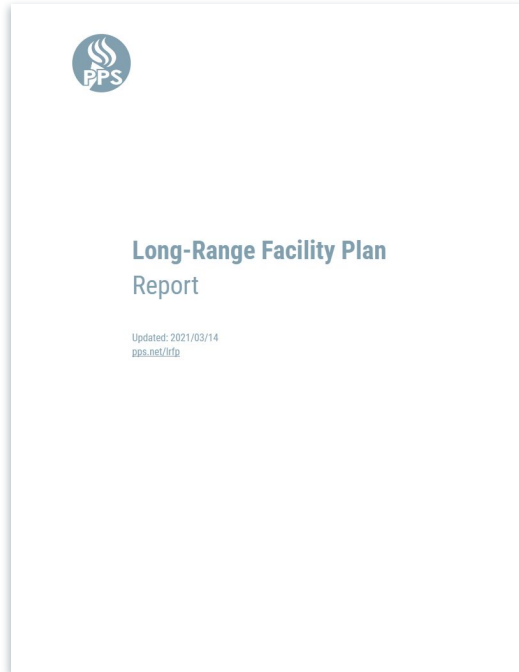
Emerging Socio-Spatial Issues: Accessible Play

PLAY SPACE GUIDELINES





Emerging Socio-Spatial Issues: Accessible Play



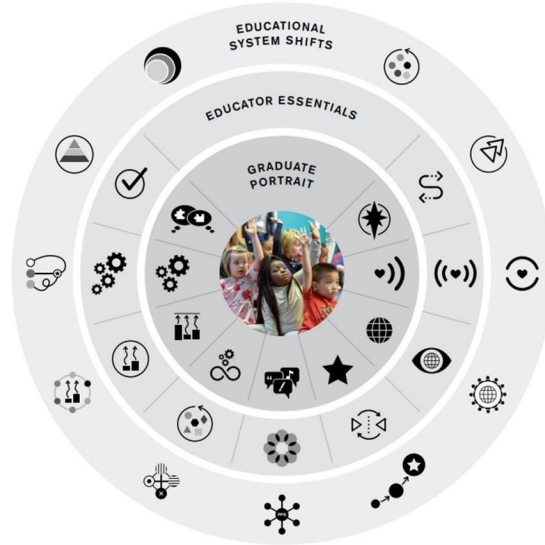


Get Involved



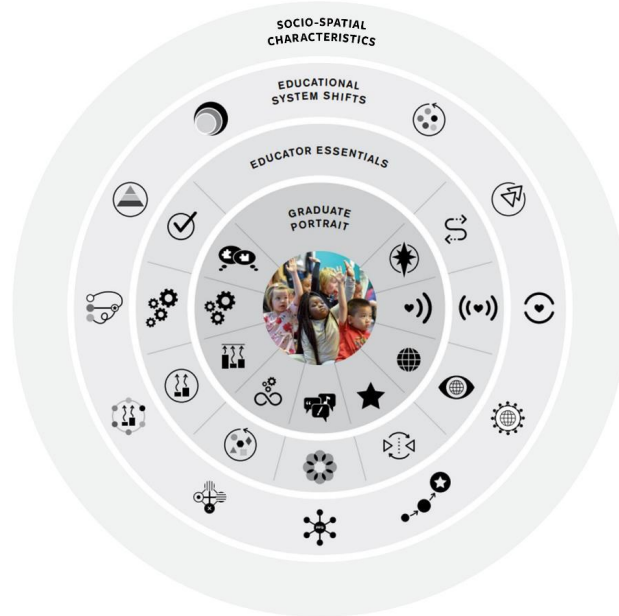
CRiT Summit

- 4/22 - 4:00 - 7:00 PM





CRiT Summit





Questions?



Appendix



Meeting: Long Range Facilities Plan: Program Area Interview - Early Learning

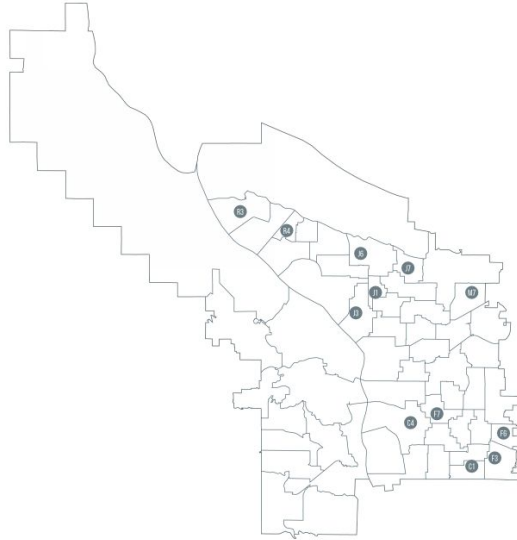
Date: 2021 - 04 - 08

Portland Public Schools is currently developing a Long-Range Facility Plan (LRFP) that will align the District's educational vision with future capital planning needs. Toward this effort, the LRFP project team is meeting with representatives from different program areas to document their short and long-term capital forecasts. In preparation for this meeting, please spend some time considering the following questions:

- Describe the long-term vision for PPS' Early Learning program. How do you see your program evolving over the next 10-20 years?
- To what extent have racial equity / social justice goals informed the development of your program's vision?
- What facilities-related challenges serve as barriers in achieving the long-term vision for PPS' Early Learning program?
- What measures has the District taken to ensure that Early Learning classrooms feel welcoming to BIPOC and other underserved communities? What changes still need to occur?
- Reviewing the maps provided, are the current school-based locations of PPS' Early Learning classrooms strategically situated to optimally serve BIPOC and traditionally underserved communities? Are classroom locations aligned with pre-k enrollment demand or are there neighborhoods with unmet needs?
- Are there any unique accessibility issues that impact your students/families? How are you addressing them?
- What are the biggest facilities-related challenges faced at current Early Learning sites?
- What are your greatest site-based challenges (e.g. drop-off lanes, playgrounds, fields, etc.)?
- Are the District's Early Learning classrooms sized and equipped to support PPS' Tools of the Mind early childhood curriculum, bolstering students' cognitive, social-emotional, self-regulatory, and foundational academic skills?
- Do you foresee any major changes on the horizon that would substantially impact your program's spatial needs over the next 20 years?
- Is the program's vision exclusive to PPS-sponsored early learning programs? Describe your department's role in overseeing other types of early learning programs situated within PPS facilities. Do the following programs factor into the District's long-term vision for Early Learning?
 - o Head Start
 - o Preschool Promise
 - o Preschool programs operated at comprehensive high schools (e.g. Child Development CTE programs)
 - o Before and after school care programs run by licensed providers in PPS facilities
 - o Native Montessori Preschool at Faubion
- In forecasting the long-term facilities needs for Early Learning at PPS, does your program consider the availability of other community-based child-care programs?



EARLY CHILDHOOD EDUCATION

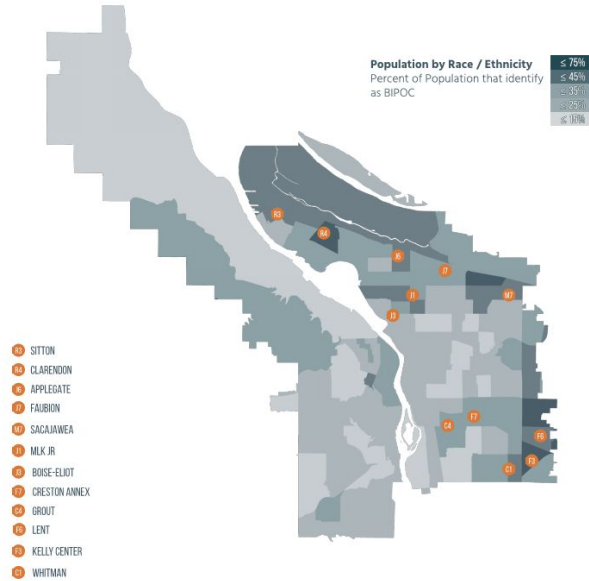


REF	SITE	CLASSROOM COUNT	BUILDING AGE	FCI
J6	APPLGATE	4	67	0.14
J3	BOISE-ELDT	2	95	0.20
R4	CLARENDON	7	51	0.07
J7	FAUBION	5	5	0.00
F6	LENT	2	72	0.26
J1	MLK JR	2	96	0.09
M7	SACAJAWEA	6	69	0.10
C1	WHITMAN	2	67	0.18
C4	GROUT	2	95	0.07
F3	KELLY CENTER	6	56	0.26
F7	CRESTON ANNEX	4	66	0.15
R3	SITTON	2	72	0.14



PERCENT OF POPULATION THAT IDENTIFY AS BIPOC

EARLY CHILDHOOD EDUCATION



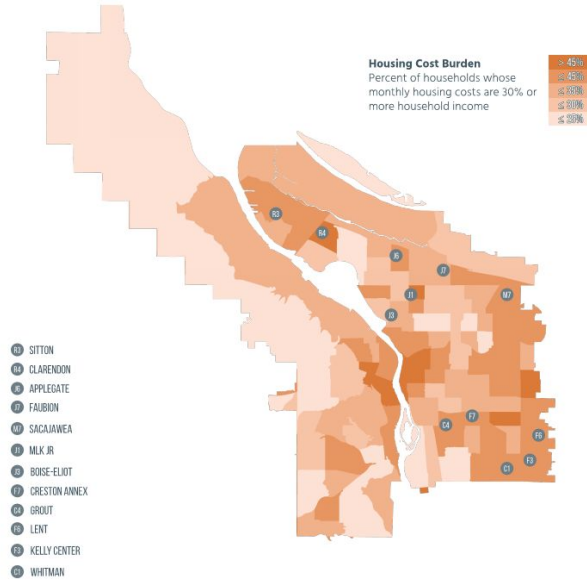
Percent of population out of total population count who identifies as: Black or African American, American Indian and Alaska Native, Asian, Native Hawaiian and Other Pacific Islander, Some Other Race, Two Or More Races, Hispanic or Latino.

Credit
U.S. Census Bureau's American Community Survey (ACS) 2014-2018 5-year estimates, December 2019 Release.



HOUSING COST BURDENED HOUSEHOLDS

EARLY CHILDHOOD EDUCATION



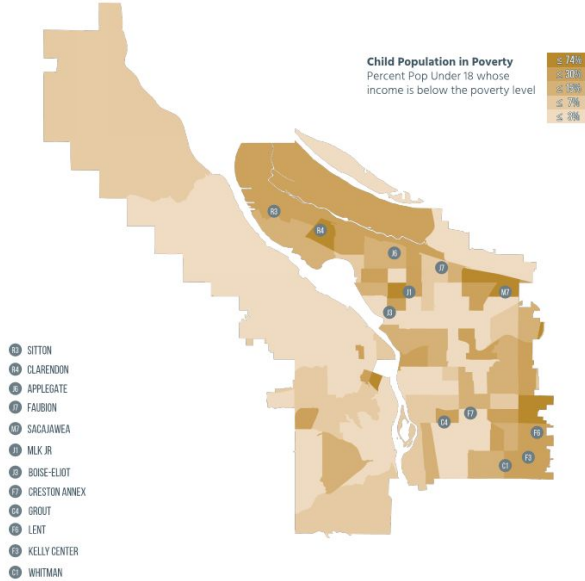
HUD establish cost-burdened families as those who pay more than 30% of their income for housing and may have difficulty affording necessities such as food, clothing, transportation, and medical care. Monthly rent cost include: contract rent, utilities. Monthly owner costs include: mortgage(s), real estate taxes, insurance, utilities. Monthly owner costs include: mortgage(s), real estate taxes, insurance, utilities.

Credit
U.S. Census Bureau's American Community Survey (ACS) 2014-2018 5-year estimates, December 2019 Release.



CHILD POPULATION IN POVERTY

EARLY CHILDHOOD EDUCATION



Percent of children (under 18 years) whose income in the past 12 months is below poverty level.

Credit
U.S. Census Bureau's American Community Survey (ACS) 2014-2018 5-year estimates, December 2019 Release.



BUILDING AGE & FACILITY CONDITION INDEX

ELEMENTARY PROGRAMS

