



**Board of Directors
2015/16**

Larry Pelatt, President	Seat #1	6/30/17
Jerry Jones Jr., Secretary	Seat #2	6/30/17
Bob Scott	Seat #3	6/30/17
John Griffiths, Secretary Pro-tempore	Seat #4	6/30/19
Ali Kavarianian	Seat #5	6/30/19

Doug Menke

Confidential Information Removed

BIOGRAPHY

Doug Menke was appointed general manager of the Tualatin Hills Park & Recreation District (THPRD) in November 2006. He oversees delivery of high-quality park and recreation programs, services and facilities to more than 240,000 people in the greater Beaverton (Oregon) area. The park district encompasses 50 square miles.

His park and recreation career has spanned 31 years, all of it in managerial roles with THPRD. His previous positions were assistant general manager, director of Park and Recreation Services, superintendent of Sports, and Tennis Center supervisor.

Doug is a leader in policy development, change management, and partnership building. In 2008, he spearheaded a successful campaign to gain voter approval of a \$100 million bond measure, which has resulted in a broad array of park and recreational improvements for the public.

Other major achievements during his time as general manager have included updates of the district's comprehensive and strategic plans as well as a service and financial sustainability analysis with emphasis on cost recovery.

Doug is a graduate of the University of Portland with a degree in Business Management. A Beaverton resident, he is active in his community, serving as a board member for the Beaverton Area Chamber of Commerce, Beaverton Urban Redevelopment Agency, The Intertwine Alliance and Tualatin Hills Park Foundation. His background also includes longtime leadership support for the United States Tennis Association.

PROFESSIONAL EXPERIENCE

Tualatin Hills Park & Recreation District, Beaverton, OR

General Manager, 2006 – Present

- Organizes and directs the programs and services of the District
- Provides vision and strategic leadership in the development and implementation of the District's mission, goals and objectives.
- Develops and carries out short and long-range strategic plans that support the Board of Directors' goals.
- Analyzes proposed changes to federal, state/local laws, regulations and rules as well as compliance orders and court decisions affecting the District's financial condition and delivery of public services.
- Prepares, submits, justifies and controls the District's budget.
- Directs the acquisition, planning, construction, improvement and maintenance of all District areas, services and facilities.
- Provides an effective system of continuous interpretation, promotion and publicizing of the services of the District.
- Recruits, selects and employs all personnel.

- Responsible for informing the Board of Directors on matters and issues pertaining to the District and their effects on the community.

Assistant General Manager, 2000 - 2006

- Provide strategic planning, cost effective management, and administration of the District operations and programs including recreation, sports and aquatic activities, maintenance, natural resources, and security operations.
- Assess needs and design and implement new programs that increase effectiveness and accountability of Departments by overseeing and directing work plans and assigning work activities, projects, and programs.
- Serve as District liaison to local and state agencies, community organizations, including Beaverton School District, METRO, Special Districts Association of Oregon, Clean Water Services, Tualatin Valley Water District, Washington County, National Recreation and Park Association.
- Interpret and administer statutes, ordinances, resolutions, and policies.
- Liaison between legal counsel and internal and external District stakeholders
- Review and hire personnel within Division, negotiate labor contracts, prepare performance evaluations, and provide opportunities for developmental training and performance coaching.
- Managed Planning and Development Department operations through 2005.
- Coordinate and approve Division budget.
- Act on behalf of the General Manager in the General Manager's absence.

Director of Park and Recreational Services, 1993 - 2000

- Oversaw planning and coordination of year-round park and recreational activities and facilities, evaluated current needs and trends, and reviewed and hired personnel.
- Ensured the development and implementation of short and long-range strategies for providing services that provide measurable social and economic benefits to the community and quality of life to individuals.
- Participated in high level negotiations with employees union, contractors, consultants, vendors, and other public agencies.
- Reviewed and hired personnel within Division, negotiated labor contracts, prepared performance evaluations, and provided opportunities for developmental training and performance coaching.
- Responsible for Division budget and supervision of Division personnel, technical, and clerical staff.
- Worked closely with other District Divisions, local and state agencies, private sector and community organizations.
- Acted on behalf of the General Manager in the General Manager's absence.

Superintendent of Sports, 1992 - 1993

- Developed, coordinated, and supervised all sports programs, facilities, and personnel.
- Planned, organized, integrated, and oversaw recreation program development, implementation, administration, and evaluation.
- Implemented, monitored, and reviewed service delivery processes to ensure services were cost effective and delivered in a timely fashion.
- Maintained cooperative working relationships with the community; advisory committees, local school districts, and community organizations.
- Prepared department budgets.

Tennis Center Supervisor, 1984 - 1992

- Supervised and organized all aspects of facility management including hiring and training personnel, program development, budgeting, purchasing equipment and supplies, publicity, and community outreach.
- Developed, maintained, and updated a variety of financial, statistical, and other data, reports, and records.
- Researched, identified, and developed marketing and publicity plans and strategies.

St. Johns Racquet Center, Portland Parks Bureau, Portland, OR 1980 - 1984

Manager and Head Tennis Professional

- Supervised and organized all aspects of facility management including hiring and training of personnel, program development, budgeting, purchasing equipment and supplies, publicity, and community outreach.

EDUCATION & TRAINING

Bachelor of Business Administration, University of Portland, Portland, OR

Graduated with honors, cum laude

Played collegiate tennis at the Division One level

National Executive Development School, NRPA, Albuquerque, NM

United States Tennis Association Volunteer Training Program, Washington, DC

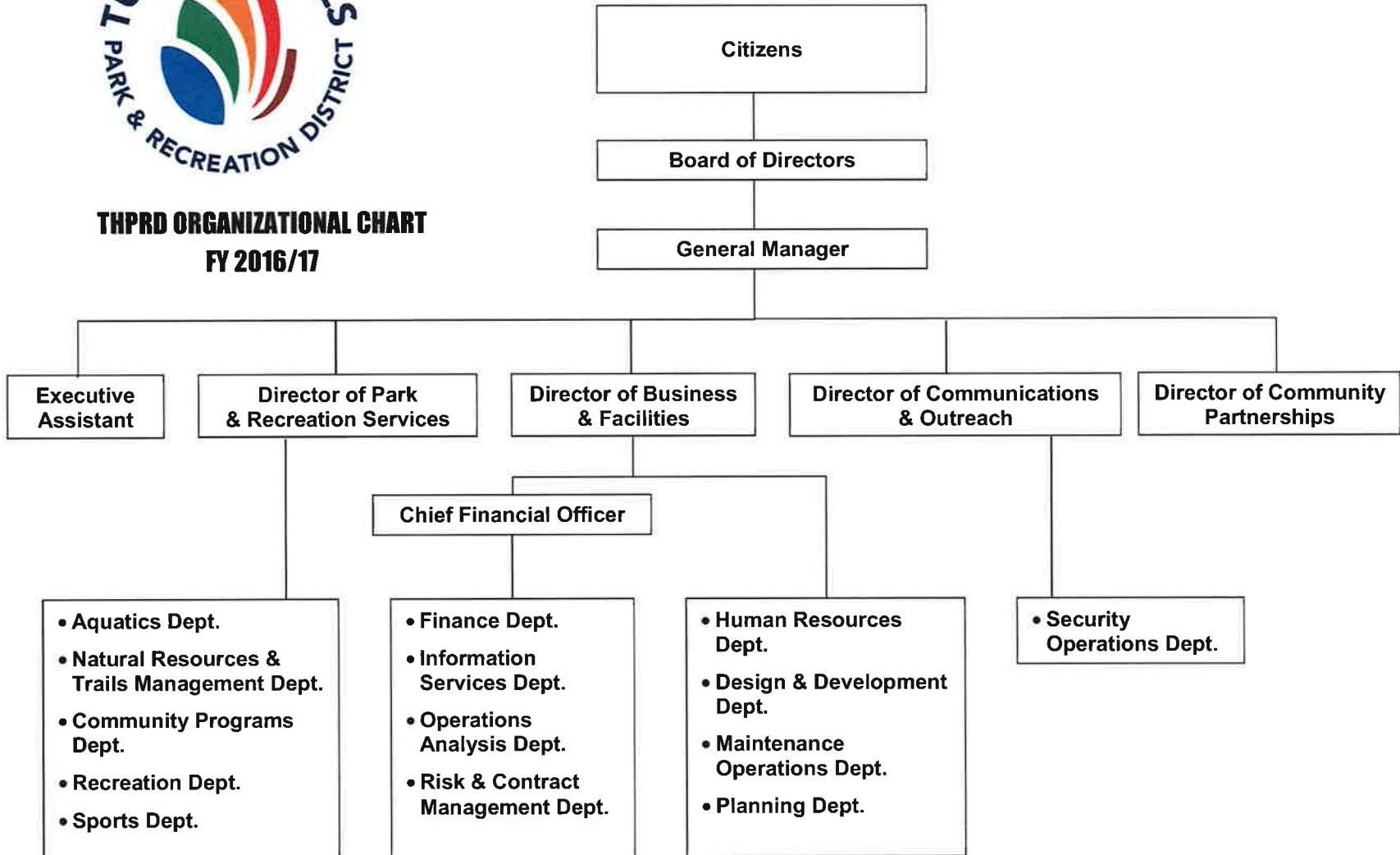
Leadership Beaverton Graduate, Beaverton, OR

COMMUNITY INVOLVEMENT & PROFESSIONAL MEMBERSHIPS

- Beaverton Area Chamber of Commerce, Board Member and district-wide membership
- Beaverton Urban Redevelopment Agency, Board Member
- City Parks Alliance
- National Recreation and Park Association (NRPA)
- Oregon Sports Authority
- Partners for a Sustainable Washington County Community, Board Member
- Special Districts Association of Oregon (SDAO)
- The Intertwine Alliance, Board Member
- Tualatin Hills Park Foundation, Board Member
- Vision Action Network
- Westside Transportation Alliance



**THPRD ORGANIZATIONAL CHART
FY 2016/17**



AISHA PANAS, CPRP

CORE COMPETENCIES

- Recreation Program Management
- Strategic Plan Development
- Public Involvement & Facilitation
- Employee Development
- Public Sector Supervision
- Consensus Development

PROFESSIONAL EXPERIENCE

Tualatin Hills Park & Recreation District Beaverton OR

Director of Park & Recreation Services April 2015 - present

- Provide oversight of five recreation divisions featuring an annual budget of \$17 million and over 290 full time equivalent employees
- Responsible for all administrative functions relating to recreation program activities; aquatics programs; natural resource functions; trails management; sports; volunteer programs; and special events
- Lead districtwide efforts in customer engagement and employee development

Director of Planning/Deputy Director of Planning August 2013 to March 2015

- Provide oversight of the district's 2008 capital bond program including master planning, permitting and construction of park and trail projects
- Ensure coordination with various governmental partners, participate in concept and community planning efforts to ensure adequate park and recreation facilities
- Responsible for land acquisition of park land, natural areas and trail corridors
- Responsible for preparation, maintenance and updates of planning documents and ordinances

Washington County Long Range Planning – Planning & Development Services Division Hillsboro OR

Principal Planner – Community Planning February 2012 to August 2013

- Manager of the Community Planning group in the Long Range Planning section; supervisor of seven senior, associate and assistant planners
- Responsible for development of the Planning & Development Services Division's Annual Work Program
- Provide oversight of major planning studies, urban and rural long range planning, urban growth boundary changes and urban service planning
- Responsible for preparation, maintenance and updates of planning documents and ordinances

Senior Planner / Associate Planner – Community & Transportation Planning

August 2002 to February 2012

- Planned and developed urban and rural land use and transportation plans and policies; coordinated on regional planning projects with local municipalities and partner agencies
- Managed contracts and consultants and supervised project staff on complex planning projects
- Lead planner for long range bicycle, pedestrian and transit planning efforts; responsible for trail and natural area acquisition

EDUCATION

- 2005 Master of Business Administration/Human Resources Management focus, University of Phoenix
1999 B.S. in Community Development/Housing & Economic Development focus, Portland State University

CIVIC/PROFESSIONAL INVOLVEMENT

Certified Park and Recreation Professional (CPRP) – National Recreation and Park Association
Board member, Oregon Recreation & Park Association
Commissioner, Hillsboro Parks and Recreation Commission
Board chair, Westside Transportation Alliance

ERIC W. OWENS

Confidential Information Removed

PUBLIC ADMINISTRATION SKILLS

- Program evaluation
- Consensus building
- Clear writing and speaking
- Public policy analysis
- Project management
- Team leader

PROFESSIONAL EXPERIENCE

- 2007 - present **Superintendent of Recreation
Tualatin Hills Park & Recreation District, Beaverton, OR**
- As a result of a district-wide reorganization, manage all three THPRD recreation centers with an approximate departmental budget of \$4.9 million.
 - Responsible for the recruitment, hiring, training of full-time, regular part-time and part-time staff (100 FTE).
 - Manage and track cost recovery targets for the Recreation Department.
 - Participate in district, county and regional public health task forces.
 - Develop and implement department goals that support THPRD's comprehensive plan.
 - Negotiate and manage the concessionaire contract to operate the Jenkins Estate (68-acre property listed on the National Registry of Historic Places).
 - Supervise the operations of the Cedar Mill Farmers Market.
 - Participate and/or lead district-wide committees providing recommendations for policies and procedures.
 - Negotiated and manage the Silver&Fit and SilverSneakers senior fitness contracts.
- 1997 - 2007 **Superintendent of Sports & Recreation
Tualatin Hills Park & Recreation District, Beaverton, OR**
- Managed the Athletic Center, Tennis Center, and Garden Home Recreation with an approximate departmental budget of \$3.3 million.
 - Responsible for the recruitment, hiring, training of full-time, regular part-time and part-time staff (65 FTE).
 - Served as liaison to the Beaverton School District for facility use.
 - Oversaw the management of the THPRD sports affiliated groups.
 - Developed and implemented department goals.
 - Managed and secured concessionaire contract for HMT Recreation Complex.
- 1994 - 1997 **Recreation Supervisor-Sports Director
Portland Parks & Recreation, Portland, OR**
- Managed city-wide sports program for approximately 50,000 participants.
 - Managed field and gym permit allocation for the Portland School District, Parks & Recreation programs and community organizations.
 - Worked closely with city-wide sports associations on organization of leagues, field usage, field maintenance and sport policy.
 - Worked with the Portland Metro Softball Association on the development of a \$2.8 million softball complex.

- Developed policy for field maintenance.
- Developed and monitored budget of approximately \$1 million.
- Supervised, trained, evaluated and disciplined full-time and part-time employees (15 FTE).

1990 - 1994

**Recreation Supervisor-Center Director
Portland Parks & Recreation, Portland, OR**

- Developed and supervised grant programs for at-risk youth ranging from \$20,000 to \$150,000. Partnerships included State of Oregon Department of Health, United Way and the Housing Authority of Portland.
- Developed budget proposals with support narrative for a large public recreational facility, allocation approximately \$110,000.
- Directly supervised as many as 25 FTE's, including full-time, part-time and volunteers.
- Established and worked closely with neighborhood advisory boards, neighborhood associations and school district staff.
- Directly responsible for the development and publicity of the facilities' programs, with as many as 150 activities and 2,500 participants per week.

1986 - 1990

**Recreation Coordinator II-Assistant Center Director
Portland Parks & Recreation, Portland, OR**

- Wrote job descriptions, recruited, supervised, evaluated and disciplined as many as 30 part-time and contract employees.
- Worked closely with neighborhood associations, school staff, advisory boards.
- Made budget recommendations with justifications to the Recreation Supervisor.
- Prepared management reports such as cash collections and attendance.

1984 - 1986

**Recreation Coordinator I
Portland Parks & Recreation, Portland, OR**

- Supervised part-time employees and volunteers.
- Instructed recreational activities.
- Developed and publicized programs in my area of responsibility on a quarterly basis.

1979 - 1984

**Recreation Leader, Portland, OR
Portland Parks & Recreation**

EDUCATION

Oregon State University

- Bachelor of Science, Business Administration-Management
- Minor: Behavioral Science (Sociology and Psychology)

PROFESSIONAL INVOLVEMENT AND ACHIEVEMENTS

Public Health Task Forces

- 2010-present • Community Health Action Response Team (CHART) member, Washington County
- 2012-present • Community Health Improvement Plan member with Family Care

- 1997-present
 - Beaverton Together
 - Treasurer
 - Vice-President
 - President
 - Board member
- 2012-2014
 - Tournament Director Multicultural Basketball Tournament
- 2008-2009 **Somali Task Force** – Coalition providing support to Somali refugees.

State Games of Oregon

- 2005-2010
 - Chairman
- 1999-2005
 - Board of Directors

Oregon Recreation & Park Association (ORPA)

- 1998-2003
 - State Certification Board Chair
- 1997
 - Awards and Nominations Chair
- 1996
 - President
- 1993-95
 - Board member At-Large
- 1993
 - Young Professional of the Year
- 1992
 - Membership Chair
- 1991-92
 - Board Selection Representative
- 1991
 - Public Relations Chair
- 1990
 - Programming Section President
- 1989/93/94
 - Certification Board Member
- 1987/89/90/98
 - Conference Committee
- 1986
 - Awards Committee

National Recreation and Park Association (NRPA)

- 1997
 - Northwest Regional Council Membership Chair
- 1995-96
 - Northwest Regional Council State Representative
- 1995
 - Selected NRPA Regional Young Intern

- 1998-99
 - Leadership Beaverton
- 1998
 - World Masters Games Site Manager for THPRD
- 1996-97
 - Portland Parks Computer Training Committee
- 1993
 - One of three people from Oregon selected to attend the Academy for Educational Developments Youth Development Committee meetings in Washington, DC
- 1990
 - Portland Parks Budget Committee dealing with Measure 5

Sabrina Taylor Schmitt CPRP

Confidential Information Removed

I am a dedicated, progressive recreation professional, with a strong work ethic with a focus on working relationships and team building. I have over 20 years of professional growth and experience of management of multiple facilities, budget development, customer service, mentoring, revenue generation and cost control. I am a champion of equity in the workplace as well in the programs and services offered.

- | | | |
|----------------------|-----------------------|----------------------|
| ∴ Staff Development | ∴ Organization Review | ∴ Community Outreach |
| ∴ Strategic Planning | ∴ Project Management | ∴ Fiscal Management |

Professional Development

Tualatin Hills Park and Recreation District Center Supervisor I

**Conestoga Recreation & Aquatic Center
Aloha & Somerset Swim Center
Harman Swim Center**

**2015-Current
2011-2015
2005-2011**

Facility Operations

- Development and monitoring budget budgets and capital requests (2.0 Million)
- Development of brochure, newsletter, schedule, and program registration (*population 250,000*)
- Analytical review of operation implementing efficiency improvement and improved service levels
- Developed, measure and evaluate facility and program standards
- Training, mentoring and coordinating volunteers
- Maintained relationships with the community, inter-government relationships and private school programs
- Responsible for accounts payable and receivables for the department
- Maintained relationships with local media outlets, and social networking sites
- Community outreach and special events (Big Truck Day attendance 6,000)
- Working within agencies Master Plan, and Sustainability policy
- Costing experience using Cost Recovery Model (*Dr. Crompton*)
- Working with Park and Recreation Foundation and Advisory Committees.
- Special interest classes, park programs and coordination of volunteers
- Developed and implementing policy and procedure for public agency
- Working with a cross department committees to develop a wide range of district project and policies (*examples but not limited to: Family PRIDE Dance, Seasonal Community Wide Events, Sustainability, Water Fitness, JR Guard, Benefit Committee, Family Assistance, Sustainability Practices, Adventure Recreation, All Staff Picnic, Frequent User Pass, Budget Improvement Team, Cost Recovery Team, Language Assistance and Facility Safety.*)

Staff Development

- Training, mentoring, supervision, development and evaluation of part-time and full-time employees (*20 FTE and 9 FT, union and at will employees*)
- Instructor Tier I training program (*Staff enrichment training program THPRD full time & part time staff*)

Sabrina Taylor Schmitt CPRP

- Development of park district employee orientation program (*developed for 800 employees a year*)
- Coordinate an internal water fitness instructors training program
- Developed a water fitness instructor manual for internal use
- Development of district JR Guard/Swim Aid Student and Instructor Program
- Hire and supervise full time and part time staff
- Cultural Outreach and Staff training: Customers Service, Safety, Best Practices

Aquatics Director

1997-2005

Athletic Club of Bend

- Development of facility staff incentive program (*250 employee full and park time*)
- Development of seasonal all staff training in customer service and leadership skills
- Supervised facility membership sales
- Supervised and managed concession sales
- Experience with daily management of 110, 000 square foot athletic facility
- Assisted in development of emergency action plans
- Worked trade agreements within the community

Professional Development & Awards

- Certified Parks & Recreation Professional CPRP
- Assisting Oregon State committee on developing rules for Wading Pool/Spray Parks Design & Construction and Maintenance and Operation
- Oregon Recreation and Parks Association (ORPA) Aquatics Section President 2004-2006,
- Presenter at ORPA 2012
- Graduate of THPRD Leadership Academy Tier I, II, III & IV
- National Aquatic Management School I & II
- Programing Excellence 2012 ORPA Aquatics Section
- Recreation Parks Association Revenue Development and Management School year I & II, 2016

Technical Skills

- Microsoft Window (Word, Excel, and Publisher)
- Internet and group e-mailing
- Social Media sites: i.e. Facebook , Linkin, Google+ , Instagram, Twitter
- Cloud Based Programing: Prezi presentations, Google Documents
- American Red Cross: Lifeguard Instructor Water Safety Instructor Trainer, Lifeguard, and Water Safety Instructor

Education

B.A. Recreation Management (*Honors Cum Laude & Deans List*) Minor Kinesiology
Western State College, Gunnison Colorado 1997
Internship: Spokane Parks and Recreation 1997
Masters of Public Administration
Portland State University (*cohort 2015, graduation June 2017*)



Fact Sheet 2017

About Us

THPRD is a special park and recreation service district funded primarily by property taxes and program fees. Its service area spans the City of Beaverton and many unincorporated areas of eastern Washington County. The district has won numerous awards for the quality of its programs, facilities and financial management.

Administrative Headquarters

15707 SW Walker Road, Beaverton, OR 97006
(Full list of facilities on next page)

How to Reach Us

503-645-6433 or www.thprd.org
Also on Facebook, Instagram and Twitter

Mission Statement

THPRD's mission is to provide natural areas, high-quality park and recreational facilities, services and programs that meet the needs of the diverse communities it serves.

Board of Directors

Jerry Jones Jr. (President)
John Griffiths
Ali Kavarianian
Larry Pelatt
Bob Scott

Board of Directors Meetings

These are open to the public and typically held at 7 pm on the second Tuesday of each month at the Howard M. Terpenning Recreation Complex, Peg Ogilbee Dryland Aquatic Training Center, 15707 SW Walker Road, Beaverton. Public input is welcome.

General Manager

Doug Menke

Number of Employees

180 full-time, 23 regular part-time, about 600-900 other part-time (varies by season).

Annual Operating Budget

\$48 million

History

THPRD was founded in 1955 by local educator Elsie Stuhr and other visionary citizens. They foresaw that the Beaverton area would grow and benefit from park and recreation services for children, adults and families. An initiative campaign was launched and approved by voters.

THPRD by the Numbers

Area Served.....	50 square miles
Population	About 240,000
Parks with Active Recreational Amenities.....	95
Acres of Parks Owned and/or Maintained.....	2,500
Miles of Trails.....	51 paved, 17 unpaved
Miles of Streams/ Waterways.....	27 miles of streams, 3 lakes
Natural Areas	162 sites/1,491 acres
Swim Centers	6 indoor, 2 outdoor
Recreation Centers.....	6
Senior Centers.....	1
Nature Parks.....	2
Baseball/Softball Fields Scheduled/ Maintained*.....	106
Multipurpose Fields Scheduled/Maintained*	150
Indoor Basketball/Multipurpose Courts.....	10
Outdoor Basketball/Multipurpose Courts	40
Tennis Courts Indoor/Outdoor.....	108
Sand/Grass Volleyball Courts	5
Skate Parks	3
Dog Parks (off-leash)	3
Historic Sites.....	3
Community Gardens	12
Camps for People With Special Needs.....	1

*Includes fields owned by Beaverton School District

Focused on Education, Too

THPRD offers self-improvement classes on a wide variety of recreational topics for everyone from toddlers to seniors. Each year, the district provides about 3,000 unique classes.



**TUALATIN HILLS
PARK & RECREATION DISTRICT**

Facility Directory

Administration Office (HMT* Complex)

503-645-6433
15707 SW Walker Road, Beaverton, OR 97006

Fanno Creek Service Center

503-629-6305
6220 SW 112th Avenue, Suite 100 Beaverton, OR 97008

Aloha Swim Center

503-629-6311
18650 SW Kinnaman Road, Aloha, OR 97078

**Babette Horenstein Tennis Center
(HMT* Complex)**

503-629-6331
15707 SW Walker Road, Beaverton, OR 97006

Beaverton Swim Center

503-629-6312
12850 SW Third Street, Beaverton, OR 97005

**Camp Rivendale/Fanno Farmhouse/
John Quincy Adams Young (JQAY) House**

503-629-6342

Cedar Hills Recreation Center

503-629-6340
11640 SW Park Way, Portland, OR 97225

Conestoga Recreation & Aquatic Center

503-629-6313
9985 SW 125th Avenue, Beaverton, OR 97008

Cooper Mountain Nature Park

503-629-6350
18892 SW Kemmer Road, Beaverton, OR 97007

Elsie Stuhr Center

503-629-6342
5550 SW Hall Boulevard, Beaverton, OR 97005

Garden Home Recreation Center

503-629-6341
7475 SW Oleson Road, Portland, OR 97223

Harman Swim Center

503-629-6314
7300 SW Scholls Ferry Road, Beaverton 97008

Jenkins Estate

8005 SW Grabhorn Road, Beaverton, OR 97007
971-506-3844 (Elephants Catering & Events)

Maintenance Operations North (HMT* Complex)

503-645-3539
15707 SW Walker Road, Beaverton, OR 97006

Raleigh Swim Center (summer only)

503-297-6888
3500 SW 78th Avenue, Portland, OR 97225

Somerset West Swim Center (summer only)

503-645-1413
18300 NW Parkview Boulevard, Portland, OR 97229

Sunset Swim Center

503-629-6315
13707 NW Science Park Drive, Portland, OR 97229

PCC Rock Creek Recreation Facility

503-629-6330
17705 NW Springville Road, Portland, OR, 97229

Tualatin Hills Aquatic Center (HMT* Complex)

503-629-6310
15707 SW Walker Road, Beaverton, OR 97006

Tualatin Hills Athletic Center (HMT* Complex)

503-629-6330
50 SW 158th Avenue, Beaverton, OR 97006

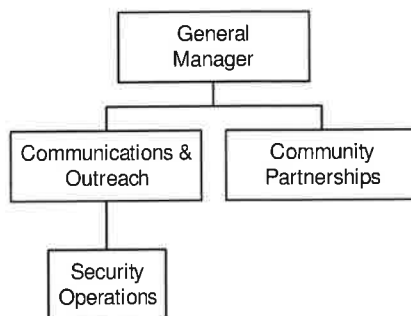
Tualatin Hills Nature Center

503-629-6350
15655 SW Millikan Way, Beaverton, OR 97003



Organizational Overview

The Administration Division



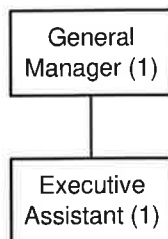
The Administration Division includes the operation of the General Manager’s Office, the executive assistant to the general manager and board of directors, the director of Communications & Outreach, the director of Community Partnerships, and Security Operations. Activities include providing direction, supervision, coordination, fundraising, and general support of THPRD’s operations.

Office of the General Manager

General Manager: Doug Menke

dmenke@thprd.org

503-614-1205



The Office of the General Manager includes the general manager and the executive assistant. The department provides general management of THPRD and implementation of THPRD’s goals.



Organizational Overview

Communications & Outreach Division

Director of Communications & Outreach: Bob Wayt

bwayt@thprd.org

503-614-1218



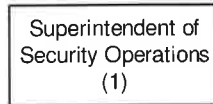
The Communications & Outreach Division is responsible for districtwide communications and marketing including publications, website content, social media and e-newsletters, and advertising. The position directs media relations, employee communications and community outreach activities. It also provides oversight to Security Operations. The director of Communications & Outreach reports directly to the general manager.

Security Operations Department

Superintendent of Security Operations: Mike Janin

mjanin@thprd.org

503-466-8370



The mission of the Security Operations Department is to protect THPRD assets, reduce crime, and provide training and assistance to staff to increase their safety and that of patrons. Through its Park Patrol unit, Security Operations works closely with local law enforcement agencies at the city and county levels. The department also maintains regular working relationships with the Beaverton School District, Portland Community College Rock Creek Campus, and Washington County Animal Control. The superintendent of Security Operations reports directly to the director of Communications & Outreach.



Organizational Overview

Community Partnerships Division

Director of Community Partnerships: Geoff Roach

groach@thprd.org

503-614-4008

Director of Community Partnerships (1)
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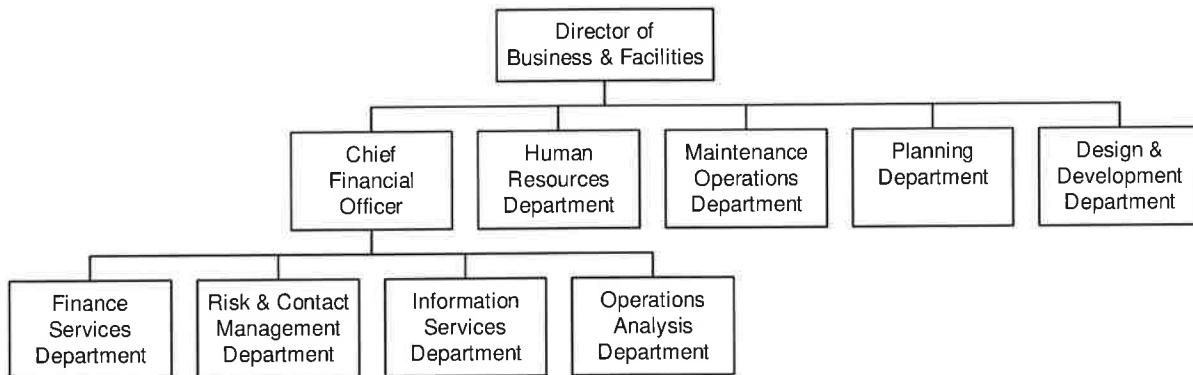
The Community Partnerships Division is responsible for positioning THPRD projects and programs for external investment. The director of Community Partnerships reports to the general manager.

The division is responsible for attracting philanthropy and participation in the form of grants, foundation resources, and individual and corporate investment in THPRD initiatives. The division is attracting partners in ground-level projects and programs that address THPRD's commitment to Access for All. The department assists the Tualatin Hills Park Foundation in activation. It fosters a heightened culture of philanthropy to complement THPRD efforts to serve all members of the THPRD community.



Organizational Overview

Business & Facilities Division



The director of Business & Facilities reports to the general manager and is responsible for all financial, administrative, and facility planning, development and maintenance operations functions of THPRD. The Business & Facilities Division budget includes the following departments: Finance Services, Risk & Contract Management, Information Services, Operations Analysis, Human Resources, Maintenance Operations, Planning, and Design & Development.

Activities of the Business & Facilities Division include budgeting and financial management, maintenance of THPRD's information technology applications and infrastructure, recruitment and personnel management, and promotion of THPRD's safety and risk management programs. Activities also include planning, acquisition, development, and maintenance of all facilities, parks and trails, and management of the capital improvement program (bond funded and system development charge (SDC) funded). The division also monitors THPRD activity for compliance with applicable statutory and regulatory authority, and coordinates land use regulation issues with other local agencies.



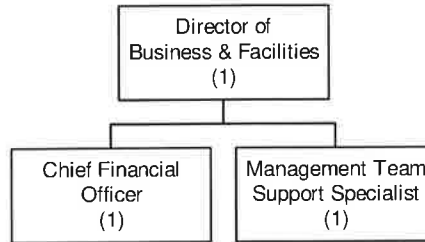
Organizational Overview

Office of the Director of Business & Facilities

Director of Business & Facilities: Keith Hobson

khobson@thprd.org

503-614-1203



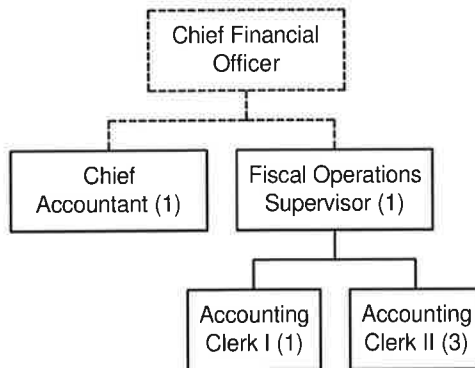
This budget unit supports the activities of the director of Business & Facilities. Activities of the office of the director include the management, either directly or through the chief financial officer, of all departments in the Business & Facilities Division. It also provides legislative advocacy for THPRD at the federal and state levels. The director of Business & Facilities serves as THPRD's Budget Officer and is responsible to the general manager for the annual budget process, and financial and operational advice to the general manager, board of directors, committees and departments. Detail on non-general obligation debt is also maintained within this department.

Finance Services Department

Chief Financial Officer: Ann Mackiernan

amackier@thprd.org

503-614-1210



The Finance Services Department is responsible to the chief financial officer for THPRD's financial services, which includes management and issuance of debt, the investment of public funds and assistance with the annual budget process. The Finance Services Department is also responsible for operational activities, including payroll, purchasing, accounts payable, cash receipts, fixed assets, inventory, and financial reporting for THPRD and the Tualatin Hills Park Foundation.



Organizational Overview

Risk & Contract Management Department

Risk & Contract Manager: Mark Hokkanen

mhokkane@thprd.org

503-614-1212



The Risk & Contract manager is responsible to the chief financial officer and provides the following support to all departments districtwide:

Risk Management provides a comprehensive districtwide program to reduce and/or maintain risk exposures so departments can achieve their strategic and operational goals. Administrative services include ensuring adequate property, casualty and workers compensation insurance coverage; review of service, lease and public improvement contracts, and other risk transfer activities.

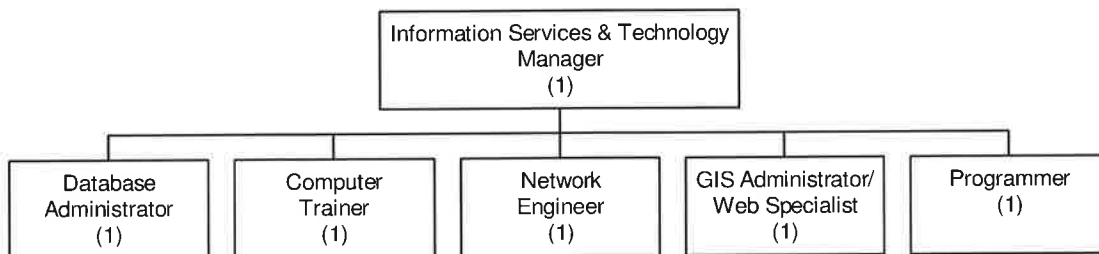
Loss Control & Claims Specialist provides loss control and safety analysis of THPRD operations. Oversees the centralized management of workers compensation, liability and property claims.

Information Services Department

Information Services & Technology Manager: Phil Young

pyoung@thprd.org

503-614-1217



The Information Services manager is responsible to the chief financial officer for maintaining and supporting THPRD's wide area network, Internet and custom application resources.

The Information Services Department provides cost-effective direction for information technology management, including network design and administration, applications development, database administration, web services, IP telephony, call center operations, technical support, training, private cloud management and collaborative services.



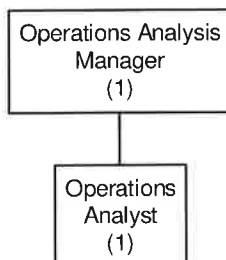
Organizational Overview

Operations Analysis Department

Operations Analysis Manager: Seth Reeser

sreeser@thprd.org

503-614-1215



The Operations Analysis manager is responsible to the chief financial officer and conducts for THPRD's performance measurement, reporting, financial planning, capital budgeting, business planning and management of THPRD's non-financial data.

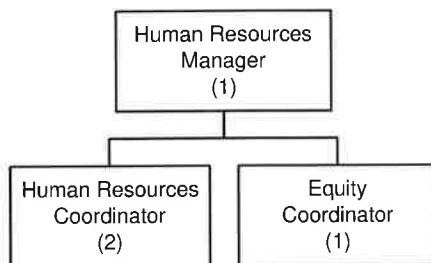
Operations Analysis provides support to THPRD's cross-departmental initiatives. This includes the business planning teams, process improvement committees, cost recovery calculation, and the calculation and adoption of program fees.

Human Resources Department

Human Resources Manager: Nancy Hartman-Noye

nnoye@thprd.org

503-614-1200



The Human Resources manager reports directly to the director of Business & Facilities and is responsible for managing all THPRD personnel functions, providing support to all departments, and ensuring compliance with applicable laws, the collective bargaining agreement and THPRD policies and procedures.

The Human Resources Department provides the following key services: recruitment and selection, classification and compensation analysis, labor relations, diversity and inclusion initiatives, benefit administration, training and development.



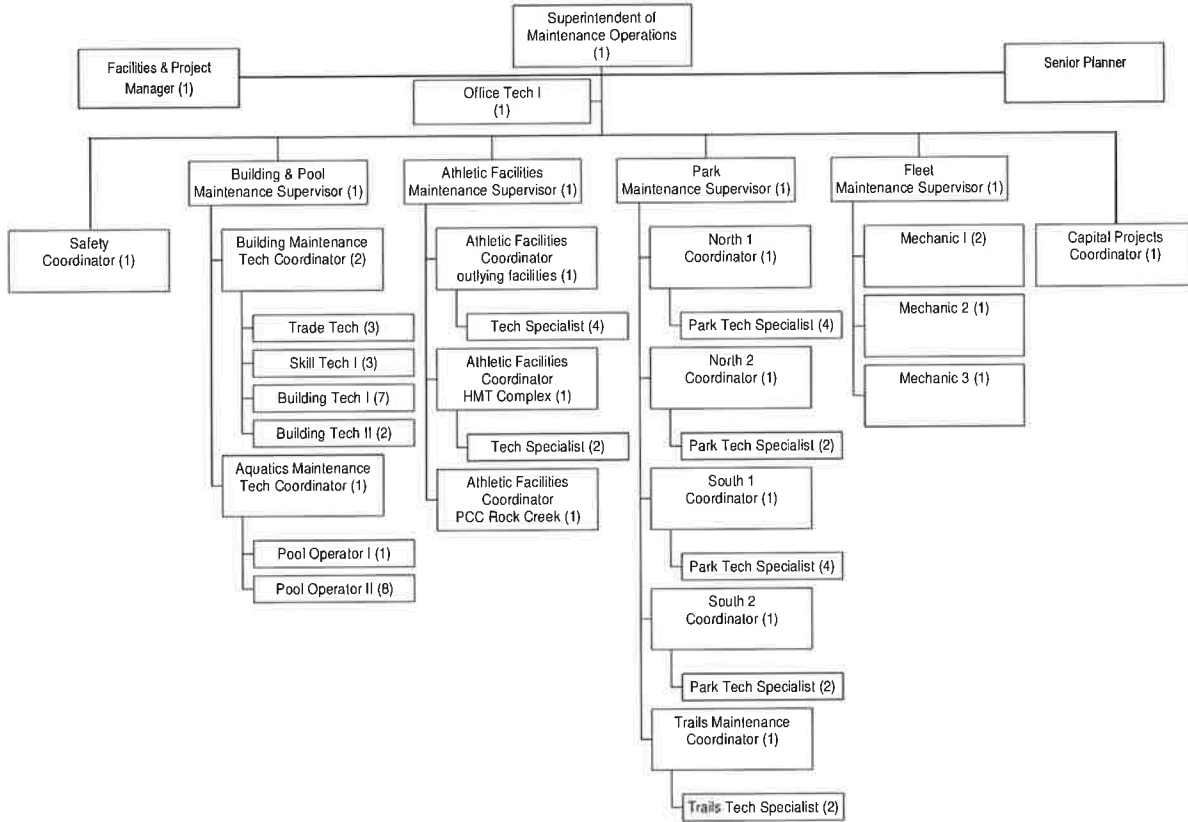
Organizational Overview

Maintenance Operations Department

Superintendent of Maintenance Operations: Jon Campbell

icampbel@thprd.org

503-614-1213



The superintendent of Maintenance Operations is responsible to the director of Business & Facilities for providing and coordinating all maintenance support services to THPRD buildings, pools, athletic fields and courts, grounds and fleet. In addition, the department maintains school, church and community college sports fields, which are available for public use.

Maintenance Operations programs (Park, Athletic Facilities, Buildings & Pools, and Fleet) are managed by supervisors, who report to the superintendent of Maintenance Operations.



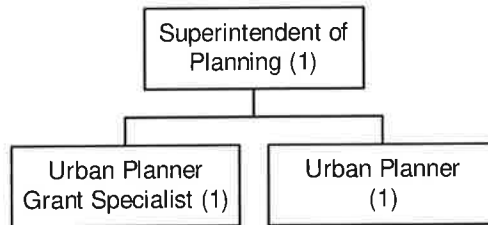
Organizational Overview

Planning Department

Superintendent of Planning: Jeannine Rustad

jrustad@thprd.org

503-614-1206



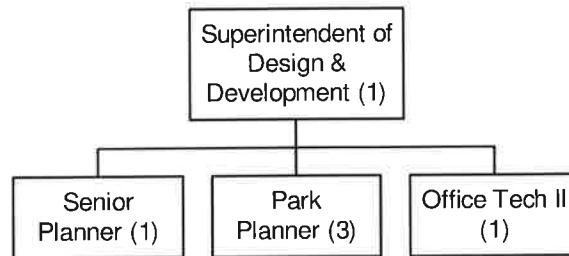
The superintendent of Planning is responsible to the director of Business & Facilities for managing land acquisition activity; managing intergovernmental relations and land use legislation at the state, regional and local level; implementing the grant strategy; and monitoring development applications at the City of Beaverton and Washington County.

Design & Development Department

Superintendent of Design & Development: Gery Keck

gkeck@thprd.org

503-466-3987

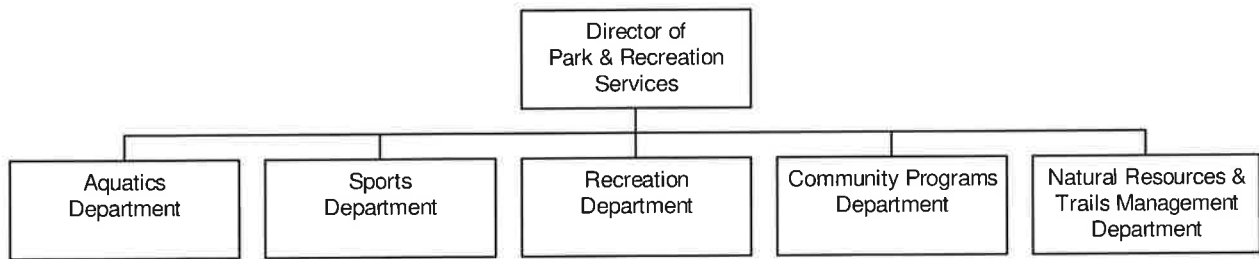


The superintendent of Design & Development is responsible to the director of Business & Facilities. Areas of responsibility for the department include capital project administration, master planning, design and construction of park, trail and facility development.



Organizational Overview

Park & Recreation Services Division



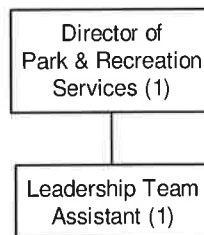
The director of Business & Facilities reports to the general manager and is responsible for all financial, administrative, and facility planning, development and maintenance operations functions of THPRD. The Business & Facilities Division budget includes the following departments: Finance Services, Risk & Contract Management, Information Services, Operations Analysis, Human Resources, Maintenance Operations, Planning, and Design & Development.

Office of the Director of Park & Recreation Services

Director of Park & Recreation Services: Aisha Panas

apanas@thprd.org

503-614-4009



This budget unit supports the activities of the director of Park & Recreation Services.

Activities of the Office of Director budget include the management and supervision of the program staff and the coordination and implementation of the division's activities.



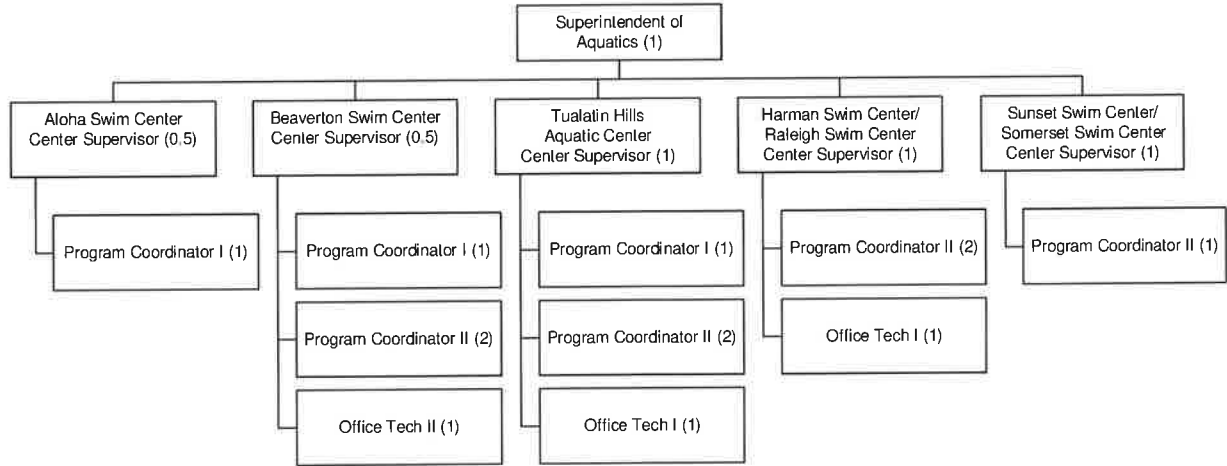
Organizational Overview

Aquatics Department

Superintendent of Aquatics: Sharon Hoffmeister

shoffmei@thprd.org

503-614-1207



The superintendent of Aquatics is responsible to the director of Park & Recreation Services and is responsible for the operation of seven swim centers, their programs, and staff. The superintendent is also responsible for aquatic program oversight at Conestoga Recreation & Aquatic Center.

The Aquatics Department plans, organizes and administers the financial, operational and personnel activities of a comprehensive program including: program development in the areas of instructional, recreational, fitness and competitive aquatics activities; certification courses, senior activities and programs for guests with special needs; supervision and training of staff; and coordinates with the Maintenance Operations Department in the operation of the pools.



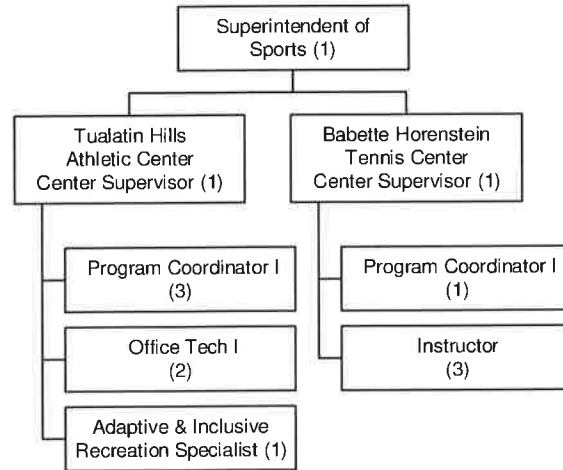
Organizational Overview

Sports Department

Superintendent of Sports: Keith Watson

kwatson@thprd.org

503-466-3982



The superintendent of Sports is responsible to the director of Park & Recreation Services and oversees recreational services for the Tennis Center, Athletic Center, sports fields, tennis courts, affiliated sports organizations, and coordinates the Beaverton School District (BSD) intergovernmental agreement. Additionally, the superintendent of Sports oversees THPRD's inclusion services program, including Camp Rivendale, and the development and implementation of the adaptive recreation program.

The Athletic Center provides as many as 200 diverse programs each quarter, districtwide sports leagues that involve over 20,000 participants and hosts numerous tournaments and special events at several locations. The Tennis Center provides instruction, leagues and tournaments for youth and adults, working with the Greater Portland Tennis Council and United States Tennis Association. This department works with affiliated sports governing bodies, field and program steering committees, coordinating with other departments and the BSD to offer services.



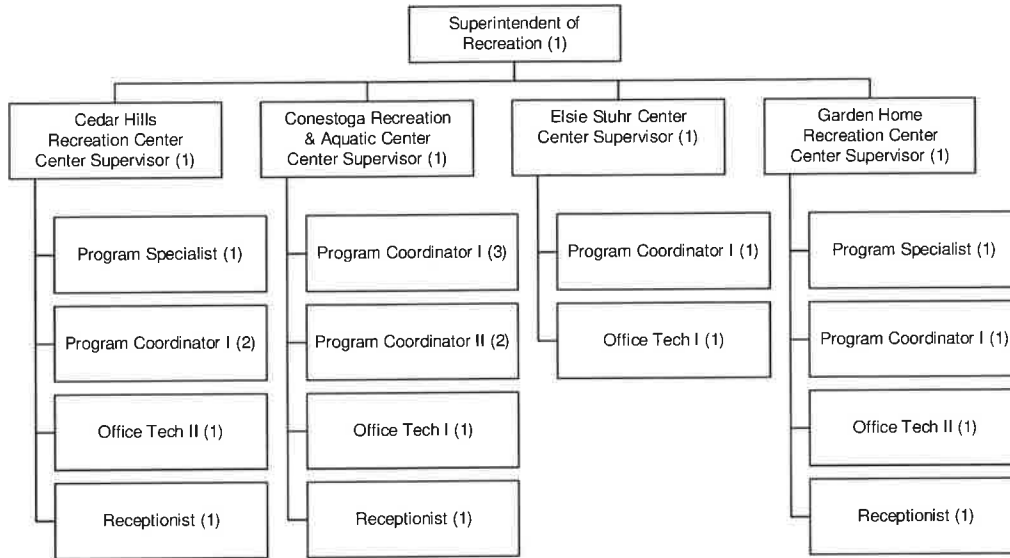
Organizational Overview

Recreation Department

Superintendent of Recreation: Eric Owens

eowens@thprd.org

503-614-1208



The superintendent of Recreation is responsible to the director of Park & Recreation Services and oversees the operation of the four recreation centers, their programs, and staff.

The Recreation Department plans, organizes, and administers the operational and personnel activities of a comprehensive recreation program. These recreation facilities provide as many as 400 diverse recreation programs, special events, and after school programs quarterly. This department also oversees the planning and operation of the Tualatin Hills Rec Mobile program and the Cedar Mill Farmers Market.



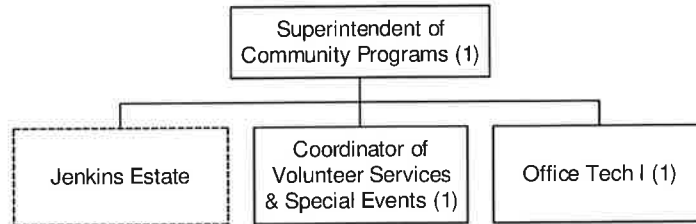
Organizational Overview

Community Programs Department

Superintendent of Community Programs: Debbie Schoen

dschoen@thprd.org

503-466-8373



The superintendent of Community Programs is responsible to the director of Park & Recreation Services and oversees THPRD's Americans with Disabilities Act (ADA) program and transition plan, the Jenkins Estate and Volunteer Services & Special Events.

This department provides programs for the community that include concerts, theater and collaborative events with the City of Beaverton. The department also coordinates volunteer activities including recruitment and placement.

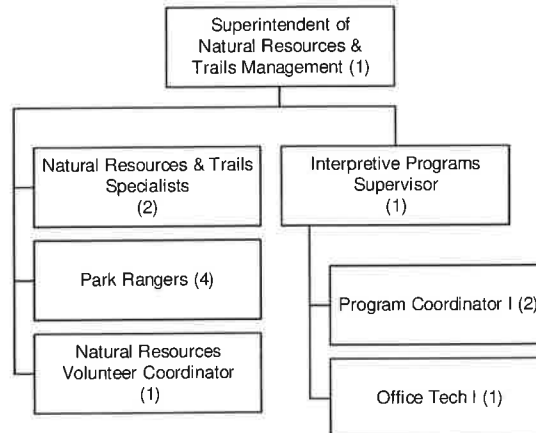


Organizational Overview

Natural Resources & Trails Management Department
Superintendent of Natural Resources & Trails Management: Bruce Barbarasch

bbarbara@thprd.org

503-614-1214



The superintendent of Natural Resources & Trails Management is responsible to the director of Park & Recreation Services. Under the direction of the superintendent of Natural Resources & Trails Management, the Tualatin Hills Nature Center, Cooper Mountain Nature House, and Natural Resources staff operate a coordinated program which uses the Nature Center and Nature Mobile to educate patrons about THPRD's natural resource areas, volunteer opportunities, trails, and environmental education programs.

The Natural Resources Department provides districtwide stewardship of natural areas and environmental education programs, co-manages 60 miles of trails, and 1,500 acres of natural areas in 140 sites, including Cooper Mountain Nature Park and the Tualatin Hills Nature Park and Nature Center.

The department connects patrons with natural areas and community destinations through the Trails Management Program which promotes trail uses, visitor services, and inquiries. The program sets standards, suggests improvements to the trail system, and empowers THPRD to work with community partners and other jurisdictions in addressing trails issues.



Organizational Overview

Directory

Administration

General Manager

Doug Menke, dmenke@thprd.org
503-614-1205

Director of Communications & Outreach

Bob Wayt, bwayt@thprd.org
503-614-1218

Superintendent of Security Operations

Mike Janin, mjanin@thprd.org
503-466-8370

Director of Community Partnerships

Geoff Roach, groach@thprd.org
503-614-4008

Business & Facilities

Director of Business & Facilities

Keith Hobson, khobson@thprd.org
503-614-1203

Chief Financial Officer

Ann Mackiernan, amackier@thprd.org
503-614-1210

Chief Accountant

Kelly Bolin, kbolin@thprd.org
503-614-1202

Fiscal Operations Supervisor

Cindy Hopper, chopper@thprd.org
503-619-3988

Risk & Contract Manager

Mark Hokkanen, mhokkane@thprds.org
503-614-1212

Information Services & Technology Manager

Phil Young, pyoung@thprd.org
503-614-1217



Organizational Overview

Operations Analysis Manager

Seth Reeser, sreeser@thprd.org

503-614-1215

Human Resources Manager

Nancy Hartman-Noye, nnoye@thprd.org

503-614-1200

Superintendent of Maintenance Operations

Jon Campbell, jcampbel@thprd.org

503-614-1213

Facilities & Project Manager

Position Vacant

Senior Planner

Steve Gulgren, sgulgren@thprd.org

503-614-4001

Building & Pool Maintenance Supervisor

Jim Klee, jkleee@thprd.org

503-466-3984

Athletic Facilities Maintenance Supervisor

Troy Schader, tschrader@thprd.org

503-619-3952

Park Maintenance Supervisor

Position temporarily filled by maintenance coordinators

Fleet Maintenance Supervisor

Craig Crawford, ccrawfor@thprd.org

503-466-3985

Superintendent of Planning

Jeannine Rustad, jrustad@thprd.org

503-614-1206

Superintendent of Design & Development

Gery Keck, gkeck@thprd.org

503-466-3987

Senior Planner

Tim Bonnin, tbonnin@thprd.org

503-614-4003



Organizational Overview

Director of Park & Recreation Services

Aisha Panas, apanas@thprd.org

503-614-4009

Superintendent of Aquatics

Sharon Hoffmeister, shoffmei@thprd.org

503-614-1207

Aloha and Beaverton Swim Center Supervisor

Brian Powers, bpowers@thprd.org

503-466-8363

Tualatin Hills Aquatic Center Supervisor

Diana Waterstreet, dwaterst@thprd.org

503-466-8360

Harman and Raleigh Swim Center Supervisor

Heath Wright, hwright@thprd.org

503-466-8364

Sunset and Somerset Swim Center Supervisor

Lori Leach, lleach@thprd.org

503-466-8368

Superintendent of Sports

Keith Watson, kwatson@thprd.org

503-466-3982

Tualatin Hills Athletic Center Supervisor

Julie Rocha, jrocha@thprd.org

503-614-4005

Babette Horenstein Tennis Center Supervisor

Brian Leahy, bleahy@thprd.org

503-466-3983

Superintendent of Recreation

Eric Owens, eowens@thprd.org

503-614-1208

Cedar Hills Recreation Center Supervisor

Lindsay Bjork, lbjork@thprd.org

503-466-8367



Organizational Overview

Conestoga Recreation & Aquatic Center Supervisor

Sabrina Taylor Schmitt, staylor@thprd.org

503-466-8362

Elsie Stuhr Center Supervisor

Patty Brescia, pbrescia@thprd.org

503-614-1209

Garden Home Recreation Center Center Supervisor

Cathi Ellis, cellis@thprd.org

503-466-8365

Superintendent of Community Programs

Debbie Schoen, dschoen@thprd.org

503-466-8373

Superintendent of Natural Resources & Trails Management

Bruce Barbarasch, bbarbara@thprd.org

503-614-1214

Interpretive Programs Supervisor

Kristen Smith, ksmith@thprd.org

503-466-8369

April 11, 2017

Tualatin Hills Park & Recreation District Programs Functional Plan

Board of Directors

Jerry Jones, Jr., President
Ali Kavarianian, Secretary
Bob Scott, Secretary Pro-Tempore
John Griffiths, Director
Larry Pelatt, Director

THPRD Management Oversight

Aisha Panas, CPRP, Director of Park & Recreation Services
Doug Menke, General Manager

THPRD Project Team

Eric Owens, Superintendent of Recreation
Lindsay Bjork, CPRP, Cedar Hills Recreation Center Supervisor
Deb Schoen, CPRP, Superintendent of Community Programs
Sabrina Taylor-Schmitt, CPRP, Conestoga Recreation & Aquatic Center Supervisor
Kristin Smith, Interpretive Programs Supervisor
Michael Egging, CPRP, Community Programs Office Tech

Consultant

Mark Fulop and Fatima Oswald, Facilitation & Process, LLC

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1.0 Introduction

This Programs Functional Plan addresses how THPRD develops, delivers and evaluates the recreational programs it offers to benefit the entire community. The plan provides guidance and structure for programming at THPRD. It is based on districtwide reports and plans, technical data, and includes a wealth of experiential knowledge developed over six decades of programming in the greater Beaverton community. Information used in programming decisions comes from several service determinants: service assessment tools, a cost recovery model, success monitoring, evaluation of facility usage rates (present and future), review of staffing and volunteer data, and the allocation of available financial resources made in the context of other district needs and opportunities. This plan will be updated every 3 to 5 years.

2.0 Background

Tualatin Hills Park & Recreation District (THPRD) continually strives to meet the individual and family recreational needs of its diverse community. We do so in a customer-centered environment with the ultimate goal of supporting healthy lifestyles. To do this, THPRD offers the following quality sports and recreation facilities:

- Two recreation centers
- One recreation & aquatic center
- Five indoor and two outdoor swim centers
- Two nature centers
- One senior center
- One athletic center
- One tennis center
- Two historic sites
- One recreational camp for people experiencing disabilities
- Various community and neighborhood parks, fields, and sport courts

THPRD's recreation centers generally feature:

- Fitness rooms
- Swimming pools
- Gymnasiums
- Adjacent sports fields
- Gymnastics rooms
- Outdoor play areas
- Splash pads
- Multipurpose classrooms
- Preschool and Afterschool rooms

Utilizing these spaces, THPRD offers programs and classes on a wide variety of recreational topics for all age ranges, from newborn to those 55 and better. Each year, the district provides over 3,000 unique classes.

2.1 Guiding Principles

The mission of THPRD is to provide high-quality park and recreation facilities, programs, services, and natural areas that meet the needs of the diverse communities it serves. Our vision is to enhance healthy and active lifestyles while connecting more people to nature, parks, and programs.

THPRD developed the following guiding principles as a basis for making decisions about recreation programs, services, and facilities in the future. Primarily, these guiding principles answer the questions of how, for what reason, why, where, and for whom can THPRD best serve and meet the recreational and sports needs of the community. These guiding principles are based partly on data gathered from a 2012 THPRD survey of community members. The survey gathered and evaluated feedback on THPRD's services. (Survey results can be found in the 2013 Comprehensive Plan Update document)

Guiding principles for staff to consider during program development and assessment:

- We work to enhance healthy and active lifestyles
- We connect (more) people to nature, parks, and recreational programming
- We champion diversity in our programs and services, striving to reach new and underserved communities
- We provide quality sports and recreation programs for all ages, backgrounds, and abilities. Quality programs require quality facilities
- We work to ensure efficient service delivery (to fund park district activities)
- We ensure that there is a public voice in our planning, decision-making, and programming

THPRD will continue to seek community input through surveys, focus groups, and stakeholder interviews when evaluating programs and events. The evaluation of programs is an ongoing process. Staff will obtain feedback for programs at least on a term-by-term basis. Depending on the program, immediate feedback may be necessary. Also, technology and social media will be used to more extensively facilitate efficient and inexpensive information gathering and communication with the public.

2.2 Purpose of Plan

The Programs Functional Plan addresses Goal 2 of the 2013 Comprehensive Plan Update, which directs staff to "Provide quality sports and recreation facilities and programs for park district residents and workers of all ages, cultural backgrounds, abilities and income levels."

The purpose of this plan is to provide guidance and structure so staff can develop recreational programs that meet the needs of the entire community.

Specifically, this plan will guide future decisions related to the following areas:

- Program development and assessment
- Facility use (present and future)

- Staff and volunteer management
- Financial sustainability as related to programming

This plan is guided by the research of the 2013 THPRD Service and Financial Sustainability Analysis, developed by GreenPlay, LLC. The primary goal of the analysis was to establish resource allocation and cost recovery priorities, identify core services, and establish organizational sustainability through a consistent and thoughtful philosophy that supports the core values, vision, and mission of THPRD and its community. Data from this plan, as well as the work of the THPRD Recreation Advisory Committee, guided the development of this Program Functional Plan.

To serve our community, THPRD will rely on community engagement, demographic information, industry trends and other relevant data to inform our programming. We will stay flexible and dynamic as our community's needs change. Achieving a nimble system is a major challenge and a critical goal.

This Programs Functional Plan is an adaptive document, allowing each program area to be evaluated, validated and modified as the district's demographics, resident priorities and resources change.

2.3 Recreation and Leisure Trends

THPRD reviews recreation and leisure trends in a variety of ways. We look at local, national, and global trends.

THPRD utilizes NRPA's Facility Market Reports to review census and marketing data and insights about the direct market served by our facilities. Periodic surveys, Facebook engagement, and program evaluations identify local trends.

THPRD reviews a variety of reports each year to analyze national trends. The Physical Activity Council produces an annual report that tracks sports, fitness and recreation participation, inactivity and spending levels.

Other resources that THPRD uses include the annual National Recreation and Park Association (NRPA) Field Report, the NRPA Connect networking tool, American Engagement with Parks Survey, NRPA Out-of-School Time Survey, Americans' Broad-Based Support for Local Recreation and Park Services report, and The Economic Impact of Local Parks report. Another resource is NRPA's monthly Parks & Recreation magazine.

The Future Trends Team was created as a think-tank for viewing long-term trends and environmental scanning. The team has assembled a report on emerging issues, last updated in 2015. The report touches on issues such as globalization, generations and demographics, climate change, energy, technology, organizational structure and leadership, local governments, park and recreation, dissemination of information and connectivity, and infrastructure.

THPRD programming staff identifies recreation trends annually as part of the midyear budget process. Staff utilizes a tool to identify trends and provide justification for either adopting or not adopting a new a program based on that trend. Staff will determine how these trends relate to THPRD's goals and objectives.

2.4 Demographics and Population Trends

As noted in section 2.1, in November 2012, a survey of community opinions was conducted, measuring and gathering public feedback on THPRD's services. High-level analysis indicated that when asked to rank the top five community issues/problems, respondents stated parks and recreation services should focus on positively impacting healthy, active lifestyles. This reponse topped the list with 68% of households indicating it as being important.

As we plan, community needs should be considered in the context of our changing demographics. The district's population grew from roughly 192,000 to 224,000 residents between 2000 and 2010. However, the average household size of 2.51 persons did not significantly change over that time. It is estimated that the population will continue to grow at rates between 0.9% and 1.4% annually. Community growth is expected to continue, especially within our diverse populations.

In summary, demographic trends and population forecasts to reference for future planning efforts are:

- Areas with the highest levels of population growth between 2000 and 2010 include: the northwest areas (north of Highway 26 and east of 185th Ave.), the north-central section (including areas north of Cornell Road), and peripheral areas in the southwest section (one south of Farmington Road and areas near the intersection of Murray Blvd. and Scholls Ferry Rd.)
- Between 2000 and 2010, the growth rate among younger residents (ages 0-4, 5-9, and 10-14) was approximately 5% lower than the district's overall growth rate
- Age of residents (See Appendix A)
- Birth rates in Washington County and THPRD declined during the 2000s and remained constant through 2010
- Between 2001 and 2010, Washington County had just over 35,000 migrant residents
- Oregon's rapid population growth during the 1990s will not likely be replicated in the foreseeable future because of an aging population
- Nearly 100 languages are spoken in the Beaverton School District
- Fifty percent of the population under 18 years of age within the THPRD service area is non-white
- The U.S. Census Bureau statistics find that 56.7 million Americans (18.7% of the population) have some disability, making people experiencing disabilities among the largest American minority groups in all U.S. regions

2.5 Relationship to Comprehensive Plan

The 2006 THPRD Comprehensive Plan was a guiding document that included goals, visions, and level of service recommendations to meet the park and recreation needs of the district for three to five years. The 2013 Comprehensive Plan Update built upon and updated the 2006 plan. It helped to further the mission of THPRD and determine the additional service needs to be provided in conjunction with other recreation providers.

The 2013 Comprehensive Plan Update resulted in a *System-wide Priority Analysis - 10 Year Plan for Growth (See 2013 Comprehensive Plan Update page 5, Purpose of Plan)*, which focused on immediate, short-term and longer-term capital development and improvement strategies that correspond to the community's unmet needs. The plan also identified priority investments for critical park and recreation services. The Strategic Plan was created in conjunction with a Service & Financial Sustainability Plan.

The plan was developed through a range of planning processes that included:

- Community needs assessment
- Community interest and opinion survey
- Core services identification
- Inventory and level of service analysis
- Demographic implications
- Financial and funding analysis
- Operational, maintenance, and management planning

The plan responds to opportunities and constraints as well as changing community demographics.

2.6 General Funding and Service Area

THPRD has a service area of 50 square miles and over 240,000 residents. Our programs, activities, and events are attended by more than a million people annually.

THPRD functions as a Special Purpose Public Service District (i.e. special district) whose areas of responsibility have been determined through a legislative act. Property taxes are the primary source of funding for the district. The current tax rate as of 2015 is \$1.3073 per \$1,000 of assessed value. Residents living in THPRD's service area are referred to as in-district residents. These are the people whose property taxes provide the primary funding for THPRD operations.

Residents who live outside the THPRD service area are referred to as out-of-district residents. These residents pay additional amounts to utilize fee-based activities in lieu of the property tax revenues not received by THPRD.

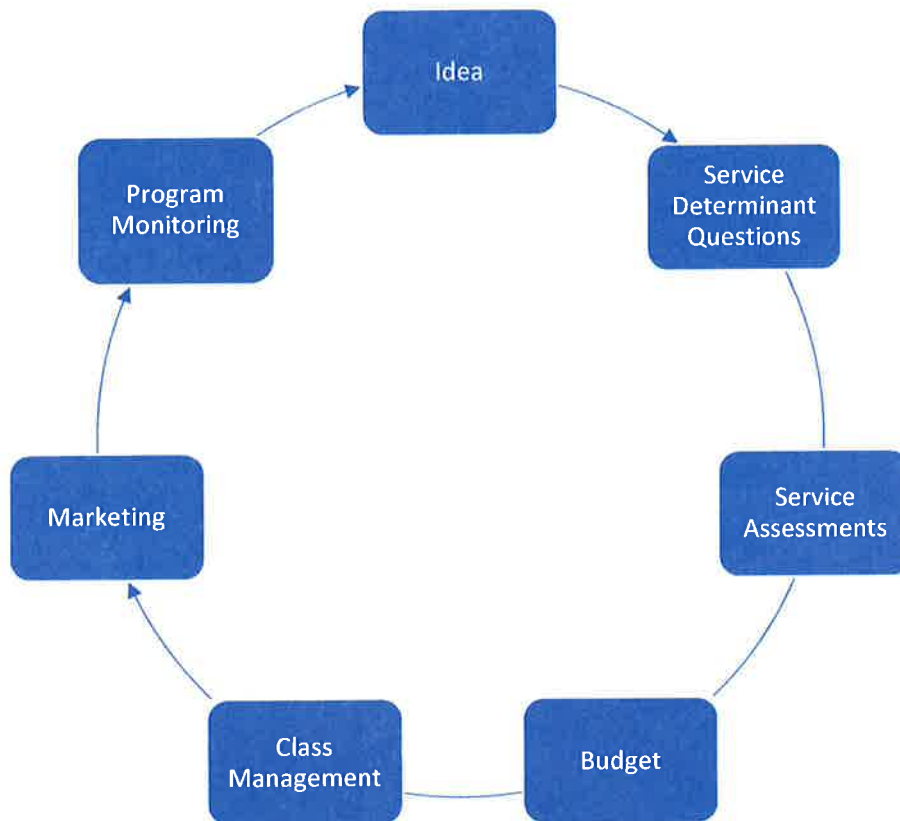
3.0 Implementation and Development

Over time, recreation offerings have evolved into being all things to all people. To become more efficient and economically sustainable, the district conducts evaluations of its programs and services. The district currently offers a wide variety of programs to people of all ages,

backgrounds, and abilities. Utilizing service assessment tools, each department will determine which programs are core to the district’s mission, which are desirable, and those that fall outside the organization’s priorities. Through these assessment tools, the types of recreation programs currently provided will change, as will the quantity and variety of offerings. Programs will focus on those that utilize resources most efficiently and meet community needs.

The Programs Functional Plan lays the groundwork for continuously assessing and reviewing THPRD recreational programming. Assessment will help to ensure that a balanced set of programs and services with central management oversight are being offered that meet the needs and interests of the community. It will also support THPRD’s mission and financial sustainability goals. Traditionally, community need and support has been for programs in recreation, natural resources, aquatics, and sports. Current program evaluations and new program proposals will be reviewed on an ongoing basis utilizing strategies to assist staff in making programming decisions, and in developing a diverse offering of services and programs.

3.1 Program Service Delivery Model



A program delivery model is a systematic and consistent approach to program development, delivery, and monitoring and includes the following:

- Idea: Program inception or design is generated by staff or the community, current industry trends and during program and success monitoring (Section 3.6)

- Service Determinants: Six screening questions used by staff to ensure program or service idea meets district mission and priorities
- Service Assessment: Tools to determine community access, market position, fit, and financial viability (Section 3.3 and 3.4)
- Budget: Allocation of district resources. Planning begins in November and involves several steps, including identifying the category of service and cost recovery goals. Any new funding requests require the approval of a business plan
- Class Management: Development of the class, which includes a lesson plan, program goals, category of service, program fee/calculation sheet (Section 7.0)
- Marketing: Development of the Activities Guide and other promotional material
- Program Monitoring: Monitors success of programs and includes several components, including program evaluations, program observation forms, satisfaction surveys, registration monitoring, cancellation practices, and wait list control (Section 3.6)

3.2 Service Determinants

THPRD asks the following six determinants questions when assessing programs and services offered to the public:

1. Does this program or service meet conceptual foundations of play, recreation and, leisure? (See Section 3.2)
2. Does this program or service meet organizational philosophy, mission, vision, goals and objectives?
3. Does this program or service meet community interests and desired needs?
4. Does this program or service create a participant-focused culture?
5. Does this program or service provide an experience that is desirable for the participant?
6. Does this program or service provide community opportunities?

3.3 Service Assessment

Service assessment tools allow THPRD to focus on delivering high-quality services in a more focused way. The Alternate Service Provider Analysis (See Appendix C) and the Service Assessment Matrix (figure 1) help the district think about these pragmatic questions:

- Is THPRD the best or most appropriate organization to provide the service?
- Is market competition good for the park district community?
- Is THPRD spreading its resources too thin without the capacity to sustain core services and the system in general?
- Are there opportunities to work with another organization to provide services in a more efficient and responsible manner?

Goal

Staff will target areas of service that are specific to the unique needs of individual communities throughout the district. Staff will review services to ensure responsiveness to each unique service area and their socio-economic conditions.

Core Strategies

- Every 3 to 5 years, utilize the Service Assessment Matrix to determine THPRD’s recreation program position in the market relative to appropriate fit, financial viability, taxpayer support, and market strength. The Alternate Provider Services Analysis is used by program staff as needed, to review and assess other service providers that are specific to a location or activity
- On a quarterly basis, monitor all new programs for success and financial viability
- Assess registration and program revenue for new programs allowing a minimum of three terms to achieve target enrollment
- Cancel or replace programs that fail to meet targets after three terms

Figure 1

Service Assessment Matrix © 2009 GreenPlay LLC and GP RED		Financial Capacity Economically Viable		Financial Capacity Not Economically Viable	
		Alternative Coverage High	Alternative Coverage Low	Alternative Coverage High	Alternative Coverage Low
		Good Fit	Strong Market Position	Affirm Market Position 1	Advance Market Position 2
Weak Market Position	Divest 3		Invest, Collaborate or Divest 4	Collaborate or Divest 7	Collaborate or Divest 8
Poor Fit	Divest				9

To determine where a new or existing program lies on the Services Assessment Matrix, the following steps are followed:

1. Determine whether or not the program is a good fit with THPRD’s mission and guiding principles
2. Determine whether or not the program is economically viable
3. Determine the market position of the program
4. Determine whether or not there is alternative coverage

Depending on where a program lies on the Matrix, determines the direction of the program or program idea: advance market position, affirm market position, complementary develop the program, invest in the program, collaborate with others to offer the program, or divest the program altogether.

Fit

Fit is the degree to which a service aligns with THPRD's values and vision, reflecting the community's interests. If a service aligns with the THPRD's values, vision and guiding principles, and contributes to the overall enhancement of the community, it is classified as a good fit; if not, the service is considered a poor fit. For a program to be considered a good fit, it must answer yes to four of the following six questions below. If it does not answer yes to at least four questions below, it is considered a poor fit and should not be pursued.

- Does the program work to enhance healthy and active lifestyles?
- Does the program connect people to nature, parks, and recreational programming?
- Does the program champion diversity and reach new audiences and underserved communities?
- Will the program be a quality sports and recreation program for all ages, backgrounds, and abilities?
- Will the program meet outlined cost recovery goals?
- Does the program have public interest or support?

Financial Capacity

Financial Capacity is the degree to which a service (including a program, facility or land asset is currently or potentially attractive as an investment of current and future resources to THPRD from an economic perspective.

For a program to be classified as economically viable, it must answer yes to four of the following seven questions. If it does not answer yes to at least four of the questions below, it is considered not economically viable.

- Does the service have the capacity to sustain itself independent of General Fund or taxpayer subsidy/support?
- Can the service reasonably generate at least 50% from fees and charges?
- Can the service reasonably generate excess revenues over direct expenditures through the assessment of fees and charges?
- Are there consistent and stable alternative funding sources such as donations, sponsorships, grants and/or volunteer contributions for this service?
- Can the service reasonably generate at least 25% of the costs of service from alternative funding sources?
- Is there demand for this service from a significant/large portion of the service's target market?
- Can the user self-direct or operate/maintain the service without district support?

Market Position

Market Position is the degree to which the organization has a stronger capability and potential to deliver the service than other agencies – a combination of the THPRD's effectiveness, quality, credibility, and market share dominance.

In order for a program to be classified as strong market position, it must answer yes to five of the following nine questions. If it does not answer yes to at least five of the questions below, it is considered weak market position.

- Does THPRD have the adequate resources necessary to operate and maintain the service effectively?
- Is the service provided at a convenient or well-placed location in relation to the target market?
- Does THPRD have a superior track record of quality service delivery?
- Does THPRD currently own a large share of the target market currently served?
- Is THPRD currently gaining momentum or growing its customer base in relation to other providers? (e.g., "Is there a consistent waiting list for the service?")
- Can you clearly define the community, individual, environmental and economic benefits realized as a result of the service
- Does THPRD staff have superior technical skills needed for quality service delivery?
- Does THPRD have the ability to conduct necessary research, pre and post participation assessments, and properly monitor and evaluate service performance, therefore, justifying THPRD's continued provision of the service? (Benchmarking performance or impact to community issues, values, or vision)
- Are marketing efforts and resources effective in reaching and engaging the target market?

Alternative Coverage

Alternative Coverage is the extent to which like or similar services are provided in the service area to meet customer demand and need. If there are no other large (significant), or very few small agencies producing or providing comparable services in the same region or service area, the service should be classified as "low coverage." Otherwise, coverage is "high."

Unfair Competition

It has become somewhat challenging to draw a line of demarcation between those services that are recognized to be the prerogative of the private sector and those thought to be the responsibility of the public sector. Overlap of service production and provision are common. A continuing problem today is the lack of clarification between what sector should be producing or providing which services, therefore, developing boundaries. What is needed is the reshaping of how public and private sector agencies work independent of each other or together in a more effective way, becoming complementary rather than duplicative.

Service lines are blurred due to a variety of factors. Whether it is due to the emergence of new services, not offered before, in response to customer demand, or reduced availability of public funds and therefore greater dependence on revenue generation, these blurred lines sometimes result in charges that the public sector engages in unfair competition practices by offering similar or like services to those of the private sector. These charges result from the resource advantages the public sector has over the private sector including but not limited to immunity from taxation and the ability to charge lower fees for similar or like services due to receipt of subsidy dollars.

Recommended Provision Strategies – Defined (numbers refer to Figure 1)

Affirm Market Position (1) – a number of (or one significant) alternative provider(s) exists yet the service has financial capacity and THPRD is in a strong market position to provide the service to customers or the community. Affirming market position includes efforts to capture more of the market and investigating the merits of competitive pricing strategies. This includes investment of resources to realize a financial return on investment. Typically, these services have the ability to generate excess revenue.

Advance Market Position (2) – a smaller number or no alternative providers exist to provide the service, the service has financial capacity and THPRD is in a strong market position to provide the service. Due primarily to the fact that there are fewer if any alternative providers, advancing market position of the service is a logical operational strategy. This includes efforts to capture more of the market, investigating the merits of market pricing, and various outreach efforts. Also, this service may be an excess revenue generator by increasing volume.

Divestment (3, 4, 7, 8, 9) – THPRD has determined that the service does not fit with THPRD’s values and vision, and/or THPRD has determined it is in a weak market position with little or no opportunity to strengthen its position. Further, THPRD deems the service to be contrary to THPRD’s interest in the responsible use of resources. Therefore, THPRD is positioned to consider divestment of the service.

Investment (4) – investment of resources is THPRD’s best course of action as the service is a good fit with values and vision, and an opportunity exists to strengthen THPRD’s current weak market position in the marketplace.

Complementary Development (5) – the service is a good fit, a number of (or one significant) alternative provider(s) exists which provide the service, THPRD is in a strong market position to provide the service, yet it does not have financial capacity to the agency. “Complementary development” encourages planning efforts that lead to complementary service development rather than duplication, broadening the reach of all providers. Although there may be perceived market saturation for the service due to the number or like services of alternative providers, demand and need exist, justifying the service’s continued place in the market.

Collaboration (4, 7, 8) – THPRD determines that the service can be enhanced or improved through the development of a collaborative effort as THPRD’s current market position is weak.

Collaborations (e.g., partnerships) with other service providers (internal or external) that minimize or eliminate duplication of services while most responsibly utilizing THPRD resources are recommended.

Core Service (6) – these services fit with THPRD’s values and vision, there are few if any alternative providers, yet THPRD is in a strong market position to provide the service. However, THPRD does not have the financial capacity to sustain the service outside of General Fund support, and the service is deemed not to be economically viable. These services are “core” to satisfying THPRD’s values and vision typically benefiting all community members or are seen as essential to the lives of under-served populations.

3.4 Community Inventory

Every 3 to 5 years, THPRD compiles an inventory of parkland and recreation facilities, programs and services in the service area. Staff engages the Community Inventory Matrix when analyzing their programs and services using the service assessment tool. This information is used by programming staff to identify new opportunities for programs and services, as well as potential partners. It is also used by staff to help avoid duplication of services. (See Appendix D)

3.5 Program Goals and Objectives

In addition to the guiding principles defined during the 2013 Comprehensive Update (see 2.1) and annual goals identified by the district’s board of directors, THPRD sets specific goals and objectives for each program area within the Recreation, Aquatics, Sports and Natural Resources departments. These goals are reviewed every 3 to 5 years. (See Appendix B)

3.6 Program and Success Monitoring

Service delivery levels will be monitored through registrations, event participation, and facility usage. Furthermore, program contact hours will be used to ensure that goals are met for providing a variety of programs for various user groups, and meeting cost recovery goals. Success will be measured by program attendance, evaluations, program observations, cancellations and the existence of wait lists. Additionally, success will be evaluated by maintaining the number of program contact hours for each program area each year.

THPRD works toward continuous improvement of programs and services. Tools to regularly monitor quality include: participant evaluation forms, systematic observations of classes, participant satisfaction surveys, user comments (physical forms located at facilities and web-base feedback) and adapting to current trends for continual improvement. It is a thoughtful and rational process in order to determine not only what actions work, but why they work and how to improve them as they relate to our mission, vision, and established program goals and objectives.

THPRD’s success monitoring framework:

1. Assess existing program/service experience. Utilize participant evaluation forms and satisfaction surveys to gauge patron satisfaction. Compared user expectations to established goals and objectives(See Appendix E)

2. Through observation and collected feedback, determine what is missing in the desired experience. Determine what actions could be implemented to improve the experience
3. Implement changes
4. Monitor, analyze, and evaluate results
5. Modify actions accordingly
6. Repeat process quarterly

This plan will identify methods to make monitoring efforts more comprehensive, integrated, and efficient by focusing success monitoring on programming and the effectiveness of service assessment and cost recovery.

Actively managing class enrollment levels can provide options for residents to pursue the program of their choosing, while allowing staff to manage the resources of the facility at an optimal level. The following outlines the processes staff will follow to ensure enrollment numbers, cancellations, and wait lists are monitored and actively managed:

- Two weeks from the start of a class, programmers will evaluate the status of all classes to decide to promote, combine classes, or cancel.
- Any class that has little to no registration will be canceled. However, when patrons are called with a class cancellation notice, alternative options will be made available to attempt to transfer them into another program.
- Low enrollment classes - staff will either combine with the same type of class at another time if possible, or staff will attempt to promote the class through marketing mechanisms including Facebook, the THPRD website, or emailing past participants. Staff will also contact enrolled participants to let them know their class could be canceled to see if they could provide additional participants for the program. Lastly, other facilities will be contacted to determine if they have a wait list for a similar program.
- Some exceptions include well-established programs with a history of late enrollment or new classes. These classes will be canceled three business days before the class start date.
- Many classes and activities have a strong following and fill quickly on registration day or within a few days of registration. This can create long wait lists that can potentially become a barrier for residents to participate in programs that they desire. The active management of wait lists can provide not only options for residents to pursue the program of their choosing but allows staff to manage the resources of the facility at an optimal level.

3.7 Program and Service Statistics

THPRD collects statistics on its programs and services at various intervals: daily, weekly, monthly, and annually. The statistics are available to a variety of staff through reports in THPRD's internally developed Daily Ops software system.

Each facility collects and reviews a variety of data, including but not limited to: registration, attendance, and facility use figures to evaluate their programs. Examples:

- Recreation center: hourly room totals, leases, and rentals
- Swim centers: lesson and drop-in attendance
- Tennis: reservation and tournament attendance
- Athletic Center: league registrations, skate park numbers, etc.
- Natural Resources: trail counts, Nature Center visitors

Annual KPIs at each facility and department are tracked.

- KPIs include: classes offered, classes held, attendance, expenditures, revenue, and cost recovery.

Facility, department, and organization budget targets are monitored and reviewed

- Regular review of period reports
- Midyear projection reporting review
- Fiscal year operating budget development, review, and approval

4.0 Access for All Programming and Community Engagement

All aspects of diversity are important when effectively programming recreational activities in our community. THPRD strives to be responsive to the needs of our residents by effectively communicating with our patrons. Previous work with Portland State University gave suggestions to help improve programming for diverse communities, and further outreach in the future will continue the conversation to make the necessary changes to provide equitable opportunities for recreation. The vision statement for our diversity program is:

“We provide all individuals the opportunity to play, learn, and explore, and all employees and volunteers the opportunity to further the district's mission. We do this by removing barriers to participation, fostering an inclusive culture, and offering programs that celebrate the district's diverse population.”

4.1 Diversity

Population shifts have profound ramifications for the district. If we are to be successful in fulfilling our mission of serving all within our boundaries, we will need to address changes in several categories:

- Programming: Create affordable classes better targeted to the interests of our multicultural residents
- Engagement: To be certain THPRD hears the opinions and values of all cultures in our service area, encourage all populations to serve on advisory committees, volunteer in planning and implementing programs and special events, and marketing programs to specific audiences
- Communications: Determine the most effective means to communicate and market our services to all cultures

4.2 Community Outreach Roadmap

The Community Outreach Roadmap is the first formal outreach plan effort developed for THPRD. The Community Outreach Roadmap provides a strategic focus for outreach efforts and includes community outreach goals, strategies, and suggested approaches. Also, the roadmap gives an overview of the activity-based strategies for outreach in the district, a description of the recommended activities, and a timeline for implementation of the roadmap. The roadmap is designed to ensure a continued commitment to developing inclusive practices for outreach efforts undertaken by the park district. To meet the needs of the diverse and changing community, the district must strive to engage in inclusive outreach practices and open the door wider to include underserved and un-served populations to enable participation from all residents in the community.

The roadmap emphasizes on-going relationship building with community conveners, community partners. In addition, the Community Outreach Roadmap considers diversity and inclusion from a multi-dimensional perspective, including different generations, income levels, abilities, gender identities, sexual orientations, and ethnic and racial identities. The Community Outreach Roadmap advocates for enabling all residents to have access to district programs and activities. Outreach is defined by a strong motivation to provide a high quality of customer service to the public and to include all district residents in the myriad opportunities at THPRD.

4.3 Americans with Disabilities Act (ADA) Transition Plan

THPRD's Americans with Disabilities Act (ADA) Transition Plan was prepared to be consistent with the requirements set forth in Title II of the ADA. The ADA states that a public entity must reasonably modify its policies, practices, or procedures to avoid discrimination against people with disabilities. This report will assist THPRD in identifying policy, program, and physical barriers to accessibility, and to develop barrier removal solutions that will facilitate the opportunity of access to all individuals.

The ADA Transition Plan, adopted by the board of directors in December 2016, is the result of a detailed evaluation of the district's facilities where programs, activities, and services are available to the public. Facilities include the interior and exteriors of recreation centers, swim centers, and administrative buildings, parks, and trails.

The ADA Transition Plan is intended to provide a framework for the continuous improvement of district facilities to serve people with disabilities. Barriers to district facilities will be removed systematically based on established program priorities. It is the intent of the district to address and remove barriers to accessibility in its facilities upon on the immediate necessity of programmatic access, the degree of complexity, and overall cost. The information contained in Chapter 2 of the ADA Transition Plan describes the schedule for barrier removal in the district's facilities. The preliminary schedule represents a 15-year plan for barrier removal.

THPRD does not discriminate on the basis of disability in its hiring or employment practices. THPRD will provide reasonable accommodations to a qualified applicant or employee experiencing a disability.

4.4 Adaptive and Inclusion Recreation

People experiencing disabilities continue to face stigma and exclusion, as well as social and economic marginalization. The need for inclusive, accessible programs for children and adults experiencing disabilities far outpaces available services.

THPRD's Sports Department includes staff focused on adaptive and inclusive recreation. These staff members provide guidance for adaptive and inclusive recreation programs throughout the district. The vision statement for this program area is:

"Tualatin Hills Park & Recreation District promotes the power of choice to enhance the quality of life for individuals of all abilities. We do this by providing diverse, accessible recreation in an environment that promotes dignity, success and fun."

4.5 Mobile Recreation

Mobile programs are currently being used to meet our overarching mission. The objective of mobile programs is to provide opportunities for the community who are unable to attend programs and activities held at our facilities due to obstacles such as proximity, cost, transportation, and registration requirements.

Current outreach programs include the following:

- **Rec Mobile**
THPRD's Rec Mobiles provide free athletic, artistic and educational programs at local schools, parks, and housing complexes. Our two vehicles have been equipped with sports and recreation equipment, arts and craft supplies, and more.
- **Nature Mobile**
The Nature Mobile is a mobile classroom that allows THPRD's Natural Resources staff to bring environmental education programs to schools, parks, libraries and neighborhoods throughout the park district.
- **Wellness on Wheels**
The WOW program brings fitness programs to "55 and better" district residents who are unable to come to the Elsie Stuhr Center for their fitness classes by traveling to THPRD recreation and aquatic centers, independent living facilities, low-income housing facilities, hospitals, local churches, and meeting spaces.

4.6 Scholarship Program

The district will make accommodations for individuals and families needing support by providing financial assistance through the district Scholarship Program. Please refer to District Compiled Policies Chapter 6 - Finance for further information.

4.7 Marketing Plan

THPRD develops an annual Marketing Plan that includes:

- A. Marketing objectives
- B. Situation assessment, to include:

- I. Examination of demographic trends
- II. Economic climate
- C. Market coverage by alternative providers
- D. Segmentation, targeting, and positioning
- E. Marketing mix
- F. Marketing methods
- G. Evaluation criteria and methods.

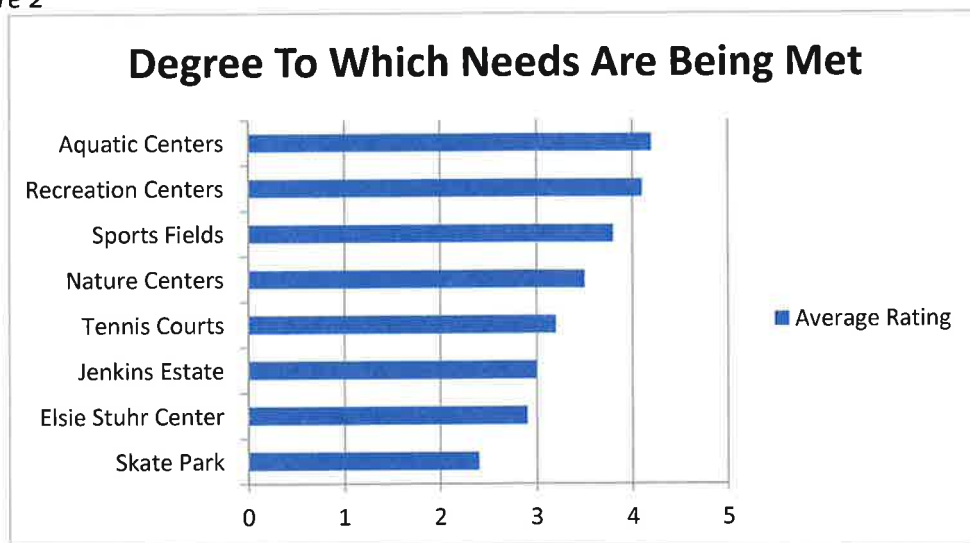
Programming staff works closely with the marketing specialist, communications specialist, and graphics specialist to ensure programs are promoted.

5.0 Existing Facilities

According to a 2012 survey, THPRD received positive ratings about access to its indoor facilities. Program expansion priorities included swimming, fitness, and wellness, which require indoor space. A common theme throughout all indoor facilities was that they are all clean and well maintained. Many of the facilities are aging and are “well loved.” Staff clearly take pride in the facilities they are entrusted to operate, and it is reflected in the level of care provided for the buildings and grounds. Facilities use and planning are two functions included in this plan.

In the survey (Figure 2), the public identified the degree to which needs are being met with the level of current facilities. On a scale of 1 to 5 where 1 = Not at All Met and 5 = Completely Met, respondents indicated the following:

Figure 2



5.1 Facility Use

Annually, THPRD staff will gather and review facility use data. This review assists staff in prioritizing and planning the use of existing facilities. Based on this data, THPRD will be better equipped to make decisions about allocating space per the program and service priorities for

the coming year. Such allocations will also inform the prioritization of maintenance and improvement of existing facilities.

5.2 Program and Facility Planning

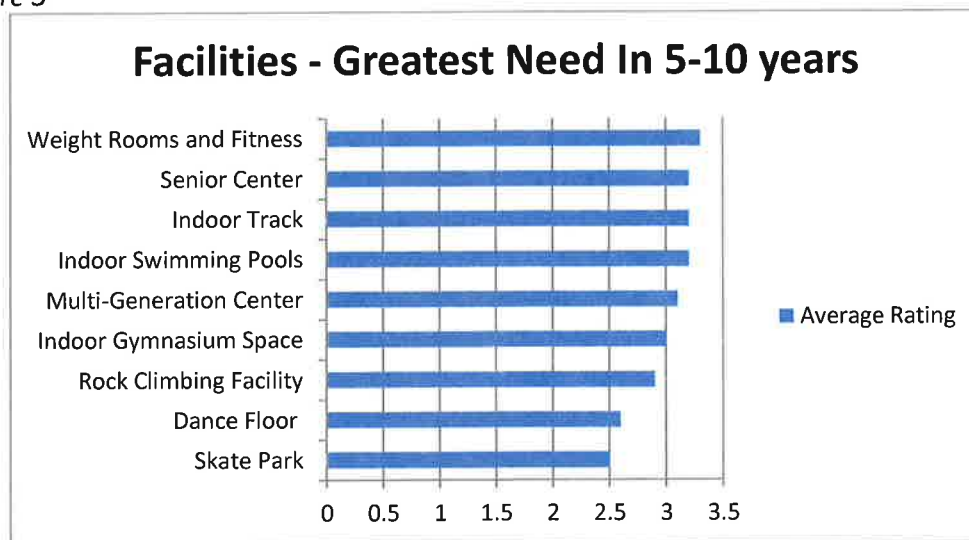
Peak and off-peak times for our facilities should be considered. Staff will consider the following:

- Are there programs that should be divested, thereby freeing up space that could be used by a high demand program?
- Is there additional space to program our high demand core programming during peak times?
- Can a facility be adapted to house additional remolded/modified programs?
- What are the peak programming times at the facility?
- Are there opportunities for partnerships and collaboration?

5.3 Future Facilities

In the 2012 survey (Figure 3), respondents rated the greatest needs of the district over the next 5 or 10 years on a 5 point scale where 1 = “Not at All Important” and 5 = “Very Important”.

Figure 3



When facilities are expanded and new facilities are constructed, it will be imperative for THPRD to consider input from the public. However, staff expertise and knowledge should help drive some of the decisions to ensure that any facility additions or changes will meet the programming needs of that community. Any future facility will not be one dimensional in programming and will instead focus on being a multigenerational and multiuse facility.

6.0 Staffing

THPRD programming staff will strive to attract, train and retain quality employees with a focus on creating a high-performing and diverse workforce. In addition, THPRD will strive to support a

healthy work-life balance environment, while ensuring compliance with federal, state and local employment regulations. In support of this, THPRD will promote diversity in the workforce, provide professional skill development and continuing education opportunities for staff, while also providing management and performance reviews.

The Human Resources Department will recruit from the community to better represent the patrons we serve. To ensure we are attracting the best local talent available, we will need to increase recruitment and hiring to make certain our staff, for all positions (including managerial and supervisory roles) is representative of the diverse population we serve.

6.1 Volunteers

Volunteers play a role in supporting THPRD programming. The volunteer program aims to expand opportunities for involvement in THPRD, and to strengthen volunteerism in our agency and community, for the benefit of the individual, the district, and the community. The THPRD Volunteer Services Program is committed to involving a diverse group of citizens in supporting their community.

Since 2002, THPRD Volunteer Services has existed in support of these goals:

1. To support an effective relationship between paid staff and our volunteers
2. To provide an opportunity for a meaningful experience for volunteers
3. To supplement and expand THPRD programs and services
4. To strengthen involvement and ownership by citizens of their park system

THPRD will continue to encourage and recognize the important role of program and community volunteers in meeting needs.

7.0 Cost Recovery and Fees

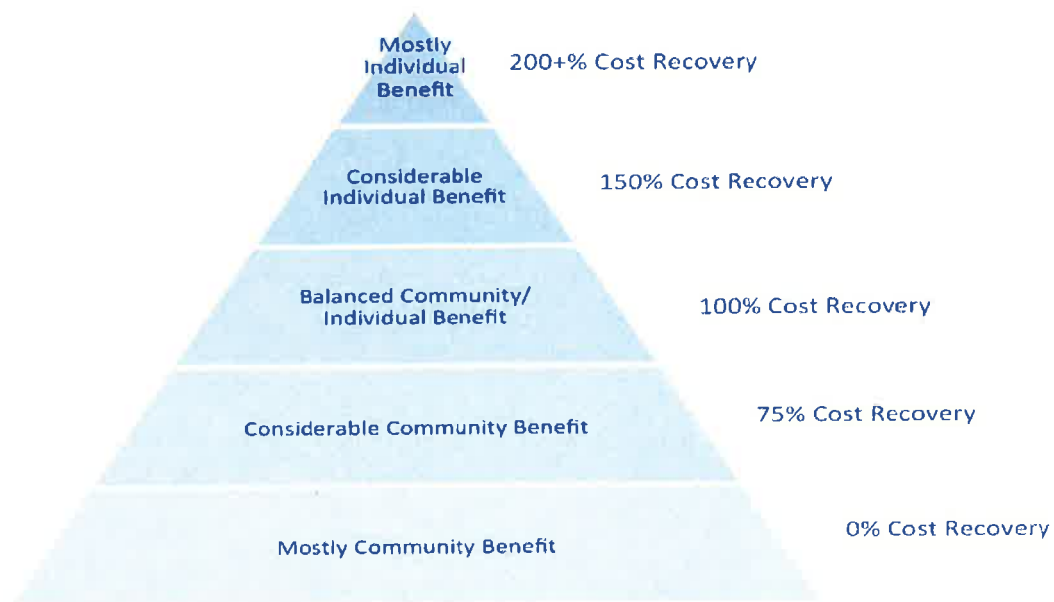
Another goal of THPRD is to create a balanced cost recovery model that identifies and establishes financial accountability and sustainability goals, while equally supporting the core values, vision, and mission of the district and the community it serves. As community need grows and evolves, the district will continue to approach the allocation of taxpayer funds thoughtfully and responsibly to maintain the quality standards established for our programs and services.

By focusing on community benefit, we have established a cost recovery and pricing model that meets our core values as stewards of the public dollar and as a quality service provider.

7.1 Cost Recovery Methodology

A pyramid methodology (Figure 4) is used to sort categories of service and determine cost recovery targets. The pyramid details cost recovery and subsidy goals corresponding with the benefit received by the community.

Figure 4



- Tier I: target 0% cost recovery - mostly community benefit
- Tier II: target 75% cost recovery - considerable community benefit
- Tier III: target 100% cost recovery - balanced individual and community benefit
- Tier IV: target 150% cost recovery - considerable individual benefit
- Tier V: target 200% cost recovery - mostly individual benefit

See Appendix F for full Cost Recovery Pyramid

7.2 Tier Reclassification

There may be an occasion where staff or the community feels that a program or activity should be moved from its current tier location to another. A request for a tier reclassification will need to follow these steps:

- Service Assessment Matrix review
- Current cost recovery achievements
- Justification of community benefit
- Submission to superintendent
- Public notification and feedback
- Management approval

7.3 Pricing Methodology

Program pricing methodology is based on the value/cost of service provision, market conditions, demand, industry trends and cost recovery targets.

- Cost recovery pricing: a fee based on cost recovery goals within market pricing ranges.

- Market pricing: a fee based on demand for a service and what the market will bear
- Competitive pricing: a fee based on what similar service providers or competitors are charging
- Arbitrary pricing: a fee that ignores market conditions and cost recovery goals based on a general provision to meet budget goals. This applies when goals for cost recovery are not required but the service can sustain a fee

7.4 Financial Sustainability

Program prices are set based on cost recovery goals which are established to achieve financial sustainability. When cost recovery targets require a price to be at a level where they are no longer affordable to the user, cost control measures, as well as alternate funding options, must be explored. Alternative funding sources can include:

- Grants
- Partnerships
- Donations
- Collaborations
- Volunteer contributions

7.5 Program Fees

Class fee calculation sheets (Category of service key and class calculation sheet - See Appendix G) are used to determine class fees based on all direct and indirect costs.

- Per-hour program fees are developed based on the category of service classification within each tier of the pyramid and all direct expenditures associated with the program
- Fees include staff cost, services and supplies, and contractor percentages
- Each program will be allocated a facility use cost, if applicable
- Fees are established based on a minimum enrollment number

7.6 Out-of-District Fees

The purpose of this policy is to ensure THPRD charges fair and equitable fees for participation in district programs and use of district facilities by in-district residents and out-of-district users. The district will establish fees for out-of-district users of district services that are equitable with fees for district residents recognizing the contribution made by district residents through property taxes.

Please refer to District Compiled Policies Chapter 6, Finance, and district administrative procedures 3.01.05, Out-of-district Fees, for further information.

7.7 Discounts

The district will establish appropriate fee discounts for selected groups. Only in-district residents will be eligible for fee discounts, and only one discount may be applied to each fee.

Please refer to District Compiled Policies Chapter 6, Finance, and district administrative procedures 3.01.04, Fee Discounts, for further information.

8.0 Appendices

Appendix A – Age Data (page 25)

Appendix B – Goals & Objectives (page 28)

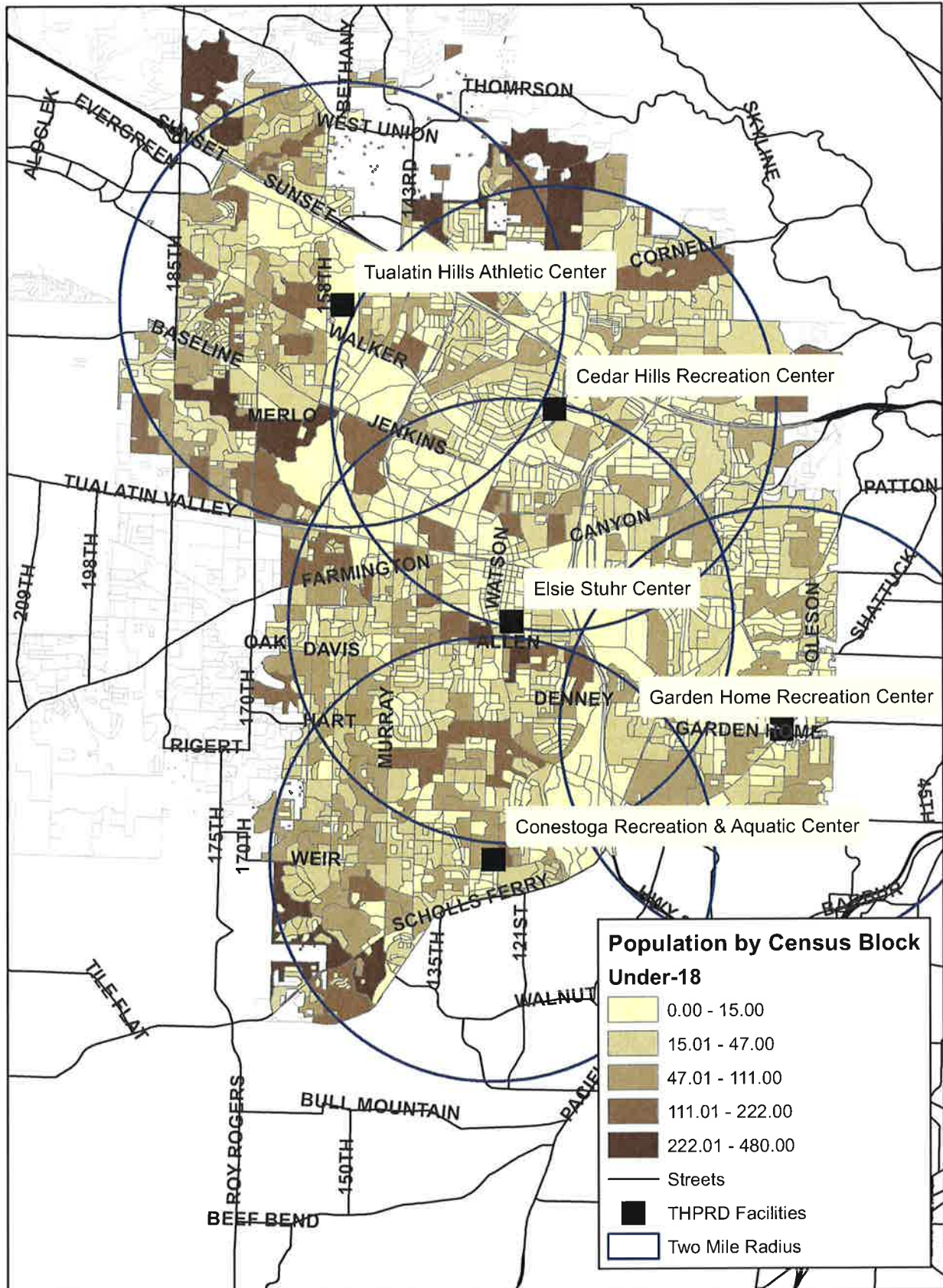
Appendix C – Alternate Provider Service Analysis (page 31)

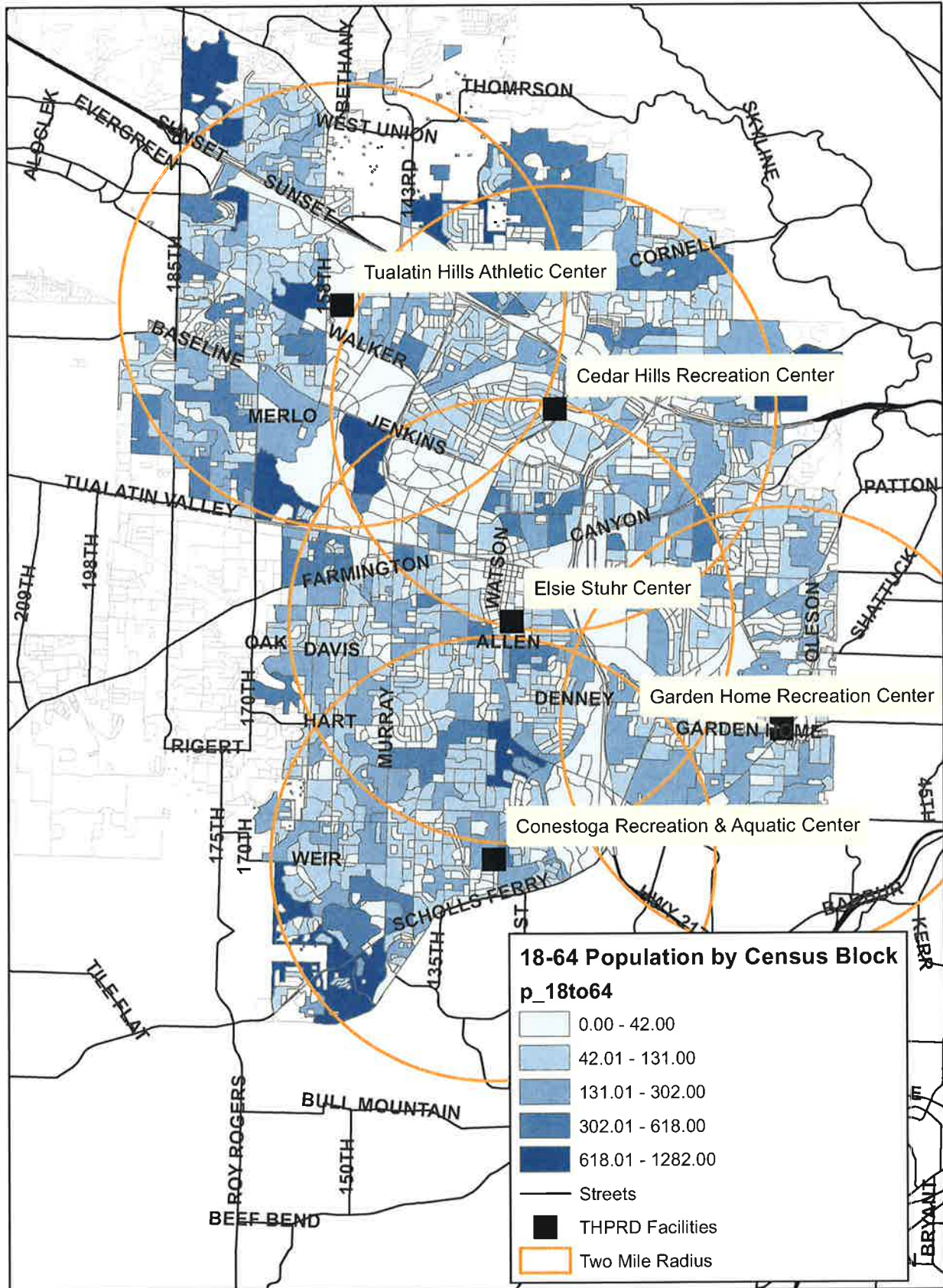
Appendix D – Community Inventory (page 32)

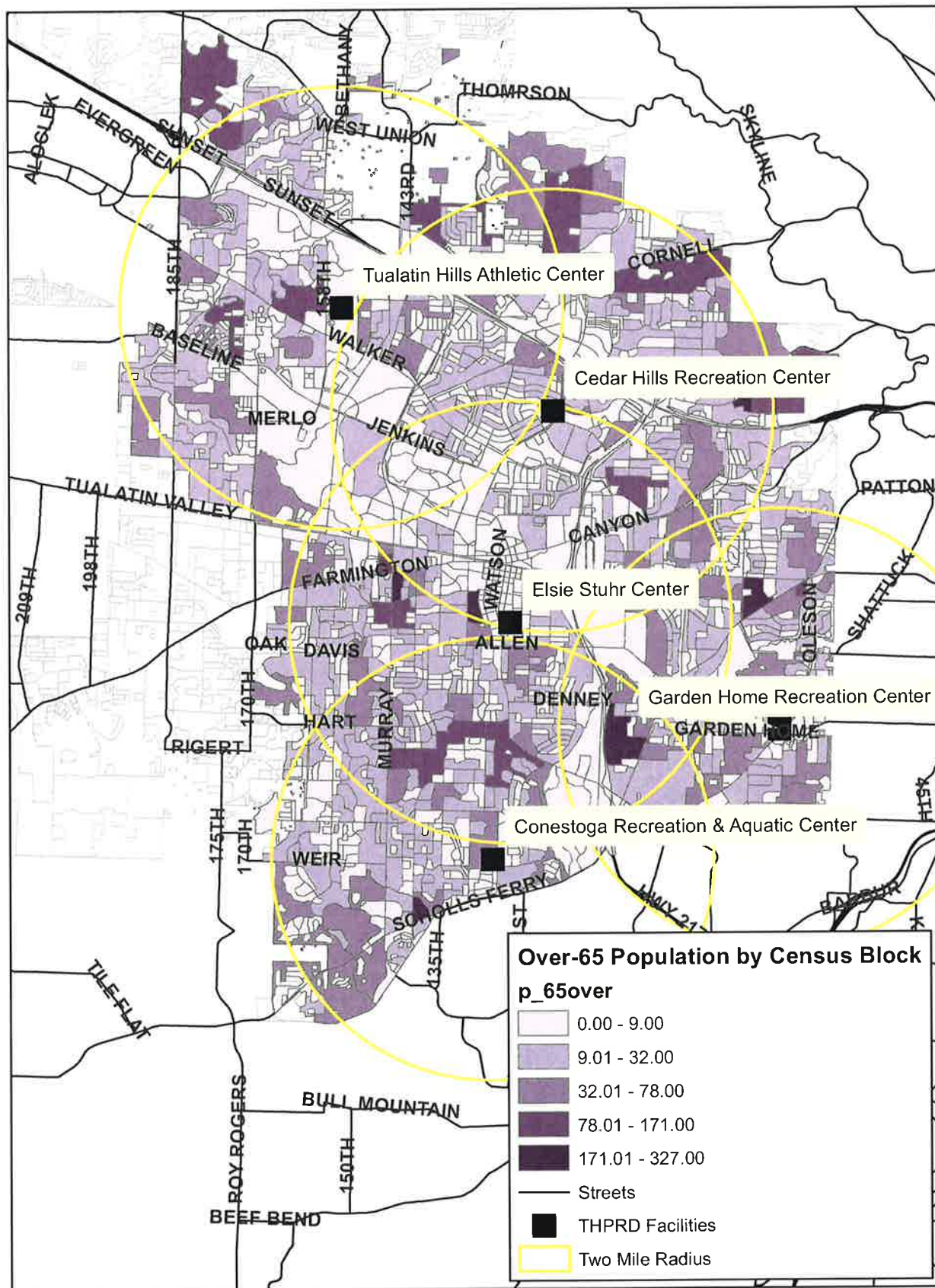
Appendix E – Participant Evaluations (page 36)

Appendix F – Cost Recovery Pyramid (page 40)

Appendix G – Category of Service and Class Calculation Sheet (page 41)









TUALATIN HILLS PARK & RECREATION DISTRICT

Program Goals and Objectives

Goals

Preschool: Build a foundation to provide the opportunity to develop skills for lifelong learning
Youth / Teen / Adult / Senior / Family: Provide an opportunity to foster independence and socialization while improving personal growth by improving knowledge and skills in designated area.

Objectives

Arts & Crafts

Preschool: Child will develop fine-motor skills while encouraging creative expression. The youth will learn a number of techniques to demonstrate the elements of art including line, shape, form color and texture. They will create everything from collages to sculptures and glue stick control.
Youth: Teach the children visual art techniques, and provide them with opportunities and a wide range of materials and media to explore. We support and extend the children's spontaneous learning during these arts and craft activities. Develop artistic fundamentals and explore self-expression.
Teen / Adult / Senior / Family: Developing the skills and creative interests of students, generally and sometimes towards a particular craft or trade, handicrafts are often integrated into educational systems, both informally and formally. Most crafts require the development of skill and the application of patience, but can be learned by virtually anyone.
Adaptive and Inclusive Recreation: Provide artistic tasks that are appropriate to the person's abilities. The tasks should allow the person to express themselves through an art piece or a craft. The project should be something the student has the ability to complete in class.

Aquatics

Preschool: Provide an opportunity for socialization, as well as an introductory foundation to develop skill and safety awareness in and around the water.
Youth / Teen / Adult / Senior / Adaptive and Inclusive Recreation: Provide an opportunity for socialization, physical activity and safety awareness in and around the water. Swim instruction provides participants a safe and logical progression for swim instruction. Foster swimming as a fun, lifelong activity in a family-oriented, safe, clean and supervised environment, supporting health and wellness.

Camps

Preschool: Child will learn social skills while being in groups. Child will also learn basic skills such as waiting turns, communicating with words, and sharing.
Youth: Campers will participate in a range of enjoyable adventures designed to foster social interaction, facilitate personal growth and to develop educational and recreational skills.

Fitness / Movements

Preschool: To introduce various athletic skills in positive manner, creating a foundation for future development. Stand on tiptoes, kick a ball, begin to run, walk up and down stairs holding on, and throw ball overhand.

Youth: Participate in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Analyze the personal benefits that result from participating in physical activity, both as individuals and with others. To encourage cooperation and respect for others, as well as teach problem-solving and promoting athletic development skills in the form of individual and organized sports.

Teen / Adult: Improve health, fitness, and quality of life through physical activity.

Senior: Improve cardiorespiratory and muscular fitness for life by participating in physical activity that improves muscle tone and respiratory fitness.

Adaptive and Inclusive Recreation: Participate in physical activity for health, enjoyment, challenge, self-expression, and/or social interactions. Analyze the personal benefits that result from participating in physical activity, both as individuals and with others.

Family: Provide activities that encourage physical fitness that can be done as a family. Teach skills they can take home to continue a healthy lifestyle together.

General Interest / Events

All: To provide the opportunity for socialization while improving personal growth by improving knowledge and skills in designated area.

Health / Wellness

Preschool: To identify that healthy behaviors that impact personal health.

Youth: Able to identify examples of emotional, intellectual, physical, and social health.

Teen / Adult / Senior / Adaptive and Inclusive Recreation: Improve the health, function and quality of life.

Family: Demonstrate the ability to advocate for personal, family, and community health.

Music

Preschool: Encourages creative expression and develops coordination through music and movement.

Youth: Through exploration and discovery, students will be able to express themselves as thinking, feeling musicians and develop their musical imaginations through speaking, singing, playing, moving and composing.

Teen / Adult / Senior / Adaptive and Inclusive Recreation / Family: Through varied applied music projects, students will understand standards of quality in performance and composition, become lifelong learners of music-

Nature Education

Preschool: Develop a curriculum structure that focuses on experiential learning through exposure to nature and the changing seasons. Children will form friendships, learn respect, and have the opportunity to grow.

Youth / Teen / Adult / Senior / Adaptive and Inclusive Recreation / Family: To create educational opportunities to connect people and nature by developing a greater understanding and appreciation for plants and wildlife.

Preschool Learning

Preschool: Working on fine motor skills like cutting straight lines, buttoning or zipping closures, assembling shapes correctly, coloring in pictures, tracing hands or objects onto paper and controlling glue sticks. Children will develop the ability to interact with peers respectfully and to form positive peer relationships

Sports - General

Preschool / Youth: Learning how to work as a team to accomplish a shared goal. Working on hand-eye coordination, and learning about sportsmanship.

Teen / Adult / Senior: By participating in a team sport the participant will exhibit valuable skills such as: Communication, Leadership Development, Healthy Behavior, and Social Awareness.

Sports – Leagues

Youth: To encourage cooperation and respect for others, as well as teach problem-solving skills while building strength and fitness in the form of organized sports.

Adult: To promote fitness, healthy competition, fun and community building in the form of organized sports.

Trips / Tours

Teen / Adult / Senior: Getting out and exploring with other like-minded adults and enjoying the social aspect of traveling with others.

Recreation Community Inventory

Recreation Provider	55+	Youth Dance	Adult Dance	Youth Gymnastics	Y Sports Classes	Drop-in Sports	Martial Arts	Yoga	Group Fitness	Personal Training	Adult Art	Youth Art	After-School Program	Preschool Classes	Montm Preschooling	Child Care	Indoor Play Park	Full Day Camps	Birthday Parties	Youth General Interest (Cooking, Theater, etc.)	Adult General Interest (Cooking, Theater, etc.)	Events	Other
THPRD: Location																							
Portland Parks & Recreation																							
Hillsboro Parks & Recreation																							
YMCA of Beaverton																							
Mittleman Jewish Community Center																							
Kinder Care																							
Beaverton School District-provider																							
Other private childcare facility																							
Other private childcare facility																							
24 Hour Fitness																							
Club Sport																							
Villa Sport																							
LA Fitness																							
Crunch																							
Bethany Athletic Club																							
Other Private Health Club																							
Other Private Health Club																							
Oregon Gymnastics Academy																							
Omega Gymnastics																							
Westside Dance and Gymnastic																							
Other Private Gymnastics Club																							
MVP Dance																							
Encore Performing Arts Center																							
Dance West																							
Arthur Murray Dance Studio																							
Other Private Dance Studio																							
Other Private Dance Studio																							
Spotlight Musical Theater Academy																							
Oregon Children's Theater																							
PDX Sports Center																							
Private Sports/Martial Arts Center																							
Private Sports/Martial Arts Center																							
Multnomah Arts Center																							
Amo's Art for Creative Minds																							
Young Rembrandts																							
Oregon College of Arts and Crafts																							
Montessori Preschool																							
Other Private Preschool Program																							
Other Private Preschool Program																							

Aquatic Community Inventory

Recreation Provider	<i>Preschool Learn to Swim</i>	<i>School Age Learn to Swim</i>	<i>Teen/Adult Learn to Swim</i>	<i>Private Lessons</i>	<i>Fitness Classes</i>	<i>Parent Child</i>	<i>Diving</i>	<i>Synchronized</i>	<i>Inclusive/Adaptive</i>	<i>Guard/Jr. Guard Training</i>	<i>Non-competitive swim team</i>	<i>Competitive Swim Team</i>	<i>Advance Swim Skills</i>	<i>Women-Only</i>	<i>Lap Swim</i>	<i>Open Swim</i>	<i>Family Swim</i>
THPRD: Location	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
Portland Parks & Recreation																	
Hillsboro Parks & Recreation																	
YMCA of Beaverton																	
Mittleman Jewish Community Center																	
Bethany Athletic Club																	
Club Sport																	
Villa Sport																	
LA Fitness																	
24 Hour Fitness																	
Other Private Health Club																	
Other Private Health Club																	
Tualatin Hills Thunderbolts Swim Club																	
Tualatin Hills Dive Club																	
Tualatin Hills Synchro Club																	
Tualatin Hills Water Polo Club																	
Tualatin Hills Master Swim Club																	

Nature Community Inventory

Recreation Provider	<i>Curriculum Preschool Programs</i>	<i>Pre-age classes</i>	<i>Youth Age classes</i>	<i>Adult classes</i>	<i>Camps</i>	<i>special Events</i>	<i>Tours</i>	<i>Outdoor Recreation</i>	<i>Educational Group Lessons</i>	<i>Other</i>
THPRD: Location _____	x	x	x	x	x	x	x	x	x	x
Portland Parks & Recreation										
Hillsboro Parks & Recreation										
Tryon Creek State Park										
Oregon Zoo										
OMSI										
Trackers Earth										
Jackson Bottom Wetlands Preserve										
Mad Science										
Woodhaven Preschool										



Recreation Program Participant Evaluation

Program Area: General Interest
Cooking, Personal Growth, Recreation Preschool

Instructor Name: _____ **Term:** _____ **Year:** _____

We want you to hate missing class! We are in the business of creating great recreation opportunities. We greatly appreciate your comments and we will use your feedback to continually improve our programs.

Class Day(s): Mon Tues Wed Thurs Fri Sat Sun **Class Time:** _____

Preparedness: Excellent Good Fair Needs Improvement

Did the program start and end on time? Were supplies/equipment appropriate and readily available?

Instruction: Excellent Good Fair Needs Improvement

Was proper instruction provided for program activities? Were the activities appropriate for the skill level?

Cooperation: Excellent Good Fair Needs Improvement

Did you or your child experience positive interactions with others?

Motivation: Excellent Good Fair Needs Improvement

Did you or your child want to come to class? Did the environment promote excitement and enthusiasm (ex. music, class flow, room/location)?

Participation: Excellent Good Fair Needs Improvement

Did you or your child have the opportunity to fully participate in the activity?

Creativity: Excellent Good Fair Needs Improvement

Did the program foster creativity?

Communication: Excellent Good Fair Needs Improvement

Did THPRD facility staff provide adequate, timely and appropriate program details?

If you have any further questions or inquiries, please don't hesitate to contact staff at your recreation center.

Please list two favorite things you or your child can share about this program?

Other comments, including areas of improvement:

GOALS – General Interest

Preschool: Building a foundation to provide the opportunity to develop skills for lifelong learning

Youth: Provide opportunity to foster independence and socialization while improving personal growth by improving knowledge and skills in designated area.

Teen/Adult: Provide opportunity for socialization while improving personal growth by improving knowledge and skills in designated area.

OBJECTIVES – General Interest

All Participants: To provide the opportunity for socialization while improving personal growth by improving knowledge and skills in designated area.

If you have any further questions or inquiries, please don't hesitate to contact staff at your recreation center.



Aquatics Program Participant Evaluations

Program Area: Aquatic Instructional Programs

Baby/Toddler and Me, Preschool Swimming, Learn-to-Swim, Splash, Diving, Synchronized Swimming, Water Polo

Instructor Name: _____ Date: _____ Year: _____

Class Name: _____

We value your comments and suggestions. We take what you have to say very seriously and will use your feedback as a way to modify and improve future classes. We want each student's experience to very best it can be!

Class Day(s): Mon Tues Wed Thurs Fri Sat Sun Time: _____

Preparedness: Excellent Good Fair Needs Improvement

Did the program start and end on time? Was equipment appropriate and readily available?

Instruction: Excellent Good Fair Needs Improvement

Was proper instruction provided for program activities? Were the activities appropriate for the skill level?

Skill Development: Excellent Good Fair Needs Improvement

Did your child experience improvement in knowledge and skills?

Cooperation: Excellent Good Fair Needs Improvement

Did your child experience positive interactions with others?

Motivation: Excellent Good Fair Needs Improvement

Did your child want to come to class? Did the environment promote excitement and enthusiasm?

Participation: Excellent Good Fair Needs Improvement

Did your child have the opportunity to fully participate in the activity?

Communication: Excellent Good Fair Needs Improvement

Did THPRD facility staff provide adequate, timely and appropriate program details?

If you have any further questions or inquiries, please don't hesitate to contact staff at your aquatic center.

Please list two favorite things you would like to share about your child's experience with this program?

Other comments, including areas of improvement:

GOALS – Learn to Swim/ Baby/Toddler & Me/ Preschool Swimming /Specialized Aquatics

Under 3/Preschool: Building a foundation to provide the opportunity to develop skills for lifelong learning

Youth: Provide opportunity to foster independence and socialization while improving personal growth by improving knowledge and skills in designated area.

Teen/Adult/Specialized: Provide opportunity for socialization while improving personal growth by improving knowledge and skills in designated area.

OBJECTIVES – Learn to Swim/ Baby/Toddler & Me/ Preschool Swimming /Specialized Aquatics

Under 3 and Preschool: Provide an opportunity for socialization, as well as an introductory foundation to develop skill and safety awareness in and around the water.

Youth/Teen/Adult/Specialized: Provide an opportunity for socialization, physical activity and safety awareness in and around the water. Swim instruction provides participants a safe and logical progression for swim instruction.

GOALS – Splash, Diving, Synchronized Swimming, Water Polo

All: Provide opportunity to foster independence and socialization while improving personal growth by improving knowledge and skills in designated area.

OBJECTIVES – Splash, Diving, Synchronized Swimming, Water Polo

Youth: Learning how to work in a team setting to accomplish individual and shared goals. Working on stroke refinement, coordination, and learning about sportsmanship.

Teen/Adult: By participating in a team sport the participant will exhibit valuable skills such as: Communication, Leadership Development, Healthy Behavior, Social Awareness, in addition to supporting health and wellness, and skill refinement.

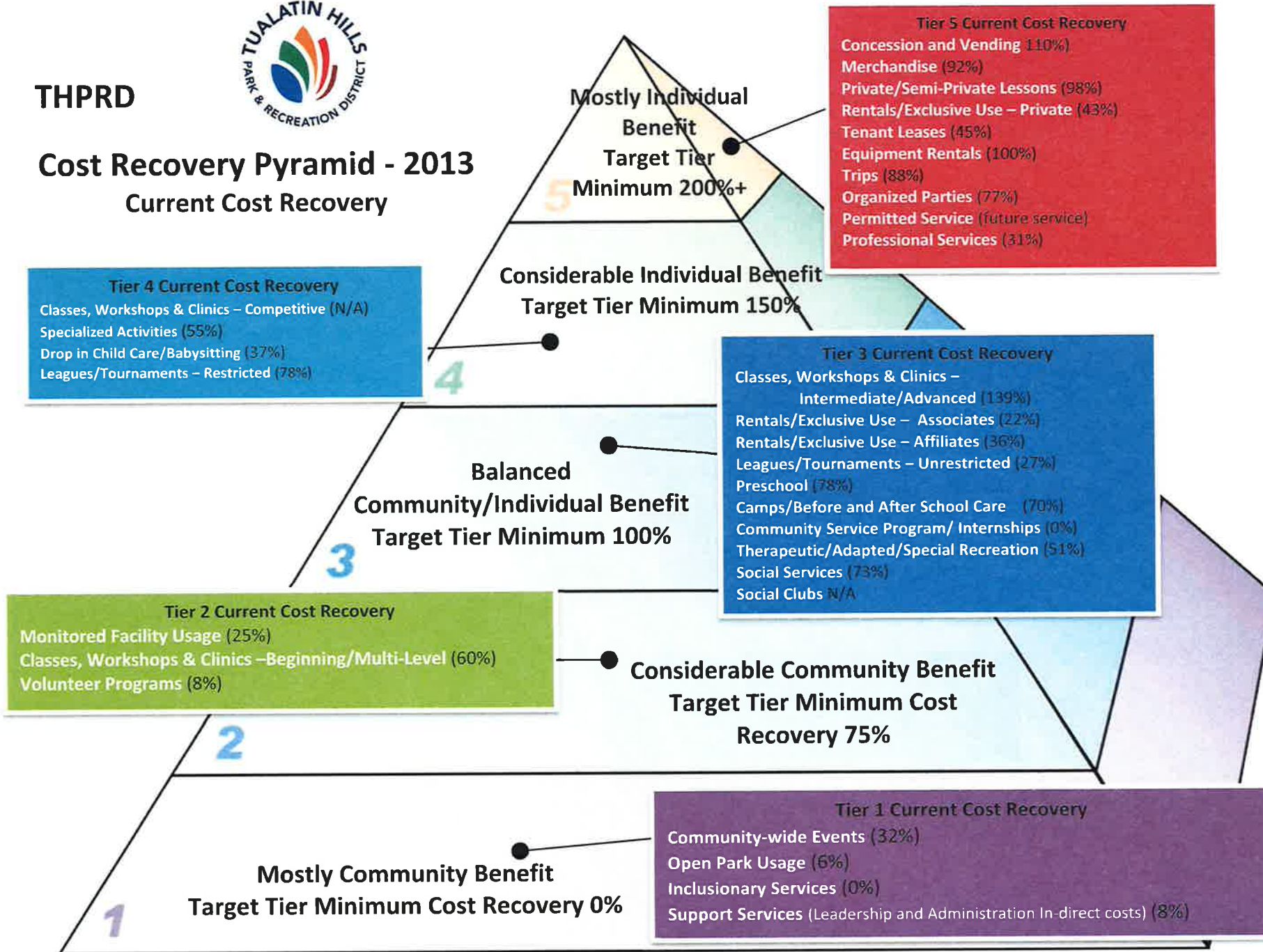
If you have any further questions or inquiries, please don't hesitate to contact staff at your aquatic center.



THPRD

Cost Recovery Pyramid - 2013

Current Cost Recovery



Categories of Service

Prior to confirming the placement of services on the pyramid from the previous cost/benefit analysis, and sorting each new service onto the pyramid, the Project Team was responsible for refining the existing, and creating additional Categories of Services, including definitions and examples. These **thirty-one** categories of services and their definitions are summarized below.

THPRD'S CATEGORIES OF SERVICE

TIER 5: MOSTLY INDIVIDUAL BENEFIT

Concession and Vending – Food and beverage for individual use or consumption.

Merchandise – Items for individual or team use (examples: Logo clothing, tennis balls, memorial benches, bricks and trees, etc.).

Private/Semi-Private Lessons – Lessons arranged for one to three students with a specific instructor and/or time.

Rentals /Exclusive Use – Private – Rentals for exclusive use of spaces and facilities (examples: room rental, lap lane, fields, gyms, basketball or tennis courts, and entire facility, or picnic shelter, community garden which are only available for private rentals, etc.) on a one-time or one season basis by an individual, group, or business by a private individual, group, non-profit or for-profit business.

Tenant Leases – Long-term rentals for exclusive use of spaces and facilities for ongoing or multiple time-periods by a private individual, group, non-profit, or for-profit business (examples: communication and utility leases and easements, preschool, Portland Timbers, private residential residences or surplus property, etc.).

Equipment Rentals – Various agency-owned equipment available to renters (examples: banquet chairs/tables, audio/video equipment, tennis ball machines, stage, etc.).

Trips – Day, overnight, and extended trips that provide opportunities for participants to visit selected destinations outside of THPRD facilities and parks (examples: Elsie Stuhr Center excursions, outdoor recreation trips, specialized recreation trips, etc.).

Organized Parties – Includes a rental of space as well as an organized and monitored activity by staff; may or may not include food, cake, entertainment, and favors, catering and other planning functions (examples: swim birthday parties, nature birthday parties, weddings, baptisms, etc.).

Permitted Services – Allowable non-exclusive use permitted services for filming/photography rights, parking, concession/vending cart operations, alcohol, special events by others, etc.

Professional Services – Facility and program management or scheduling services provided by agency through contract to outside groups or other agencies (examples: mobile senior fitness programs to residential facilities, private residence tree trimming, church site maintenance, cooperative service agreements, etc.).

TIER 4: CONSIDERABLE INDIVIDUAL BENEFIT

Classes, Workshops and Clinics – Competitive – Same as above, with a focus on competitive activities; has a pre-requisite for participation or is try-out based (examples: tennis tournament prep program, etc.).

Specialized Activities – Targeted, individualized group activities led by THPRD staff, requiring advanced scheduling that are typically offered on a one-time or limited basis, or center specific one-time events (examples: school group activities or field trip, scout programs, home school activities, Bugfest, Fall Festival, Big Truck Day, Fun Run/Walk, Twilight Track, disc golf, bocce, Chocolate Fantasy, Junk in Your Trunk, etc.).

Drop-In Childcare/Babysitting – Drop-in on-site child care for participants using THPRD facilities and/or programs.

Leagues/Tournaments Restricted – Scheduled multi-game restricted sporting events for various age groups that are organized and/or managed by THPRD, may or may not be officiated and/or judged, and may or may not be scored, providing an individual or a team experience for participants with the intent to play a game/match-format or to compete (examples: open tennis, ASA sanctioned softball, etc.).

TIER 3: BALANCED COMMUNITY/INDIVIDUAL BENEFIT

Classes, Workshops, and Clinics – Intermediate/Advanced – Same as above, with a focus on intermediate/advanced progressive activities; has a pre-requisite for participation (examples: pre-competitive swim, specific skill refinement, tennis hit groups, lifeguard training, Splash Recreational Swim Team, etc.).

Rentals/Exclusive Use – Associate – Exclusive use of spaces and facilities (examples: room rental, lap lane, fields, gyms, basketball or tennis courts, entire facility, etc.) by a non-profit group on a one-time or on-going basis to groups identified as having common interests with the agency and may or may not have a formal agreement (examples: YMCA, THPRD inter-governmental agencies, Beaverton School District, NAC/CPO, etc.).

Rentals/Exclusive Use – Affiliates – Exclusive use of spaces and facilities (examples: room rental, lap lane, fields, gyms, basketball or tennis courts, entire facility, etc.) by a non-profit group on a one-time or on-going basis to groups identified as having aligned interests with the agency, fulfills a core service in lieu of the agency, serves primarily District residents, and has a formal agreement (examples: THPRD aquatic clubs, THPRD sports clubs, Foundations/Advisory Committees/Friends Groups, West Portland Boxing, etc.).

Leagues/Tournament Unrestricted – Scheduled multi-game sporting events for participants of multi-skill levels and various age groups that are organized and/or managed by THPRD, may or may not be officiated and/or judged, and may or may not be scored, providing an individual or a team experience for participants with the intent to play a game/match-format or to compete on a recreational level (examples: entry level tennis, volleyball, softball, basketball, Middle School track and cross-country, etc.).

Preschool – Structured curriculum-based licensed or license exempt education and enrichment programs for children 2.5-5 years old that prepare them for kindergarten. Programs may or may not include full day childcare and are managed and delivered by THPRD.

Camps/Before and After School Care – Non-licensed recreational and child care camps, school break programs, and after school programs with a social, child care and/or recreational focus which may include field trips, rather than specific instructional or skills programs. (examples: Winter or Spring Breaks, Summer Full-day Camp, non-contact school days, Nature and Sports Camp, etc.).

Community Service Program/Internship – Services that support educational or repayment requirements (example: court-ordered restitution, service learning requirements, college degree required internships, etc.).

Therapeutic/Adapted/Special Recreation Services – Specialized non-mandated on-site leisure drop-in opportunities and classes for people with disabilities designed and managed to be specific to the physical, cognitive, social, and affective needs of these populations. These are not unified programs, nor are they reasonable accommodations required as inclusionary services (examples: Camp Rivendale and TR drop-in programs, specialized aquatics, etc.).

Social Services – Services that are offered by agency to provide a social, wellness, or safety benefit that do not fit into other traditional park and recreation instructional, special event and/or athletics offerings (examples: tax preparation services, senior meal programs, flu shots, toenail and foot care, literacy, blood pressure clinic, AARP driving course, support groups, etc.).

Social Clubs – THPRD recognized, regularly scheduled, recurring, THPRD or self-managed group interest meetings and get-togethers (examples: Stuhr Book Group, Texas Hold-em, Chess, Bridge, potluck, etc.).

TIER 2: CONSIDERABLE COMMUNITY BENEFIT

Monitored Facility Usage – Drop-in use of a facility/activity that is non-instructed, and is actively monitored by agency staff/volunteer supervision. (examples: drop-in gym, drop-in swimming, weight room, billiards/cards, computer lab, tennis center courts, nature center, etc.).

Classes, Workshops, and Clinics – Introductory/Multi-Level – No pre-requisite for participation, entry level group recreational and/or instructional programs and activities for all ages (examples: learn to swim, beginning-level classes, multi-level fitness, nature and environment, arts and crafts, general interest, rec mobile, nature mobile, nature days, etc.).

Volunteer Program – Internal management of opportunities for individuals or groups to donate their time and effort to a structured or scheduled experience (examples: park watch, coaches, LITE, Junior Lifeguards, trail maintenance, education or events, Friends Groups, etc.).

TIER 1: MOSTLY COMMUNITY BENEFIT

Community-wide Events – Community-wide events that are not center specific, run by THPRD, typically offered on an annual basis that may or may not require registration (examples: Party in the Park, Concerts, Sunday Trailways, Farmer’s Market, Groovin on the Green, etc.).

Open Park Usage – Use of a park/activity that is non-registered and non-instructed, and is not actively monitored by agency staff/volunteer supervision. (examples: trail, playgrounds, park, self-guided tours, outdoor sport courts, disk golf, skate park, dog park, etc.).

Inclusion Services – Provides for reasonable accommodation and programs to any Department activity, park, and/or facility providing leisure opportunities to people with disabilities. Inclusion services are intended to comply with the Americans with Disabilities Act (ADA federal mandate).

Support Services – Services and facilities that are provided by the staff and volunteers that support the administration, operations, and/or general agency operations that are not allocated as direct expenses (examples: information technology, finance and accounting services, human resources, district-wide marketing, planning and development, internal trainings, Board Appointed Advisory Committee, risk management services, director and assistant directors offices, etc.).

THPRD's Categories of Service Key:

- 1 Concession and Vending
- 2 Merchandise
- 3 Classes, Workshops and Clinics - Beginning/Multi-Level
- 4 Classes, Workshops and Clinics - Intermediate/Advanced
- 5 Classes, Workshops and Clinics - Competitive
- 6 Private/Semi-Private Lessons
- 7 Rentals/Exclusive Use - Private
- 8 Rentals/Exclusive Use - Associates
- 9 Rentals/Exclusive Use - Affiliates
- 10 Tenant Leases
- 11 Equipment Rentals
- 12 Non-Monitored Park/Facility Usage
- 13 Monitored Park/Facility Usage
- 14 Trips
- 15 Organized Parties
- 16 Tournaments and Leagues
- 17 Specialized Activities
- 18 Community-wide Events
- 19 Preschool
- 20 Camps/Before and After School Care
- 21 Drop-In Childcare/Babysitting
- 22 Professional Services
- 23 Permitted Services
- 24 Volunteer Program
- 25 Community Service Program
- 26 Inclusion Services
- 27 Therapeutic/Adapted/Special Recreation Services
- 28 Social Services
- 29 Social Clubs
- 30 Support Services

Assign a number to each budget line item. Wages and benefits carried under the Planning and Supervision budget section are usually considered Support Services (#30) unless directly attributable elsewhere (ex. Park Rangers).

**Tualatin Hills Park & Recreation District
Instructional Camp Fee
(Proposed Recreation Calculation Form)**

Class Title:	Swim, Preschool 1-2				
Instructor:					
Class Minimum:	<input type="text" value="3"/>	Class Maximum:	<input type="text" value="20"/>		
A) Class Hours	<input type="text" value="9"/> sessions	X	<input type="text" value="0.500"/> hrs/session	=	<input type="text" value="4.500"/> class hours
B) Class Prep-Lead Instructor	<input type="text" value="9"/> sessions	X	<input type="text" value="0.000"/> hrs/session	=	<input type="text" value="0.000"/> prep hours
B-1) Class Prep-Staff Instructor	<input type="text" value="0"/> sessions	X	<input type="text" value="0.000"/> hrs/session	=	<input type="text" value="0.000"/> prep hours
C) Contact Hours	<input type="text" value="4.500"/> class hour	X	<input type="text" value="3"/> class minimum	=	<input type="text" value="13.500"/> contact hours
D) Instructor Wages	<input type="text" value="21.50"/> Per Hour				
Number of Instructors	<input type="text" value="1"/>	X	<input type="text" value="21.50"/>	=	<input type="text" value="21.50"/>
E) Staff Wages	<input type="text" value="0.00"/> Per Hour				
Number of Staff	<input type="text" value="0"/>	X	<input type="text" value="0.00"/>	=	<input type="text" value="0"/>
F) Instructor Cost:	(<input type="text" value="4.500"/> + <input type="text" value="0.000"/>	X	<input type="text" value="21.50"/>	=	<input type="text" value="96.75"/> Base Instructor Cost
G) Staff Cost:	(<input type="text" value="4.500"/> + <input type="text" value="0.000"/>	X	<input type="text" value="0"/>	=	<input type="text" value="0.00"/> Base Instructor cost
H) Total base staff/instructor Cost:					<input type="text" value="96.75"/>
I) Direct Cost Load	<input type="text" value="96.75"/>	X	<input type="text" value="1.33"/> Instructor P/R taxes&supplies	=	<input type="text" value="128.68"/> Total Instructor Cost
J-1) Department Administration	<input type="text" value="13.500"/>	X	<input type="text" value="3.75"/>	=	<input type="text" value="50.63"/> Base Instructor cost
J-2) Facility Cost	<input type="text" value="13.500"/>	X	<input type="text" value="1.95"/>	=	<input type="text" value="26.33"/> Base Instructor cost
K) Other Direct Costs (i.e. bus rental, driver, admission fees, etc.)				=	<input type="text" value="0.00"/> Other Direct Costs
L) Total cost Instruction	<input type="text" value="128.68"/>	+	<input type="text" value="76.95"/>	+	<input type="text" value="0.00"/>
M) Total Fee/Student	<input type="text" value="205.64"/> per class cost	/	<input type="text" value="3"/> class minimum	=	<input type="text" value="68.55"/> Total Class Cost in-district fee/person
-Tier (Category of Service)(%)				=	<input type="text" value="75"/> %
-Total Fee/Student (refined)				=	<input type="text" value="51.41"/> \$
N) Fee/Class Session	<input type="text" value="51.41"/> \$	/	<input type="text" value="4.5"/> class hours	=	<input type="text" value="11.42"/> Fee/class hour

Fee Increase Cap Calculation

Total Class Fee % Cap

Previous Class	<input type="text" value="21.00"/> \$ instruction wages	<input type="text" value="54.00"/> Previous fee/student (include prep cost but not student misc fees).	
	<input type="text" value="0.00"/> \$ Staff wages	<input type="text" value="5.00"/> \$ Previous # class hours (do not include prep hours)	
	<input type="text" value="3"/> (Minimum)	<input type="text" value="10.80"/>	OR <input type="text" value="11.02"/> last year fee, or more
Proposed Class	<input type="text" value="21.50"/> \$ Instructor wages	<input type="text" value="11.42"/> \$ Proposed fee/Camp hr.	
	<input type="text" value="0.00"/> \$ Staff Wages		
Percent Change	<input type="text" value="2.38"/> %	<input type="text" value="-81.69"/> %	
Fee % Cap	<input type="text" value="2.38"/> % Instructor wage inc	<input type="text" value="15"/> % Fee cap	<input type="text" value="17.38"/> %

Q) Fee/Class Capped at 15% increase plus instructional wage increase	<input type="text" value="11.02"/> \$	X	<input type="text" value="117.38"/> %	=	<input type="text" value="12.94"/> \$
P) Fee/class/session-lower of K or L (Use current fee if it exceeds K but is less than L)				=	<input type="text" value="11.42"/> \$
Q) Subtotal Fee/student	<input type="text" value="11.42"/> \$	X	<input type="text" value="4.500"/>	=	<input type="text" value="51.39"/> \$
R) Total Fee/Student				=	<input type="text" value="51.39"/> \$
*** Adjusted annually per the adopted budget			ROUND:	=	<input type="text" value="51.00"/> \$
+++ Adjusted annually- unit costs/hour per the LTFP					
NOTE- Greyed boxes require manual input			Supply Fees if Necessary	=	<input type="text" value="0.00"/> \$

Total Camp with Fee

Glossary of Terms and Definitions

Advisory Committees: These groups are created by and members appointed by the District Board to provide recommendations to the District Board pertaining to specified operational and/or planning functions. Membership may include District Board members, staff members, and/or citizens. These groups are long-standing advisory groups.

Alternative Funding: Other ways to improve cost recovery in addition to user fees and charges. May include grants, sponsorships, volunteer programs, cell tower fees, rental house fees, gifts, and other miscellaneous income categories, etc.

Alternative Coverage: Is the extent to which like or similar services are provided in the service area to meet customer demand and need.

Arbitrary Pricing: A fee that ignores market conditions and cost recovery goals based on a general provision to meet budget goals. This applies when goals for cost recovery are not required but the service can sustain a fee.

Attendance: Attendance is measuring the total number of times that a participant attends the class. It's also the total number of spectators and participants in a *tournament*, festival or event, or total number of visitors at a rental function or meeting. It measures the users and non-users at a program or event.

Benefit: The degree to which programs and services positively impact the public.

Business Plan: A method for requesting new budget funding, A plan to accomplish a set goal (a priority goal identified by the Board of Directors). A description of the "idea" including resources needed and leveraged funds and how the plan will accomplish the goal.

Category of Service: It is the descriptions of the service we are provide and used as classify what tier of service the program is. This is coded into the budget and class calculation sheets.

Comprehensive Plan: A guiding document which included goals, visions, and level of service recommendations to meet the parks and recreation needs of the District for the next five years. Updated July 2014.

Competitive Pricing: A fee based on what similar service providers or competitors are charging.

Class Fee Calculation Sheets: Sheets in class management system where hours and supplies are entered and the per user fee of the class is created.

Class Management System: THPRD's internal operating system for program registration and drop-in programs.

Contact Hours: Number of hours of contact with patrons. Standard contact hour assumptions are used in budget worksheets for like activities.

Cost Recovery: The degree to which the cost (direct and/or indirect) of facilities, services, and programs is supported by user fees and/or other designated funding mechanism such as grants, partnerships, volunteer services etc., versus tax subsidies.

Cost: Cost is defined as all expenditures associated with an activity or service. Price or fee is the amount charged to the customer for the activity or service. **Direct Cost:** Includes all of the specific, identifiable expenses (fixed and variable) associated with providing a service, or operating and maintaining a facility, space, or program. These expenses would not exist without the program or service and often increase exponentially.

Fit: The degree to which a service aligns with the agency's values and vision, reflecting the community's interests.

Financial Capacity: Is the degree to which a service (including a program, facility or land asset) is currently, or potentially, attractive as an investment of current and future resources to an agency from an economic perspective.

For-Profit/Private Group: A group that does not have an IRS status that exempts it from paying taxes.

Full-Time Benefited Employee: A regular employee who works at least 40 hours per week on a regularly scheduled basis. Full-Time Benefited Employees are eligible for the benefits package, are eligible for transfer or promotion to other regular positions within THPRD, and are eligible for other rights applicable to regular employment.

Indirect Cost: Please refer to the Direct and Indirect Costs document.

Low Enrollment: When a registered program does not reach minimum requirements set by class calculation sheets.

Market Position: Is the degree to which the organization has a stronger capability and potential to deliver the service than other agencies – a combination of the agency's effectiveness, quality, credibility, and market share dominance.

Market Pricing: A fee based on demand for a service and what the market will bear.

Market Rate Fee: Fee based on demand for a service or facility. The market rate is determined by identifying all providers of an identical service (e.g. private sector providers, other special districts or municipalities, etc.), and setting the fee at the highest level the market will bear.

Minimum Service Level: The lowest "acceptable" service level at facilities; a function of maintenance levels, staffing levels, types and numbers of amenities available (picnic sites, nature trails, restrooms, recreation centers, etc.), types and numbers of additional program offerings, quality of customer service, etc.)

Community Needs Assessment: method of gaining community input on direction of future programming

Out of District: A person whose primary residence is outside of THPRD's service area/boundary and does not meet the residency test in any way.

Off-Peak: Period of least demand for services and programs.

Patron/Participant/Guest/User/Visitor: Persons who use facilities and/or services, visit parks, and/or participate in programs and activities.

Participation: Participation refers to the number of those who are enrolled in a program, workshop, activity, or event. They are the doers or users, the enrollees, or the class attendees.

Peak: Period of highest demand for services and programs. Peak and off-peak categorizations may vary for services and programs within a facility or park. For example, in a park, day use may be highest during the same time period in which demand for interpretive programs is low.

Program: Activities and special events offered by THPRD at various locations with specific participant purposes such as education, skill development, socialization, or health.

Program Attendance: Attendance is measuring the total number of times that a participant attends the class this does not include spectators.

Pyramid Methodology: The pyramid details cost recovery and subsidy goals corresponding with the benefit received by the community as a whole.

In District Resident: Currently defined as those who live within THPRD boundary and/or own property within the district boundary and pay annual property taxes to THPRD.

Scholarship): The scholarship or fee reduction policy is intended to provide recreation and leisure opportunities at a reduced rate to citizens of the agency with economic need. Ability to pay should not be a factor for participation.

Service Assessment Matrix: Based on the MacMillan Matrix for Competitive Analysis of Programs, the Public Sector Services Assessment Matrix is based on the assumption that duplication of existing comparable services among public and non-profit organizations can fragment limited resources available, leaving all providers too weak to increase the quality and cost-effectiveness of customer services. Developed by Greenplay llc.

Subsidy: Funding through taxes or other mechanisms that is used to financially support programs or services provided to users and participants. Subsidy dollars provide for the program or service costs (direct and/or indirect) that are not covered by user or participant fees, or other forms of alternative funding. This is the community's investment.

Wait List: A list created when a class has reach capacity for participants who would like to register for that program.



Program Coordinator I

Class Code:
FPR0609

Bargaining Unit: Full-time Represented Staff

TUALATIN HILLS PARK & RECREATION DISTRICT
Established Date: Dec 30, 2011
Revision Date: Nov 15, 2016

SALARY RANGE

\$25.29 - \$32.03 Hourly
\$4,383.00 - \$5,552.00 Monthly

DEFINITION & SUPERVISORY:

Responsible for planning, organizing and coordinating sports, recreational classes, special events, fitness, education and/or social programs and activities.

Supervision Received and Exercised

This position receives supervision from the Center Supervisor and exercises lead direction over assigned part-time staff.

ESSENTIAL JOB FUNCTIONS:

- Plan and coordinate the activities of District programs or projects; develop work plans; allocate resources; develop schedules to accomplish program goals; maintain records as required.
- Develop and distribute pamphlets, flyers, newsletters, press releases and other publicity materials for Center activities, events and programs.
- Monitor and evaluate program effectiveness in meeting established objectives; participate with management and community groups in developing program goals, policies and procedures; maintain program records; prepare reports on program operations.
- Oversee the work of program staff, volunteers, temporary and/or contract employees; recruit and evaluate seasonal and part-time employees, provide training and assign work and motivate staff to provide quality service to program participants.
- Coordinate the activities of the program/project with other District programs and with other community and government agencies; serve as liaison to program committees, private industry, the community and other government agencies.
- Conduct research, including needs assessment and feasibility studies; identify educational, recreational and social needs of target populations; gather and analyzes information on community resources; prepare recommendations for new programs and program changes, including estimated fiscal and organizational impacts.
- Conduct public relations and outreach activities; recruit volunteers and donations; develop resources within community and private organizations; provide program information to the public, community groups and agencies.

- Provide excellent internal and external customer service. Create a positive experience for customers through professional and courteous behavior and creative problem evaluation.
- Practice safe work habits and contribute to the safety of self, co-workers and the general public.
- Support and respect diversity in the workplace.

Other Job Functions

- Assist in preparing and updating budget and grant proposals; manage budget/grant funds and authorize/review limited program expenditures; gather and compile data and prepare reports.
- Assist the general public with program enrollment, by signing participants up for classes, receipting money, and perform related registration procedures
- Attend staff meetings as required.
- Serve on or provide support to a variety of committees, task forces or groups as necessary.
- Perform other job related duties as assigned

QUALIFICATIONS:

Knowledge of:

- Principles, practices and application of recreational programming.
- Principles and practices of supervision, training and performance evaluation.
- Basic procedures, methods and techniques of budget preparation and control.
- Pertinent Federal, State and local laws, codes and safety regulations.
- Applicable software and computer operations in a network environment.
- Business English, spelling, punctuation, letter writing, report preparation, record keeping and mathematics.

Ability to:

- Develop, plan and implement a recreation program.
- Collect, compile and analyze information and data.
- Correctly interpret and apply the policies and procedures of the function to which assigned.
- Plan, assign, lead and review the work of others.
- Understand the organization and operation of the District and outside agencies as related to assigned responsibilities.
- Assume a schedule of flexible working hours, including weekends and evenings.
- Maintain a neat, professional appearance.
- Operate a variety of office equipment, including: copy machine, phone system, computer, typewriter and adding machine.
- Communicate courteously and cooperatively with other staff and the general public, on the telephone

or in person, including handling difficult or irate people.

- Establish and maintain effective working relationships with supervisor, other staff members, program participants and the general public.

Licenses, Certificates, and other Requirements

- Valid Oregon Driver License, good driving record.
- Current first aid and CPR certification
- CPRP preferred

WORKING CONDITIONS:

Duties are primarily performed in an office environment while sitting at a desk or working at a computer terminal. The flow of work and character of duties involve normal mental and visual attention much or all of the time. Frequent focus on a computer screen. Manual dexterity and coordination may be required, making up more less than 50% of the work period. Daily precise control of fingers and hand movements while operating computer keyboard, telephone and standard office equipment. Incumbent is typically exposed to office noises and interruptions, such as printers, telephones, visitors, etc. Physical exertion may be to lift books, files or manuals weighing less than 15 pounds. Requires crouching, bending kneeling or reaching to perform filing activities. Occasional dealing with distraught or difficult individuals.

EXPERIENCE AND TRAINING GUIDELINES:

Any equivalent combination of education, experience and training that would likely provide the applicant with the required knowledge, skills and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

- Minimum one (1) year of experience in recreational programming

AND

Training:

- Equivalent to a four-year college or university education, with a major in Parks and Recreation or a related field.



Office Tech I

Class Code:
FCS0402

Bargaining Unit: Full-time Represented Staff

TUALATIN HILLS PARK & RECREATION DISTRICT
Established Date: Dec 30, 2011
Revision Date: Jul 27, 2015

SALARY RANGE

\$3,625.00 - \$4,591.00 Monthly

DEFINITION & SUPERVISORY:

The Office Tech I is responsible for the office and clerical responsibilities of a large recreation center and performs a wide variety of clerical duties.

Supervision Received and Exercised

This position receives supervision from the Center Supervisor and may exercise lead direction over other part-time employees and volunteers.

ESSENTIAL JOB FUNCTIONS:

Answer the multi-line telephone and direct calls to appropriate personnel and take accurate messages.

Provide information on the phone, or in person, in response to inquiries such as: program schedules, District services and other general information.

Assist the general public with program enrollment, by signing participants up for classes, receipting money, and perform related registration procedures. Reconcile daily cash receipts, petty cash, refunds and prepare bank deposits.

Inventory, order and maintain office supplies, first aid supplies and keep supply room organized.

Prepare and/or proofread a variety of forms, letters, flyers, reports, promotional materials, etc. from rough draft or detailed instruction. Perform data-entry. Research and collect data for special projects and reports. Maintain facility website.

Maintain a variety of records including: class rosters, program attendance and building usage. Prepare reports. Process rental agreements, reservations and refunds.

Review instructor time sheets; perform electronic timekeeping edits.

Perform filing duties and operate standard office equipment such as: copiers, calculators, fax.

Prepare Center activity guide, instructor confirmation letters and maintain registration records.

ESSENTIAL JOB FUNCTIONS (include, but are not limited to, continued):

Plan and coordinate meetings, special events and/or other programs.

Oversee and direct the work activities of assigned part-time personnel, including: training, and scheduling.

Provide excellent internal and external customer service. Create a positive experience for customers through professional and courteous behavior and creative problem resolution.

Practice safe work habits and contribute to the safety of self, co-workers and the general public.

Support and respect diversity in the workplace.

OTHER JOB FUNCTIONS

Attend staff meetings as required. Serve on or provide support to a variety of committees, task forces or groups as necessary.

Perform other job related duties as assigned.

QUALIFICATIONS:

Knowledge of:

Office management principles and the ability to apply this knowledge to work problems.

Advanced understanding of applicable software and computer operations in a network environment.

Business English, spelling, punctuation, letter writing, report preparation, record keeping and mathematics.

Ability to:

Correctly interpret and apply the policies and procedures of the function to which assigned.

Perform general clerical work including maintenance of appropriate records and compiling information for reports under minimal supervision.

Enter data at a speed and accuracy necessary for successful job performance.

Operate a variety of office equipment, including: copier, phone system, computer, fax and calculator.

Establish and maintain effective working relationships with supervisor, other staff members, program participants and the general public.

Accurately post/track accounting transactions and check, balance and count daily cash receipts.

Plan, assign, lead and review the work of others.

Assume a flexible work schedule to meet Center needs.

Work with minimal supervision.

LICENSES, CERTIFICATES, and OTHER REQUIREMENTS

None required

WORKING CONDITIONS:

Duties are primarily performed in an office environment while sitting at a desk or working at a computer terminal. The flow of work and character of duties involve normal mental and visual attention much or all of the time. Frequent focus on a computer screen. Manual dexterity and coordination may be required, making up more than 50% of the work period. Daily precise control of fingers and hand movements while

operating computer keyboard, telephone and standard office equipment. Incumbent is typically exposed to office noises and interruptions, such as printers, telephones, visitors, etc. Physical exertion may be to lift books, files or manuals weighing less than 15 pounds. Requires crouching, bending kneeling or reaching to perform filing activities. Occasional dealing with distraught or difficult individuals.

EXPERIENCE AND TRAINING GUIDELINES:

Any equivalent combination of education, experience and training that would likely provide the applicant with the required knowledge, skills and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

Three years general clerical experience, including public contact.

AND

Education/Training:

Equivalent to the completion of the twelfth grade plus specialized clerical training.



Evening Weekend Supervisor I

Class Code:
RPR0401

Bargaining Unit: Regular Part-time Represented
Staff

TUALATIN HILLS PARK & RECREATION DISTRICT
Established Date: Dec 13, 2011
Revision Date: Aug 16, 2016

SALARY RANGE

\$20.90 - \$26.49 Hourly

DEFINITION & SUPERVISORY:

The Evening Weekend Supervisor I is responsible for customer service, general clerical work, building and patron security and the overall supervision of the Center.

Supervision Received & Exercised

This position receives supervision from the Center Supervisor and may exercise limited supervision over other part-time employees.

ESSENTIAL JOB FUNCTIONS:

- Answer the multi-line telephone and direct calls to appropriate personnel and take accurate messages.
- Provide information on the phone, or in person, in response to inquiries such as: program schedules, District services and other general information.
- Assist the general public with program enrollment by signing participants up for classes, receipting money and performing related registration procedures. Reconcile daily cash receipts, petty cash, refunds and prepare bank deposits.
- Prepare and/or proofread a variety of forms, letters, flyers, reports, promotional materials, etc. from rough draft or detail instruction. Perform data-entry. Research and collect data for special projects and reports. Assist in activity guide production.
- Perform filing duties and operate standard office equipment, including: computer, fax and copy machine.
- Responsible for the security of the Center. Monitor and supervise the general activities of the Center, including: participants and spectators. Schedule court times.
- Maintain a variety of records including, class rosters, program attendance and court reservations.
- Ensure the safety of program participants and if necessary, provide first aid. Prepare and submit accident/incident reports.
- Provide excellent internal and external customer service. Create a positive experience for customers through professional and courteous behavior and creative problem evaluation.
- Practice safe work habits and contribute to the safety of self, co-workers and the general public.
- Support and respect diversity in the workplace.

OTHER JOB FUNCTIONS

- Perform light custodial duties, as needed.
- Responsible for setting up class programs, tournaments, special events and assisting instructors, as needed.
- Attend staff meetings, as required.
- Perform other duties, as assigned.

QUALIFICATIONS:

Knowledge of:

- Office management principles and the ability to apply this knowledge to work problems.
- Modern office methods and equipment.
- Basic understanding of applicable software and computer operations in a network environment.
- Business English, spelling, punctuation, letter writing, report preparation, record keeping and mathematics.

Ability to:

- Correctly interpret and apply the policies and procedures of the function to which assigned.
- Perform general clerical work including maintenance of appropriate records and compiling information for reports under minimal supervision.
- Type or enter data at a speed and accuracy necessary for successful job performance.
- Operate a variety of office equipment, including: copy machine, phone system, computer, and adding machine.
- Communicate courteously and cooperatively with other staff and the general public, on the telephone or in person, including handling difficult or irate people.
- Establish and maintain effective working relationships with supervisor, other staff members, program participants and the general public.
- Accurately post/track accounting transactions and check, balance and count daily cash receipts.

Licenses, Certificates and other Requirements

- Current CPR and First Aid Certifications

WORKING CONDITIONS:

Duties are primarily performed in an office environment while sitting at a desk or working at a computer terminal. The flow of work and character of duties involve normal mental and visual attention much or all of the time. Frequent focus on a computer screen. Manual dexterity and coordination may be required,

making up less than 50% of the work period. Daily precise control of fingers and hand movements while operating computer keyboard, telephone and standard office equipment. Incumbent is typically exposed to office noises and interruptions, such as printers, telephones, visitors, etc. Physical exertion may be to lift and move tables and chairs weighing up to 40 pounds. Requires crouching, bending kneeling or reaching to perform filing activities. Occasional dealing with distraught or difficult individuals.

EXPERIENCE AND TRAINING GUIDELINES:

Any combination of experience and training that would provide the required knowledge and ability to perform the duties as outlined is qualifying. A typical way to obtain the knowledge and abilities would be as follows:

Experience:

- One-year general clerical experience, including public contact, and familiarity with recreational programming.

AND

Training:

- Equivalent to the completion of the twelfth grade, with specialized clerical training.

CLASS SPEC TITLE 7:



Building Maintenance Tech I

Class Code:
FMO0401

Bargaining Unit: Full-time Represented Staff

TUALATIN HILLS PARK & RECREATION DISTRICT
Established Date: Dec 28, 2011
Revision Date: Dec 28, 2011

SALARY RANGE

\$3,625.00 - \$4,591.00 Monthly

DEFINITION & SUPERVISORY:

The Building Maintenance Tech I is responsible for providing and/or scheduling all routine maintenance and custodial services for the Center. This position performs basic maintenance and custodial services, keeps maintenance records, oversees and leads the work of subordinate employees and works cooperatively with District Staff and the public.

SUPERVISION RECEIVED AND EXERCISED

This position receives general supervision from the Building Maintenance Coordinator and direct supervision from the Building Maintenance Tech Supervisor and exercises lead direction over assigned staff.

ESSENTIAL JOB FUNCTIONS:

Prepare the building for opening each day. May lock/unlock offices and building and activate/deactivate security alarm.

Plan, schedule and conduct custodial and minor custodial repair work to meet service objectives, standards and budgets. Meet with Center staff to coordinate building needs and goals.

Oversee and/or perform a variety of custodial duties, such as: stripping, waxing and buffing floors; steam cleaning carpets; sanitizing kitchen and lavatory facilities and emptying trash receptacles.

Arrange classroom and meeting room furniture; deliver and set up equipment, supplies, tables and chairs.

Lead and coordinate the work of subordinate personnel; train employees in safe operation of tools and equipment; provide input in evaluating employee performance.

Solicit bids, coordinate and oversee the work of outside contractors.

Schedule, oversee and/or perform minor repair and maintenance on building; Make routine checks and inspections of physical plant equipment; keep immediate supervisor informed of building condition and needs through the use of reports, both oral and written.

Order and maintain inventory and records of supplies, equipment and materials; work with vendors to identify more cost-effective equipment and supplies.

Maintain a variety of records; develop reports and budget information; assist supervisor in the development of budgets and procedures for custodial work.

Carry emergency pager (on rotation) and respond to building emergency calls.

Provide excellent internal and external customer service. Create a positive experience for customers through professional and courteous behavior and creative problem evaluation

Practice safe work habits and contribute to the safety of self, co-workers and the general public.

Support and respect diversity in the workplace.

OTHER JOB FUNCTIONS

Attend staff meetings. Serve on or provide support to a variety of committees, task forces or groups as necessary.

Perform other job related duties as assigned.

QUALIFICATIONS:

Knowledge of:

All aspects of custodial care of a commercial building, including cleaning methods and practices, carpentry, painting and the use of related tools.

Equipment, tools materials, supplies and chemicals required for janitorial and building maintenance operation.

Basic procedures, methods and techniques of budget preparation and control.

Pertinent Federal, State and local laws, codes and safety regulations.

Ability to:

Plan, conduct and perform the full range of custodial duties.

Plan, assign, lead and review the work of others.

Correctly interpret and apply policies and procedures of the function to which assigned.

Identify occupational hazards and use safety precautions.

Develop and evaluate schedules.

Operate and maintain custodial equipment.

Provide training to employees, including demonstrating techniques and safety procedures.

Prepare reports, records and budget information.

Use computerized systems for recordkeeping and communicating with staff.

Operate a variety of tools, both hand and power.

Lift and carry up to forty-five (45) pounds on a regular basis.

Maintain a flexible schedule to meet District needs

Maintain a neat, professional appearance.

Establish and maintain effective working relationships with supervisor, other staff members, program participants and the general public.

LICENSES, CERTIFICATES, and OTHER REQUIREMENTS

Valid Oregon Driver License

WORKING CONDITIONS:

Mostly working indoors. Incumbents may be exposed to a variety of environmental elements, including: dust, noise and other irritants. Position requires frequent walking, climbing, bending and the ability to lift up and carry up to 45 pounds in order to operate/handle: tables, chairs, commercial cleaning equipment, materials and supplies. Pushing and pulling is required while mopping, moving furniture, equipment and fixtures, operating floor cleaning equipment, handling trash barrels, vacuums and mop buckets. Requires repetitive foot, arm, shoulder, hand and back movements to perform cleaning duties and operation of equipment. Hand coordination is required to handle cleaning equipment, materials and supplies. Occasional dealing with distraught or difficult individuals

EXPERIENCE AND TRAINING GUIDELINES:

Any combination of experience and training that would likely provide the applicant with the required knowledge, skills and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

Three years of increasing responsible experience in commercial custodial services, plus supervisory experience.

AND

Education/Training:

Equivalent to the completion of the twelfth grade.



Center Supervisor II

Class Code:
EPR904

Bargaining Unit: Full-time Non-represented Staff

TUALATIN HILLS PARK & RECREATION DISTRICT
Established Date: Sep 22, 2016
Revision Date: Sep 22, 2016

SALARY RANGE

\$5,423.00 - \$8,034.00 Monthly

DEFINITION & SUPERVISORY:

The Center Supervisor II is responsible for the day-to- operation of the facility, the development, coordination and supervision of all personnel and all programs and special activities that are related to the effective programming and operation of the Center.

Distinguishing Characteristics

This position has a wide range of responsibilities requiring strong management skills and flexibility. Incumbents are responsible for highly varied work programs requiring broad professional recreation knowledge and experience, and the exercise of substantial independent judgment and discretion. This position requires the ability to manage multiple programs while maintaining a balance between volunteers, patrons and staff.

Supervision Received and Exercised

This position receives supervision from the Superintendent of Recreation and exercises all functional and technical supervision over assigned employees.

ESSENTIAL JOB FUNCTIONS:

Responsible for the recruitment, selection, supervision and evaluation of assigned staff:

- Exercise full supervision over employees.
- Assign work and ensure appropriate training is provided.
- Prepare and administer performance evaluations.
- Provide opportunity for developmental training and performance coaching to staff.
- Recommend and administer disciplinary actions.
- Research, identify and develop marketing and publicity plans and strategies for assigned areas.
- Oversee development and distribution of and write and edit pamphlets, flyers, newsletters and other publicity materials for Center activities, events and programs.

-- Develop, maintain and update a variety of financial, statistical and other Center specific data, reports and records.

-- Develop and write complete, accurate and concise written reports and correspondence.

Plan, organize, integrate and oversee recreation program development, implementation, administration and evaluation:

-- Oversee, carryout and evaluate results of recreation needs assessments. Identify, develop, recommend and implement Center program goals, objectives, curriculum and activities to meet those needs.

-- Research new and innovative programs and trends and adapt and introduce programs to meet community needs.

-- Determine program facility equipment and supply needs. Supervise and monitor the procurement, distribution, care, use and maintenance of facility, equipment and supplies. Maintain current supply and equipment inventories.

-- Develop and implement program schedule, evaluate program effectiveness and determine and initiate, terminate, improve or expand.

-- Assist the Superintendent with long-range goals in the program area.

-- Oversee and monitor registration and fee collection process.

Maintain close contact with non-profit organizations, school officials, community groups and others regarding programs and services:

-- Meet, partner and collaborate with community non-profit representatives to develop, provide and promote recreation programs.

-- Receive, investigate and resolve participant, volunteer, staff, citizen, community group or community partner inquiries, concerns, complaints and problems.

Plan, organize, coordinate, integrate and monitor the operations and activities of assigned Center programs:

-- Implement and monitor the communication and enforcement of applicable District and site---specific policies, practices, procedures and rules related to site operations and use, including those related to safety, security and rental usage.

-- Monitor facility and equipment upkeep; initiate prompt repair or preventative maintenance --and recommend capital improvement projects.

Manage Department budget preparation and administration:

- Prepare and build cost estimates for budget.
- Submit justifications for budget items.
- Monitor and control expenditures.
- Strong fiscal management and budget control.

Provide employees with basic job training and safety instruction:

- Actively supports safety and loss control measures.
- Ensure employees are held to departmental safety and loss control standards.

Exhibit leadership to staff, work teams and fellow employees:

- Serve as a model for accomplishing District visions and goals.
- Ability to build consensus with staff and the public
- Create an environment in which employees are focused on producing excellent quality results.
- Provide direction and set standards for excellence in internal and external customer service.
- Actively promote, model and support diversity in the workplace.

Other Job Functions

Represent the District in various community and professional meetings and with committees or organizations.

- Make public presentations to community, professional or academic organizations.
- Research, develop and submit funding and grant proposals and organize and direct authorized fundraising activities at assigned site(s).

Serve on or provide support to a variety of committees, task forces or groups as necessary.

Perform related duties as assigned

QUALIFICATIONS:

Knowledge of:

Theories, principles, procedures, standards, practices, information sources and trends in the field of

recreation and leisure activity programs.

Principles and practices of needs assessments, program implementation and program evaluation appropriate to assigned site(s).

Principles and practices of public administration, including budgeting, purchasing and maintenance of public records.

Principles and practices of effective supervision, training and performance evaluation.

Safety management practices applicable to supervising participants and staff in diverse recreational activities.

Types, uses and maintenance of specialized equipment, materials and supplies utilized in recreation programs.

Principles and practices of sound business communication.

Community resources and potential funding/sponsorship sources.

Basic marketing and public relations practices and techniques.

Pertinent federal, state and local laws, codes and regulations.

Modern office procedures, methods and computer knowledge.

Ability to:

Correctly interpret and apply the policies and procedures of the function to which assigned.

Plan, develop, implement and evaluate a wide range of recreation programs and activities to meet the needs of the citizens.

Plan and oversee the operation of a recreation programs and off-site programs.

Organize, coach, supervise, train, motivate and provide leadership to staff.

Understand, interpret, explain and apply District, state and federal laws applicable to areas of responsibility.

Understand the organization and operation of the District and outside agencies as related to assigned responsibilities.

Organize work, set priorities and exercise sound independent judgment with District guidelines.

Prepare clear concise and complete documents, reports and correspondence.

Problem solve, organize workloads and meet deadlines.

Monitor budget with allocation for programs and activities in assigned area.

Effectively market programs and services.

Assume a schedule of flexible working hours, including weekends and evenings.

Maintain a neat, professional appearance.

Proficiency in Microsoft Office and modern office equipment.

Exercise diplomacy in confronting and resolving conflicts and sensitive issues.

Communicate courteously and cooperatively with other staff and the general public, on the telephone or in person, including handling difficult or irate people.

Establish and maintain effective working relationships with supervisor, other staff members, program participants and the general public.

Licenses, Certificates, and other Requirements

Must maintain a valid Oregon Driver's License and good driving record

Current First Aid and CPR Certification.

Certified Park & Recreation Professional (CPRP) preferred.

WORKING CONDITIONS:

Duties are primarily performed in an office environment while sitting at a desk or working at a computer terminal. Typically exposed to office noises and interruptions such as; phones, printer, visitors, etc. The flow of the work and character of duties involve normal mental and visual attention much or all of the work time. Manual dexterity and coordination is required, making up less than 50% of the work period. Daily precise control of fingers and hand movements. Physical exertion may be to lift books, files and manuals weighing less than 15 pounds. Requires occasional driving on public roadways.

EXPERIENCE AND TRAINING GUIDELINES:

Any combination of experience and training that would likely provide the required knowledge and ability is qualifying. A typical way to obtain the knowledge and abilities would be as follows:

Experience

Minimum of five (5) years of increasingly responsible experience in recreational management, or a related field including three (3) year of supervisory experience.

AND

Training

Graduation from a four (4) year college, with a major in Parks and Recreation or a related field.



Conestoga Recreation and Aquatic Center

Operational Performance

Description	2015/16	2014/15	2013/14	2011/12
Attendance	290,000	275,274	339,417	264,772
Number of Classes Held	1,365	1,500	1,875	1,714
Number of Classes Offered	1,500	1,500	2,117	1,909
Percentage of Classes Held vs. Offered	91%	100%	89%	90%
Total Program Cost - Actual	\$2,133,604.77	\$2,001,696.00	\$1,948,725.00	\$1,967,110.00
Total Program Revenue - Actual	\$1,976,201.00	\$1,895,570.00	\$1,759,359.00	\$1,582,441.00
Estimated cost per visit	\$7.19	\$7.27	\$5.74	\$7.43
Direct Facility Operations Cost Recovery	82%	95%	90%	80%



Marketing Specialist

Class Code:
FCS865

Bargaining Unit: Full-time Represented Staff

TUALATIN HILLS PARK & RECREATION DISTRICT
Established Date: Aug 1, 2014
Revision Date: Aug 1, 2014

SALARY RANGE

\$5,301.00 - \$6,715.00 Monthly

DEFINITION & SUPERVISORY:

The marketing specialist is a multitasking marketing and communications professional with particular skills in targeted marketing for the purpose of generating increased public usage of district programs and, consequently, increased revenue. The successful candidate will be highly proficient in digital and print media content strategies, creation and distribution. He or she will work with the director of Communications & Outreach; the communications specialist; center supervisors, program coordinators and other program staff; and other members of THPRD leadership and staff. The successful candidate will help ensure that effective marketing materials are created and targeted through various distribution channels to achieve measurably improved outcomes for the district.

This position receives general direction from the Director of Communications & Outreach and exercises no supervision over other staff.

ESSENTIAL JOB FUNCTIONS:

- Work closely with program and other staff to design, implement and manage targeted marketing efforts that increase program participation and district revenues.
- Develop or help lead the development of a district wide marketing plan consistent with THPRD priorities.
- Effectively leverage current and emerging/future communications strategies and tools to reach increased numbers of patrons, including ethnically diverse audiences, using resources such as the recently completed district comprehensive plan and Portland State University diversity outreach study. Work with community partners as appropriate.
- Develop and manage marketing analytics and metrics, measuring effectiveness of marketing and advertising strategies and recommending changes as appropriate.
- Explore new, creative advertising/marketing strategies to promote programs and services. Identify and recommend new markets, marketing techniques and distribution channels.
- Support the effective use of technology in marketing and promotional efforts. Use expertise in digital marketing and social media to continually grow the district's online presence and reach more patrons.
- Support and employ traditional marketing methods as needed for identified target

audiences.

- Serve as a district marketing and branding expert. Make recommendations to the management team. Coach program staff on development of content that is concise and compelling and ensures consistency of tone and messaging.
- Lead, help coordinate or support special events that promote revenue-generating district programs and services.
- Provide excellent internal and external customer service. Create a positive experience for customers through professional and courteous behavior and creative problem evaluation.
- Practice safe work habits and contribute to the safety of self, co-workers and the general public.
- Support and respect diversity in the workplace.
- Serves on or provide support to a variety of committees, task forces or groups as necessary.
- Performs other job duties as assigned.

QUALIFICATIONS:

Knowledge of:

- Professional marketing communications, with particular emphasis on digital marketing.
- Professional writing and oral presentation skills.
- MS Office Suite, MS Publisher, HTML and CSS.
- Modern office procedures and methods, including computers.

Ability to:

- Tell compelling stories that advance THPRD's position. Communicate clearly and concisely about a variety of topics and subject matter, including the ability to express complex subjects in lay terms.
- Work under deadline pressure and extra hours if needed on assignments.
- Demonstrate initiative and creativity, and to be accountable for achievement of desired objectives.
- Handle a variety of assignments simultaneously.
- Collect, compile and analyze demographic information and data.
- Develop strategies and content for targeted audiences based on that demographic information and data.
- Work effectively in teams or independently depending on the assignment.
- Correctly interpret and apply the policies and procedures of the function to which assigned.

- Understand the organization and operation of the district and outside agencies as related to assigned responsibilities.
- Communicate courteously and cooperatively with other staff and the general public, on the telephone and in person, including handling difficult or irate people.
- Establish and maintain effective working relationships both within the organization and with community partners.
- Maintain a neat, professional appearance.
- Operate a variety of office equipment, including: computer, copy machine, and phone system.

Valid Oregon driver's license and good driving record.

WORKING CONDITIONS:

Duties are primarily performed in an office environment while sitting at a desk or working at a computer terminal. The flow of work and character of duties involve normal mental and visual attention much or all of the time. Frequent focus on a computer screen. Manual dexterity and coordination may be required, making up less than 50 percent of the work period. Daily precise control of fingers and hand movements while operating computer keyboard, telephone and standard office equipment. Incumbent is typically exposed to office noises and interruptions, such as printers, telephones, visitors, etc. Physical exertion may be to lift books, files or manuals weighing less than 15 pounds. Requires crouching, bending kneeling or reaching to perform filing activities. May need to deal occasionally with distraught or difficult individuals.

EXPERIENCE AND TRAINING GUIDELINES:

Any combination of experience and training that would likely provide the required knowledge and abilities in qualifying. A typical way to obtain the knowledge and abilities would be as follows:

Experience:

A minimum of 3-5 years experience in marketing and/or advertising and promotion for a business, public agency or nonprofit organization. Experience in digital media content creation, management and distribution is strongly preferred. Experience in marketing for a parks and recreation agency is a plus.

AND

Training:

Bachelor's Degree in Marketing, Communications/Public Relations or a related field is preferred.



MARKETING PLAN

Created February 2017

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Background

For 60 years, the Tualatin Hills Park & Recreation District has existed and even thrived without any formal marketing plan. However, while THPRD has been successful at retaining customers- likely due to an exceptional reputation among the greater Beaverton community- customer acquisition has not experienced the same level of growth in recent years. Contributing factors could include low economic growth of the mid-late 2000's, negative reactions to increased THPRD fees and market saturation due to competition (especially within the fitness arena), among other things. THPRD has explored options to address this slowly declining market share.

In 2014, a business plan was written and approved to hire a marketing professional and begin work on a district-wide, targeted marketing and communication plan to be implemented beginning in FY 2015-16.

This plan is to be reviewed annually, with the most recent update in February 2017.

Relationship to District Mission, Vision, Goals, and Objectives

Marketing is one vehicle which the district employs to communicate with the public. By tying marketing strategy to the mission, vision, goals and objectives of THPRD as a whole, we can further awareness and utilization of our programs, facilities, parks and natural areas.

District Mission: The mission of the Tualatin Hills Park & Recreation District is to provide high-quality park and recreation facilities, programs, services, and natural areas that meet the needs of the diverse communities it serves.

District Vision: We will enhance healthy and active lifestyles while connecting more people to nature, parks, and programs. We will do this through stewardship of public resources and by providing programs/spaces to fulfill unmet needs.

District Diversity & Inclusion Vision: We provide all individuals the opportunity to play, learn, and explore, and all employees and volunteers the opportunity to further the district's mission.

We do this by removing barriers to participation, fostering an inclusive culture, and offering programs that celebrate the district's diverse population.

Overall Strategic Goal 7: Effectively communicate information about park district goals, policies, programs and facilities among District residents, customers, staff, District advisory committees the District Board, partnering agencies and other groups.

Taken together, all marketing effort relate back to further communication and market recognition of THPRD's mission and vision in support of the district's strategic goals.

Marketing Responsibility

The Communications & Outreach division supports implementation of the Park District's key goals, including the marketing of district programs, activities and events to the general public.

The staff of Communications & Outreach division that directly supports marketing efforts includes the Communications Director, Graphic Specialist, Community Outreach Specialist, Communication Specialist and the Marketing Specialist.

Day-to-day oversight of district marketing activities is coordinated by a full-time Marketing Specialist, whose responsibilities include brand management, advertising, email marketing and other strategies outlined in the Marketing Plan to build community support and increase participation in THPRD programs.

The Marketing Specialist coordinates with an internal team of Marketing Liaisons at each facility; liaisons are equipped with knowledge and tools to correctly employ proper brand standards among traditional and digital channels. Some of these tools include: brand and author training, training regarding best practices when utilizing social media, templates to ensure high quality promotional materials with a consistent look and feel and other content to bolster their individual marketing programs.

The main role of the Marketing Liaison is one of communication. Through this communication channel, the marketing specialist is made aware of the successes and opportunities at a center level and the centers are able to take back consistent district-wide content to disperse to their audience. Additionally, at each meeting, the liaisons utilize the opportunity to voice a need for extra support (advertising budget, content creation, promotion) in any of their own program areas.

Additionally the Marketing Specialist will work with outside agencies to support specific campaigns and areas of the marketing plan for which there are either no dedicated internal personnel or limited capacity to support these initiatives.

Marketing Objectives

As an overall marketing goal, THPRD's Communication & Outreach Division will execute a robust online effort to increase overall awareness, family and program utilization and revenue. Our primary objective is to increase awareness of the breadth and depth of the THPRD properties, programs and events. Secondly, we will strive to build interest in and increase utilization of THPRD's key offerings that generate revenue of the district. There are various ways that progress and success of reaching these goals will be measured.

A total of four goals have been identified for the marketing plan.

1. Generate buzz and awareness to drive participation and interest in THPRD programs, facilities and other offerings.
 - a. At THPRD, there is something for everyone. The more THPRD is top of mind for the general population, the more often the district will see them 'trying' THPRD. This allows an opportunity to impress and retain a new customer.
 - b. Using multiple platforms, THPRD will expand the amount of information concerning the variety of programs, driving customers to interaction with the THPRD website.
 - i. Leverage online, social and local media channels to display and promote offerings.
 - ii. Craft high-quality content and campaigns that drive engagement, social sharing and word-of-mouth.
 - iii. Proactively plan and execute a timely, relevant editorial schedule.
2. Build upon already established credibility through "same sentence" partnerships.
 - a. This will differentiate THPRD from competitors and combat price objections
 - i. Develop deeper relationships and strategic partnerships with influential organizations, corporations etc.
 - ii. Curate content that is shareable between strategic partnerships
 - iii. Build in social proof/sharing mechanisms so customers can promote their experiences through their own social channels.
 - iv. Develop custom testimonial content from third parties
3. Cross-promote key programs and offerings to current THPRD patrons.
 - a. Segmenting customer profiles, packaging and focused communication on key revenue drivers will increase utilization and provide additional value.
 - i. Package and sell the experience with compelling content like fun campaigns, photos, videos.
 - ii. Build on the new THPRD.org to increase optimization and organization so as to showcase chosen revenue drivers.
 - iii. Create clean, obvious paths for web visitors that want to subscribe, register for, attend or buy these key offerings.
 - iv. Provide further opportunities for social sharing of these key offerings within both online and offline networks.
4. Create one THPRD voice by improving internal communication and external communication structure.
 - a. Construct a brand archetype and getting all internal staff on board

- i. Identify marketing contacts or leads for each center/facility
- ii. Develop marketing support software, templates, etc.
- iii. Build and train staff to use a single district-wide editorial calendar to facilitate transparent communication and negate "over-contacting" customers
- iv. Provide training, marketing and branding standards and open up a line of communication regarding branding and marketing practices.

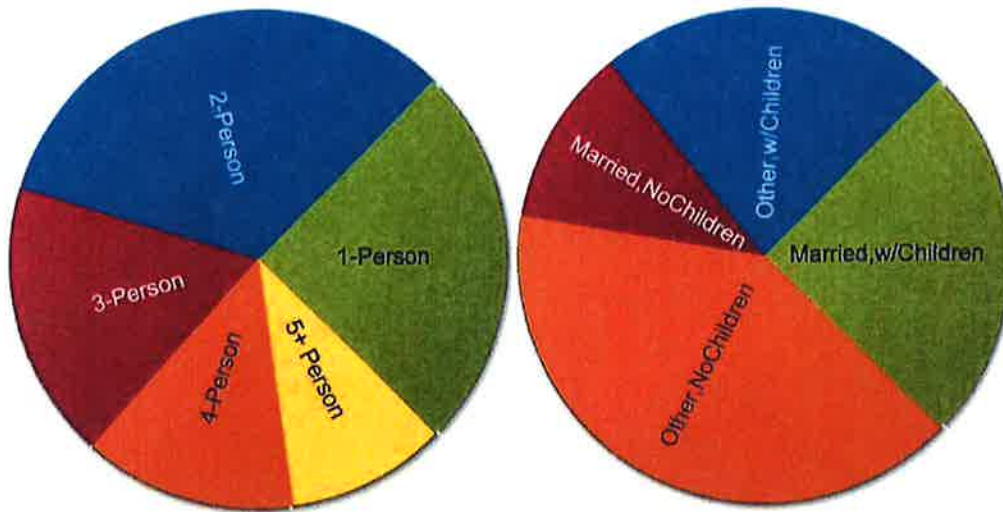
Situation Assessment

External Demographics

The mission of THPRD is clearly defined: provide high-quality park and recreation facilities, programs, services and natural areas that meet the needs of the diverse communities it serves.

According to a 2010 Census Profile*, the City of Beaverton has a population of 90,151 made up of a majority of white (73.5%), Hispanic (16.1%) and Asian (10.2%) people. While not solely in the city of Beaverton, a large majority of the district falls within the city thus making these demographics applicable. Regarding the population within district boundaries, Nielsen data says that, nearly half of the households report a median yearly income of greater than \$50K. Most households are made up of 1-2 people and, by a slight majority, are not married, and they do not have children. Nearly 25% of residents report between the ages of 21-34 followed by 16% reporting between 35 and 45 years old.

Neilson Household Composition



External Survey

A 2012 survey of district members (see Appendix A) rated the importance of the availability of local parks & recreation opportunities within THPRD as extremely important and further reported their service interaction and value of THPRD as extremely high. Satisfaction ranked highest in customer service; quality maintenance and safety of parks/facilities; number of available trails; and recreational or sport activities offered. Among the identified areas of weakness were user fees, timing of programs and lack of knowledge of available programs.

SWOT Analysis

Strengths

THPRD strengths center on its quality and variety of programs, services, staff and facilities. Additionally, its strong history of serving multiple generations of users and offering a good family-focused atmosphere are significant strengths that play a pivotal role in positioning THPRD for success.

Weaknesses

Areas of improvement for THPRD focus mostly on process and procedure and include restrictive practices that deter registration, unsure and exclusionary communication surrounding in/out of district policies and an overall lack of internal communication, specifically among centers/pools and management . There is a distinct lack of brand consistency across centers as well.

Opportunities

Opportunities are areas where THPRD could potentially grow and thrive to attain greater market share. Opportunities of note are an ever-growing, more diverse population including an increasing interest in inclusive play; the emerging prevalence of the millennial generation; evolution of the digital space; and residents returning "home" to raise families.

Threats

As the health and healthy lifestyle market continues to become more saturated, competition becomes fierce. Additionally, the audience THPRD sought to capture decades ago has changed dramatically.

Threats include: Similar providers with lower prices/bundled services, increasing expectations from district community and a 'plugged in lifestyle'. If THPRD does not evolve to address these threats, it will not effectively be able to deliver the same level of service that has been the hallmark of the organization for the past 60 years.

Strengths

- Family atmosphere
- Variety of programs/services
- Top notch facilities & programs
- Community respect
- Passionate experts
- Strong financial structure

Weaknesses

- Registration communication
- Internal collaboration
- Providing on trend programing for a diversified demographic
- Leveraging Technology
- Outdated brand perception

Opportunities

- Evolution of the digital space
- Increasingly diverse population
- Inclusion play
- Presence of large local corporations
- Adoption of healthy/active lifestyle
- Millennials
- Large district daytime population

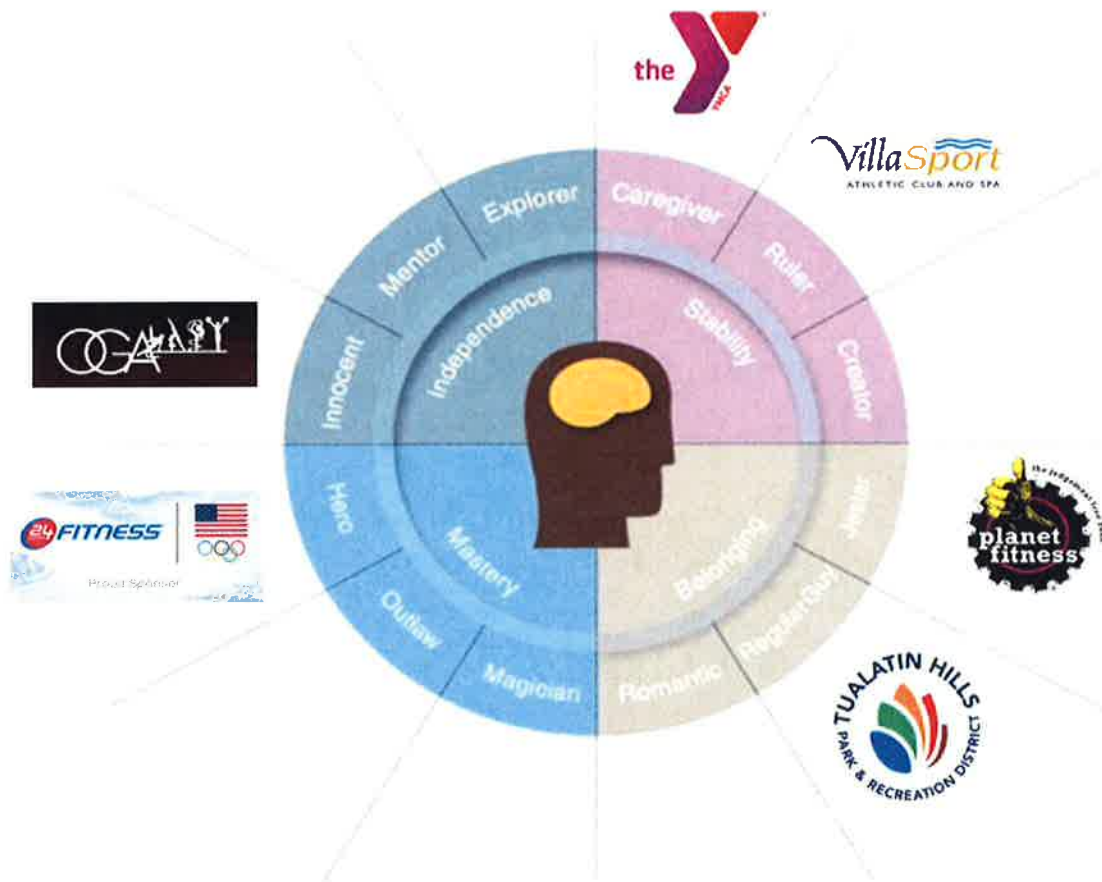
SWOT

Threats

- Similar providers with attractive services
- Increasing expectations from community
- Turnover of experienced staff
- Plugged-in lifestyle

Competitive Positioning

THPRD does not have any direct competition from other park districts. The district serves as the main avenue to natural resources, trails, parks and even pools for residents of Beaverton and Aloha often touching residents in Tigard, Hillsboro and Portland as well. However, when it comes to competition for paid programming, THPRD is met with several competitors especially in the health and wellness industry. In order to carve out a market niche THPRD has positioned itself as a neighborhood authority. Our reputation among residents (average time residency is 14.5 years) is sterling and often evokes a sentimental response. This sense of belonging sets us apart from our competitors.



Segmentation, Targeting, and Messaging

Segmentation

Our approach to segmentation is a combination of buyer personas and the life stage of the customer buying cycle stages.

Buyer Persona: “Fictional characters created to represent the different buyer types within a targeted demographic, attitude and/or behavior set that might engage with a site, brand or product in a similar way.”

We are targeting 4 groups in total for this marketing plan, families, young transplants, boomer and because we are surrounded by large corporations and tech companies, HR professionals. In first phase of implementation (branding) we will target messages primarily to the first three groups followed by a more direct approach to each segment in the following phases.

Personas /Target Markets



**Mom the American
Dreamer & Family**



Transplant Millennials



55 & Better (Boomers)



Corporate HR Partner

Persona 1 – Mom the American Dreamer

<p>Upper Mid Younger w/ Kids Upper-middle-class, suburban, married couples with children—sometimes referred to as the “Kids & Cul-de-Sacs” group.</p> <p>Adults typically have college educations and work a mix of white-collar managerial and professional jobs.</p> <p>Found mostly in suburban and exurban areas, the large families have fashioned comfortable, upscale lifestyles in their mid-sized homes.</p> <p>They favor outdoor sports, kid-friendly technology and adult toys like campers, powerboats, and motorcycles.</p> <p>Their media tastes lean towards cable networks targeted to children and teenagers.</p>	<ul style="list-style-type: none"> • Urbanicity: Suburban • Income: Upper Mid • Age Ranges: Age 25-44 • Presence of Kids: HH w/ Kids • Homeownership: Mostly Owners • Employment Levels: Professional • Education Levels: College Graduate • Ethnic Diversity: White, Black, Asian, Hispanic, Mix • Lifestyle & Media Traits <ul style="list-style-type: none"> • Order from target.com • Visit the zoo, Play fantasy sports • Read Parents Magazine • Watch E! Entertainment TV • Drives Subaru Outback • Roth IRA • Employer's stock • Multiple auto insurance policies • High adoption of technology
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Vanessa – A busy, working mom of 2



- Can afford camps and sports for her kids but is always looking for low-cost (or free) activities in order to stay budget conscious and keep her kids active
- Safety is a big concern for her
- Activities/parks that are within walking distance are ideal
- Has a personal drive to live a healthier lifestyle (for herself and her family)

- Engaged in her local community/neighborhood goings-on
- Find's it a little overwhelming to get both kids in activities
- Places a very high value on convenience of services
- Wants kids to have similar or better experiences she had at THPRD

Buying cycle position: Purchase/Support

Research Methods:

- Google
- Peer recommendations / WOM
- Activities guides
- Flyers
- Specific websites / blogs

Media Consumption:

- Heavy mobile user
- TV
- Internet (surfing/shopping)
- Facebook, Twitter & Instagram
- Women's Magazine

Persona 2 – Transplant Millennial

<p>Transplants w/o kids Segment of younger, lower middle class households that might not have high incomes but are nonetheless influential in their communities and social networks.</p> <p>This is a stopover for younger singles before they marry, have families, and establish more desk-bound lifestyles.</p> <p>These mobile adults include a disproportionate number of recent college graduates who are into athletic activities, the latest technology, nightlife entertainment and ethnically diverse</p> <p>About a third are foreign-born, and even more speak a language other than English.</p> <p>Preoccupied with balancing work and leisure pursuits and who live in apartment complexes surrounded by ball fields, health clubs, and casual-dining restaurants.</p>	<ul style="list-style-type: none"> • Urbanicity: Urban/Second City • Income: Lower Mid • Income Producing Assets: Low • Age Ranges: Age <35 • Presence of Kids: HH w/o Kids • Homeownership: Renters • Employment Levels: White Collar, Mix • Education Levels: College Graduate • Ethnic Diversity: White, Black, Asian, Hispanic, Mix • Lifestyle & Media Traits <ul style="list-style-type: none"> • Shop for travel on orbitz.com • Use Twitter & Snapchat • Watch Jimmy Fallon & MLS • Eat at Chipotle, Microbrews • Dives small imports like VW Jetta • Technodoption Class: Highest
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Gwen – A young up-and-comer that just moved here



- Recent college grad that landed a job just outside of downtown Portland
- She and a friend share an apartment with her dog, Barney.
- She is very health conscious and exercises regularly
- Currently looking for a gym to join

- Has a diverse group of friends
- Loves to volunteer
- To de-stress and keep a healthy work-life balance, she loves doing things outdoors with friends like playing rec league volleyball or disc golf

Buying cycle position: Awareness/Trial

Research Methods:

- Online: Google/Meet-Up/Yelp
- Peer recommendations / WOM
- Local Publications

Media Consumption:

- Heavy mobile user
- Snapchat, Pinterest, Instagram, some Facebook
- LinkedIn (professional)
- Websites/Blogs
- Magazines

Persona 3 – 55 and Better - Boomer

<p>Midscale Mature w/o Kids The steady rise of older, healthier Americans over the past decade has produced one important by-product: middle-class, mostly home-owning suburbanites who are aging in place rather than moving to retirement communities.</p> <p>These empty nester singles and couples live in older homes.</p> <p>For leisure at home, they enjoy gardening, reading books, watching public television.</p> <p>When they go out, it's often to a local museum, theater, or a casual-dining restaurant like the Olive Garden or the local buffet.</p>	<ul style="list-style-type: none"> • Technooption Class: Highest • Urbanicity: Suburban • Income: Midscale • Income Producing Assets: Above Avg. • Age Ranges: Age 55+ • Presence of Kids: HH w/o Kids • Homeownership: Mostly Owners • Employment Levels: Mostly Retired • Education Levels: College Graduate • Ethnic Diversity: White, Asian, Hispanic Mix • Lifestyle & Media Traits <ul style="list-style-type: none"> • Order from Lands' End • Belong to a club • Read AARP, The American Legion Magazine • Watch Hallmark Channel and Extra • Domestic cars • Contribute to PBS • Eat at Bennigan's and family style buffets • Low to moderate technology adoption
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Ken – A married, retired empty-nester



- Retired, no kids in the house but not interested in a retirement home
- Often frustrated about increasing THPRD costs of classes and administrative structure

- Needs convenient times and locations for desired programs/classes

Buying cycle position: Support/Loyalty/Referral

Research Methods:

- Google
- His grandkids, kids and wife
- Peer recommendations
- Activities guides

Media Consumption:

- TV
- Some Facebook
- Email
- Websites
- Traditional: TV, Paper & Magazines

Nadia – a rising star in the HR world



- Rising health insurance premiums are dictating new employee health/wellness initiatives
- She is researching wellness program options and educating herself on implementation
- She would love to find a wellness program, class or event/activity that can be measured and allow her to attach

incentives (like gym memberships/5ks, etc.)

- They're willing to spend a little on these initiatives with the hope that the programs pay for themselves in the long run.
- Needs to continue focusing on recruiting and retaining the best and brightest talent (i.e. millennials)

Research Methods:

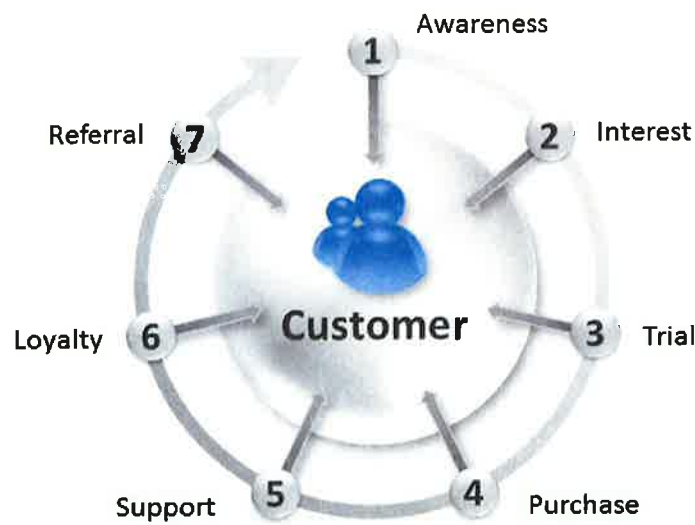
- Google
- HR trade websites/pubs
- HR groups within LinkedIn

Media Consumption:

- Pinterest, Facebook (personal)
- LinkedIn
- Websites/Blogs
- Mags/Pubs (trade and personal)

Customer Buying Cycle

Our customers take quite a journey before they actually become a THPRD customer. We categorize our audience by buying cycle (and persona) because helps us optimize our marketing and sales approach to best fit the information they want and need for each stage.



Targeting and Messaging

At the core of the THPRD marketing strategy are value statements. We will target each personal with content that is relevant to their value sets.

Primary Message	Mom the American Dreamer	Millennial Up-and-Comer	55 & Better Boomer	Corporate Partner
With so many places to go and things to do, we have something fun for everyone.	X	X		X
THPRD offers hundreds of low-cost and free activities for all ages	X	X	X	
We take great measures and pleasure to ensure our parks and facilities provide a safe environment for you and your family	X			
No matter where you live, in or out of district, there is something fun to do nearby.	X	X		X
Interested in sports? We've got you covered.	X	X		X
Get out of the house, de-stress, enjoy and explore the natural beauty of Beaverton		X		X
You've got questions about what THPRD can do for you. The answers are now at the new thprd.org	X	X	X	X
No one said living a healthy lifestyle was easy. But signing up for one is. Visit the new THPRD.org for classes, programs and more!		X		X
MVPs Welcome	X	X		
What's the difference between in district and out...and does it matter?		X	X	X
Discover the value that the education of life skills adds to your child and family	X			
Welcome to the community. At THPRD. You belong.	X	X	X	X
Discover how your family can grow together.	X		X	

THPRD Brand and Content

THPRD Archetype - The Everyman:

In marketing, an archetype refers to the way audiences view a brand. It connects the soul of a brand to the heart of a consumer. Throughout research and interviews for this marketing plan, two themes emerged. First, THPRD is passionate about kids. From swimming lessons to natural discovery, preschool and more, THPRD sees itself as pivotal to the development and support of young people. Secondly, THPRD is passionate about families.

- Internal surveys revealed that THPRD is about belonging and connecting with others.
- For THPRD, every story has an underlying sense of humility and inclusion. Two-year-olds to 82-year-olds are welcome here.
- THPRD is genuine, grounded and free of hype.
- THPRD is about helping build and sustain community.

Taken together, THPRD's archetype is the Everyman. Also known as the guy or girl next door, good citizen, good neighbor or, advocate, the Everyman may not stand out in a crowd but is positive, reliable and attentive, the one that truly keeps the wheels turning. If THPRD had a motto, it would be, "All men and women are created equal."

Though THPRD is a quiet achiever and consistent day after day, it's important to not become complacent or lose sense of purpose. The district's driving desire is to belong, to fit in and connect with others.

Publisher Path – Voice:

A solidified brand means nothing if it doesn't have a voice. Publishing paths are the lenses through which all messages for outward content should be created. After small group discovery and interviews primary, secondary and tertiary publishing paths have been identified:

Primary - The Community Builder

Messages and efforts are focused on building/supporting a community of people who are passionate about a cause or movement, which closely ties with THPRD's business mission and target audience interests.

Secondary - The Educator

THPRD uses educational content to teach our audiences about the details of a topic, product or service, which builds trust and confidence in our expertise and overall product/service offering.

Tertiary - The Curator

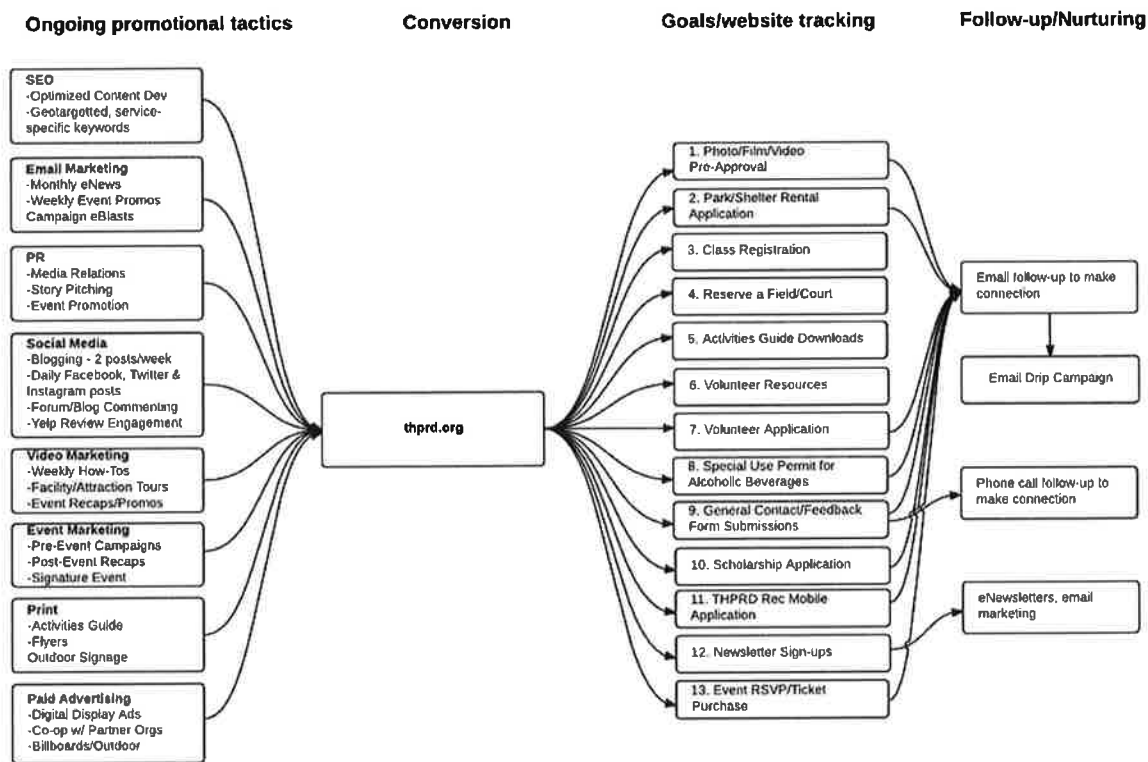
Continually gathering, filtering and sharing high-quality, relevant content from multiple sources surrounding an issue or topic so that we become a trusted source of information for our audiences.

Marketing Mix and Marketing Methods

THPRD’s marketing mix includes programs, recreation centers, preschool, pools, parks, trails, natural areas and facilities. There are free and paid opportunities. When considering the ‘placement’ and ‘packaging’ of this marketing mix, we take our audiences varied interests and core values into account. The methods we use to promote are varied and catered to the topic for each interest group.

Groups and Organizations	Topics													Methods									
	Program & Event Information	Park Planning & Development	Park Maintenance & Closures	Program Cancellations	Job Opportunities	Health & Wellness Information	Benefits of Parks and Recreation	Staff/ Customer Spotlights	Vision, Mission, Values	Fees & Policies	Facility/ Amenity Availability	Volunteer Opportunities	Opportunities for Public Input	Public Meetings	Informal Meetings	Personal Communication	Publications	Advertisements	Web Content	Social Media	Email	Press Releases	
General Public	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
THPRD Members	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
THPRD Staff	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
School Districts	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Local Colleges	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Non-Profit Organizations	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Advisory Boards	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Local Sports Associations & Clubs	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Neighborhood Associations	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
News Stations	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Local Blogs & Websites	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Housing Communities/Complexes	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Professional Associations/Chambers (Minority Business Association)	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Local Corporations (Nike, Intel, etc)	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Realtors	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Libraries	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

The hub of marketing for THPRD is thprd.org. Recently redesigned, this medium is primed for audience participation and conversion. Thus, the majority of content and promotional tactic will drive people to the new thprd.org. All the dynamic web content will have calls-to-action that lead to conversion points.



Marketing Channels

1. Search engine optimization (SEO) - Focusing on keywords to optimize thprd.org. This includes off-page link building.
2. Email marketing - A robust schedule of emails including blog recaps via RSS to email feeds, THPRD Today E-newsletter and campaign/event specific e-blasts will be sent to segmented lists based on center preference, location, and interest.
3. Social media - After claiming all channels and presences, the value of each referral and conversion will be calculated. Based on that information the team will prioritize staff time and presence on certain channels that may include Facebook, Twitter, Google+, Instagram, Yelp and video platforms such as YouTube.
4. Event marketing - A full event promotional campaign checklist complete with templates will be developed and implemented for use across the district. New signature events, partnerships and opportunities for development will be explored.

5. Print marketing -THPRD has relied heavily on this channel as its main external communication strategy. Though print marketing will play a secondary role to online content creation, it's still a relevant method for promotion. As far as fliers, banners, posters and direct mail, THPRD will rebrand the overall look and feel as well as develop design standards and interactive templates. Staff will be trained to use these templates.
 - a. An important part of the print marketing is the activities guide. A redesign of the guide should be explored. This redesign will better marry the updated look and feel of the website with this popular resource. Focused on content rather than course matrixes, the activities guide will utilize clear calls-to-action that drive patrons to thprd.org for registration and more.
6. Paid media -A combination of targeted advertising on paid media will identify online audiences and created deeper one-on-one type interactions with customers. This is also a versatile medium that can easily be adjusted based on performance making it highly cost-effective.

Campaign Definition Strategies

When planning campaigns and promotions throughout the year, they will fall into one of three tiers corresponding to dedicated time, resources and budget.

Large – Brand related campaigns

These campaigns are district-wide. They promote customer acquisition and retention through a promotion of the THPRD brand and voice. Currently (2015-2018), this campaign is known as MVPs Welcome. This campaign is run year-round. Significant time, resources and budget will be dedicated to campaigns of this nature.

District-wide events/campaigns

These campaigns may fall into several categories. Since they are district-wide and often require coordination among several THPRD departments and outside partners (like the City of Beaverton) they receive significant budget, resource and content consideration. Examples include:

- Annually recurring events
 - Party in the Park
 - Concerts and Theater in the Park
 - Groovin’ on the Grass (concert)
 - Big Truck Day
 - Fitness in the Park
 - Sunday Trailways
- Periodic high-profile events
 - 2016 Davis Cup (Tennis)
 - Rose Festival Half Marathon
 - Gold Medal Finalist
- Sales and promotions
 - Deluxe Fitness Pass
 - Get-Fit Challenge
 - Holiday Toy and Food Drive
- Registration periods
 - Winter/Spring
 - Summer
 - Fall

Small/Center-Level Events/Campaigns

Throughout the year each center has events, classes or messages that are specific to their on geo locations. These campaigns are often hyper-local thus, they require fewer resources and budget for promotion. The majority of these campaigns will use social and traditional print marketing as their main channels of promotion. The Marketing Specialist will assist with expertise and budget for advertising at request of the center.

Content Calendar

An editorial content calendar is available internally. Organized into monthly themes, the editorial calendar will guide promotional message distribution in most digital channels but centered on social. While it cannot possibly cover all instances of marketing and promotion throughout THPRD, the editorial calendar will be updated regularly to reflect marketing efforts as accurately as possible. The Marketing Specialist is responsible for updating and distribution of the editorial content calendar.

Budget

The Marketing Specialist is responsible for creating and distribution of the marketing budget. This budget includes print/paper costs associated with the activities guide printing, digital and hard advertising costs, promotional items, and special event promotions. See Appendix B for a sample marketing budget.

Evaluation Criteria and Methods

A variety of online measures will be employed to track goal progress. The majority will be collected through social measuring analytics and Google Analytics. Reporting metrics include:

1. Volume metrics – evidence of increasing or decreasing activity.
 - a. Online mentions via regular monitoring
 - b. Website traffic
 - c. Social
2. Engagement metrics – interaction with THPRD digital properties.
 - a. Website page shares
 - b. Social (brand/hashtag mentions, retweets, comments, etc.)
 - c. Video views
 - d. Blog & email subscriptions
 - e. Testimonials submitted
 - f. Volume of map searches
3. “Findability” metrics –ability to capture new audiences.
 - a. Volume of search engine referral visits
 - b. Search engine ranking positions {SERPs}
4. Internal metrics – activity from THPRD staff.
 - a. Attendance to monthly training sessions
 - b. # of retweets/#THPRD used by THPRD staff
 - c. # of content pieces submitted for editorial calendar
5. Conversion metrics –customers taking action that results in a conversion.
 - a. New membership accounts created
 - b. Forms/permits submissions I downloads
 - i. Membership/pass purchases
 - ii. Program/class registrations
 - iii. Shelter rentals
 - iv. Field/facility reservations
 - a. Blog subscriptions
 - b. Email newsletter subscriptions
 - c. Account activity (logins signups, calls)

Although it cannot be attributed solely to marketing efforts, if the marketing plan is successful in achieving the FY 2015-16 goals, THPRD will see an increase in account creation account activity.

Resources Available to Staff

To ensure that the Marketing Liaison Team and other staff are equipped to implement THPRD's marketing plan, a variety of resources have been and will be made available internally including:

- *Writer's Style Guide – Inside THPRD*
- *Marketing strategy and brand presentation – Upon request from the Marketing Specialist*
- *Promo request form – Inside THPRD*
- *Templates – In progress (2017) will be available on Inside THPRD*
- *Best Practice manual (Social, Web postings) – In progress (2017) will be available on Inside THPRD*

Employment Selection Guidelines

2.03.09

Date: 10/13/2011
 Adopted by: Doug Menke
 General Manager
 Signature: On File
 Date: 10/11/2011

Supersedes P & P No.: 2.03.09 - 06/24/2010
 Implemented by: Keith D. Hobson
 Director of Business & Facilities
 Signature: On File
 Date: 10/12/2011

Purpose

The purpose of this policy is to establish the procedures for selection of personnel while ensuring compliance with the Collective Bargaining Agreement, Employee Handbook and Federal/State law.

Policy

It is Tualatin Hills Park & Recreation District's intent through uniform procedures to ensure each applicant receives unbiased consideration throughout the entire selection process through the use of standardized job related qualification measures. All decisions on employment selection are based on the principle of Equal Employment Opportunity.

Procedures

1. Pre-Selection Plan

In order to ensure a fair and equitable approach toward the selection process, the Superintendent and Human Resources Manager must establish the selection criteria and selection procedures prior to the position being posted and advertised.

Process:

- A. The selection criteria must be based on the job requirements as outlined on the job description and will be used to form interview questions, supplemental questions, and skill tests and to screen applications.
- B. The selection procedures must establish whether the selection procedures followed will be cumulative to assist in the ranking of applicants or as a pass/fail at any point in the selection process.

2. Application Form Review

The application form review process will ensure each applicant is considered without regard to gender, race, color, religion, or any other protected class and will provide the District with the initial information needed in order to determine whether the applicant meets the minimum qualifications of the position.

Process:

- A. Completed application forms will be screened, evaluated and ranked by the Human Resources Department utilizing a criterion-job related 100 point weighted system, which measures the applicant's level of experience, education and training relative to the position applied.
- B. The top ranked application forms will be routed to the supervisor(s) for review and the most qualified applicants, as determined by the supervisor(s), will be invited to continue in the selection process.

All applicant(s) invited to continue in the selection process must meet the minimum qualifications of the position and these qualities must be evident in the application materials.

3. Supplemental Questionnaires and Skill Testing (optional)

Supplemental Questionnaires and Skill Testing will provide the opportunity, if necessary, to collect additional job-related information about the applicant(s).

Supplemental Questionnaires and Skill Testing may be used to assist in the ranking of applicants or may be used as a pass/fail stage of the selection process.

Use of supplemental questionnaires is mandatory at the application level for all exempt positions.

Definition:

Supplemental Questionnaires

Several critical job skills will be identified and the applicant(s) will be required through written narrative responses, to prepared questions, to describe how they meet the identified requirements.

Skill Testing - Work Sample

The applicant(s) will be required to complete a work related project within a specified amount of time. The Work Sample Test is commonly used for clerical and other professional job classifications.

Skill Testing - Job Demonstration

The applicant(s) will be required to demonstrate how they would perform a task or set of tasks typical of the position. Job Demonstration is commonly used for maintenance/trades job classifications.

Process:

- A. The Superintendent and Human Resources Manager will select the panel of Evaluators.
- B. The assessment criteria, type of information sought and point system will be pre-determined. An evaluation form will be developed with values assigned to the various criteria being evaluated. Each criterion will be assigned a value, which is weighted so that it is reflective of its relative value to the job.
- C. All applicants will be required to perform the same task(s) under the same conditions in the same amount of time.
- D. Each Evaluator will independently assign scores based on the criteria provided on the evaluation form. Once the evaluations are complete, the scores will be totaled. The Human Resources Manager will review the scores and address any inconsistencies.
- E. Those applicants who are above the pass point will be invited to participate in the interview process.

4. Structured Interview

An interview must be conducted prior to placing an applicant into a position. The interview allows for the assessment of work related knowledge, skills, abilities or other competencies that are not easily recognized through application review and/or supplemental questionnaires and skill testing. The interview also allows for inclusion of people skills, leadership potential, critical thinking skills and the evaluation of cultural fit.

The structured interview score may be combined with the scores from the other selection phases or the interview score may serve as the final pass/fail point in the selection process.

Process:

- A. The interview method and agenda will be the same for all applicants interviewed.
- B. To increase reliability, interviewing is to be conducted by a panel (minimum of two evaluators). The Superintendent and Human Resources Manager will select the panel of Evaluators.
- C. The same set of questions will be asked of all applicants. The rating criteria, specific to the interview questions, must be identified and approved in advance and outlined on an interview evaluation form. Each criterion will be assigned a value, which is weighted so that it is reflective of its relative value to the job.
- D. Each Evaluator will independently assign a score to each of the applicant's responses based on the criteria provided on the interview evaluation form.
- E. The scores from all Evaluators will be totaled to come up with a final score (whether cumulative or interview only) for each applicant. The Human Resources Manager will review the scores and address any inconsistencies.
- F. The final score will determine the ranking of the applicants. The top ranked applicant will be recommended for hire. Recommendations to hire the second or third high score will not be accepted unless it has been determined, through the background and reference check process, the top applicant is not eligible for hire.

Veterans' Preference

Preference shall be granted to a veteran or disabled veteran who meets minimum qualifications as outlined on the job description. Preference shall be granted in the following manner:

For the initial application screening used to develop a list of persons for interview, a qualifying veteran shall have five (5) preference points added to their score, and a qualifying disabled veteran shall have ten (10) preference points added to their score.

All veterans meeting minimum qualifications as outlined on the job description or who have obtained the skills related to the position, through military education or experience, will be provided the opportunity to interview.

For any application examination (i.e., interview and/or skills test) given after the initial application screening that results in a score, preference points shall be added to the total combined examination score without allocating the points to any single feature or part of the examination. A qualifying veteran shall have five (5) preference points added to their score, and a qualifying disabled veteran shall have ten (10) preference points added to their score.

If the results of a veteran or disabled veteran's application examination, when combined with the veteran's or disabled veteran's preference, are equal to or greater than the results of an application examination for an applicant who is not a veteran, the veteran or disabled veteran shall be selected for the position.

A veteran not selected, upon making a written request to the Human Resources Department, is to be provided the reasons therefore; the request must be submitted within 10 days of the veteran's receipt of notification of non-selection.

Disability Accommodation

Selection procedures may be modified to reasonably accommodate disabled individuals. All requests for modification in procedures must be submitted to the Human Resources Department in advance.

Tests for Bias

To ensure the measuring criteria has met the Equal Employment Opportunity Commission (EEOC) requirements and none of the selection methods were biased, the composition of the applicants selected for hire will be compared against the composition of the number applied.

In accordance with the EEOC Uniform Guidelines, the District will use the four-fifths rule as its measuring tool. The selection composition will be calculated annually and will be based on total selection across all jobs. A selection rate that is less than four-fifths (80%) of the rate of the group with the highest rate will be regarded as potential evidence of adverse impact (unintentional bias).

Example:

The Four-Fifths Rule		
Annual Totals	<u>Men</u>	<u>Women</u>
Number of Applicants	100	50
Number Hired	52	14
Selection Rate	$52/100 = 52\%$	$14/50 = 28\%$
Selection Ratio	$0.28 / 0.52 = 53.8\%$	

Since 53.8% is less than four-fifths (80%), potential adverse impact is indicated.

If this occurs, the Human Resources Department will review each component of the selection process for potential bias and will take steps to either correct the imbalance or validate the selection procedures.

Test for Validity

At the end of the new employee's six-month probationary period, the selection procedures and job performance evaluation criteria (core competencies) will be compared. A successful comparison will suggest the selection testing was predictive of on-the-job success and a valid selection process.

Hiring Regular Part-Time & Full-Time Employees

2.03.04

Date: 11/13/2001
Adopted by: Ron D. Willoughby
General Manager
Signature: On File
Date: 11/26/2001

Supersedes P & P No.: Not Applicable
Implemented by: Keith D. Hobson
Director of Business Services
Signature: On File
Date: 11/26/2001

Purpose

The purpose of this policy is to establish the procedure for hiring new employees ensuring compliance with the Immigration and Naturalization Services, Fair Labor Standards Act, Federal/ State Law, and to establish the process for distribution of District owned property, inclusion into the District's payroll system, and issuance of District computer access upon commencement of employment.

Policy

It is the policy of the Tualatin Hills Park & Recreation District to ensure compliance with all applicable Federal and State Laws resulting from the hiring of a new employee.

Procedures

Prior to hire, the Human Resources Coordinator will collect, route, track and submit the following documents utilizing the District's

New Hire Internal Checklist:

- Application Form
- Background Check Consent Form
- Photo ID
- Pre-Hire Drug Test Consent Form
- Signature Page- Employee Handbook
- Medical Benefit Enrollment Forms
- Employee Information Sheet
- Payroll Draw Form
- Direct Deposit
- I-9 Form
- W-4 Form
- Certificate of Payroll
- IS Access Information Form
- Signature Page- IS Policy
- Request for Building Key and Security Code
- Any Other Job Related Items

Eligibility for employment is contingent upon the results of the background check, drug screening test and verification and receipt of the required documents listed above.

Hiring Part-Time Employees

2.03.03

Date: 11/13/2001
Adopted by: Ron D. Willoughby
General Manager
Signature: On File
Date: 11/26/2001

Supersedes P & P No.: Not Applicable
Implemented by: Keith D. Hobson
Director of Business Services
Signature: On File
Date: 11/26/2001

Purpose

The purpose of this policy is to establish the procedure for hiring new part-time employees ensuring compliance with the Immigration and Naturalization Services, Fair Labor Standards Act, Federal/State Law and to establish the process for inclusion onto the District's payroll system.

Policy

It is the policy of the Tualatin Hills Park & Recreation District to ensure compliance with all applicable Federal and State Laws resulting from the hiring of a new part-time employee.

A new part-time hire is defined as any new or any returning employee who has not worked for more than 45 consecutive days.

New part-time hires are not eligible to work until all required documents and procedures have been completed.

Procedures

Three working days prior to the date of hire, the hiring supervisor must submit to the Human Resources Coordinator, the Part-time Hiring Checklist Form with the following completed, documents attached:

- District Application Form
- I-9 with copies of ID attached (if under age 18, proof of age)
- W-4 Form
- Background Consent Form
- Job Description
- Work Schedule
- Pay Rate Card

Eligibility for employment is contingent upon the results of the background check and verification and receipt of the required documents listed above.

Upon approval, the hiring supervisor will receive notification, via fax, from the Human Resources Department to begin employment and the new employee will be added to payroll.

Hiring Minors- Under Age 18

The District is required to verify the age of minors, under the age of 18 years, and retain copies of proof of age documents in the minor employee's personnel file.

Acceptable proof of age documents include:

- Birth Certificate
- Driver's License, Provisional License, or State issued ID Card with Photo
- US Passport
- Baptismal Record
- School Records

No minors under the age of 16 shall be employed by the District, unless employment is for a one day special event, only. Under no circumstance shall a minor under the age of 14 be employed.



TUALATIN HILLS
PARK & RECREATION DISTRICT

EMPLOYEE HANDBOOK
Full-time and Regular Part-time

Revised 2016

RECRUITMENT PRACTICES

For each position or classification, there shall be established minimum requirements as to experience, education, physical ability or other qualities considered necessary for performance of the essential functions of the position.

Employees shall be selected on the basis of knowledge, education, experience, training and other qualifications as outlined in the job description. Information provided on the employment application and resume shall be subject to verification.

VETERANS PREFERENCE

THPRD provides qualifying veterans and disabled veterans preference in employment in accordance with state law. For the preference to be applied, veterans must meet the statutory requirements, successfully complete the initial application screening and meet the minimum qualifications of the position.

BACKGROUND CHECKS

Employment is contingent on the results of reference and criminal and civil background checks, including driving records when appropriate. If a criminal record does exist for an applicant, the Human Resources manager or designee will evaluate whether THPRD's interests justify employment disqualification based on the criminal offender information and job-related factors including, but not limited to: (1) the nature and gravity of the offense and whether it indicates a propensity to cause harm to other employees or citizens in the community; (2) the time that has passed since the conviction or completion of sentence; (3) whether the individual completed treatment or rehabilitation; and (4) the relationship between the nature of the offense and the job in question.

PRE-HIRE DRUG TESTING

THPRD is a drug-free workplace. A pre-hire drug test is required for all FT and RPT positions identified as safety sensitive. All employees will be drug tested in accordance with the THPRD drug and alcohol policy.

FIT-FOR-DUTY EXAMS

New hire and current employees may be required to take a physical examination if the position requires. In cases where a physical examination is required, THPRD shall pay the cost of the examination.

NEW HIRE ORIENTATION

Each new employee will be given an orientation explaining THPRD policies, benefits and procedures.



TUALATIN HILLS
PARK & RECREATION DISTRICT

EMPLOYEE HANDBOOK

Part-time

Revised 2016

RECRUITMENT PRACTICES

For each position or classification, there shall be established minimum requirements as to experience, education, physical ability or other qualities considered necessary for performance of the essential functions of the position.

Employees shall be selected on the basis of knowledge, education, experience, training and other qualifications as outlined in the job description. Information provided on the employment application and resume shall be subject to verification.

VETERANS PREFERENCE

THPRD provides qualifying veterans and disabled veterans preference in employment in accordance with federal and state law.

BACKGROUND CHECKS

Employment is contingent on the results of reference and criminal and civil background checks, including driving records when appropriate. In most cases, THPRD will not conduct a criminal background check prior to making a conditional offer of employment. If a criminal record does exist for an applicant, the Human Resources manager or designee will evaluate whether THPRD's interests justify employment disqualification based on the criminal offender information and job-related factors including, but not limited to: (1) the nature and gravity of the offense and whether it indicates a propensity to cause harm to other employees or citizens in the community; (2) the time that has passed since the conviction or completion of sentence; (3) whether the individual completed treatment or rehabilitation; and (4) the relationship between the nature of the offense and the job in question.

FIT-FOR-DUTY EXAMS

New hire and current employees may be required to take a physical examination if the position requires. In cases where a physical examination is required, THPRD shall pay the cost of the examination.

NEW HIRE ORIENTATION

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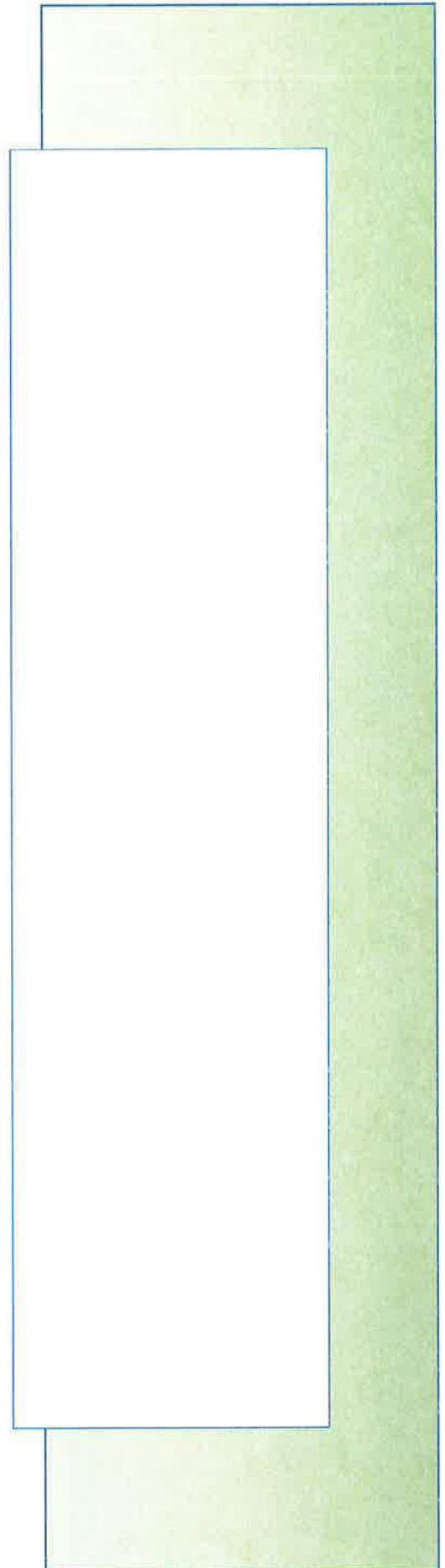
Conestoga Recreation & Aquatic Center

Wet & Dry Sides

INDEX

Maintenance Duties

Techs' Schedules



THPRD

Conestoga Recreation and Aquatic Center

Building/Pool Operator I Responsibilities

- Providing a clean & safe facility
- Daily sanitation & cleaning
- Safety
- Repair
- Maintenance of the 62,000 sq. ft. facility
- Supervision of a permanent crew of 1 FT Pool Operator II & 5 PT Building Tech IIs
- Supervision of Fill-in Techs
- Supervision of outside Contractors who work the Center
- Coordinate with Programming on their needs
- Track Spending
- Send weekly reports
- Order supplies
- Update repair histories
- Compile condition of asset reports
- Perform and track preventative maintenance
- Track routine service performance
- Track daily performance of the other Maintenance Techs
- Prepare new Operating Budget request
- Prepare new Capital Project list
- Prepare Justification for Capital Projects
- Get Budget Quotes
- Get multiple Capital Project Quotes
- Prepare Quote Sheets
- Prepare Sustainability Checklists
- Schedule Vendors' work
- Oversee Vendors' performance
- Work with Programming Staff
- Prepare for Special Events
- Organize work
- Supervise and perform Quarterly Facility Floor Rejuvenation
- Perform assigned special tasks
- Attend Safety Committee & Staff Meetings

- Perform requested Safety repairs & improvement
- Fill-out Job Requests
- Prepare input on the performance of the RPT Pool Tech II
- Oversee yearly Safety Training for the Building Techs IIs
- Oversee training for the Pool Tech II
- Give all required New-hire Trainings
- Respond to all emergencies while "on" the THPRD Emergency Phone
- Maintain the Building Maintenance Inventory
- Inspect the building and surrounding grounds
- Set up the rooms for Class usage
- Change/Maintain signs for programs and special events
- Clean the gutters that can be reached safely
- Inspect/Repair the roof
- Clean storm drains near the building
- Pressure wash the entranceways
- Set all clocks, time dogs and programmable controls for Daylight Saving/Regular time
- Change batteries in the Clock and other devices
- Wash windows
- Prepare Weekly Status Reports
- Coordinate fill-in coverage when Techs are absent
- Painting
- Floor tile replacement
- Clean/Change filters
- Monitor the HVAC/Boiler operation
- Maintain state mandated chemical levels of Lap and Leisure Pools
- Maintain state mandated chemical levels of seasonal Splash Pad (May-Sept)
- Maintain Certified Pool Operator certification
- Maintain yearly respirator fit testing
- Pool back washes
- Chemical checks every 2 hours, every hour for Splash Pad
- Order pool chemicals
- Trips to local merchants for building supplies
- Maintain pool covers
- Acid washes
- Assisting other Pool Operators
- Order cleaning chemicals and supplies
- Trips to local merchants for building supplies

- Assisting other Building Techs
- All other tasks as assigned or requested
- Cleaning air vents
- Changing exterior lights
- Changing gym lights (lift needed)
- Cleaning vacuums
- Cleaning fans
- Changing clock batteries
- Operators
- All other tasks as assigned or requested

Weekly, Monthly, or Quarterly Check Offs/Repairs

- Preventative Maintenance
- Clean out storm drains
- Inspect buildings and grounds for damage, vandalism or needed repairs
- Get bids from Contractors
- Monitor, coordinate and track the Contractors performance
- Graffiti removal (as needed)
- Inspection of fire extinguishers, monthly
- Scheduling of all mandated yearly inspections (Boiler, Fire System, back flow device, security system, and etc.)

Daily Administration

- Organize day and evening schedules for pool operators, Tech II, and Tech III workers
- Coordinate with Center Supervisor to schedule upcoming events and activities.
Schedule and enact all maintenance and facility needs in order to meet program needs
- When needed, will request additional manpower from supervisors for special events
- Personal contact with teachers, and users of facility to meet their needs where maintenance is concerned
- Maintain inventory of supplies and equipment
- Order supplies, pick-up, place orders and take bids with vendors for durable goods such as carpet, paint, and equipment
- Record daily logs of repairs, floor care and seasonal upkeep
- Constantly coordinating with Center Supervisors, District Supervisors and immediate supervisor to ensure easy, trouble free running of facility
- Make out Incident reports of any vandalism or other incidents
- Check maintenance request in office

- Meet with Staff
- Track spending
- Track hours of Staff
- Update records

Weekly, Monthly or Quarterly Administration

- Prepare Weekly Status Report
- Prepare P M Report after inspecting and performing monthly Preventative Maintenance on all aspects of the Center
- Prepare monthly Report after maintaining and calculating Routine Service Report
- Check all HVAC systems and replace filters, and maintenance
- Attend Building/Pool Tech I meetings
- Closures Coordination and scheduling of all major upgrades, wood floor restoration, painting, remodeling, and other projects
- Yearly inspection of fire extinguishers, sprinkler system, and backflow systems
- Coordinate and schedule the Contracted Out Projects
- Balance the Budgeted Accounts spending (037, 060 & 030)
- Monitor the Time sheets, Mileage Logs, and Time Change Forms for Maintenance Staff
- Training Staff
- Transit time for getting supplies and attending meeting/training
- Monitoring of adherence to Safety rules & regulations
- Coordinating and scheduling large Special Events and Rentals
- Touring with the Fire Marshall during yearly inspection

(This is a small list of what is done during Building Maintenance)

- Basket safety inspections (lift needed)
- Weight equipment safety inspections
- Preventative maintenance
- Boiler checks
- Acid washes
- Chlorine transfers
- Sweeping mechanical rooms
- Hosing mechanical rooms
- Dusting pipes
- Cleaning mechanical room stairs
- Cleaning slop sinks
- Power washing sidewalks

- Cleaning exterior windows
- Cleaning high reach windows (lift needed)
- Dusting gym vents (lift needed)
- Cleaning high reach gym windows (lift needed)
- Getting balls down off ledges in gym (lift needed)
- Dusting backboards and lights in gym (lift needed)
- Getting balls off roof
- Power washing Sport Court
- Outside trash
- Painting projects
- Cleaning pump strainers
- Cleaning UV air filters
- Cleaning UV let strainers
- Cleaning Chemtrol probs
- Cleaning Chlorine room
- Cleaning air vents
- Winterizing Splash Pad
- Cleaning Splash Pad toys
- Changing exterior lights
- Changing gym lights (lift needed)
- Adding chemicals to boiler
- Cleaning vacuums
- Cleaning fans
- Weekly diving board checks
- Cleaning tile around Leisure pool
- Changing underwater lights
- Changing clock batteries

Building/Pool Operator I

JOB DESCRIPTION Full-Time

(5:00 am to 1:30 pm Monday-Friday)

Daily Duties

Meet with FT Pool Operator II – 5:00 am -5:30 am

- Check box, Maintenance Log & notes in Office for requests, needs and/or emergencies
- Check the Daily Schedule Book and note any changes or special needs in the Schedule
- Meet with F T Pool Operator II and review needs and progress
- Checking Chlorine levels in barrels
- Checking chemical log sheet
- Walk entire building looking for issues
- Employees' progress review
- Check emails for emergencies

Pool Chemical Check – 5:30 am-5:45 am

Room Set Ups & Touch Ups - 5:45 am-7:45 am

- Room 101
- Room 200
- Room 202
- Room 203
- Room 204
- Room 205
- Fitness Room

Offices & Lobby – 7:45 am-8:45 am

- Lobby
- Receptionist area
- Offices
- Hall
- Break room
- Counter area
- Trash & receptacles
- Restroom

Break – 8:45 am-9:00 am

Administrative and/Meet P T Tech II/Requests – 9:00 am-10:00 pm

- Meet with P T Tech II & assign
- Perform requests
- Read and answer emails
- Tracking and recording budgets
- Tracking and updating life cycle of building
- Total time sheet for all maintenance employee
- Ordering supplies
- Vendor correspondence and calls
- Attend meetings
- Inspections
- Request and gather bids for projects
- Update and maintain safety records

Building Maintenance/Repairs Break – 10:00 am-11:00 am

- Repairs to facility
- Get parts
- Meet with vendors
- Meet with Secondary Owners

Lunch – 11:00 am -11:30 am

Pool Chemical Check – 11:30 am-11:45 am

Building Maintenance/Repairs – 11:45 am-12:30 pm

- Repairs to facility
- Get parts
- Meet with vendors
- Meet with Secondary Owners

Meet with Afternoon F T Building/Pool Operator I – 12:30 pm-12:45 pm

- Review daily status
- Review repair status
- Schedule P T duties
- Assign extra duties

Break – 12:45p-1:00 pm

Inspection/Administrative/Repairs – 1:00 pm-1:30 pm

- Inspect building
- Review schedule/book
- Tracking/paperwork
- Emergency repairs

Building/Pool Operator I

JOB DESCRIPTION Full-Time

(12:30 pm to 9:00 pm Monday-Friday)

Daily Duties

Meet with FT Building/Pool Operator I – 12:30 pm-12:45 pm

- Check box, Maintenance Log & notes in Office for requests, needs and/or emergencies
- Check the Daily Schedule Book and note any changes or special needs in the Schedule
- Meet with F T Building/Pool Operator I and review needs and progress
- Checking Chlorine levels in barrels
- Checking chemical log sheet
- Walk entire building looking for issues
- Employees' progress review
- Check emails for emergencies

Classrooms & Set Ups – [#201, 202/203, 204, 205 & 101] – 12:45 pm-2:15 pm

- Sweep
- Dust
- Clean door windows, sink, counter, door handles, mirrors
- Vacuum
- Mop, if needed
- Empty trash
- Check dispensers
- Make sure all equipment and chairs are ready for evening classes

Break – 2:15 pm-2:30 pm

Pool Chemical Check & Meet P T Tech II – 2:30 pm-3:00 pm

- Meet with P T Tech II & assign
- Check chemicals

Classrooms & Set Ups – [#201, 202/203, 204, 205 & 101] – 3:00 pm-3:30 pm

- Sweep
- Dust
- Clean door windows, sink, counter, door handles, mirrors

- Vacuum
- Mop, if needed
- Empty trash
- Check dispensers
- Make sure all equipment and chairs are ready for evening classes

Administrative and/or Requests – 3:30 pm-4:30 pm

- Inspect facility
- Perform requests
- Read and answer emails
- Tracking and recording budgets
- Tracking and updating life cycle of building
- Total time sheet for all maintenance employee
- Ordering supplies
- Vendor correspondence and calls
- Attend meetings
- Inspections
- Request and gather bids for projects
- Update and maintain safety records

Lunch – 4:30 pm-5:00 pm

Classrooms & Set Ups/Meet P T Tech II – [#201, 202/203, 204, 205 & 101] – 5:00 pm-6:30 pm

- Meet with P T Tech II & assign
- Sweep
- Dust
- Clean door windows, sink, counter, door handles, mirrors
- Vacuum
- Mop, if needed
- Empty trash
- Check dispensers
- Make sure all equipment and chairs are ready for evening classes

Administrative and/or Requests – 6:30 pm-7:00 pm

- Inspect facility
- Perform requests
- Read and answer emails
- Tracking and recording budgets
- Tracking and updating life cycle of building

- Total time sheet for all maintenance employee
- Ordering supplies
- Vendor correspondence and calls
- Attend meetings
- Inspections
- Request and gather bids for projects
- Update and maintain safety records

Break – 7:00 pm-7:15 pm

Classrooms & Set Ups – [#201, 202/203, 204, 205 & 101] – 7:15pm-8:00 pm

- Meet with P T Tech II & assign
- Sweep
- Dust
- Clean door windows, sink, counter, door handles, mirrors
- Vacuum
- Mop, if needed
- Empty trash
- Check dispensers
- Make sure all equipment and chairs are ready for evening classes

Administrative and/or Requests – 8:00 pm-8:30 pm

- Repair request
- Read and answer emails

Meet P T Tech II & Set Ups – [#201, 202/203, 204, 205 & 101] – 8:30 pm-9:00 pm

- Meet with P T Tech II
- Help with set ups
- Assign

Pool Operator II

JOB DESCRIPTION Regular-Part-Time

(10:00 pm to 5:30 am Sun. - Thurs.)

Daily Duties

**** Note = this schedule is for an average day, but each day will vary and your shift duties and/or times will have to be adjusted, as needed, to meet the Centers needs****

Check Chemicals/Notes – 10:00 pm-10:15 pm

- Check box and office for special requests, needs and/or emergencies
- Coordinated with P T Tech II (Sun, Mon, Thurs)
- Walk through backrooms to check for any issues
- Take Chemical checks on Lap and Leisure pools
- Walk building with other maintenance staff looking for issues

Men's & Women's Locker Rooms – 10:15 pm-12:00 am

- Empty/reline trash
- Sanitize floor
- Scrub floor
- Squeegee floor
- Clean toilets, urinals, sinks, mirrors, and countertops
- Polish chrome
- Sanitize and inspect benches
- Sanitize lockers & polish once a week
- Empty feminine napkin disposal boxes
- Clean drains & treat once a week
- Refill soap, TP, and paper towels
- Inspect lighting replace bulbs when needed
- Sanitize baby changing stations
- Sanitize bathroom partitions
- Power-wash once a week

Break – 12:00 am-12:15 am

Pool Deck – 1:30 am- 2:30 am

- Empty/reline trash
- Sanitize floor
- Scrub floor
- Squeegee floor
- Clean windows & window seals
- Clean drains
- Clean drinking fountains
- Clean stainless steel
- Pressure-wash twice a week
- Scrub tile around the drains once a week (one area per night)
- Scrub scum line around the pool
- Clean underside of the slide and the steps

Lunch- 2:30 am-3:00 am

Gender Neutral Dressing Rooms & Hallways- 3:00 am- 4:00 am

- Empty/reline trash
- Sanitize floor
- Scrub floor
- Squeegee floor
- Clean toilets, urinals, sinks, and mirrors
- Polish chrome
- Sanitize and inspect benches
- Empty feminine napkin disposal boxes
- Clean drains & treat once a week
- Refill soap, TP, and paper towels
- Inspect lighting replace bulbs when needed
- Sanitize baby changing stations
- Sanitize bathroom partitions
- Power-wash once a week

Lap Pool - 4:00 am -4:45 am

- Check chemistry
- Add chemicals when needed
- Track chemical usage
- Skim pool
- Brush pool
- Vacuum pool
- Sanitize diving board

Break - 4:45 am-5:00 am

Leisure Pool- 5:00 am -5:30 am

- Meet with the F T Building/Pool Operator I and review needs and progress
- Check chemistry
- Add chemicals when needed
- Track chemical usage
- Skim pool
- Brush pool
- Vacuum pool
- Sanitize diving board
- Clean stainless steel

*****ITEMS TO DO BY SHORTING PREVIOUS TASKS ON TU & W*****

Room 101

- Empty/reline trash
- Sweep floor
- Mop floor
- Clean sink, mirrors, and countertops
- Clean windows
- Cleaning vents
- Stripping floor
- Applying wax
- Burnishing floor
- Inspect lighting replace bulb when needed

Spectators Section

- Empty/reline trash
- Sweep floor
- Mop floor
- Sanitize and inspect benches
- Clean windows
- Sanitize and inspect hand railings
- Clean fans
- Cleaning vents
- High reach dusting
- Inspect lighting replace bulbs when needed

Lobby & Office Areas

- Empty/reline trash
- Empty/reline recycling
- Sweep floor
- Mop floors (Front desk, back copy area)
- Auto scrub floor
- Clean stainless steel
- Clean windows
- Sanitize & inspect tables, chairs, and benches
- Sanitize countertops
- Vacuum entry ways, area carpets, and office area
- Sanitize break room table
- Stock custodial closet
- Empty large recycling bin
- Clean break room sink
- Refill soap and paper towels in break room
- Dusting
- Inspect lighting replace bulb when needed

Patron Bathrooms

- Empty/reline trash
- Sweep floor
- Mop floor
- Empty feminine napkin disposal boxes
- Clean toilets, urinals, sinks, and mirrors
- Sanitize and inspect baby changing stations
- Refill soap, TP, paper towels, and air fresheners
- Sanitize bathroom partitions
- Inspect lighting replace bulbs when needed

Monthly Duties

- Do high dusting (pipes, light fixtures, grating, & etc.) in pool area
- Power wash locker rooms, family dressing rooms, hallways, pool deck, and Leisure pool tile
- Clean under deck grates
- Sanitize slide
- Clean filter baskets (leisure pool)
- Clean filter grates (lap pool)
- Cleaning vents

Other Duties

- Yearly hearing test
- Yearly fit respirator test
- Required training
- Certified Pool Operators License (every 5 years)
- Setting up for special events
- Cleaning up for special events
- Filling in for other sick maintenance staff
- Assisting in facility closures

Building Maintenance Tech II

JOB DESCRIPTION Part-Time

(8:00 am -2:30/1:00 pm pm Monday - Friday)

Daily Duties

Clean Fanno Farmhouse - 8:00 am-8:45 am

- Sweep
- Dust
- Vacuum
- Mop
- Clean restroom fixtures & polish chrome
- Clean Kitchen: (appliances, counter, cupboards)
- Spot wash walls, doors & glass
- Sweep/blow off porch, cement & steps

- Put trash in cans outside

Travel to CRAC – 8:45 am-9:00 am

Meet with FT Building/Pool Operator I/Clean Outdoor Restrooms – 9:00 am-9:30 am

- Meet with F T Building/Pool Operator I and review needs and progress
- Empty/reline trash
- Sweep floors
- Clean toilets, sinks, urinals, mirrors, and dispensers
- Empty feminine napkin disposal box
- Refill soap, TP, and paper towels
- Sanitize bathroom partitions,/baby changing tables/wall/partitions
- Inspect lighting replace bulb when needed
- Mop floors
- Clean drains & treat once a week
- Refill soap, TP, and paper towels
- Change lights when needed

Break – 9:30 am-9:45 am

Entrances & Sidewalks - 9:45 am-10:15 am

- Sweep

- Blow off with leaf blower
- Vacuum matting
- Clean glass/window seals & ledges

Lobby & Entry Carpets - 10:15 am-10:45 am

- Vacuum
- Spot clean

Lunch – 11:45 am-11:15 am

Sweep Gym – 11:15 am-12:00 pm

- Sweep
- Rub out black marks
- Remove gum/debris

Windows – 12:00 pm-1:00 pm

- Wash glass
- Dry streaks
- Wipe up water puddles
- Clean seals & ledges

Break – 1:00 pm-1:15 pm

Touch Up Clean Weight Room – 1:15 pm-1:50 pm

- Wipe down/sanitize equipment
- Spot clean walls
- Spot clean floor
- Clean counters

Clean Spectator Section – 1:50 pm-2:10 pm

- Sweep
- Dust
- Clean railings
- Spot wash glass/window seals

Perimeter/ Front & Back Parking Lots – 2:10 pm-2:30

- Pick up trash
- Empty trash receptacles

Building Maintenance Tech II

JOB DESCRIPTION Part-Time

(2:30 pm -9:00 pm/8:00 pm Monday through Friday)

Daily Duties

Meet with F T Building/Pool Operator I - 2:30 pm-2:45 pm

- Check box and notes
- Meet with the FT Building/Pools Operator & review needs
- Check box and office for special requests, needs and/or emergencies
- Walk building with other maintenance staff looking for any issues
- Check daily schedule book for room set ups or special event set ups

Classrooms & Set Ups – [#201, 202/203, 204, 205 & 101] – 2:45 pm-3:30 pm

- Sweep
- Dust
- Clean door windows, sink, counter, door handles, mirrors
- Vacuum
- Mop, if needed
- Empty trash
- Check dispensers
- Make sure all equipment and chairs are ready for evening classes

Restrooms - 3:30 pm- 4:00 pm

- Empty/reline trash
- Sanitize floor
- Mop floor
- Clean toilets, urinals, sinks, and mirrors
- Polish chrome
- Empty feminine napkin disposal boxes
- Clean drains & treat once a week
- Refill soap, TP, and paper towels
- Inspect lighting replace bulbs when needed
- Sanitize baby changing stations
- Sanitize bathroom partitions

Break – 4:00 pm-4:15 pm

Windows – 4:15 pm-5:00 pm

- Wash glass
- Dry streaks
- Wipe up water puddle
- Clean seals & ledges

Clean Halls - 5:00 pm-6:00 pm

- Sweep
- Put out wet floor signs
- Mop
- Vacuum
- Dust
- Clean tables/furniture
- Wash walls
- Clean upper & lower railings
- Empty trash/reline containers/wash lid and outside
- Inspect lighting replace bulb when needed

Lunch – 6:00 pm-6:30 pm

Wiped Down Walls – 6:30 pm-7:00 pm

- Wash walls
- Scrub spots
- Dry walls

Garbage Receptacles – 7:00 pm-7:15 pm

- Change liner if the trash is 1/3 full or more
- Wash lids
- Wash outside of receptacle

Classrooms & Set Ups – [#201, 202/203, 204, 205 & 101] – 7:15 pm-8:00 pm

- Sweep
- Dust
- Clean door windows, sink, counter, door handles, mirrors
- Vacuum
- Mop, if needed
- Empty trash
- Check dispensers
- Make sure all equipment and chairs are ready for evening classes

Break – 8:00 pm-8:15 pm

- Ramp windows
- Spectator section
- Gym
- Classroom doors & sidelights

Halls & Sweep (Gym, Upstairs, Downstairs, Lobbies, Stairs) - 8:15 pm-8:45 pm

- Sweep
- Pickup dirt

End of Day Clean Up- 8:45 pm -9:00 pm

Other Duties:

- Assist with special event setups, breakdowns
- Gym set ups/ Breakdown
- Cleaning classrooms
- Moving tables & chairs
- Assisting programs

Building Maintenance Tech II

JOB DESCRIPTION Part-Time

(6:00 pm to 10:00 pm Monday - Friday)

Daily Duties

Meet FT Building/Pool Operator 1 - 6:00 pm-6:15 pm

- Meet with the FT Building/Pool Operator & review needs
- Check box and office for special requests, needs and/or emergencies
- Walk building with other maintenance staff looking for any issues

Clean Halls/ Lobby/Spectator Section - 6:15 pm-7:00 pm

- Sweep
- Put out wet floor signs
- Mop
- Vacuum
- Dust
- Clean tables/furniture
- Wash walls
- Clean upper & lower railings
- Empty trash/reline containers/wash lid and outside
- Inspect lighting replace bulb when needed

Restrooms - 7:00 pm- 8:00 pm

- Empty/reline trash
- Sanitize floor
- Mop floor
- Clean toilets, urinals, sinks, and mirrors
- Polish chrome
- Empty feminine napkin disposal boxes
- Clean drains & treat once a week
- Refill soap, TP, and paper towels
- Inspect lighting replace bulbs when needed
- Sanitize baby changing stations
- Sanitize bathroom partitions

Break - 8:00 pm-8:15 pm

Windows – 8:15 pm-9:00 pm

- Wash glass
- Dry streaks
- Wipe up water puddle
- Clean seals & ledges

Check Perimeter 9:00 pm-9:15 pm

- Trash
- Garbage
- Cement
- Glass

Check Trash/Outdoor Restroom/Playground – 9:15 pm-10:00 pm

- Trash
- Garbage
- Cement
- Playground equipment
- Clean/restock outdoor restroom

Building Maintenance Tech II

JOB DESCRIPTION Part-Time

(8:30 pm/10:00 pm to 3:00 am/4:30 am Wed. through Sun.)

Daily Duties

**** Note = this schedule is for an average day, but each day will vary and your shift duties and/or times will have to be adjusted, as needed, to meet the Centers needs****

****Note- PT Maintenance Tech II does RPT Pool Operator II job route on Friday and Saturdays****

***** Note – duties' times start hour and a half later on Sunday, Friday & Saturday*****

Meet with FT Building/ Pool Operator I/Check Notes - 8:30 pm -8:45 pm

- Check box and office for special requests, needs and/or emergencies
- Check Maintenance Log book
- Meet with FT Building/Pool Operator 1 (on Monday and Thursday)
- Walk building with other maintenance staff looking for any issues
-

Room 200 - 8:45 pm-9:15 pm

- Sweep floor
- Mop floor
- Clean mirrors, sink, and counter top
- Clean windows
- Organize tables and chairs
- Empty/reline trash
- Inspect lighting replace bulbs when needed

Room 201 - 9:15 pm-9:45 pm

- Empty/reline trash
- Sweep floor
- Mop floor
- Clean mirrors
- Sanitize and inspect bench
- Clean window

- Inspect lighting replace bulbs when needed

Room 202- 9:45 pm -10:15 pm

- Empty/reline trash
- Sweep floor
- Mop floor
- Vacuum area rug
- Clean sink
- Clean windows
- Sanitize countertops
- Organize tables and chairs
- Wipe down appliances
- Wipe out cubbies
- Wipe off window ledges
- Inspect lighting replace bulbs when needed

Break - 10:15 pm -10:30 pm

Room 203 - 10:30 pm -11:00 pm

- Empty/reline trash
- Sweep floor
- Mop floor
- Vacuum area rug
- Clean sink
- Clean windows
- Sanitize countertops
- Organize tables and chairs
- Wipe down appliances
- Wipe out cubbies
- Wipe off window ledges
- Inspect lighting replace bulbs when needed

Room 204 - 11:00 pm -11:30 pm

- Empty/reline trash
- Sweep floor
- Mop floor
- Clean windows
- Clean window ledges
- Clean mirrors
- Clean sink
- Sanitize countertop
- Organize tables and chairs
- Wipe out cubbies
- Refill soap and paper towels
- Inspect lighting replace bulbs when needed

Room 205 - 11:30 pm-12:00 am

- Empty/reline trash
- Sweep floor
- Mop floor
- Clean windows
- Clean sink
- Sanitize countertop
- Wipe out cubbies
- Clean mirrors
- Organize tables and chairs
- Refill soap and paper towels
- Inspect lighting replace bulb when needed

Lunch – 12:00 am-12:30 am

Downstairs Lobby and Ramp - 12:30 am -1:00 am

- Empty/reline trash
- Sweep floor
- Auto scrub floor
- Clean drinking fountains
- Inspect and sanitize benches
- Clean windows
- Vacuum area rugs and entry ways
- Sweep stairs
- Mop stairs

Patron/ADA Restrooms - 1:00 am-1:30 am

- Empty/reline trash
- Sweep floors
- Clean toilets, sinks, urinals, mirrors, and dispensers
- Empty feminine napkin disposal box
- Refill soap, TP, and paper towels
- Sanitize bathroom partitions
- Inspect lighting replace bulb when needed
- Mop floors

Gym - 1:30 am-2:00am

- Empty/reline trash
- Put away equipment that has been left out
- Remove black marks on floor
- Sweep floor
- Auto scrub floor
- Clean windows
- Sanitize and inspect benches

- Clean backboards

Weight Room - 2:00 am- 2:30 am

- Empty/reline trash
- Vacuum floor
- Mop floor
- Clean drinking fountain
- Clean mirrors
- Clean windows
- Clean window ledges
- Sanitize countertop
- Inspect and sanitize weight equipment
- Inspect lighting replace bulb when needed

Auto-scrub Halls/Ramp - 2:30 am-3:00 am

- Sweep
- Auto-scrub
- Put auto-scrubber on charger

Monthly Duties

- Do high dusting (pipes, light fixtures, grating, & etc.) in Gym, Weight room, and Downstairs lobby
- Cleaning vents
- Burnish Floors
- Buff Floors
- High reach windows in weight room and gym

Other Duties

- Yearly hearing test
- Yearly fit respirator test
- Required training
- Setting up for special events
- Cleaning up for special events
- Filling in for other sick maintenance staff
- Assisting in facility closures
- Touch up painting

Building Maintenance Tech II

JOB DESCRIPTION Part-Time

(7:30 am/8:30 am - 6:30 pm Saturday - Sunday)

Daily Duties

Open Building – 7:30 am -8:00 am

- Turn off the alarm
- Check box, Maintenance Log & notes in Office for requests, needs and/or emergencies
- Check the Daily Schedule Book and note any changes or special needs in the Schedule
- Walk entire building looking for issues
- Check with Front Staff for needs
- Unlock door
- Turn on lights

Classrooms & Set Ups – [#201, 202/203, 204, 205 & 101] – 8:00 am -9:00 am

- Sweep
- Dust
- Clean door windows, sink, counter, door handles, mirrors
- Vacuum
- Mop, if needed
- Empty trash
- Check dispensers
- Make sure all equipment and chairs are ready for morning classes

Restrooms & Locker Rooms – 9:00 am-10:00 am

- Empty/reline trash
- Mop/Sanitize floor
- Clean toilets, urinals, sinks, mirrors, and countertops
- Polish chrome
- Sanitize and inspect benches
- Check lockers
- Empty feminine napkin disposal boxes
- Clean drains
- Refill soap, TP, and paper towels
- Inspect lighting replace bulbs when needed

- Sanitize baby changing stations
- Sanitize bathroom partitions

Break – 10:00 am-10:15 am

Halls/Ramp & Trash Receptacles - 10:15 am -11:00 am

- Empty/reline trash if more than 1/3 full
- Wash outside of receptacles
- Sweep floor
- Clean drinking fountains
- Inspect and sanitize benches
- Clean windows
- Vacuum area rugs and entry ways
- Sweep stairs
- Spot mop stairs

Windows – 11:00 am-12:00 pm

- Wash glass
- Dry streaks
- Wipe up water puddles
- Clean seals & ledges

Lunch – 12:00 pm-12:30 pm

Entrances & Perimeter - 12:30 pm-1:30 pm

- Sweep
- Blow off with leaf blower
- Vacuum matting
- Pick up trash
- Empty receptacles
- Clean glass/window seals & ledges

Restrooms & Locker Rooms - 1:30 pm-2:30 pm

- Empty/reline trash
- Mop/Sanitize floor
- Clean toilets, urinals, sinks, mirrors, and countertops
- Polish chrome
- Sanitize and inspect benches
- Check lockers
- Empty feminine napkin disposal boxes
- Clean drains

- Refill soap, TP, and paper towels
- Inspect lighting replace bulbs when needed
- Sanitize baby changing stations

Classrooms & Set Ups – [#201, 202/203, 204, 205 & 101] – 2:30 pm-3:00 pm

- Sweep
- Dust
- Clean door windows, sink, counter, door handles, mirrors
- Vacuum
- Mop, if needed
- Empty trash
- Check dispensers
- Make sure all equipment and chairs are ready for afternoon classes

Touch Up Clean Weight Room – 3:00 pm-3:30 pm

- Wipe down/sanitize equipment
- Spot clean walls
- Spot clean floor
- Clean counters

Break – 3:30 pm-3:45 pm

Walls/Glass/Entries – 3:45 pm-4:30 pm

- Spot wash
- Clean glass
- Vacuum

Restrooms & Halls – 4:30 pm-5:30 pm

- Sweep
- Empty/reline trash
- Mop/Sanitize floor
- Clean toilets, urinals, sinks, mirrors, and countertops
- Polish chrome
- Sanitize and inspect benches
- Check lockers
- Empty feminine napkin disposal boxes
- Clean drains
- Refill soap, TP, and paper towels
- Inspect lighting replace bulbs when needed
- Sanitize baby changing stations
- Sanitize bathroom partitions

Classrooms & Set Ups – [#201, 202/203, 204, 205 & 101] – 5:30 pm-6:00 pm

- Sweep
- Dust
- Clean door windows, sink, counter, door handles, mirrors
- Vacuum
- Mop, if needed
- Empty trash
- Check dispensers
- Make sure all equipment and chairs are ready for morning classes

Secure the Building – 6:00 pm-6:30 pm

- Check interior
- Check & lock exterior doors
- Turn off lights
- Turn on the alarm

Lead Building/Pool Operator I

From 5:00 am to 1:30 pm (40 hours)

Monday through Friday

Time	Scheduled Duties	Comments
5:00 am to 1:30 pm	Assigned Area	Minutes
5:00 am – 5:30 am	Meet FT Night Tech II/Check Notes	30
5:30 am – 5:45 am	Pool Chemical Check	15
5:45 am – 7:45 am	Room Set Ups/Touch Ups	120
7:45 am – 8:45 am	Offices/Restroom	60
8:45 am – 9:00 am	Break	15
9:00 am – 10:00 am	Administrative	60
10:00 am – 11:00 am	Building Maintenance/Repairs	60
11:00 am – 11:30 am	Lunch	30
11:30 am – 11:45 am	Pool Chemical Check	15
11:45 am – 12:30 pm	Building Maintenance/Repairs	45
12:30 pm – 12:45 pm	Update Afternoon Tech I	15
12:45 pm -1:00 pm	Break	15
1:00 pm- 1:30 pm	Inspect/Administrative/Repairs	30

Building Maintenance PT Tech II

From 8:00 am to 2:30 pm/1:00 pm (29 hours)

Monday through Friday (5 hr day on Friday)

Time	Scheduled Duties	Comments
8:00 am – 2:30/1 pm	Assigned Area	Minutes
8:00 am – 8:45 am	Fanno Farmhouse Cleaning	45
8:45 am -9:00 am	Travel to CRAC	15
9:00 am – 9:30 am	Restrooms	30
9:30 am 9:45 am	Break	15
9:45 am – 10:15 am	Blowing off Entries & Sidewalks	30
10:15 am -10:45 am	Vacuumping Area Rugs	30
10:45 am– 11:15 pm	Lunch	30
11:15 pm – 12:00 pm	Dust Mop Gym Floor	45
12:00 pm -1:00 pm	Windows	60
1:00 pm – 1:15 pm	Break	15
1:15 pm – 1:50 pm	Wipe Down Weight Machines	35
1:50 pm – 2:10 pm	Sweep Spectators Sections	20
2:10 pm-2:30 pm	Litter Patrol Front and Back Lots	20

Lead Building/Pool Operator I

From 12:30 pm to 9:00 pm (40 hours)

Monday through Friday

Time	Scheduled Duties	Comments
12:30 pm to 9:00 pm	Assigned Area	Minutes
12:30 pm – 12:45 pm	Meet with Morning Tech I	15
12:45 pm – 2:15 pm	Classrooms & Set Ups	90
2:15 pm – 2:30 pm	Break	15
2:30 pm – 3:00 pm	Pool Chemical Check/Meet Tech II	30
3:00 pm – 3:30 pm	Classrooms & Set Ups	30
3:30 pm – 4:30 pm	Administrative/Repairs	60
4:30 pm – 5:00 pm	Lunch	30
5:00 pm – 6:30 pm	Classrooms & Set Ups/Meet Tech II	90
6:30 pm – 7:00 pm	Inspect/Administrative	30
7:00 pm – 7:15 pm	Break	15
7:15 pm – 8:00 pm	Classrooms & Set Ups	45
8:00 pm – 8:30 pm	Administrative/Repairs	15
8:30 pm – 9:00 pm	Meet Night PT Tech II/Set Ups	30

Building Maintenance PT Tech II

From 2:30 pm to 9:00 pm/8:00 pm (29 hours)

Monday through Friday (5 hour day on Friday)

Time	Scheduled Duties	Comments
2:30 pm - 9:00/8:00 pm	Assigned Area	Minutes
2:30 pm – 2:45 pm	Meet Afternoon Tech I	15
2:45 pm – 3:30 pm	Room Breakdown/Set ups	45
3:30 pm – 4:00 pm	Restrooms	30
4:00 pm – 4:15 pm	Break	15
4:15 pm – 5:00 pm	Windows	45
5:00 pm –6:00 pm	Clean Halls	60
6:00 pm – 6:30 pm	Lunch	30
6:30 pm – 7:00 pm	Wipe Down Walls	30
7:00 pm – 7:15 pm	Garbage Cans	15
7:15 pm – 8:00 pm	Classrooms & Set Ups	45
8:00 pm – 8:15 pm	Break	15
8:15 pm – 9:00 pm	Halls & Sweeping	30

Building Maintenance PT Tech II

From 8:30 pm to 3 am on Monday and Thursday
From 10 pm to 4:30 am on Wednesday and Friday
From 10 pm to 3 am on Saturday 10:00 pm
(29 hours)

Thursday through Monday (5 hours on Monday)

Time	Scheduled Duties	Comments
8:30 pm to 3:00 am	Assigned Area	Minutes
8:30 pm – 8:45 pm	Meet Afternoon Tech I	15
8:45 pm – 9:15 pm	Room 200	30
9:15 pm – 9:45 pm	Room 201	30
9:45 pm -10:15 pm	Room 202	30
10:15 pm – 10:30 pm	Break	15
10:30 pm – 11:00 pm	Room 203	30
11:00 pm – 11:30 pm	Room 204	30
11:30 pm – 12:00 am	Room 205	30
12:00 am – 12:30 am	Lunch	30
12:30 am – 1:00 am	Downstairs Lobby & Ramp	30
1:00 am – 1:30 am	Patron/ADA Restrooms	30
1:30 am – 2:00 am	Gym	30
2:00 am – 2:30 am	Weight Room	30
2:30 am – 3:00 am	Auto-scrub Halls/Ramp	30
	Note – Times 45 min Later W,F,Sa	
Fri/Sa (No Pool Tech)	Classrooms/Areas are “touched up”	*****
	Locker Rooms/Pool cleaned instead	

RPT Pool Operator II

From 10:00 pm to 5:30 am (35 hours)

Sunday through Thursday

Time	Scheduled Duties	Comments
10:00 pm - 6:30 am	Assigned Area	Minutes
10:00 pm – 10:15 pm	Pool Chemical Check	15
10:15 pm – 12:00 am	Locker Rooms	105
12:00 am – 12:15 am	Break	15
12:15 am – 1;30 am	Locker Rooms	75
1:30 am – 2:30 am	Pool Deck	60
2:30 am – 3:00 am	Lunch	30
3:00 am – 4:00 am	Family Dressing & Hallways	60
4:00 am – 4:45 am	Lap Pool	45
4:45 am – 5:00 am	Break	15
5:00 am – 5:30 am	Leisure Pool/Meet Morning Tech I	30
Tu/W (No Bldg Tech)	Locker Rms/Pool are “touched up”	*****
	Classrooms/Areas cleaned instead	

Building Maintenance PT Tech II

From 7:30 am Sa (8:30 am Su) to 6:30 pm (20 hours)

Saturday and Sunday

Time	Scheduled Duties	Comments
7:30/8:30 am to 6:30 pm	Assigned Area	Minutes
7:30 am – 8:00 am	Open Building/Check Notes	30
8:00 am – 9:00 pm	Classrooms & Set Ups	60
9:00 am – 10:00 am	Restrooms & Locker Rooms	60
10:00 am – 10:15 am	Break	15
10:15 am – 11:00 am	Halls & Garbage Cans	45
11:00 am – 12:00 pm	Windows	60
12:00 pm – 12:30 pm	Lunch	30
12:30 pm – 1:30 pm	Entrances & Perimeter	30
1:30 pm – 2:30 pm	Restrooms	60
2:30 pm – 3:00 pm	Classrooms & Set Ups	30
3:00 pm – 3:30 pm	Weight Room	30
3:30 pm – 3:45 pm	Break	15
3:45 pm – 4:30 pm	Dust/Wipe Down/Wash	45
4:30 pm – 5:30 pm	Halls & Restrooms	30
5:30 pm – 6:00 pm	Classrooms & Set Ups	30
6:00 pm – 6:30 pm	Secure Building/Leave note	30

Conestoga Maintenance Duties Checklist

- | | | |
|---|---|---|
| <p>€ Clean Room #101
Sweep
Mop
Vacuum
Dust
Clean tables
Clean counters
Clean glass/mirrors
Clean sinks
Check lights
Set up tables/chairs</p> <p>€ Clean Offices/Reception Area
Sweep
Mop
Vacuum
Dust
Clean tables/furniture
Clean counters
Clean glass/mirrors
Clean sinks
Check light</p> <p>€ Clean the Lobby
Sweep
Put out signs
Mop
Vacuum
Dust
Clean tables/furniture
Clean glass/mirrors
Check lights</p> <p>€ Clean East/West Upper Entryways
Sweep
Put out signs
Mop
Vacuum
Dust
Clean glass
Check lights</p> <p>€ Clean Spectator Section
Sweep
Put out signs
Mop
Dust
Clean glass
Check lights</p> <p>€ Clean upper Hallways
Put out signs
Sweep
Mop
Dust
Clean glass
Check lights</p> <p>€ Clean Upper Restrooms
Dust
Sweep</p> | <p>€ Clean Upper Restrooms (cont.)
Wash walls/stalls
Clean/sanitize fixtures
Clean mirrors
Clean counters
Restock/clean dispensers
Empty/clean trash receptacles</p> <p>€ Wash Upper Windows/Mirrors
Spot wash applicable areas daily
Wash thoroughly once a week</p> <p>€ Empty/Clean Upper Level Trash Receptacles
Empty trash if more than one-third full
Replace liner
Wash lid/sides of container</p> <p>€ Clean Ramp
Sweep
Put out signs
Mop
Dust
Clean glass
Check lights</p> <p>€ Clean Stairway
Sweep
Put out signs
Mop
Dust
Check lights</p> <p>€ Clean Gym
Sweep
Dust
Put out signs
Remove black marks
"Tack-rag"/dry-wet mop/auto-scrubber
Check backboards/hoops
Spot wash walls
Check lights</p> <p>€ Clean the Fitness Room
Clean/sanitize weight equipment
Sweep
Mop
Vacuum
Dust
Clean counters
Clean glass/mirrors
Clean sinks
Restock/clean dispensers
Empty/clean trash receptacles
Spot wash walls
Check lights</p> <p>€ Clean Room #200
Sweep
Mop
Vacuum</p> | <p>€ Clean Room 200 (cont.)
Dust
Clean tables
Clean counters
Clean glass/mirrors
Clean sinks
Check lights
Set up tables/chairs</p> <p>€ Clean Room #201
Sweep
Mop
Vacuum
Dust
Clean tables
Clean counters
Clean glass/mirrors
Clean sinks
Check lights
Set up tables/chairs</p> <p>€ Clean Room #202
Sweep
Mop
Vacuum
Dust
Clean tables
Clean counters
Clean glass/mirrors
Clean sinks
Check lights
Set up tables/chairs</p> <p>€ Clean Room #203
Sweep
Mop
Vacuum
Dust
Clean tables
Clean counters
Clean glass/mirrors
Clean sinks
Check lights
Set up tables/chairs</p> <p>€ Clean Room #204
Sweep
Mop
Vacuum
Dust
Clean tables
Clean counters
Clean glass/mirrors
Clean sinks
Check lights
Set up tables/chairs</p> |
|---|---|---|

€ **Clean Room #205**

Sweep
Mop
Vacuum
Dust
Clean tables
Clean counters
Clean glass/mirrors
Clean sinks
Check lights
Set up tables/chairs

€ **Clean Family Dressing Rooms**

Dust
Sweep (if appropriate)
Wash walls/stalls
Clean/sanitize fixtures
Clean mirrors
Clean counters
Wipe/clear out lockers
Clean benches/equipment
Restock/clean dispensers
Empty/clean trash receptacles

€ **Clean Men's Locker Rooms**

Dust
Sweep
Wash walls/stalls
Clean/sanitize fixtures
Clean mirrors
Clean counters
Wipe/clear out lockers
Clean benches/equipment
Restock/clean dispensers
Empty/clean trash receptacles
Clean shower fixtures
"Hose" floors (dry floor if needed)

€ **Clean Women's Locker Rooms**

Dust
Sweep
Wash walls/stalls
Clean/sanitize fixtures
Clean mirrors
Clean counters
Wipe/clear out lockers
Clean benches/equipment
Restock/clean dispensers
Empty/clean trash receptacles
Clean shower fixtures
"Hose" floors (dry floor if needed)

€ **Clean Lower Restrooms**

Dust
Sweep
Wash walls/stalls
Clean/sanitize fixtures
Clean mirrors
Clean counter
Restock/clean dispensers
Empty/clean trash receptacles

€ **Clean Lower Offices**

Sweep
Mop
Vacuum
Dust
Clean tables/furniture
Clean counters
Clean glass/mirrors
Clean sinks
Check light

€ **Clean Pool Deck**

Hose to deck drains - nightly
Treat any algae growth with bleach
and rinse thoroughly
Pressure-wash once a week, as
needed

€ **Clean Main & Leisure Pools**

Clean both pools – two(2) times a
week:
Set up portable pool vacuum, plug
into outlet & prime pump
Startup vacuum pump & vacuum
entire pool without lifting vacuum
head out of water
Brush tile, walls & floor – once a
week

€ **Clean Lower Entryway**

Sweep
Put out signs
Mop
Dust
Clean glass
Check lights

€ **Clean Lower Hallways**

Sweep
Put out signs
Mop
Dust
Clean glass
Check lights

€ **Empty/Clean Lower Level Trash
Receptacles**

Empty trash if more than one-third
full
Replace liner
Wash lid/sides of container

€ **Wash Lower Windows/Mirrors**

Spot wash applicable areas daily
Wash thoroughly once a week

€ **Maintain Mechanical Rooms**

Sweep
Mop
Dust
Check lights

€ **Clean Splash Pad**

Use leaf blower to clear pad, while
dry – daily
Pressure-wash – every other week,
as needed

€ **Clean Exterior Entrances**

Sweep
Put out signs
Mop
Vacuum
Dust

Clean glass
Check lights

€ **Clean Sidewalks**

Sweep
Pressure-wash, as needed
Check lights

€ **Clean Sports Court**

Sweep
Pressure-wash, as needed
Check lights

€ **Clean Picnic Table Areas**

Sweep
Clean picnic tables
Install umbrellas every morning,
when appropriate
Removed umbrellas every evening,
when appropriate
Pressure-wash, as needed
Check lights

€ **Patrol Playground Equipment**

Pick up debris
Clean/removed graffiti
Check for damage (report any
damage to Parks)

€ **Patrol grounds around the building**

Pick up debris
Clean/removed graffiti
Check for damage

€ **Patrol Parking Lots**

Pick up debris
Clean/removed graffiti
Check for damage (report any
damage to Parks)
Clear drains, as needed
Check lights