

Gresham-Barlow



School District

BOARD OF EDUCATION

Regular Board Meeting / Work Session

AGENDA

April 6, 2017

BOARD OF EDUCATION

April 6, 2017

Regular Board Meeting / Work Session – 5 p.m.

**Large Conference Room
Gresham-Barlow School District Administration Office
1331 NW Eastman Parkway, Gresham, OR**

I. CALL TO ORDER**II. ROLL CALL**

_____	Carla Piluso, Chair	_____	Kathy Ruthruff, Director
_____	Kris Howatt, Vice-Chair	_____	Kent Zook, Director
_____	Sharon Garner, Director		
_____	John Hartsock, Director	_____	Jim Schlachter, Superintendent
_____	Matt O'Connell, Director	_____	Mike Schofield, Chief Financial Officer

III. INFORMATION ITEMS

1. Bond Projects Update: Gresham High School Schofield
2. Bond Projects Update: Sam Barlow High School Schofield
3. Superintendent Search Process Update and
ThoughtExchange Survey Results Board
4. Bond Budget Update Schofield

IV. ANNOUNCEMENTS

Apr 6: Regular Board Meeting - 7 p.m.
Council Chambers
Public Safety and Schools Building

Apr. 10: Executive Session - 5 p.m.
ORS 192.660 (1)(f) – Superintendent Interviews
Council Chambers Conference Room
Public Safety and Schools Building

Apr. 11: Policy Review Committee – 8 a.m.
Business Office Conference Room
Public Safety and Schools Building

Apr. 13: Board Work Session – 6 p.m.
Council Chambers Conference Room
Public Safety and Schools Building

- Apr. 20: Executive Session - 5 p.m.
ORS 192.660 (1)(f) – Superintendent Interviews
Council Chambers Conference Room
Public Safety and Schools Building
- Apr. 20: ~~DAC Meeting~~ - 7 p.m. CANCELED
- Apr. 21: Executive Session 5 p.m.
ORS 192.660 (1)(f) – Superintendent Interviews
Council Chambers Conference Room
Public Safety and Schools Building
- Apr. 27: Board Work Session - 6 p.m.
Partnership Room
Center for Advanced Learning
- May 4: Audit Involvement Team - 5 p.m.
Superintendent's Office
Public Safety and Schools Building
- May 4: Board Work Session - 6 p.m.
Council Chambers Conference Room
Public Safety and Schools Building
- May 4: Regular Board Meeting - 7 p.m.
Council Chambers
Public Safety and Schools Building

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Agenda Item 1

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Bond Projects Update:
Gresham High School

Gresham High School Reconstruction/Modernization Design Concept

April 5, 2017



Introductions:

Project Management Firm: Cornerstone
Management Group, Cheryl Pin

Architectural Firm: BLRB Architects, Richard
Higgins, Tom Bates

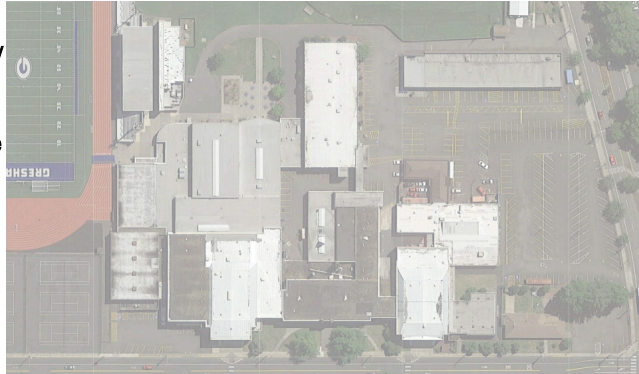
Construction Firm: Fortis Construction

School Based Design Team: teachers, classified
staff, department chairs, administration



Gresham High School Reconstruction/Modernization

- Initial Design Only
- City Land Use Review April, 2017
- Under Review for Budget and Schedule (Fortiss Construction)
- Late-April/May Intensive Staff, Student, Parent and Community Input
- Additional Items –
 - Pay for Track/Field
 - Pool Roof
 - Title IX Locker Rm
 - Seismic in Gym
 - Concession/RR



Timeline To Date:

Fall, 2016 – Student and Staff visioning

December – District-wide guidelines, standards of design and interviews for principal firms established.

01/25 - Current: School Based Design Team Visioning

Staff feedback in-person, and through interviews.

Engineering, surveys, and initial site development ongoing.

School Board and district management ongoing reviews.



Guiding Principles and Corresponding Facility Aspirations

1. Increase the Quality of Life
2. Flexible, agile, durable space with future growth/change in design.
3. Student, staff and public safety
4. Promote and support collaboration.
5. Honor the history, diversity and pride of Gresham community.
6. Environmental sustainability and technology for all learners.



Priorities of Design and Layout:

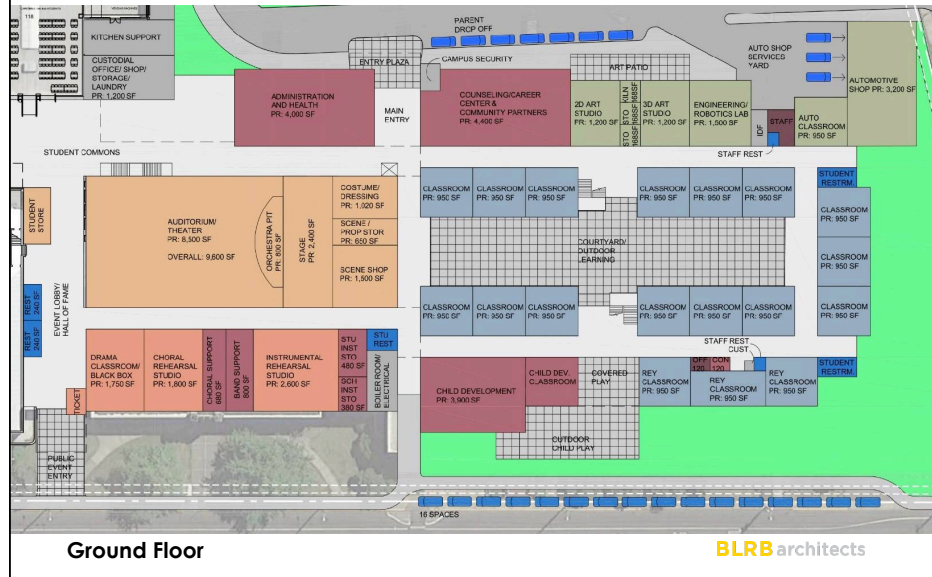
- 1) Improve Safety, Visibility, and Access
- 2) Improve Parking, Bus Drop-off and Community Access
- 3) Create Student-Centered Community Area
- 4) Simplify After-Hours and Public Access Areas (safety, visibility, signage, traffic flow).
- 5) Reduce “Excess” property, and Maximize Efficiency for students, staff, public and community.



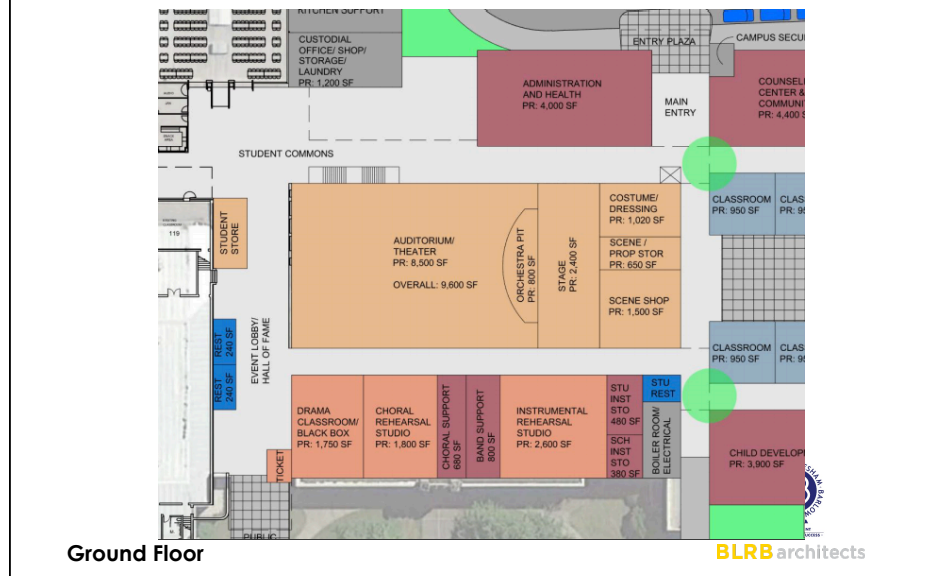


BLRB architects

Gresham High School Reconstruction/Modernization Preferred Design



Gresham High School Reconstruction/Modernization Preferred Design



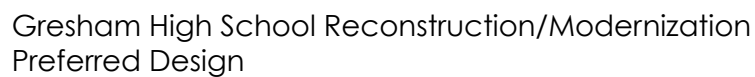


BLRBarchitects

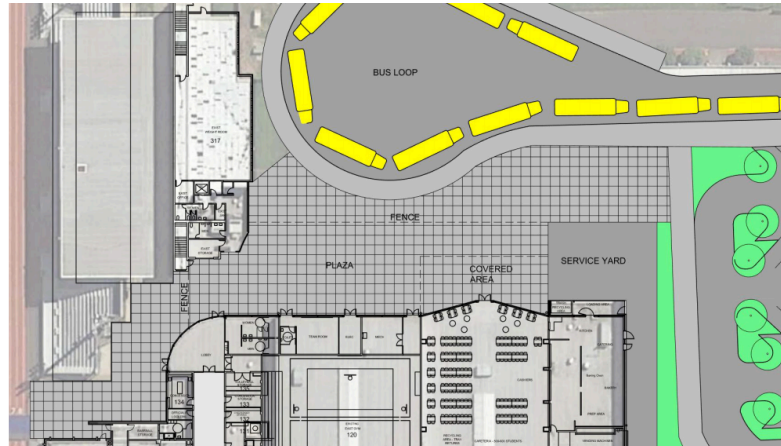
Gresham High School Reconstruction/Modernization Preferred Design



BLRBarchitects



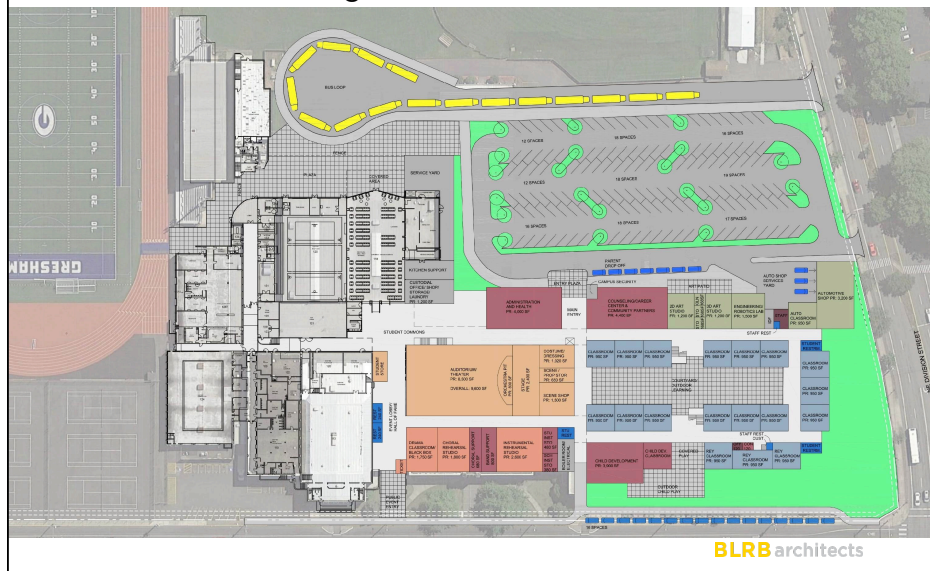
Gresham High School Reconstruction/Modernization Preferred Design



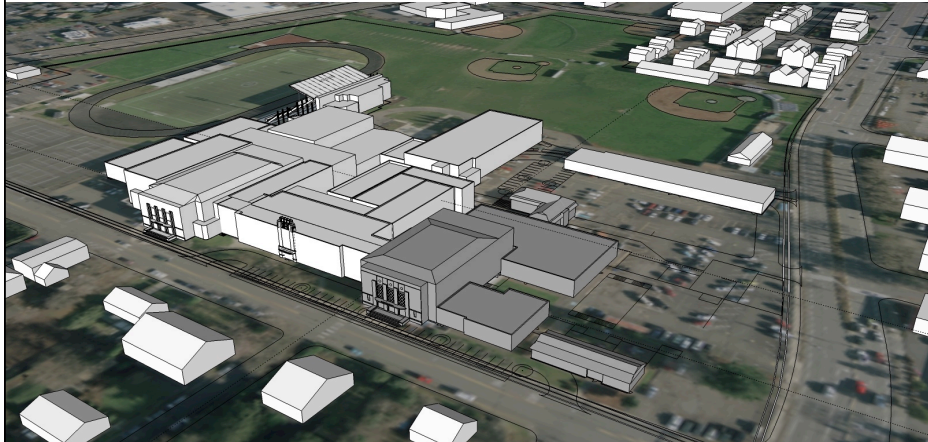
Ground Floor



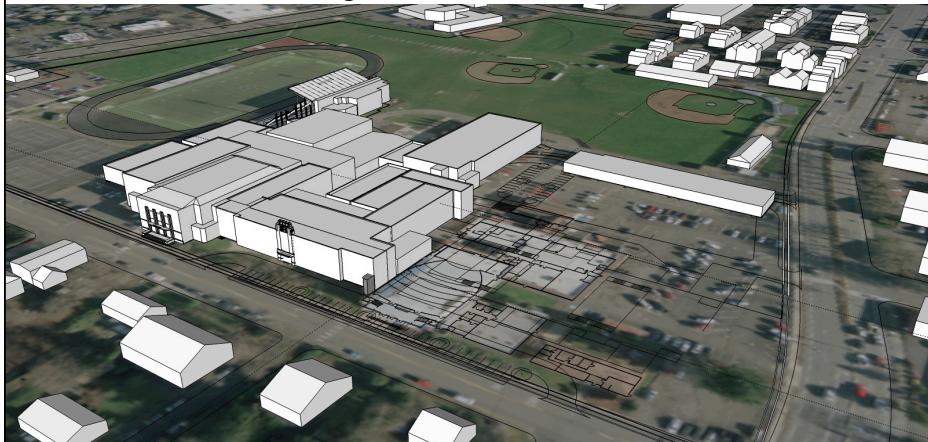
Gresham High School Reconstruction/Modernization Construction Phasing



Gresham High School Reconstruction/Modernization
Construction Phasing



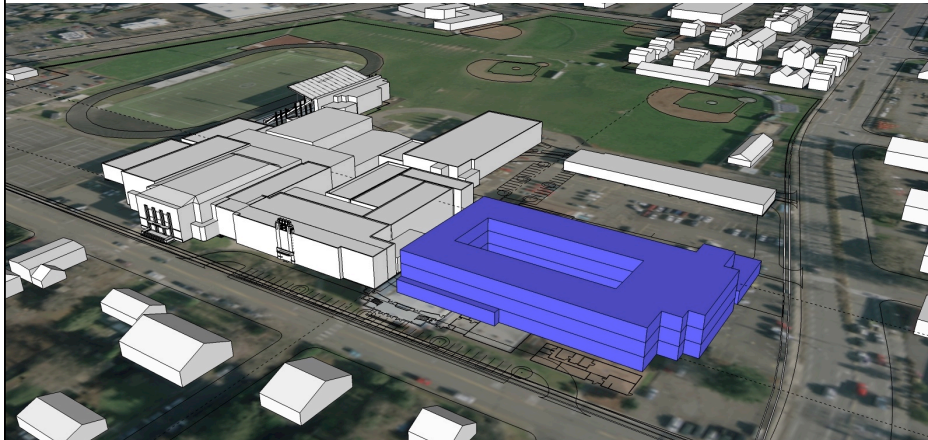
Gresham High School Reconstruction/Modernization
Construction Phasing



Phase I - demo



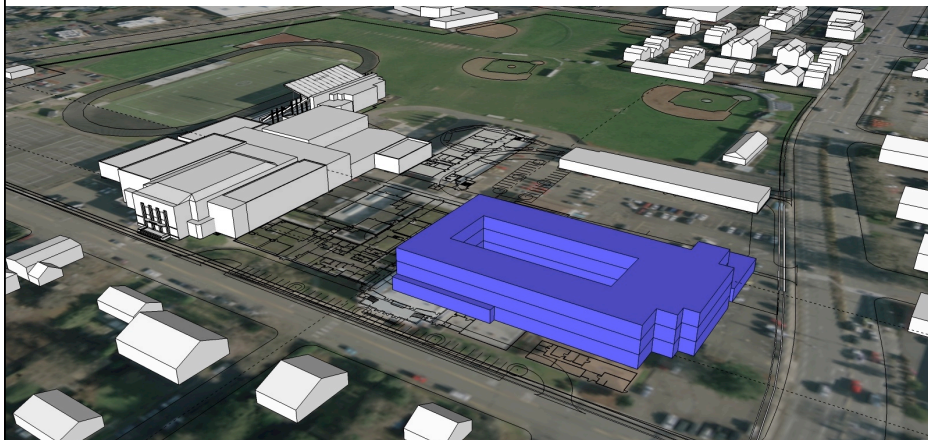
Gresham High School Reconstruction/Modernization Construction Phasing



Phase I - construction



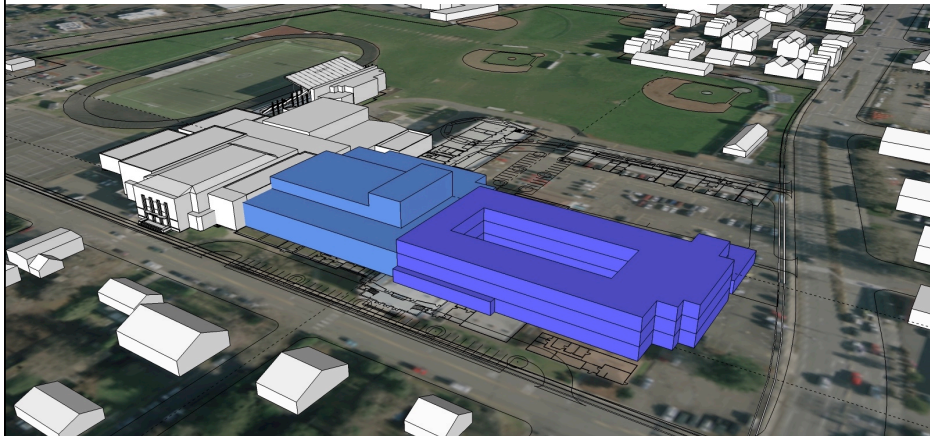
Gresham High School Reconstruction/Modernization Construction Phasing



Phase II- demo



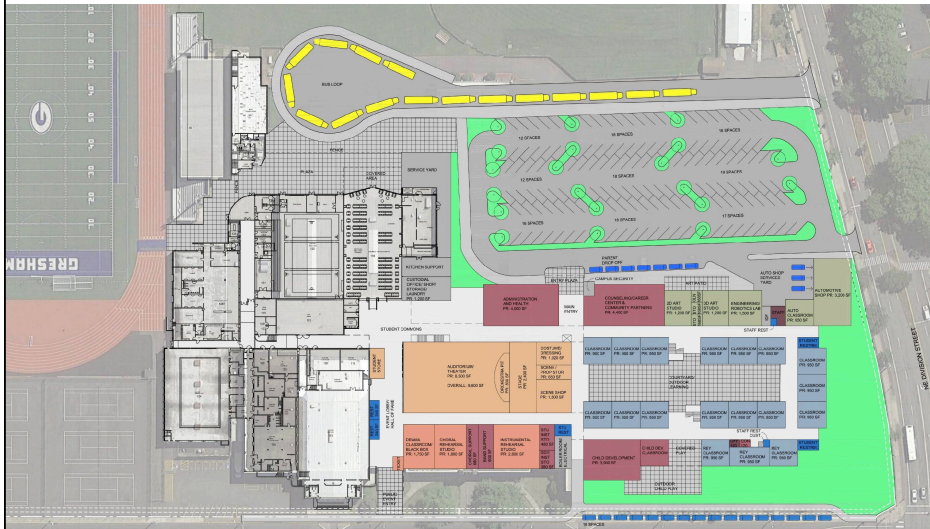
Gresham High School Reconstruction/Modernization Construction Phasing



Phase II - construction



Gresham High School Reconstruction/Modernization Construction Phasing



next steps...

- Parent & Community Input (Today!) – Revisited in Fall, 2017
- Student & Staff Focus, 04/17-21.
- Permitting, Standards of Design, Site Planning/Budget 04-08, 2017.
- Ground Breaking Spring, 2018
- Phase 1 -- Academic Tower Wing – Spring, 2018 – open, August 2019
- Phase 2 – August 2019 – August 2020



Elevations – 3 different views:

- 1) Current
- 2) “New”
- 3) “Traditional”
- 4) “Urban”



View – NE Main Street from Division (N)



Student & Staff Entry from Division Street



Event Entry from Main Street



New Elevation Design

NEW VISION



NE Division Street



New Elevation Design

NEW VISION



East Elevation

BLRBarchitects
BLRBarchitects

New Elevation Design

NEW VISION



Event Entry

BLRBarchitects
BLRBarchitects

New Elevation Design

NEW VISION



Main Entry Drop-Off

BLRBarchitects
BLRBarchitects

Traditional Elevation Design

CONTINUING THE TRADITION



NE Division Street

BLRBarchitects
BLRBarchitects

Traditional Elevation Design

CONTINUING THE TRADITION



East Elevation



Traditional Elevation Design

CONTINUING THE TRADITION



Main Entry Drop-Off



Traditional Elevation Design

CONTINUING THE TRADITION



Event Entry

BLRBarchitects
BLRBarchitects

Urban Core Elevation Design

URBAN CORE



NE Division Street

BLRBarchitects
BLRBarchitects

Urban Core Elevation Design

URBAN CORE



East Elevation

BLRBarchitects
BLRBarchitects

Urban Core Elevation Design

URBAN CORE



Main Entry Drop-Off

BLRBarchitects
BLRBarchitects

Urban Core Elevation Design

URBAN CORE



Event Entry

BLRBarchitects
BLRBarchitects

Your Input is Appreciated:

- 1) Survey located on GHS Website
- 2) Copy of today's PPT is also available for review
- 3) Email: schaefer9@gresham.k12.or.us

Future opportunities will occur in the Fall

BLRBarchitects

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Agenda Item 2

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Bond Projects Update:
Sam Barlow High School

Sam Barlow Bond Project

Building a New Barlow
2017-2020

4/6/17

SAM BARLOW HIGH SCHOOL

PROGRAM

NEW ADDITION (2 STORIES)

MAIN ENTRY: SECURE/CONTROLLED
ADMINISTRATION / STUDENT MANAGEMENT
COUNSELING / CAREER CENTER
(8) SCIENCE LABS
(15) CLASSROOMS
RESTROOMS

EXTENDED LEARNING
NORTH COMMONS: ACADEMIC / THEATER
SOUTH COMMONS: CAFETERIA / SOCIAL
COURTYARD IMPROVEMENTS
NEW COURTYARD

COVERED STADIUM (2,000-SEATS)
TICKETS / CONCESSIONS
RESTROOMS
TEAM ROOMS
PRESS BOX
STORAGE
FIELD LIGHTING
VISITOR'S BLEACHERS

RENOVATION

REFRESH ORIGINAL CLASSROOMS

BACKFILL ADMINISTRATION

RENOVATE MEDIA CENTER
RENOVATE CTE CLASSROOMS / SHOPS
RENOVATE PERFORMING ARTS
RENOVATE WEIGHTS / FITNESS

RENOVATE RESTROOMS
ACCESSIBILITY UPGRADES
SECURITY UPGRADES
NEW MECHANICAL SYSTEMS
REPLACE LEAKING ROOFS

SITE LIGHTING
SIDEWALKS
LANDSCAPE
FIELD TURF REPLACEMENT
RE-SURFACE TRACK
BUS / CAR CIRCULATION

4/6/17

SAM BARLOW HIGH SCHOOL

PRINCIPAL COMMITTEE

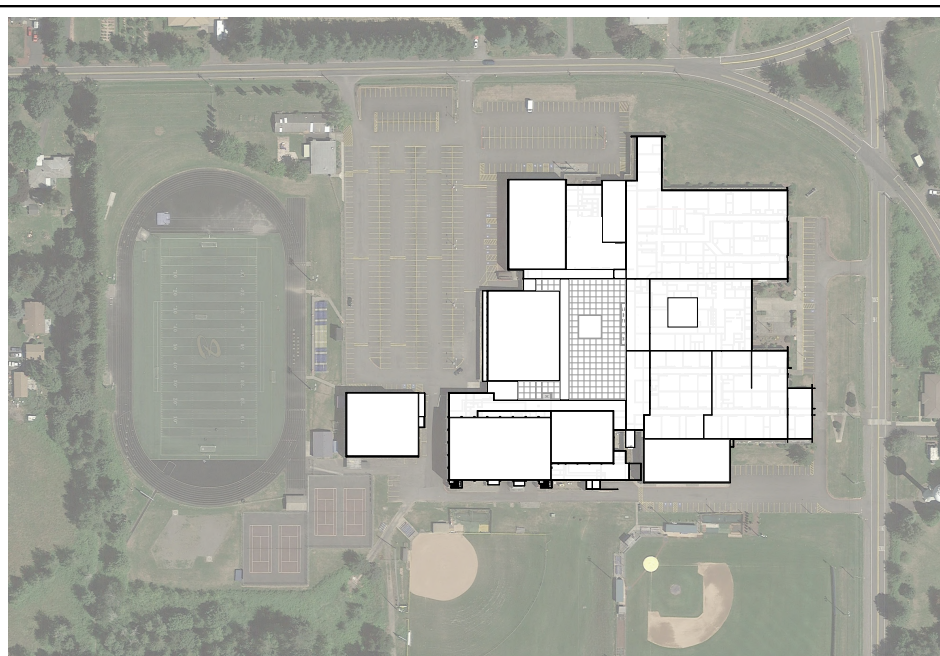
CORE GROUP

VISIONING GROUP

FOCUS GROUPS

1. Site and Facilities
2. Performing Arts
3. Administration Offices
4. PD and Athletics
5. Media Center
6. Common Areas
7. Family and Consumer Science
8. Business Management and Marketing
9. CTE - Manufacturing/Woods/Engineering
10. Science
11. Special Education (LS & FS)
12. Counseling
13. Stadium

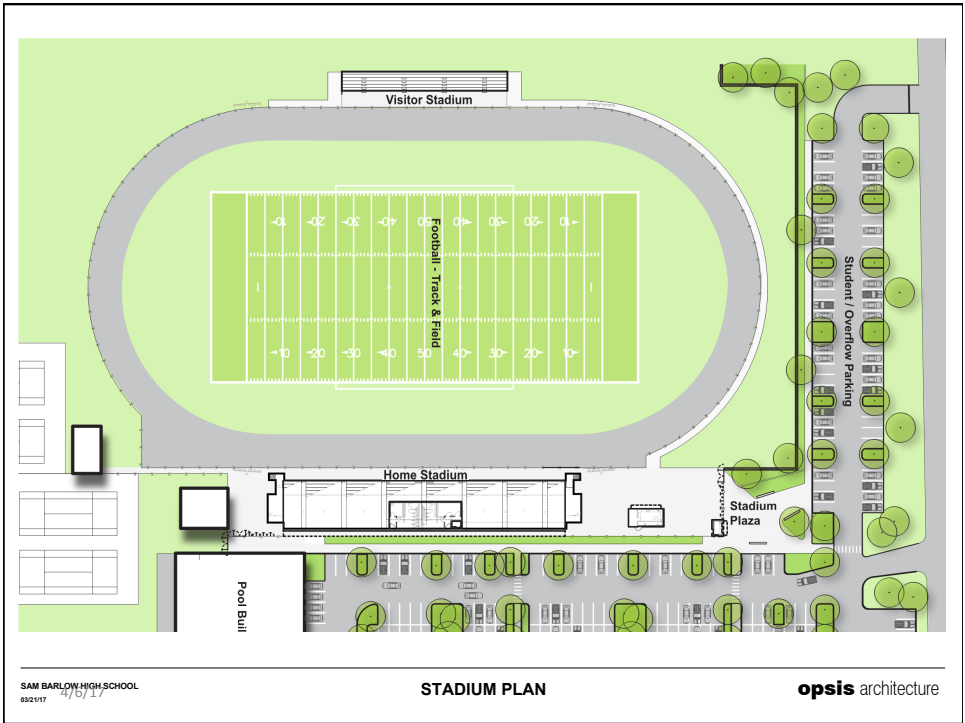
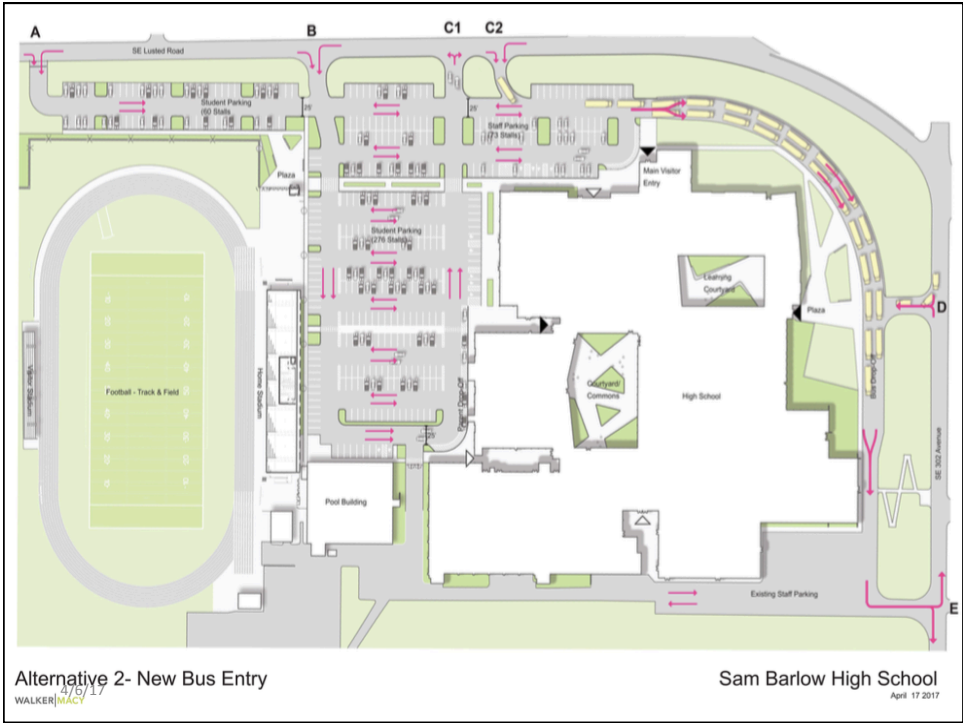
4/3/17

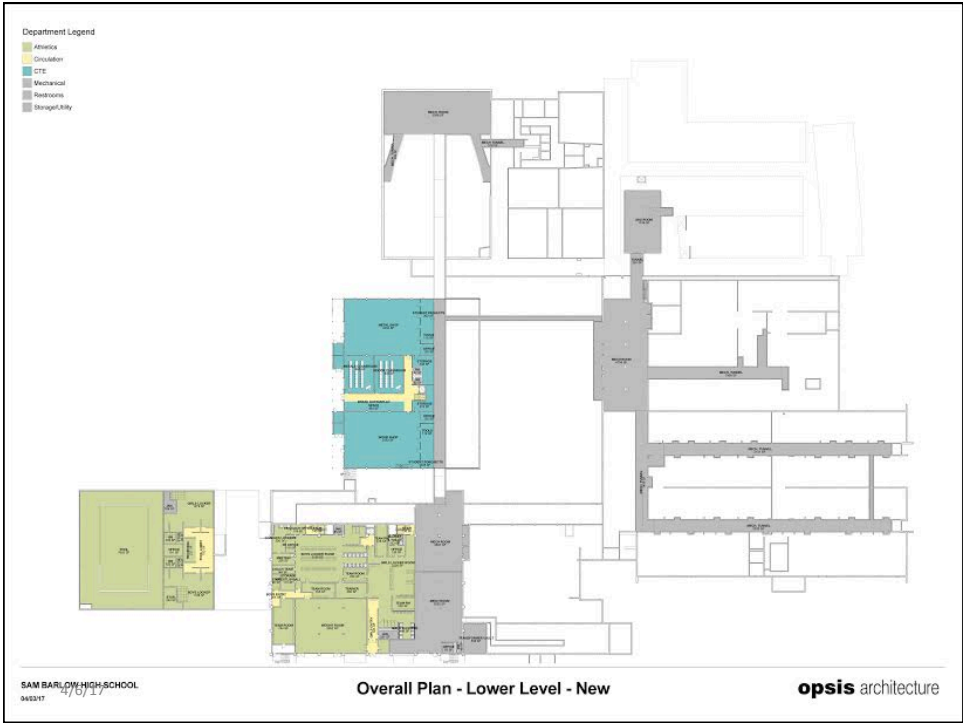


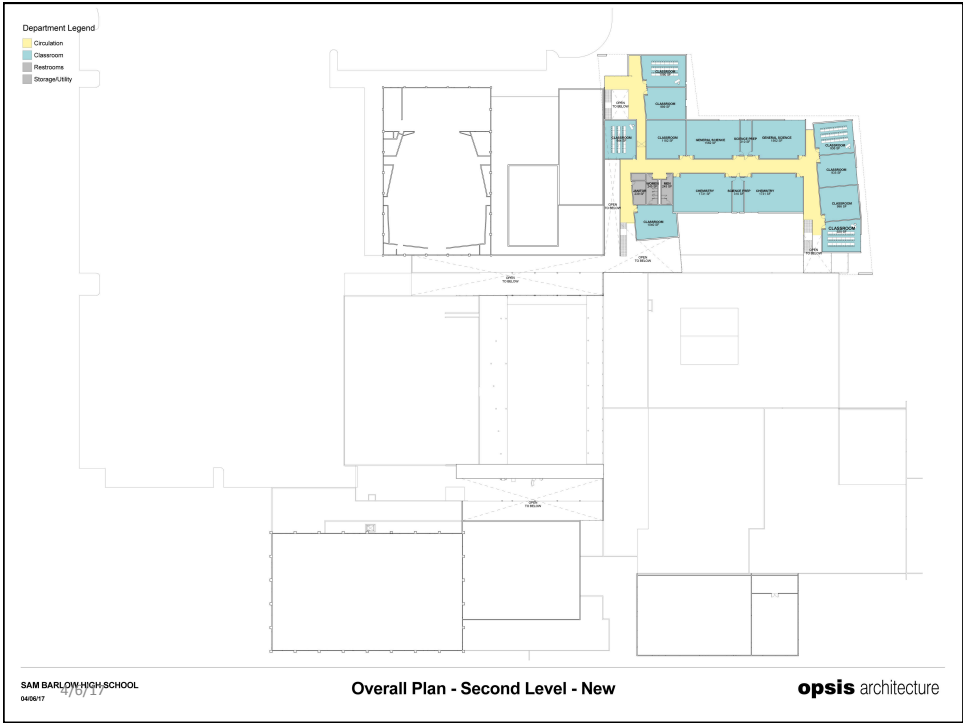
SAM BARLOW HIGH SCHOOL
032017

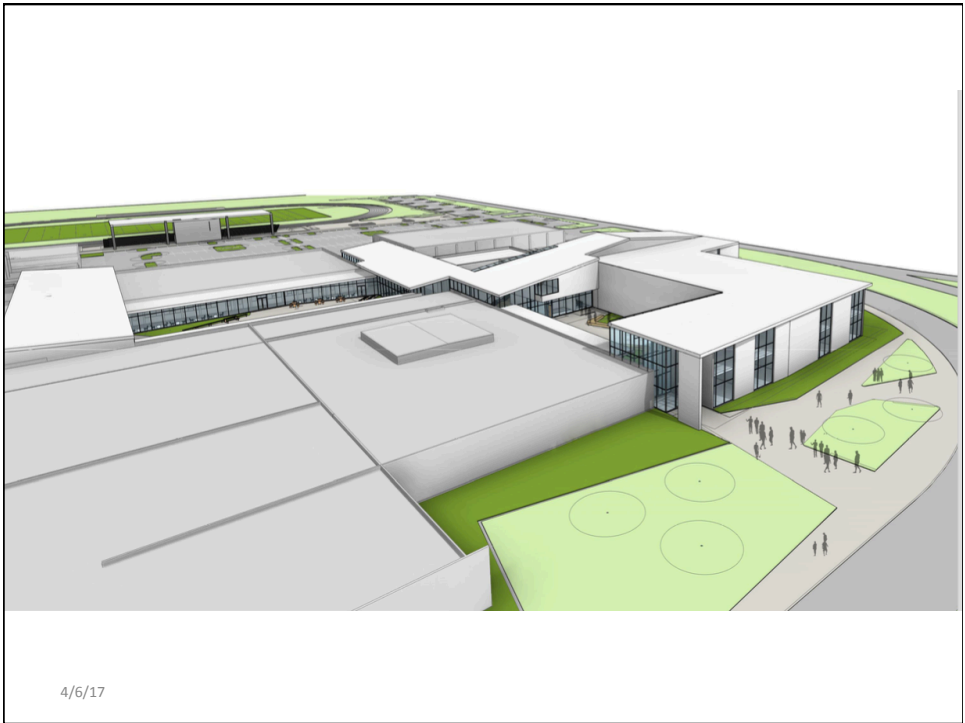
SITE PLAN - EXISTING

opsis architecture













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Agenda Item 3

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Superintendent Search Process Update
and Thought Exchange Survey Results

Gresham Barlow School District

Superintendent Search

Questions

1. What are the key leadership qualities/characteristics the new Gresham-Barlow School District Superintendent will need to have to be effective in this role?
2. What are current challenges that the new Superintendent will need to address?
3. What are the opportunities in the future that the new Superintendent will need to address or consider?

Resources

Interactive bar charts: <https://davserver.thoughtexchange.ca/gresham-6e91467/1/barcharts/>

Top Thoughts Report: <http://thotex.com/sites/CWslQLrekr0?lang=en>

Username: gresham

Password: ginkgo.grandma.pismire

Objectives

Objective: Identify key skills for a successful Superintendent

What key skills are a priority for participants? Are there demographic differences?

Themes that emerged in the first question discussed personal attributes and job responsibilities, as well as key skills of the Superintendent. Thoughts shared in Q1 that were identified as a key skills were grouped under the following themes: (in order of the volume of conversation)

- Communication
 - Participants identifying as Community Members had a much higher percentage of stars assigned to this theme (14.3%), while other demographic groups had similar percentages (Parents,10.6%, and Students,10.2%).
 - Conversation in this theme included thoughts like good listening skills, being open-minded when listening to needs and ideas, as well as being able to listen to diverse/different levels of stakeholders. The participants valued someone who is articulate and well spoken and transparency when communicating issues/initiatives.
- Collaboration
 - Participants identifying as Community Members had a much higher percentage of stars assigned to this theme (14%), while other demographic groups had similar percentages (Parents,10.6%, and Students,10.2%).

- There was a large conversation around networking and supporting different schools based on their individual needs. Some participants felt that being a collaborator was essential to involving different levels of stakeholders for decisions as well as delegating support/resources to different projects. Some participants felt including everyone in the district would lead to better solutions, as well as create a more inclusive community.
- Decision-Making and Problem-Solving Skills
 - Participants identifying as Students had a much higher percentage of stars assigned to this theme (7.6%), versus Parents (6.6%) and Community (6.9%).
 - Conversation in this theme included thoughts like interest in a decisive, straightforward approach to tough decisions, others valued decisions based on rational, logical process. Finding solutions to district issues requires having an open-minded and creative approach, some wanted solutions based on the best of interests of district, others wanted solutions based on stakeholder/community input.

Are there any skills shared that are unexpected when compared with typical Superintendent searches?

Financial Responsibility

- While this theme is often mentioned in other Superintendent searches, it appeared to be one of the top themes in this process.
- Thoughts around management of bond spending and maintaining a budget seem to be valued, as well as responsible spending on projects and estimating costs/expenses.

Diversity, Inclusion, and Plans for Growth

- Some thoughts value a leadership that can provide equitable support for students from diverse cultures and lower-income households, as well as upgrading facilities to sustain future student population numbers.

Promotes Educational Reform

- Large conversation around a leadership that advocates for the district at the national level, believes in public education, and supports improvements to academics.

Objective: Identify current challenges in the District

What are the top themes in the challenge question? Are there demographic differences?

Financial Responsibility

- Largest percentage of stars under of under Q2 (17.5%).
- Conversation in this theme included thoughts like responsible management and spending of the bond funds, the importance of the bond funds being spent on the plans that the public voted for, rather than different facilities or a scaled down version of plans. Other thoughts discussed the challenge of managing the budget for items not impacted by the bond, and ensuring the money is able to support as many different areas of the district as possible.

Class Sizes

- 13.8% of stars under Q2.
- Participants identifying as students had a much higher percentage of stars assigned to this theme (17.4%), while other demographic groups had lower percentages (Parents,13.8%, and Community Members,11.8%).
- Conversation in this theme included thoughts about the importance of managing and decreasing class sizes from their current levels, as well as concerns the impact class sizes are having on the students' education.

Safety and Security

- 8% of stars under Q2.
- The thoughts under this theme were mainly about the challenge of ensuring the physical security of the school buildings and protecting students and staff from potential intruders.

What are some key skills identified in the first objective that are valuable in addressing current challenges?

In order to address key concerns, we identified themes and thoughts from Q1 to answer the challenges question.

Financial Responsibility

- **Decision-Making and Problem-Solving Skills:** Participants seemed to value decisions based on stakeholder input and the best outcome for the district, as well as a creative solution-focused mindset to challenges during the project timelines or bond spending.
- **Integrity and Accountability:** There was a large conversation around the importance of being trustworthy, as well as commitment to project completion.

- **Collaboration:** Some thoughts valued good listening skills for receiving input from different stakeholders, others discussed an inclusive approach to support educational needs.

Class Sizes

- **Educator/Classroom Experience:** Some thoughts seemed to value a leader that had previous experience in classroom management and teaching to a variety of learning needs, other thoughts were supportive of streamlining teacher's workload.

Safety and Security

- **Student-Focused:** Some participants were interested in addressing school supports as a priority, other thoughts discussed focusing on student interests and their well-being.

Objective: Identify opportunities for growth in the District

What future opportunities exist? Are there demographic differences? Are there any drivers of satisfaction or dissatisfaction?

Vocational Learning and University Preparation

- Participants shared thoughts regarding the opportunity to increase access to vocational courses and career readiness programs as well as the level of college preparation available to students.

Financial Responsibility

- The thoughts shared under Q3 were very similar to those shared under Q2.
- Community members gave a higher percentage of stars to this theme (13.4%) than Parents (10.4%) and Students (10.4%). Thoughts starred by community members were almost exclusively focused on the need to responsibly manage the bond funds in order to meet the expectations of the community.
- Some thoughts touched on the idea that managing the bond funds well could be used as a community engagement tool. By completing the promised projects and spending the funds efficiently, community members could have increased confidence in the district's ability to manage major projects and may be more likely to support the district moving forward.

Technology and Resources

- Participants shared thoughts regarding the opportunity to further and better incorporate technology into both the curriculum and style of instruction.
- Some participants indicated that they feel the school district needs to catch up with other school districts by having more technological resources on hand.

- Comments were generally about the need to keep up with technological advances. While it is important to have technology readily available, curriculum and the way subjects are taught will need to keep changing as technology advances. Altering the curriculum once to keep up with recent technological advances will not be enough as technology advances quickly.
 - ***Technology for the district and qualified teachers*** *Technology is ever changing and the school district will need to keep up on the technology to stay relevant with the changing times. Qualified teachers need to be hired to gain the best education for the students.*
 - ***Integrating technology into curriculum.*** *This is an important and costly area of education. It needs effective oversight and support.*

Satisfaction Levels

Low Satisfaction

- Financial Responsibility
 - Participants who identified as having low satisfaction assigned more stars to thoughts regarding financial responsibility than those with medium or high levels of satisfaction. This may indicate that participants with low levels of satisfaction place more importance on financial responsibility than participants with higher levels of satisfaction.
 - Low satisfaction - 14.4%
 - Medium satisfaction - 11.9%
 - High satisfaction 11.4%

What skills identified in the first objective will be valuable in developing the opportunities available?

In order to address key areas for growth, we identified themes and thoughts from Q1 to answer the future opportunities question.

Vocational Learning and University Preparation

- Student-Focused
 - A conversation focused on the importance of prioritizing students and their academic growth and well-being.
 - Under the theme of Vocational Learning and University Preparation, many participants emphasized that they feel career and college preparedness is important to the students' ability to succeed.

- Promotes Educational Reform
 - Large conversation around a leadership that advocates for the district at the national level, believes in public education, and supports improvements to academics

Financial Responsibility

- Relationship-Building and Community Focused
 - This conversation was focused on the importance of getting to know the community of Gresham-Barlow and being visible in the schools and community.
 - Thoughts regarding the management of bond funds indicated that some community members felt responsible management of the funds was important to the district-community relationship.
- Communication
 - Participants shared that the superintendent needs to be an effective communicator by clearly stating and explaining his/her vision and making sure all district stakeholders feel heard.
 - Participants sharing and starring thoughts under Financial Responsibility indicated that it is important for them to know why and how the bond funds are spent, this will ensure that the community continues to trust the district.

Technology and Resources

- Promotes Educational Reform
 - Curriculum, resources and style of instruction may all need to be updated to incorporate current and future technological advances. The superintendent will need to be prepared to meet the demands of consistent change and to develop an academic environment that can accommodate the ever changing demands of 21st century technology.
- Innovative and Visionary
 - Participants would like the superintendent to have a clear vision (long term and short term) for the district and a plan to achieve this vision.
 - The superintendent should also be willing to be innovative and creative in achieving this vision.

Tips for using Interactive Bar Charts (ibar)

- When you click on the link you arrive at the ibar “Summary Page” which is a summary of all themes across all questions from your Thoughtexchange.
- Hovering over any one of the bars in any ibar chart will allow you see how many stars were assigned to that theme.
- Clicking on the bars will take you to a new ibar chart which has broken down the theme you selected into further subthemes. Clicking on the “Back to Summary Themes” button will return you to the main page.
- Clicking on a subtheme bar will pull up a side panel with thoughts related to that subtheme. Click the close button at the bottom of the panel to return to the ibar chart.
- The side panel displays the thought (title and description) as well as what process it was entered in, which demographic group entered the thought, what their satisfaction level with the district is, which question it was in response to, the total number of stars it was assigned, the average number of stars assigned and the number of people who assigned it at least one star.
- Clicking on the dropdown button (top center of any ibar page) will allow you to filter results from individual questions from your Thoughtexchange.
- Clicking on the up and down arrow icon (top center) will allow you to compare themes from two different questions from your Thoughtexchange. You can pick which questions using the drop down menus that appear (top left and top right). Clicking on the bar chart icon (top center) will take you back to summary themes.
- Clicking on “Options” or the cog icon (top right) will bring up additional options including vertical or horizontal display, colours etc.

Tips on using the Top Thoughts Report:

- Using the Q1, Q2, Q3 at the center of the page will allow you to filter top themes and thoughts by question.
- Under the “Filters” section – results can be filtered by demographic and District satisfaction levels to further detail analysis.
- The “Search” functionality allows you to search for specific terms.

Leadership 2017

Discover

Gresham-Barlow School District



Agenda

1. Project Overview
2. Understanding Top Thoughts
3. Digging Deeper
4. Next Steps

Overview

PARTICIPATION OPEN BETWEEN

February 13, 2017

TO

February 27, 2017

1

THOUGHT EXCHANGE PROCESS

Parents/Guardians, Students,
Community Members and
Others

Overview - Steps



Participants share answers
to open ended questions



Participants consider ideas
from others and add stars
to the ones they like best



Everyone discovers
what is important to the group

Overview - Questions



1. What are the key leadership qualities/characteristics the new Gresham-Barlow School District Superintendent will need to have to be effective in this role?
2. What are current challenges that the new Superintendent will need to address?
3. What are the opportunities in the future that the new Superintendent will need to address or consider?

Overview - Participation Numbers



581

PEOPLE
PARTICIPATED



1,153

THOUGHTS
CONTRIBUTED



40,364

STARS
ASSIGNED

Overview - Demographic

77.8% 452
Parent/Guardian

9.5% 55
Community Member

10.5% 61
Student

2.2% 13
Other

Top Thoughts

Three Tips for Understanding Top Thoughts

1. All thoughts are important and true for that individual.
2. Top Thoughts are what was important to participants during Star.
3. Simply reading the top prioritized thoughts is powerful.

Objective: Identify key skills

1. Decision-making and problem solving skills.
2. Communication.
3. Collaboration.

Skills shared that were unexpected

1. Financial responsibility.
2. Diversity, inclusion and plans for growth.
3. Promotes educational reform.

Objective: Identify current challenges

1. Financial responsibility.
2. Class sizes.
3. Safety and security.

Objective: Identify opportunities for growth

1. Vocational learning and college/university preparation.
2. Financial responsibility.
3. Safety and security.
4. Technology and Resources

Digging Deeper

BUILDING UNDERSTANDING

1. Interesting to read thoughts in both the themed and un-themed reports
2. Using filters can sharpen insights
3. Sorting by stars, people and passion can help answer questions

ANALYSIS

1. Thoughts are themed to provide quick access
2. Bar charts show where people have assigned their stars across themes
3. Specific topics and groups can be analyzed more deeply so you can understand issues better



Interactive Bar Charts

<https://davserver.thoughtexchange.ca/gresham-6e91467/1/barcharts/>

Username: gresham

Password: ginkgo.grandma.pismire



Top Thoughts

<http://thotex.com/sites/CWslQLrekr0?lang=en>

Resources Available

1

Working with Results Document

1. Identify questions and topics for further exploration
2. Find overarching connections
3. Plan and prioritize action steps

2



Questions?

Amy **Pol**

Stakeholder Engagement Facilitator

800-361-9027 x269

amy.pol@thoughtexchange.com

Tristan **Read**

Stakeholder Engagement Facilitator

800-361-9027 x225

tristan.read@thoughtexchange.com

Gresham-Barlow School District

SUPERINTENDENT SEARCH

SUGGESTED INTERVIEW QUESTIONS

BOARD MEMBER _____

CANDIDATE NAME _____

1. Describe your leadership style. Please give examples.
2. During the first year, how might you go about determining the strengths and weaknesses of our school district? What specific steps would you take?
3. How would you build a good working relationship between the Board and Superintendent? Please cite examples. Please provide specific examples of how you have promoted educational programs utilizing your communication and public relations skills.
4. What would you do to build trust and promote confidence in the Superintendency? In the district? Describe specific actions you would take.
5. How would you communicate your vision of quality education for the future to the Board, staff and community? Please specify steps you would take.
6. What one decision that you made in the last year or so would you reverse or at least reconsider and modify?
7. If there were a conflict between different community groups in the District over a particular issue, how would you resolve it? Please cite examples that you have used.
8. What has been your success as a school leader in partnering with higher education and the business community? Please mention the partnerships that have developed as a result of your leadership.
9. How would you stay attuned to potential District problems? Please tell what methods you use.
10. How would you ensure your visibility in our District? What would you do specifically?

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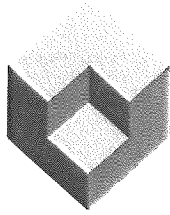
11. As Superintendent, how would you delegate authority while maintaining accountability? Please explain the actions you would take in detail.
12. As Superintendent, what would be your role in the budgetary process? Please specify.
13. What has been your experience in determining both short and long-range district goals? Who should be involved in that planning?
14. What experience have you had in working within a community of diverse elements such as socio-economic and educational levels, culture, race, and ethnicity? Please explain in detail.
15. What would you do to positively impact student achievement? Please discuss in detail successful efforts to narrow or close identified achievement gaps in your current district.
16. What do you consider to be your major strengths as an administrator? What have you targeted for personal or professional improvement?
17. How would you handle decisions that are unpopular with the public but educationally necessary? Please cite actual examples.
18. If we were to talk to your greatest critic in your District and/or community, what would their criticism be of you?
19. Give us some specific ideas of how you would judge your own effectiveness as a Superintendent and how the Board should evaluate your work.
20. Describe your beliefs about student discipline and safety.
21. Tell us how you would build consensus and develop teamwork among those individuals and groups that you serve.
22. Given the changing dynamics of public education, what do you see as the critical issues in the next five years?
23. What is it about this position that makes you want to make a change at this time in your professional career? Please be specific.
24. What questions do you have for the Board?

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Agenda Item 4

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Bond Budget Update



Cornerstone
Management Group, Inc.

**Gresham Barlow School District
2016 Capital Improvements Projects
Program Contingency Summary**

DRAFT AS OF 4/5/17

1.1 Original Program Contingency (Bond Premium)	\$29,810,354
1.2 Amounts Distributed from Program Contingency:	
1.2a District Costs	\$ 3,000,000
<i>Overall District Bond Expenses</i>	
1.2b East Gresham Elementary School	\$ 1,600,000
<i>Increased SF \$1,000,000</i>	
<i>Offsite \$300,000</i>	
<i>SDC Fees \$200,000</i>	
<i>Traffic Impact Fees \$100,000</i>	
1.2c North Gresham Elementary School	\$ 1,600,000
<i>Increased SF \$1,000,000</i>	
<i>Offsite \$300,000</i>	
<i>SDC Fees \$200,000</i>	
<i>Traffic Impact Fees \$100,000</i>	
1.2d Gresham High School	\$ 500,000
<i>Offsite Fees, Traffic Impact Fees \$500,000</i>	
<i>Seismic Upgrade Main Gym Building \$ TBD</i>	
1.2e Sam Barlow High School	\$ 1,900,000
<i>Offsite Fees, TIF's \$750,000</i>	
<i>Additional Sewer Connection Costs \$ 600,000</i>	
<i>Additional Costs for Fire Suppression \$550,000</i>	
1.3 Current Program Contingency	\$21,210,354

Gresham Barlow School District
2016 Capital Improvement Projects
Bond Budget Summary
DRAFT AS OF 4/5/17



	SCHOOL	ORIGINAL ESTIMATE	RECOMMENDED TRANSFERS	UPDATED ESTIMATE
1.1	District Wide Costs	\$ -	\$ 3,000,000	\$ 3,000,000
1.2	District Wide FFE	\$ -	\$ -	\$ 5,569,000
1.3	District Wide Radios	\$ 300,000	\$ -	\$ 300,000
1.4	District Wide Technology	\$ -	\$ -	\$ 5,610,292
1.5	East Gresham ES	\$ 28,970,000	\$ 1,600,000	\$ 30,441,915
1.6	East Orient ES	\$ 3,147,000	\$ -	\$ 2,679,531
1.7	Hall ES	\$ 8,014,000	\$ -	\$ 7,517,999
1.8	Highland ES	\$ 3,432,000	\$ -	\$ 2,931,049
1.9	Hogan Cedars ES	\$ 1,672,000	\$ -	\$ 1,230,446
1.10	Hollydale ES	\$ 6,514,000	\$ -	\$ 6,025,530
1.11	Kelly Creek ES	\$ 4,334,000	\$ -	\$ 3,897,643
1.12	North Gresham ES	\$ 28,970,000	\$ 1,600,000	\$ 30,369,354
1.13	Powell Valley ES	\$ 3,747,000	\$ -	\$ 3,220,681
1.14	West Gresham ES	\$ 562,000	\$ -	\$ 191,530
1.15	Deep Creek K-8	\$ 6,340,199	\$ -	\$ 5,548,559
1.16	Clear Creek MS	\$ 11,464,000	\$ -	\$ 10,605,265
1.17	Dexter McCarty MS	\$ 10,676,000	\$ -	\$ 9,964,331
1.18	Gordon Russell MS	\$ 13,334,000	\$ -	\$ 12,584,040
1.19	West Orient MS	\$ 3,232,000	\$ -	\$ 2,815,766
1.20	Gresham HS	\$ 93,244,000	\$ 500,000	\$ 85,968,545
1.21	Gresham HS Def. Maint.	\$ -	\$ -	\$ 6,661,000
1.22	Sam Barlow HS	\$ 70,100,000	\$ 1,900,000	\$ 60,900,069
1.23	Sam Barlow HS Def. Maint.	\$ -	\$ -	\$ 9,605,000
1.24	Springwater Trail HS	\$ 1,099,000	\$ -	\$ 913,654
1.25	BOND SUBTOTAL *	\$ 299,151,199	\$ 8,600,000	\$ 308,551,199
1.26	GRANTS & REIMBURSABLES	\$ 800,000	\$ -	<i>Included above</i>
1.27	BOND PREMIUM/PROG. CONT.	\$ 29,810,354	\$ (8,600,000)	\$ 21,210,354
1.28	BOND TOTALS	\$ 329,761,553	\$ -	\$ 329,761,553

NOTES:

- 1.29 FFE costs have been removed from all project budgets to create stand alone budget (except 4 bigs)
1.30 Technology Costs of \$5.569M have been deducted from all projects except GHS and SBHS Deferred Maintenance
1.31 * Bond Subtotal includes Oregon School Capital Improvement Matching Grant of \$8,000,000