

Gresham-Barlow



School District

## BOARD OF EDUCATION

Special Board Meeting / Work Session

### **AGENDA**

April 13, 2017

BOARD OF EDUCATION  
April 13, 2017

Special Board Meeting / Work Session – 6 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.....Schofield

IV. ANNOUNCEMENTS

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

April 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

Gresham-Barlow School District No. 10 Jt.  
Agenda - Board Meeting / Work Session  
April 13, 2017  
Page 2

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

V. ADJOURN

*JS:lc:5/3/17:6:21 PM*



## Cornerstone Management Group, Inc.

Systems, Sustainability, Return on Investment / Goals and Objectives  
2016 Capital Improvement Program  
Gresham-Barlow School District

April 13, 2017

**District Objective: Within the Identified construction budgets, to design, bid and construct sites, buildings and additions that include sensible sustainability, reduce operational expenses and support the educational needs of the Gresham Barlow Students, Staff and Community.**

**Note: Oregon is Ranked 7<sup>th</sup> in Energy Efficiency Policy and Program Efforts**

### ***Guiding Principles***

• **Optimize Site Potential (RA):**

Prepare proposed designs that address the location of site improvements and buildings, that take advantage of natural light, control storm water and include hardy and drought tolerant landscaping material that will minimize long term maintenance cost.

• **Energy Efficiency (RR):**

Develop ways to reduce energy load, increase efficiency, and is sensible with the planets resources. Assist the District in prioritizing strategies to accomplish these goals within the project construction budgets.

• **Protect and Conserve Water (RR):**

Design the site and buildings to minimize the use of domestic water for irrigation the buildings operation.

• **Optimize building space and material use (RA):**

Achieve an integrated and intelligent use of materials and systems that maximizes their value, prevents upstream pollution, and conserves resources. Building designs may reuse existing materials in the most productive and sustainable way possible within the limits of the construction budget.

• **Enhanced Indoor Environmental Quality (RA):**

Create environments that enhance human health and wellness while preserving environmental habitat and resources. Maximize day-lighting, economizers and code compliant systems that



## Cornerstone Management Group, Inc.

assure adequate ventilation, include proven HVAC controls, include effective sound attenuation. Require proven system commissioning and functional equipment testing for MEP systems. Avoid the use of materials with high-VOC emissions.

- Optimize Operational and Maintenance Practices (RR):

Consider the buildings' operating and maintenance issues during the design phases. The outcome will contribute to improved teaching and learning environments, higher productivity, reduced energy and operational costs, and extend the life cycle cost of the projects.

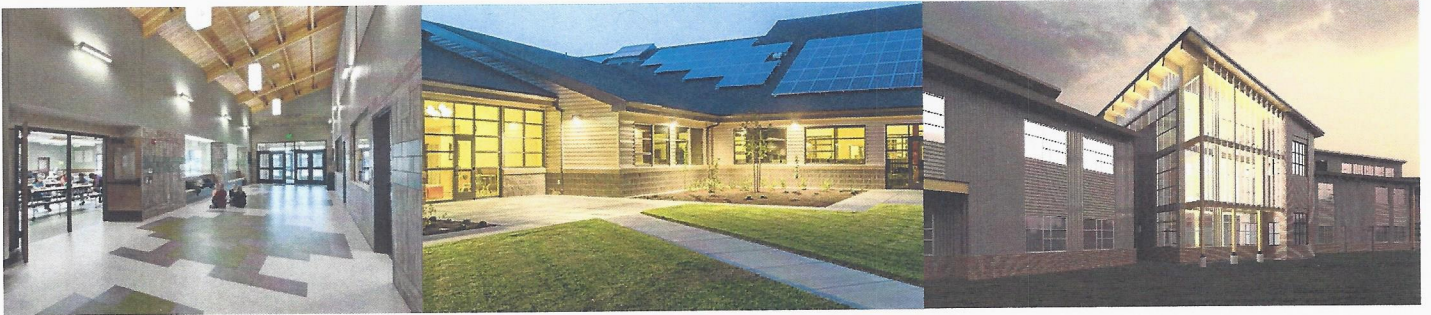
- Utilize District Standards (RR):

Utilize the systems, material, fixtures and finishes described in the District Standards prepared by GBSD. Clarify in writing when your firm is preparing a design with alternate systems, material, fixtures and finishes for approval by GBSD.

- Return on Investment (ROI) Goals (RR):

Clarify the acceptable payback period for alternative systems and finishes.

# BBT SUSTAINABLE & HEALTHY BUILDING VISION



## Our Core Value

Creating environments that enhance human health and wellness while preserving environmental habitat and resources.

## Our Mission

BBT seeks to create the most efficient, healthy, and resilient built environments possible within the unique constraints of each project. Designing energy-efficient and environmentally-sensitive buildings has been the foundation for BBT's 40 years of success. To us, **sustainable design is design, not a separate line item**. Producing results that matter to our clients—such as reducing first-cost, life cycle energy and operating costs, and enhancing overall building health and quality—are all part of our integrated design approach.

## Why are Sustainable & Healthy Buildings Important?

- We spend 90% of our time indoors.
- On average 40% of total US energy consumption is in commercial and residential construction and 75% of electricity produced is used to operate buildings. Sustainably designed buildings can significantly reduce these percentages.
- Asthma rates in the US have been rising and, according to the EPA, is the leading cause of school absenteeism. There are over 370 substances that are known or suspected asthmagens, 75 of which are found in paints and adhesives alone.
- Enhanced ventilation can increase cognitive function by 101% - Harvard's School of Public Health
- "Children are not 'little adults' – their developing brains and bodies, their metabolism and behaviors make them uniquely vulnerable to harm from toxic chemicals. For their weight, children eat, drink, and breathe more than adults – so pound for pound they take in a greater quantity of contaminants. A small exposure translates into a big dose." – American Public Health Association
- "Every child and school employee should have the right to an environmentally safe and healthy school." – American Public Health Association
- Lighting profoundly impacts numerous levels of human functioning such as vision, circadian rhythms, mood, and cognition, its implicit effects on learning and classroom achievement cannot be dismissed. Several studies have addressed how the quality and color of lighting can either impair or enhance students' visual skills and thus, academic performance. Visual impairments alone can induce behavioral problems in students as well as level of concentration and motivation in the classroom. – "Illuminating the Effects of Dynamic Lighting on Student Learning," Michael S. Mott The University of Mississippi Daniel H. Robinson The University of Texas

## Precautionary Principle:

"If an action or policy has a suspected risk of causing harm to the public, or to the environment, in the absence of scientific consensus (that the action or policy is not harmful), the burden of proof that it is not harmful falls on those taking that action."  
(Wikipedia)

Every year, ACEEE ranks states on their energy efficiency policy and program efforts and provides recommendations for ways that states can improve their performance in a variety of policy areas. The *State Scorecard* serves as a benchmark for state efforts, encouraging states to continue strengthening their efficiency commitments as a pragmatic and effective strategy for promoting economic growth, securing environmental benefits, and increasing their communities' resilience in the face of the uncertain costs and supplies of the energy resources on which they depend. The most recent *State Energy Efficiency Scorecard* rankings are presented below.

1	California	18	Arizona	35	New Mexico
1	Massachusetts	19	Pennsylvania	35	Georgia
3	Vermont	20	Utah	37	Nevada
4	Rhode Island	21	New Hampshire	37	Montana
5	New York	22	Wisconsin	39	Alabama
5	Connecticut	22	Delaware	40	South Carolina
7	Oregon	24	New Jersey	41	Alaska
8	Washington	25	Tennessee	42	Nebraska
9	Maryland	25	Florida	42	Indiana
10	Minnesota	27	Arkansas	44	West Virginia
11	Maine	27	Texas	44	Oklahoma
11	Michigan	29	Ohio	46	Mississippi
13	Illinois	30	North Carolina	47	Louisiana
14	Colorado	30	Kentucky	48	Kansas
15	Hawaii	32	Missouri	49	South Dakota
15	Iowa	33	Idaho	50	Wyoming

**GRESHAM-BARLOW SCHOOL DISTRICT**  
**1331 NW Eastman Parkway**  
**Gresham, OR 97030-3825**

TO: Board of Directors

FROM: Jim Schlachter  
Mike Schofield

DATE: April 13, 2017

RE: No. 1 – Architect Selections/Contract Approvals

EXPLANATION: In January 2017, the board approved contracts and initial contract amounts for architectural services listed below:

High Schools – Renovations and additions

Gresham High School – BLRB Architects - \$200,000  
Sam Barlow High School - Opsis Architecture - \$200,000

Elementary Schools – Replacement Schools

North Gresham Elementary - BBT Architects - \$120,000  
East Gresham Elementary - DLR Group - \$120,000

Since the initial approval, district administration and project management has worked with each firm to better define the program for design at each school. The architects have validated the initial program for each site and are nearly finished with schematic design. The administration has also worked with each firm to negotiate the not to exceed contract amount for the service. The not to exceed contract amounts are as follows:

DLR Group, East Gresham Elementary - \$2,175,000  
BBT Architects, North Gresham Elementary - \$2,175,000  
BLRB Architects, Gresham High School - \$5,190,000

PRESENTERS: Jim Schlachter  
Mike Schofield

SUPPLEMENTARY MATERIALS: None.

RECOMMENDATION: Authorize not to exceed contract amounts as follows:  
DLR Group - \$2,175,000  
BBT Architects - \$2,175,000  
BLRB Architects - \$5,190,000



REQUESTED ACTION: Approve contracts with BLRB Architects, BBT Architects, and DLR Group pending successful contract negotiations with the following not to exceed amounts:

DLR Group - \$2,175,000  
BBT Architects - \$2,175,000  
BLRB Architects- \$5,190,000

MS:mkh

**GRESHAM-BARLOW SCHOOL DISTRICT**  
**1331 NW Eastman Parkway**  
**Gresham, OR 97030-3825**

TO: Board of Directors

FROM: Jim Schlachter  
Mike Schofield  
Terry Taylor

DATE: April 13, 2017

RE: No. 2 – Bond: Track replacements DMMS and GRMS

EXPLANATION:

As a part of the 2016 Capital Construction Bond, the district developed a Capital Needs Plan, for all schools, based on data derived from the 2012 Long Range Facility Plan (LRFP). The LRFP included site based capital needs, which included replacing the track surfaces at Dexter McCarty MS and Gordon Russell MS. Terry Taylor, Director of Facilities, led this process.

A more recent survey of our district running tracks was conducted in 2016. The district contracted with FieldTurf/Beynon Track to present options for track repairs and/or replacement needs at both schools. Principals John George, DMMS, and Rolland Hayden, GRMS, confirmed the use and how their tracks were performing. Terry Taylor met with the school principals, PE teachers, and track coaches. The outcome of these meetings confirmed that the current track surfaces were not meeting the needs in a safe manner at these schools. DMMS and GRMS track surfaces are showing substantial subgrade failure, which telegraphs into subgrade cracking, causing track surface separation.

Included in the FieldTurf/Beynon Track proposals were two specific options for each school. The teams at both DMMS and GRMS evaluated both options, at each school.

Option #1: Remove track surface repair cracks/subgrade and install 2" asphalt overlay, then install the track surface.

Option #2: Remove track surface and make spot repairs in cracks with filler-mesh membrane, then install the track surface.

Of the options that were presented, the teams, at both DMMS and GRMS, decided that the best long-term solution was go with

Option #1: Remove track surface repair cracks/subgrade and install 2" asphalt overlay, then install the track surface.

The track surfaces at both schools have had spot repairs, as needed, for many years and the need to repair the subgrade and install the track surface is necessary to keep our running tracks operational for the next 12-15 years, without major renovation needs. After the 12-15 years a structural overspray is needed to get another 12-15 years use of the running track.

Quotes were received from Beynon/FieldTurf and the ability to meet our construction deadlines as well confirm schedule with our contractor. The recommendation tonight reflects the management team's choice in track surfaces at DMMS and GRMS and is within the allocation as presented within the initial bond estimate.

Both track resurfacing projects are ready for processing, and business office staff will use the Inter-Mountain ESD (I-MESD) purchasing co-op that provides member districts with the pre-determined preferential pricing by approved vendors, whose product has already bid at the national level. AEPA IFB #016. Anticipated construction will begin in late June, with a completion date of mid-August, for the tracks to be used the first day of school Fall 2017.

PRESENTERS:	Mike Schofield Jim Schlacter
SUPPLEMENTARY MATERIALS:	None.
RECOMMENDATION:	Authorize track-resurfacing purchases for the two middle schools, Dexter McCarty and Gordon Russell, with a not to exceed amount of \$600,000 using the I-MESD contract for targeted construction June-August 2017.
REQUESTED ACTION:	Approve track-resurfacing purchases for the two middle schools, Dexter McCarty and Gordon Russell, with a not to exceed amount of \$600,000 using the I-MESD contract for targeted construction June-August 2017.

TT:mkh

Small Project Schedule  
 2016 Capital Improvement Program  
 Gresham Barlow School District

DRAFT  
 4/11/2017

PROJECTS	CONSTRUCTION BUDGET	36 Months																																																																						
		2017												2018												2019												2020												2021																						
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D											
1 Highland Elementary School	\$ 2,054,552	Phase 1												Phase 2																																																										
Pre-Design / Design / Bid-Award		Blue	Red	Green																					Blue	Red	Green																																													
Construction / Closeout					Yellow	Yellow	Black												Yellow	Yellow	Black																																																			
2 West Orient Middle School	\$ 1,958,335	Phase 1												Phase 2																																																										
Pre-Design / Design / Bid-Award		Blue	Red	Green									Blue	Red	Green																																																									
Construction / Closeout					Yellow	Yellow	Black												Yellow	Yellow	Black																																																			
3 West Gresham Elementary School	\$ 90,000	Phase 1																																																																						
Pre-Design / Design / Bid-Award		Blue	Red	Green																																																																				
Construction / Closeout					Yellow	Yellow	Black																																																																	
4 Hogan Cedars Elementary School	\$ 863,440													Phase 1												Phase 2																																														
Pre-Design / Design / Bid-Award																									Blue	Red	Green																																													
Construction / Closeout																																					Yellow	Yellow	Black																																	
5 Kelly Creek Elementary School	\$ 2,727,413													Phase 1																																																										
Pre-Design / Design / Bid-Award													Blue	Red	Green																																																									
Construction / Closeout																									Yellow	Yellow	Black																																													
6 Powell Valley Elementary School	\$ 2,255,006													Phase 1																																																										
Pre-Design / Design / Bid-Award													Blue	Red	Green																																																									
Construction / Closeout																									Orange												Yellow	Yellow	Black																																	
7 Springwater Trail High School	\$ 610,000																									Phase 1																																														
Pre-Design / Design / Bid-Award																									Blue	Red	Green																																													
Construction / Closeout																																					Yellow	Yellow	Black																																	
8 East Orient Elementary School	\$ 1,791,307													Phase 1																																																										
Pre-Design / Design / Bid-Award													Blue	Red	Green																																																									
Construction / Closeout																									Yellow	Yellow	Black																																													

TOTAL BUDGET \$ 12,350,053

LEGEND	Color	Phase
	Blue	Pre-Design
	Red	Design
	Green	Bid-Award
	Yellow	Construction
	Orange	Land Use
	Black	Closeout

**NOTES**

- FFE Projects may be district direct projects.
- IT, Access Control, etc. projects may be district direct projects.
- An Additional schedule will be issued for FFE, Playground and Door Hardware Projects.

Large Project Schedule  
 2016 Capital Improvement Program  
 Gresham Barlow School District

DRAFT  
 4/11/2017

PROJECTS	CONSTRUCTION BUDGET	36 Months																																																											
		2017												2018												2019												2020												2021											
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
<b>1 Gresham High School</b>	\$ 60,494,000	[Gantt chart showing phases: Pre-Design / Design / Bid-Award, Construction / Closeout]																																																											
<b>2 Sam Barlow High School</b>	\$ 42,124,000	[Gantt chart showing phases: Pre-Design / Design / Bid-Award, Construction / Closeout]																																																											
<b>3 East Gresham Elementary School</b>	\$ 22,524,000	[Gantt chart showing phases: Pre-Design / Design / Bid-Award, Construction / Closeout]																																																											
<b>4 North Gresham Elementary School</b>	\$ 22,524,000	[Gantt chart showing phases: Pre-Design / Design / Bid-Award, Construction / Closeout]																																																											
<b>5 Hall Elementary School</b>	\$ 5,142,805	[Gantt chart showing phases: Pre-Design / Design / Bid-Award, Construction / Closeout]																																																											
<b>6 Hollydale Elementary School</b>	\$ 4,242,516	[Gantt chart showing phases: Pre-Design / Design / Bid-Award, Construction / Closeout]																																																											
<b>7 Deep Creek K-8</b>	\$ 4,079,464	[Gantt chart showing phases: Phase 1, Phase 2, Construction / Closeout]																																																											
<b>8 Dexter McCarty Middle School</b>	\$ 6,881,403	[Gantt chart showing phases: Phase 1, Phase 2, Phase 3, Construction / Closeout]																																																											
<b>9 Gordon Russell Middle School</b>	\$ 8,581,588	[Gantt chart showing phases: Phase 1, Phase 2, Phase 3, Construction / Closeout]																																																											
<b>10 Clear Creek Middle School</b>	\$ 7,480,852	[Gantt chart showing phases: Phase 1, Phase 2, Phase 3, Construction / Closeout]																																																											

TOTAL BUDGET \$ 184,074,628

LEGEND	
[Blue Box]	Pre-Design
[Red Box]	Design
[Green Box]	Bid-Award
[Yellow Box]	Construction
[Orange Box]	Land Use
[Black Box]	Closeout

**NOTES**

- FFE Projects may be district direct projects.
- IT, Access Control, etc. projects may be district direct projects
- An additional schedule will be issued for FFE, Playgrounds and Door Hardware projects.

# 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?