



**Citizens Bond Oversight Committee
Quarterly Meeting
January 20, 2015
5:00 pm, Mac Bernd Professional Development Center**

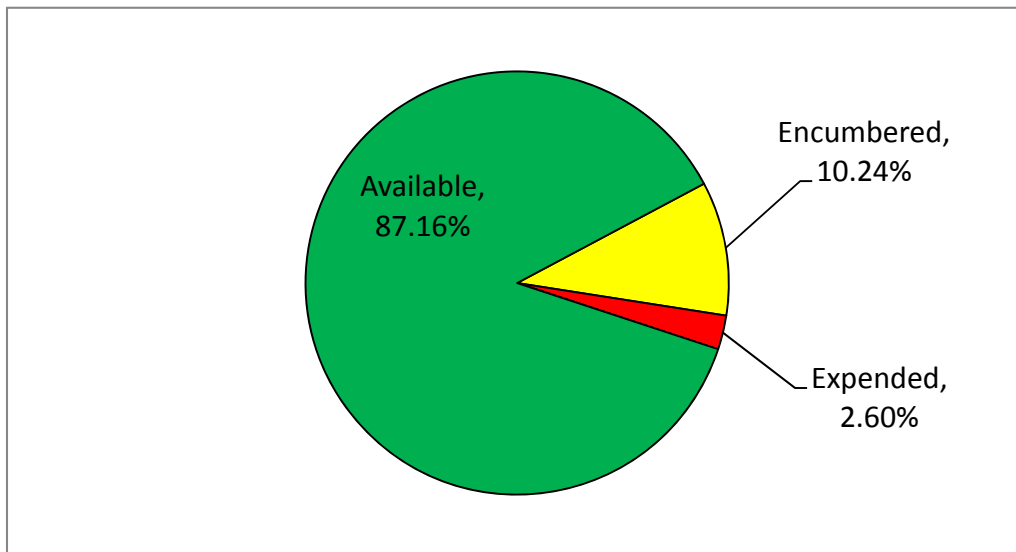
WELCOME	Dan Malone CBOC Chairperson
2014-15 BOND PROGRAM PROGRESS REPORT	Cindy Powell, Chief Financial Officer Chad Branum, Assistant Superintendent of Technology Bob Carlisle, Executive Director of Plant Services Jeremy Earnhart, Fine Arts Director Tim Collins, Interim Transportation Director James Smith, Security Manager
CONTRACTS.....	Eric E. Muñoz Shareholder, Eichelbaum Wardell Hansen Powell & Mehl, P.C.
TECHNOLOGY PRESENTATION	Chad Branum Assistant Superintendent of Technology
SCHEMATIC DESIGNS.....	Bob Carlisle New Elementary School – Baird Farm Road Site New Elementary School – Workman Jr. High Site
OTHER BUSINESS.....	Dan Malone

Arlington Independent School District
Bond Fund 640 Project Status Report
For the Period Ending December 31, 2014

Funds available from:

Net proceeds from sale of bonds	\$ 177,704,411.00
Interest through 09/30/14	23,914.69
Total Funds	<u>\$ 177,728,325.69</u>

Total Funds	\$ 177,728,325.69
Encumbered	(18,199,367.07)
Expended	(4,618,595.13)
Available Funds	<u><u>154,910,363.49</u></u>



Arlington Independent School District
Bond Fund 640 Project Status Report
For the Period Ending December 31, 2014

<u>School Name</u>	<u>Project Description</u>	<u>Budget</u>	<u>Encumbrance</u>	<u>Expenditures</u>	<u>Balance</u>
Agricultural Science Facility	Agricultural Science Facility	\$ 387,500.00	\$ -	\$ -	\$ 387,500.00
Anderson ES	Condition deficiencies/Life cycle replacements	104,725.00	-	-	104,725.00
Arlington HS	Condition deficiencies/Life cycle replacements	1,984,255.00	-	-	1,984,255.00
Arlington HS	Multi-purpose Activity Center	1,550,000.00	466,477.74	18,562.26	1,064,960.00
Ashworth ES	Condition deficiencies/Life cycle replacements	104,754.00	-	-	104,754.00
Athletic Complex	Land	2,500,000.00	-	-	2,500,000.00
Bebensee ES	Condition deficiencies/Life cycle replacements	561,657.00	-	-	561,657.00
Beckham ES	Condition deficiencies/Life cycle replacements	104,708.00	-	-	104,708.00
Blanton ES	Condition deficiencies/Life cycle replacements	204,713.00	-	-	204,713.00
Boles JH	Special Ed Alt Curriculum Center	6,500,000.00	306,501.00	-	6,193,499.00
Bowie HS	Multi-purpose Activity Center	1,550,000.00	466,792.74	18,247.26	1,064,960.00
Bryant ES	Condition deficiencies/Life cycle replacements	104,708.00	-	-	104,708.00
Burgin ES	Condition deficiencies/Life cycle replacements	104,708.00	-	-	104,708.00
Career & Technical Ctr	New Career and Technical Center	7,383,500.00	2,381,112.68	4,810.00	4,997,577.32
Corey ES	Condition deficiencies/Life cycle replacements	1,974,917.00	-	-	1,974,917.00
Corey ES	Repurpose for Fine Arts/Dual Language Academy	7,000,000.00	418,929.23	-	6,581,070.77
Crouch ES	Condition deficiencies/Life cycle replacements	368,474.00	-	-	368,474.00
Crow ES	Condition deficiencies/Life cycle replacements	104,708.00	-	-	104,708.00
Ditto ES	Condition deficiencies/Life cycle replacements	54,706.00	-	-	54,706.00
Duff ES	Condition deficiencies/Life cycle replacements	424,115.00	225,517.38	-	198,597.62
Ellis ES	Condition deficiencies/Life cycle replacements	255,102.00	183,543.47	-	71,558.53
Farrell ES	Condition deficiencies/Life cycle replacements	291,742.00	215,747.62	-	75,994.38
Ferguson JH	Condition deficiencies/Life cycle replacements	2,722,889.00	123,970.32	-	2,598,918.68
Fine Arts Center	Land	2,500,000.00	-	-	2,500,000.00
Fitzgerald ES	Condition deficiencies/Life cycle replacements	615,244.00	-	-	615,244.00
Foster ES	Condition deficiencies/Life cycle replacements	542,129.00	-	-	542,129.00
Hale ES	Condition deficiencies/Life cycle replacements	104,708.00	-	-	104,708.00
Knox ES	Condition deficiencies/Life cycle replacements	875,666.00	-	-	875,666.00
Kookan Ed Ctr	Condition deficiencies/Life cycle replacements	254,715.00	-	-	254,715.00
Lamar HS	Baseball field improvement	463,881.00	359,611.00	-	104,270.00
Lamar HS	Multi-purpose Activity Center	1,550,000.00	466,792.74	18,247.26	1,064,960.00
Larson ES	Condition deficiencies/Life cycle replacements	104,708.00	-	-	104,708.00
Little ES	Condition deficiencies/Life cycle replacements	273,330.00	-	-	273,330.00
Martin HS	Condition deficiencies/Life cycle replacements	2,026,749.00	-	-	2,026,749.00
Martin HS	Multi-purpose Activity Center	1,550,000.00	466,792.74	18,247.26	1,064,960.00
Miller ES	Condition deficiencies/Life cycle replacements	393,771.00	-	-	393,771.00
Moore ES	Condition deficiencies/Life cycle replacements	317,444.00	-	-	317,444.00
Morton ES	Condition deficiencies/Life cycle replacements	611,497.00	59,587.00	-	551,910.00
New ES at Baird Farm	New Elementary School	24,000,000.00	1,314,535.48	1,890.00	22,683,574.52
New ES at Workman	New Elementary School	24,000,000.00	1,232,828.82	5,133.38	22,762,037.80
Nichols JH	Condition deficiencies/Life cycle replacements	655,259.00	447,086.71	-	208,172.29
Ousley JH	Condition deficiencies/Life cycle replacements	4,537,226.00	376,734.80	-	4,160,491.20
Pearcy ES	Condition deficiencies/Life cycle replacements	104,708.00	-	-	104,708.00
Prof Dev Center	Condition deficiencies/Life cycle replacements	73,782.00	-	-	73,782.00
Remyse ES	Condition deficiencies/Life cycle replacements	354,719.00	-	-	354,719.00
Roquemore ES	Condition deficiencies/Life cycle replacements	4,078,413.00	-	-	4,078,413.00
Roquemore ES	Repurpose for Fine Arts/Dual Language Academy	7,000,000.00	531,967.54	-	6,468,032.46
Sam Houston HS	Condition deficiencies/Life cycle replacements	1,769,431.00	75,641.00	-	1,693,790.00
Sam Houston HS	Multi-purpose Activity Center	1,550,000.00	413,332.74	71,707.26	1,064,960.00
Seguin HS	Multi-purpose Activity Center	1,550,000.00	466,792.75	18,247.25	1,064,960.00
Sherrod ES	Condition deficiencies/Life cycle replacements	559,848.00	340,949.37	-	218,898.63
South Davis ES	Condition deficiencies/Life cycle replacements	620,425.00	-	-	620,425.00
Starrett ES	Condition deficiencies/Life cycle replacements	292,171.00	216,006.99	-	76,164.01
Thornton ES	Condition deficiencies/Life cycle replacements	596,265.00	-	-	596,265.00

Arlington Independent School District
Bond Fund 640 Project Status Report
For the Period Ending December 31, 2014

<u>School Name</u>	<u>Project Description</u>	<u>Budget</u>	<u>Encumbrance</u>	<u>Expenditures</u>	<u>Balance</u>
Turning Point JH	Condition deficiencies/Life cycle replacements	358,210.00	187,961.96	-	170,248.04
West ES	Condition deficiencies/Life cycle replacements	104,708.00	-	-	104,708.00
Williams ES	Condition deficiencies/Life cycle replacements	282,684.00	-	-	282,684.00
Wood ES	Condition deficiencies/Life cycle replacements	288,004.00	-	-	288,004.00
Workman JH	Condition deficiencies/Life cycle replacements/ Classroom Addition/Softball Complex	11,872,405.00	630,996.18	26,823.72	11,214,585.10
Fine Arts		1,863,723.00	-	-	1,863,723.00
Technology		19,974,848.00	1,129,770.07	2,745,851.52	16,099,226.41
Transportation		5,276,016.00	4,653,663.00	312,787.00	309,566.00
Contingency for Project Acceleration		16,031,432.00	-	-	16,031,432.00
Subtotal Scheduled Projects		176,320,000.00	18,159,643.07	3,260,554.17	154,899,802.76

Other Projects:

Administration Building	Condition deficiencies/Life cycle replacements	-	39,724.00	-	(39,724.00)
Subtotal Other Projects		-	39,724.00	-	(39,724.00)

Total \$ 176,320,000.00 \$ 18,199,367.07 \$ 3,260,554.17 \$ 154,860,078.76

Bond Issuance Costs (1,358,040.96)
Interest and Additional Proceeds 1,408,325.69
Total Available Funds \$ 154,910,363.49



2014 Bond Program Progress Update

January 20, 2015



Educational Specifications

- Facilitated by DeJONG-RICHTER
- Fall planning work
 - Classroom Addition at Workman
 - Dual Language/Fine Arts Academies at Corey & Roquemore
 - Career/Tech Center
- Spring planning work
 - Fine Arts Center
 - Athletics Complex



Workman Classroom Addition

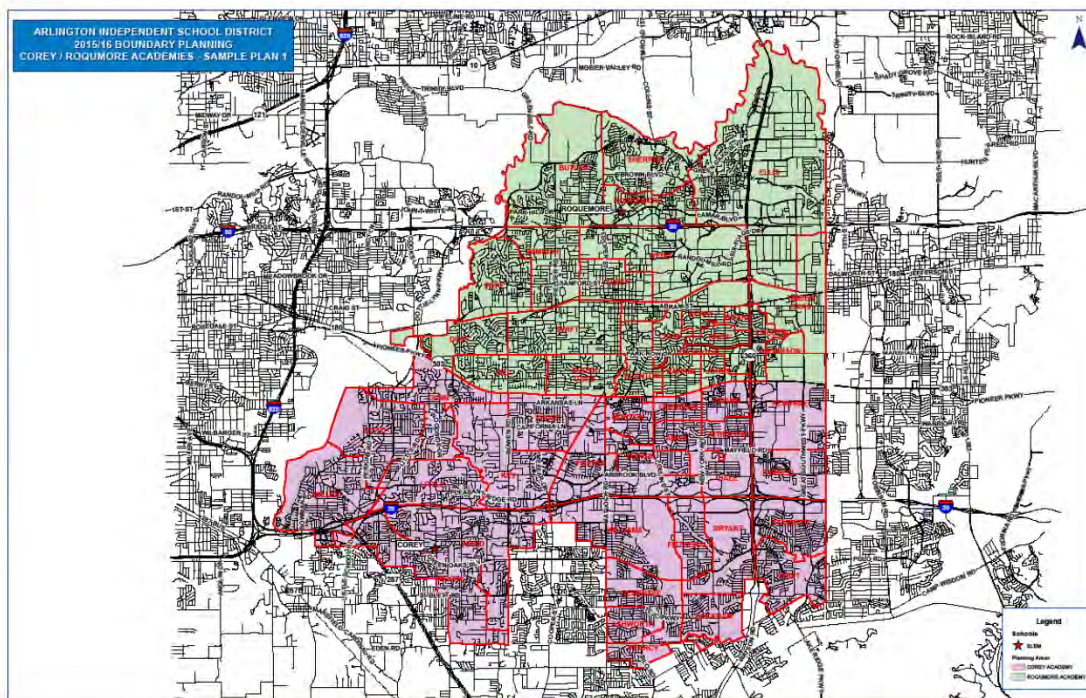
- Planning labs & community meeting are complete
 - Facilitated by DeJONG-RICHTER
- Board presentation on Nov. 26th
- Schematic design presentation to Board Apr. 2nd
- Deficiency improvements/life cycle work is included in the classroom addition project



Fine Arts/Dual Language Academies

- Planning labs & community meeting are complete
 - Facilitated by DeJONG-RICHTER
- Board presentation on Jan. 15th
- Board approved boundaries for the academies
- Student application process is open
- Schematic design presentation to Board on Mar. 17th
- Deficiency improvements/life cycle work is included in the academy renovation project

Boundary Map



Student Application Process

Application
available on-line
Jan. 16 – Feb. 13

Parent
information
meetings
Feb. 2, 4, 9

Application
Review
Feb. 17 – 26

Notification
Feb. 27



Career/Tech Center

- Planning labs & community meeting are complete
 - Facilitated by DeJONG-RICHTER
- Board presentation on Jan. 15th
- Design charrette with architects on Jan. 16th
- Schematic design presentation to Board Apr. 2nd



New Elementary Schools

- Two new elementary schools
 - North Arlington: Baird Farm Road
 - East Arlington: Workman Jr. High Site
- Schematic Designs approved by Board Jan. 15th
- Guaranteed Maximum Price (Baird Farm Road) / Competitive Sealed Proposal (Workman) will be awarded in June 2015
- Construction will start in July 2015
- Schools will open in August 2016



Multi-Purpose Activity Centers

- One per high school
- Site selection and preliminary floor plans are complete
- Schematic design work is underway
- Community meetings to take input on design will be held early February
- Schematic design presentation to Board Feb. 19th



Construction Managers-at Risk

- Construction management firms for projects in phases 1 & 2 of bond program
- Approved by Board on December 11th
 - Balfour Beatty
 - Pogue
 - W.B. Kibler
 - Joeris



Fine Arts Center/Athletics Complex

- Planning work will be facilitated by DeJONG-RICHTER
- Separate, simultaneous planning processes for both projects

Activity	Date(s)
Teacher/Staff Interviews	Jan. 29
Planning Lab #1	Mar. 5-6
Community Meetings	Mar. 16
Planning Lab #2	Apr. 27-28
Report to Board	Jun. 2



Questions?

TECHNOLOGY



Technology Bond Update

https://www.blendspace.com/lessons/LNbF56_-hF8KFQ/edit

Technology Advisory Committee

Classroom Standards

Transformation through Innovation Grants

- Process
- Teacher Presentations: 2014-15 Award Winners
 - Butler/Remyse
 - Fitzgerald
 - Boles/Ousley/Gunn JH
 - Sam Houston HS

Other Bond Projects

**See attached Technology Bond documentation



TRANSFORMATION

through Innovation

Transforming Learning through Technology

TI Grant Finalists 2014-2015

Twenty-eight innovative proposals were selected for TI Grants.

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Pope

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Grant Purpose

The Transformation through Innovation (TI) Grant was designed to offer teachers and campuses the opportunity to transform their classrooms through innovative uses of technology while growing instructional leaders within the Arlington Independent School District and model classrooms that serve as examples of how learning can be transformed. Innovative uses of technology provide students with learning experiences that would otherwise not be possible in a non-digital environment.

Evaluation Criteria

As a guide, teachers/campuses interested in submitting proposals for innovative uses of technology were provided the ISTE [National Educational Technology Standards \(NETS\) for Students](#), which outlines the qualities critical to student learning in the digital age. These qualities are what the grant evaluation team would eventually use to rank the proposals. To serve as a planning guide and/or reflection tool, ITD developed [Transforming Learning Using the NETS: A Guide to Learning Design](#). This document was intended to help teachers assess the learning experiences described in their proposals, to ensure they are in alignment to the NETS.

ITD developed a system for evaluating submissions that was in direct alignment with the NETS and in direct alignment with the [TI Grant Rubric](#). Proposals would be evaluated based on the categories below:

- Project Activities
- Sustainability & Impact
- Creativity
- Communication
- Collaboration
- Research Skills
- Critical Thinking
- Digital Citizenship
- Technology Concepts
- Timeline
- Success Criteria
- Teacher Readiness
- Budget

Evaluation Process

ITD reviewed each proposal individually and then discussed as a group. For each proposal, the ITSs came to a consensus on ratings for each of the categories above, collaboratively scoring each proposal. Once all proposals were scored, the proposals were sorted by total score. The finalists were then selected starting with the proposals that scored the highest and then progressing down the list until we reached a budget limit, attempting to award as many grant proposals as possible. As a result, twenty-seven finalists were selected.

TI Grant Finalists

The twenty-seven proposals that were selected are listed below, in alphabetical order. A brief description of the proposal is included.

Anderson

Requestors: Cristy Sanders

Principal: Dr. Kyle Bunker

Grant Overview: Ms. Sanders has written a grant that would enhance her students' academic instruction by providing access to Chromebooks and iPads on a daily basis. The purpose of this grant is to enhance the delivery of instruction by providing on demand access to technology in this self-contained classroom. Ms. Sanders' vision is to enrich her students' educational experience with resources and instruction that will prepare them for success this year and beyond. This grant is being recommended because it is highly sustainable as these devices will be used by the 4th graders throughout the school year to create an electronic portfolio to chronicle what they are learning.

Ashworth and West

Requestors: Carol Sivadge, Patricia Carsey, Guy Gathings, Cheryl Horton, Traci Turner, D'Lynn Bradshaw, Penelope Petersen, Mari English, Pamela Barnes, Melissa Carsey, Stephanie Bean, Penny Beisch

Principals: Rhonda Greer, Brandon Chandler

Grant Overview: The goal of this grant proposal is to create technology rich classroom environments in which students will be able to use Chromebooks daily and creatively to further their content mastery, communicate with others, acquire the skills needed for 21st century life long learners, and teachers will promote an engaged, differentiated, and rigorous learning environment for all students by effectively implementing the instructional model with equipped classrooms. This grant has put student collaboration and communication within the classrooms as well as outside our district on the forefront.

Bailey

Requestors: Blake Davidson, Rebecca Jones

Principal: Tiffany Benavides

Grant Overview: This grant proposal has focused on finding new and innovative ways to engage students and to get them excited about physical activity. The XBox Kinect is part of a new wave of technology that allows users to play console games through their body movements. The students will be able to use this technology at any given time, and it allows them to exercise in a way that they may have not thought of before. This grant will also provide access to heart monitors and iPads which can be used to track cardiovascular endurance and to complete research projects related to physical activity. The students will be able to get the most out of their physical education class by using this equipment and will be able to share their knowledge to others around them. The teachers will also be able to use this equipment to evaluate student progress with the use of this technology!

Barnett

Requestors: Becky Booher

Principal: Stephanie Hawthorne

Grant Overview: This grant will provide the library with a set (30) of iPad Minis to assist with collaborative lessons between the librarian and the 7th grade language arts students/teachers. The students will be given an opportunity to research a subject, document their notes online and create a presentation about what they have learned, by working back and forth between applications that can

all be accessed on the one device. Once the presentations are ready, students will take turns presenting to their peers and teachers through the use of the AirServer program, which allows each student to mirror their work to the screen without attaching anything or uploading. After school, this cart of iPads will provide the Barnett Book Club and Barnett Technology Club to have access to mobile devices. The technology club will create and maintain the Barnett Productions web page. Students will video, edit, and add productions to the page throughout the year. The Barnett Book Club, in collaboration with Mineral Wells Junior High Book Club, will host a blog on Kidblog, as well as, use the program, Facetime, to share their book reviews, book trailers and book talks. Additionally, the 14 existing iPads in the library will now be available for use as ereaders, web enabled research devices, and music listening stations (for the band, choir, and orchestra students who are expected to listen to their parts online before, after, or during school). Through building students' knowledge of technology, this grant will provide the foundation needed for these projects to be continued over the next school year.

Berry

Requestors: Ginger Gonzalez, Jason Papadopoulos, Jason Rizy, Ouida Ruff

Principal: Larry Beaver

Grant Overview: The overall goal for the 6th grade teachers at Berry Elementary is to provide a way for their students to collaborate more, utilize online platforms like Google Apps and Edmodo, and improve comprehension of all subject areas. This grant focused on a need to increase 6th graders access to technology in order to better prepare students for junior high and beyond. By providing Chromebooks, students will increase their ability to collaborate with other students as they become responsible digital citizens. Students will be able to delve further into research topics in the four core content areas, and then begin collaborating on creating products, such as presentations, or essay assignments, utilizing Google Apps to share between each other and between classrooms. Having access to these devices will encourage students to take hold of their own learning all while exposing these students to endless opportunities for learning outside the four walls of a campus.

Blanton

Requestors: Josh Leonard, Damaris Gloria, Hector Rojas, Guadalupe Garcia, Heather Miller, Carlos Salinas, Tracie Niles, Tim Black, Ann McFarland, Sharon McCoy

Principal: Josh Leonard

Grant Overview: Learning through projects while equipped with technology tools allows students to be intellectually challenged while providing them with a realistic experience of what the modern workplace looks like. Through Project Based Learning, students acquire and refine their analysis and problem solving skills as they work individually and in teams to find, process, and synthesize information they've learned through technology and the internet. Every student having a device allows the teachers to become the facilitator of learning while students become the engine for learning that connects their work to the world. This grant will allow 4th and 5th grade students to experience a technology rich PBL model using the Chromebook platform.

Boles, Gunn, and Ousley

Requestors: Margaret Garrett, Katherine Stedman, Ashley Wagon

Principals: Jeff Provence, Juan Villarreal, Lora Thurston

Grant Overview: This grant was selected for its goal to make students responsible, global digital citizens who are empowered to be creators and lifelong 21st century learners through an AISD Nerd Club. What is a Nerd Club, you may ask? A Nerd Club is an organization that allows students to freely express their interests in both reading and writing in a safe and accepting environment. Members of the Nerd Club will have access to iPads and Chromebooks that will take the clubs to the

next level by opening up communication with different students and student groups not only across the district, but globally as well. Students will be empowered to express their creativity and learning and become global citizens learning appropriate digital citizenship skills as they interact virtually with others and the world. Students will be able to take learning into their own hands giving them the skills and resources to become passionate about learning and expanding their worlds. These skills will put these student on the path of becoming lifelong learners.

Butler and Remyense

Requestors: Anita Foster, Cyndi Perry, Shawn O'Connell, Dianne Goudey, Erin Wallace, Rachel McCleery, Sarah Caughern, Mandy King, Alma DeLaTorre, Unna Rodriguez

Principals: Stacie Humbles, Matt Brown

Grant Overview: The Butler Elementary and Remyense Elementary 4th grade teams will partner to incorporate the 21st century skill of collaboration via the Cloud. Students from both campuses will receive Chromebooks as well as iPads in order to remotely collaborate with each other on a variety of TEKS based lessons. Students will share ideas, exchange problem solving strategies, and ultimately create a group project without ever leaving their own campus. The grant will kick off with a week long extravaganza between both schools. At the end of the extravaganza, students will have gained invaluable skills in teamwork, communication, reflection, critical thinking, and analysis in the most engaging format. Future collaborative partnerships will be possible for each campus and each campus will now have both Chromebooks and iPads for future classroom use. Their ultimate goal is to create integrated classrooms where technology is incorporated in every class, every day, throughout the school year.

Dunn

Requestors: Jennifer Marsh

Principal: Mary Helen Burnett

Grant Overview: The purpose for this grant is to have technology available and in the hands of every PreK student at the same time for whole group instruction and practice. It will make it readily available to use for individual class projects using apps to creatively write stories. The iPad minis will also be used for many different applications daily. During literacy stations and math stations, the iPads will help provide support for basic content learning skills (abc's, 123's and shapes), facilitate vocabulary acquisition, help in developing concept skills and problem solving skills. This grant will enhance students' learning by being able to work along with me as I introduce new apps and work on projects as a class. It will provide them with immediate practice after the app has been taught to the class, which will help with their retention of the information presented.

Farrell

Requestors: Hannah Stephens

Principal: Glen Brunk

Grant Overview: Through the use of a shared iPad cart. Students will be able to collaborate with each other through technology. The students will be able to participate in project based learning and utilize technology on a daily basis. Through this sustainable technology, the teacher will simply be a guide but the students will push the learning to develop their own knowledge. Students will be given real world problems and will be asked to propose solutions to them. Students will also be able to creatively demonstrate their knowledge in a way that will be memorable to them and their classmates, such as an instructional movies/lesson, creating a presentation of something they learned in a unit, conducting an interview of others through email or in person and recording it, creating a questionnaire to aid in gathering information from classmate, or creating an original song or rap to help students to remember a given concept.

Farrell

Requestors: Michelle Sosa, Kashara Celestin

Principal: Glen Brunk

Grant Overview: Fifth Grade teachers Michelle Sosa and Kashara Celestin wrote a grant that would build on the knowledge and skills this particular group of students gained due to their previous year's grade being awarded a TI Grant in 2013-2014. These students will continue using Chromebooks to develop their technology skills and be able to create original works such as presentations, multimedia presentations, and literature. Students will hone research skills in order to process data and present it in a variety of ways. Students will then be able to glean new skills such as web page/website building, publishing, and movie making. By awarding this grant, these students will be able to continue to use technology in the classroom and build upon the foundation that the previous year's grant provided.

Ferguson

Requestors: Constance Cooper, Matthew Trammell

Principal: Jerod Zahn

Grant Overview: The purpose of this grant is to provide Ferguson 8th grade AVID students the opportunity to gain experience with and increase understanding of STEM curriculum in a project based learning environment. The project will feature Lego Mindstorm EV3 robots where students will collaborate in competitive teams of 3 to design, build, program and ultimately use Mindstorm robots to compete in an obstacle course. Robotics is still an area where AISD has not provided a lot of experience for students. Students who take part in this grant, are being provided with an innovative opportunity to learn principles of STEM curriculum in a manner also not normally available to junior high students.

Fitzgerald

Requestors: Levianne Mirabelli, Caroline DeCoux, Mendi Resendez, Kamaria Stephens, Jennifer Luhnnow, Teresa Bird, Alice Inglis

Principal: Robert Cox

Grant Overview: The vision for this grant is to increase student access to technology, through a fully immersed, student driven, collaborative environment within the classroom and throughout the school. This pushes our ultimate goal to see students using technology daily in the classroom, and eventually to student designed and implemented projects. Students will be able to self initiate technology usage, with the teacher being the facilitator instead of teacher directed and choreographed projects completed in the computer lab. Access to iPads and Chromebooks will create opportunities for students to collaborate daily on class/group projects, respond to teacher prompts, probes, and questions.

Foster

Requestors: Amber Johnson, Greg Robinson

Principal: Jacquelyn McClendon

Grant Overview: This grant is a combined effort between Music, Art, and Technology. Through the year, all 5th and 6th grade students will be learning a Music Memory list of seven composers and compositions. It is an ongoing lesson all year. In music, we will use Chromebooks to research each composer and answer questions posted in Google Form on their Google Classroom. In Art, the students will create rhythmic art that represents the composers music . They will recreate the song in using rhythmic pattern and design using several different mediums and drawing apps on iPads, photo media on chromebooks or using art materials. Students will create a digital platform to describe the songs and including the a digital presentation of their art work for the composition.

Finished projects would also include student created compositions that are created using GarageBand on the iPads or a selection of Chrome apps.

Johns

Requestors: Kristi John, HaiChin Bentley, Kevin Belknap, Rachel Barker, Joanna Butcher, Sylvia Ledesma, Nancy Hueske, Amy Pigott, Leah Lugo, Cynthia Gomez, Shannon Murton, Monica Leal

Principal: Tammy Rogers

Grant Overview: Johns Elementary would like to improve their students engagement in creativity in writing, illustration and communication skills in a positive and collaborative way through project based learning with a 1:1 ratio of devices to students. Students in fourth through sixth grade will use Chromebooks to become peer editors for each other's work through the use of Google docs and other collaborative technological programs such as Kidpix and Google Drawing. Students will be paired up with other student buddies and given time for peer discussion of interests and goals. Student pairs will then begin creating, they will include illustrations, and share with their buddy via Google docs. Students will meet each six weeks to choose a topic and then collaborate based on interests and levels of writing. At the end of the year, students will choose one of their best pieces of work and teachers will celebrate the work through the creation of a school wide book, video book, or audio book of stories. Having these devices will allow these students to see other places, read about different cultures, and research just about anything through a hands-on approach with no limits!

Key

Requestors: Jennifer Creed, Debbie Wilkes, Tess Earley Jill Borroum, Laura Highnote

Principal: Tiffany Jackson

Grant Overview: Key Elementary currently has a 6th grade news team, Key Kids in Action (K.K.N.A.), that performs the morning announcements via the school intercom system. Equipment funded through this grant will allow this school to take this a leap forward and stream the morning announcements live streaming through a content delivery network. Classrooms will watch the announcements simultaneously every morning at 8:20 via laptop projection onto video screens or whiteboards. This grant will provide and facilitate a format for students to research, write, edit, and site sources of newsworthy content via a variety of technology tools, such as Google Drive, Evernote, and Dropbox.

Martin

Requestors: Jennifer Brewster, Sarah Spurrier, Jason Forsythe, Gerri Brown, Tausbee Knight, Kenneth Rose, Cole Farden, Juliann Warner

Principal: Marlene Roddy

Grant Overview: The proposal for the World Geography level at Martin High School is to receive a cart of 35 Chromebooks for every World Geography teacher for research and collaborative learning inside and outside of the classroom. The technology will serve as a vehicle for student collaboration on such applications such as Edmodo, Google Drive and Apps and Socrative. The skills and objectives will further students beyond the freshmen-level but through the STAAR-tested US History course and college and career ready.

Moore

Requestors: Jennifer Webb, Audrey Fowler, Beverly Ladusky, JoAnne Burris

Principal: Dr. Christi Buell

Grant Overview: The big picture of the Mary Moore Digital Learning Academy involves 6th grade students checking out a personal Chromebook before the start of announcements each day, then

reporting to their first class ready to engage, research, and create. Having access to such Web 2.0 tools as Google Drive, Edmodo, Socrative, Scratch, Kahoot, Kidblog, tackkboard, as well as an iPad for drawing, moviemaking, and photography, our students will be operating on the highest levels of thinking on a daily basis. It is our wish to remove the accessibility barrier that currently exists in our classrooms. While access has improved in recent years, we believe oneonone, all day access will facilitate higher levels of student engagement, productivity, and differentiated instruction.

Pearcy

Requestors: Joan Swann, Tara Lewis, Christy Cutler, Ann Cooper, Rashida Hampton, Jennifer Stice, Taffi Loving, Gina Parker, Melanie Shelby, Jeanette Lee, Melissa Forsythe

Principal: Nicole Turnipseed

Grant Overview: This year, Percy is being awarded equipment that will expand on the grant they wrote for and won last year. This multi grade level proposal will not only provide devices and technology access for all grade levels, it will also provide shared devices for the library and fine arts programs. As students learn to use a variety of apps and web based tools, they will learn how to analyze and evaluate the most appropriate applications that will work best for the project they are working on. An emphasis on the ISTE standards was clearly articulated throughout this proposal and their proven success with last year's 5th grade TI Grant award indicates they are ready to expand digital learning throughout all grade levels. Shared iPad and Chromebook carts are the platforms being requested in this proposal.

Pope

Requestors: Michelle King, Nicole Lo Galbo

Principal: Celina Kilgore

Grant Overview: By infusing technology into the arts, students at Pope Elementary will have a highly transformative music and visual art experience. By accessing a class set of iPads, students will be able to approach problems in unconventional ways and help advance their technology skills. Students will communicate and collaborate with other students through online portfolios. These portfolios will be carried from year to year and students will continually add to their portfolios, allowing them to track progress over time. In addition to using these devices for making digital art and original compositions, students will be encourage to communicate and collaborate with other classrooms and professionals via Facetime. Creating animated films with original music is one example of what is now possible thanks to access to these powerful devices along with the transformative instruction that goes along with them.

Roquemore

Requestors: Allison Laws, Kimberly Carey, Seth Lewis, Eric Carrier, Leigh Pollock, Trina Silmon

Principal: Yvonne Harris-DuPont

Grant Overview: The Roquemore grant is being awarded EKHO Heart Monitors in order to help students achieve and maintain a healthy and physically active environment through continual self assessment. The students will be able to measure their pulse during performance of physical activity that will take place in Physical Education class. Through collaboration with the science and math teachers on campus, we will be able to provide data for students and teachers to access for scientific investigation including predicting, observing, estimating, and measuring data. With the inclusion of an activity journal, students will be able to describe and reflect upon the effects exercise has on the heart. Through accurately recorded data and opportunities for multiple descriptions, which writing teachers will be able to use this information for the purpose of research and elaboration.

Sam Houston

Sam Houston- \$9,099.30

Requestor: Jason Hadley

Principal: Fernando Benavides

Grant Overview: This grant can best be summarized by quoting directly from the proposal: "I would like to have a set of 30 chromebooks in my class for students to access their google drives and classroom with the purpose to flip my classroom. Any videos with adobe flash are automatically useless with the current technology of iPads, hence, my request for Chromebooks. Through the process of flipping the classroom, students will be self-directing their learning at a more appropriate pace for them. I would like to find technology that can allow more useful access to tools that may be limited based on current technology limitations of productivity. Some activities planned are creating curiosity in a problem and developing questions that need to be answered, information needed to solve questions, and a plan to solve questions. This will start with a video of a situation and ask, "what questions come to mind?" This is using ideas from Dan Meyer.

Seguin- \$32,293.10

Requestors: Brittney Sly, Jennifer Reese, Kaitlyn Stapleton, Larry Deboer, Angeleta Limer, Valerie Hudson

Principal: Sam Nix

Grant Overview: The goal of this grant is to provide Seguin students with critical educational technology in the form of graphing handhelds, CBR2 Motion Detectors, temperature probes, and the TI Nspire Navigator System, to enhance the learning taking place in the classroom. The use of graphing technology enables students to create models of complex concepts which research has shown creates a deeper understanding of math concepts and, as a result, higher student achievement in Mathematics. Since research has also found that students who are successful in key content areas such as mathematics are more likely to pursue college degrees and utilize those skills when they enter the workforce, the ultimate goal through this grant is to better prepare our students for college and career readiness.

Shackelford- \$7,087.69

Requestors: Alicia Vandenbroek, Michael (Craig) Allen

Principal: Barbara Lindley

Grant Overview: This proposal is seeking 3D printers and "Doodler Pens" for the library and 8th grade science. In the science classroom, students will make models of atomic structure, topographical maps, landforms, etc... using either the 3D printer or the 3Doodler pens. Students will research these topics using technology already on our campus and share their results either in person or virtually using a student selected platform. The librarian will provide access to the 3D printer and 3Doodler pens in the library makerspace area when not being used for science curriculum lessons. During this time students will be allowed to explore any topic of interest as a tool for building on prior knowledge. These materials will be available to students before school and during the advisory makerspace club time. Once a six weeks the library will do a focused activity using the TI grant materials for increased awareness and utilization. Other teachers will be able to reserve the printers for other classroom projects as needed through the librarian. These projects will connect with their various curriculum needs.

Webb- \$21,053

Requestors: Maria Luna, Amy Shaw, Betsy Mifsud, Jarrod Halbert, Lucio Nunez

Principal: Raquel Leiker

Grant Overview: Webb Elementary plans to use Chromebooks with 5th grade students to create original and innovative projects to demonstrate learning in all subject areas. Some of their examples

demonstrate data collected based on their findings; students in science will use digital media to create presentations to further learn new material and expand upon prior knowledge. This proposal has been selected because it is highly sustainable and the nature of the project activities.

West

Requestor: Todd Miller

Principal: Brandon Chandler

Grant Overview: Mr. Miller, 5th grade math and science teacher at West Elementary, has submitted an exciting proposal that will inspire students through gamification, digital notebooks, and Minecraft. Mr. Miller's vision is to transform the original model of instruction (sit and get) to an interactive environment where students are communicating, collaborating, creating, and thinking critically. His gamification initiative will model the practices of Quest to Learn, a school where students use technology and video games to explore and solve problems. Students will also create multi-media rich notebooks with this requested equipment:

- Using a web page creator, such as Wix or Google Sites, groups of students can transform their notes into digital notes, which will include videos (ShowMe, Educreations, etc.) that they create, solving and explaining the skill
- Or, they can use digital photos (using digital cameras or iPads, or KidPix) and voice recordings to create a slideshow that explains the skill
- Or, they can create and edit digital movies (using iPads and a movie editor) that show them solving and explaining the skill.

Finally, by using the MinecraftEdu platform, students will engage in activities within a set environment. For example, students can use Minecraft to recreate a scene in a story that they have read. They can then take several pictures of the scene and upload it to an online slideshow creator, adding text or voice to retell the story.

West and Wood

Requestors: Rosanne Sherrieb, Brenda Crumbaker, Danice Anthony, Margaret Minyard, Angie Reinhardt, Kay Lynn Winkle, Leslie Anderson

Principals: Brandon Chandler, Lesley Bettis

Grant Overview: With this grant, students and staff at Wood and West will have the opportunity to collaborate with one another on multiple projects using 21st century skills. One example is the butterfly life cycle. Using the grant equipment, students will research the butterfly life cycle process on AISD databases and record notes in Google Docs. They will observe the butterfly life cycle in their science classrooms and observe notes in their online journals. The information from both activities will be combined into a Google Slides presentation. Students will pair with a group from the other school, collaborate, and complete the presentation as a group. The students will be able to meet their team through FaceTime and will work together on the presentation by sharing it through Google Apps. The groups will present the presentations together through Skype at the end of the year and slideshows will be made available on the library webpage for others to view. This proposal is being recommended due to the consistent integration of technology throughout the projects as well as the collaborative nature of the activities that allow students to learn with others outside the walls of their own classroom and school.

Young

Requestors: Joanne Newton, April Street, Jennifer Kivlehen, Stephanie Phipps, Timi Meyer, Crystal Lee

Principal: Kelly Hastings

Grant Overview: This grant will provide students at Young JH with the opportunity to increase their collaboration and communication skills amongst their fellow peers at school and across the globe.

The funding from the grant would allow students to have access to Chromebooks and Ipads for the purpose of creating science resources to upload to a website that is student centered. This website will consist of educational resources created by the students. Students will create mini lessons, an online interactive vocabulary wall, instructional videos, and review games for both 7th and 8th grade students to utilize throughout the year. The Chromebooks will be used to create a flexible and student centered learning environment as the traditional classroom transforms into a flipped classroom.

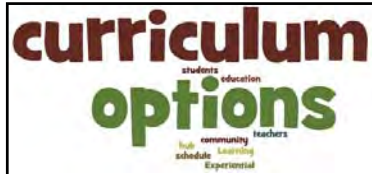
Safety, Security & Technology Bond Projects: 2014-2019

Project	Quantity	Unit Cost	Budget
Infrastructure			
Disaster Recovery			\$300,000.00
Voicemail Upgrade (currently licensed for 700)	7,000		\$325,000.00
Show & Share - Internal/External Video Portal			\$1,230,000.00
Security Cameras			
Cabling Costs	2,558	\$167.00	\$427,186.00
Power over Ethernet (PoE)	2,558	\$152.79	\$390,836.82
Server Storage	98	\$12,000.00	\$1,176,000.00
IP Cameras	2,558	\$899.52	\$2,300,972.16
UPS Battery Backup - MDF/IDFs	312	\$3,200.00	\$998,400.00
Wireless Enhancements			\$7,500,000.00
Internet Access Expansion			\$600,000.00
Student & Bus Tracking			\$300,000.00
Digital Signage			
Flat Panel TVs + Extended Warranty + Wall Mount	154	\$1,318.18	\$202,999.72
Digital Signage Player + 1 Year Maintenance	154	\$1,925.00	\$296,450.00
Server Licensing + Maintenance	1	\$14,665.46	\$14,665.46
Training	3	\$1,000.00	\$3,000.00
Installation Services	154	\$1,173.33	\$180,692.82
District Broadcast Studio & Boardroom A/V Equipment			\$499,028.00
Total			\$16,745,230.98
Replacement Schedule			
Compute Infrastructure (Physical, and/or IaaS)			\$1,000,000.00
Network Equipment			\$5,800,000.00
VMware Desktop Virtualization			
Administration	448	\$600.00	\$268,800.00
Secondary	7,239	\$600.00	\$4,343,400.00
Elementary (65 licenses per campus)	3,380	\$600.00	\$2,028,000.00
Device Replacement @ Elementary Campuses	3,727	\$600.00	\$2,236,200.00
Zero Clients to replace Legacy Desktops	2,525	\$300.00	\$757,500.00
Elementary Mobile Devices (19,889)			
Chromebooks	3,404	\$233.00	\$793,132.00
iPads	8,005	\$499.00	\$3,994,495.00
iPad Mini's	1,561	\$399.00	\$622,839.00
Laptops	2,699	\$600.00	\$1,619,400.00
Macbook Pro Laptops	1,076	\$999.00	\$1,074,924.00
Netbooks	3,144	\$499.00	\$1,568,856.00
Cisco IP Phones	1,000	\$200.00	\$200,000.00
Cisco Wireless Phones	780	\$800.00	\$624,000.00
Copy Machines	75	\$25,728.34	\$1,929,625.50
Network Printers	1,493	\$500.00	\$746,500.00
Projector bulbs	4,661	\$250.00	\$1,165,250.00
PA Systems			\$1,750,000.00
PDC A/V Equipment			\$450,000.00
Document Scanner	1	\$25,000.00	\$25,000.00
Total			\$32,997,921.50
Technology Access			
Mobile Devices for Teachers @ Secondary Schools	1,794	\$500.00	\$897,000.00
Mobile Devices for Students @ HS	17,855	\$500.00	\$8,927,500.00
Mobile Devices for Students @ JH	9,109	\$500.00	\$4,554,500.00
Mobile Device Management (MDM)			
eBackPack (~\$3.65/user/yr)	26,964	\$18.25	\$492,093.00
Total			\$14,871,093.00
Campus Transformation Initiatives (Extension of 2013-14 TI Grant Process)			
Year 1 (2014-15)			\$1,000,000.00
Year 2 (2015-16)			\$1,000,000.00
Year 3 (2016-17)			\$1,000,000.00
Year 4 (2017-18)			\$1,000,000.00
Year 5 (2018-19)			\$1,000,000.00

	Total			\$5,000,000.00
Campus Technology Standards				
Teacher Laptops	4,661	\$710.00	\$3,309,310.00	
Projectors (Short Throw Projector + Installation)	4,661	\$1,049.84	\$4,893,304.24	
Remote Connection Software (ex. Air Server, Doceri)	4,661	\$34.00	\$158,474.00	
Ceiling Mount Projectors (Electrical + Labor) - 1,884 already mounted	2,777	\$395.00	\$1,096,915.00	
Projector Screen w/ 84" Screen	4,661	\$150.00	\$699,150.00	
Document Cameras	4,661	\$375.00	\$1,747,875.00	
	Total			\$11,905,028.24
Special Instrucional & Co-Curricular Programs				
Art				
iPad Mini's - Elementary (4 per classroom)	250	\$399.00	\$99,750.00	
Athletics				
Portable PA Systems (Non-competition Fields)	4	\$15,000.00	\$60,000.00	
Portable HD Camcorders (5 per HS/1 per JH)	42	\$2,700.00	\$113,400.00	
Journalism				
Canon DSLR Cameras (5 per HS)	30	\$499.00	\$14,970.00	
Canon 50mm Lenses (5 per HS)	30	\$399.00	\$11,970.00	
Canon 200mm Lenses (5 per HS)	30	\$819.00	\$24,570.00	
Macbook Pro Laptops (5 per HS)	30	\$999.00	\$29,970.00	
Library Services				
iPads (15 per Elementary)	765	\$499.00	\$381,735.00	
iPad Carts	51	\$2,497.28	\$127,361.28	
Learning Management System (LMS)				
Special Education			\$250,000.00	
	Total			\$1,113,726.28

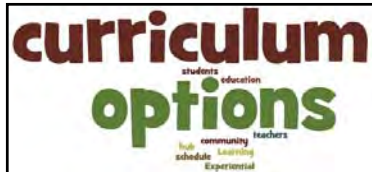
Totals

\$82,633,000.00



The *New* Workman Educational Specifications

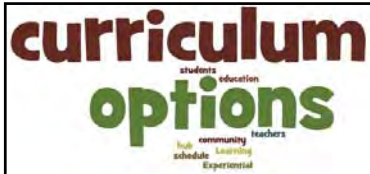
Achieve Today. Excel Tomorrow.



What is an Educational Specification?

A pre-architectural process that ensures a school's educational program drives spatial priorities





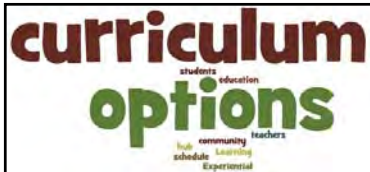
What does an Educational Specification contain?

Definition of the program

Compilation of space

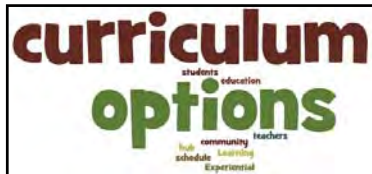
Adjacency concepts

Space requirements



How does an Educational Specification relate to a Facilities Master Plan?

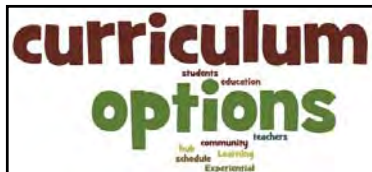




Typically, an Ed Spec follows a FMP

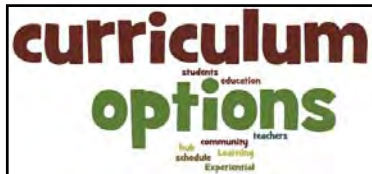
A FMP seeks to comprehensively identify a district's facility needs and prioritizes facility decisions in accordance with the district's vision, mission and goals

An Ed Spec seeks to comprehensively identify a particular facility's needs and prioritizes decisions pertaining to that facility in accordance with the district's FMP



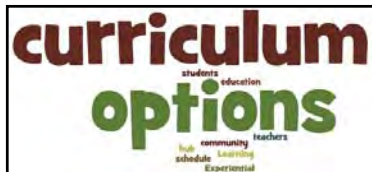
An Ed Spec can be likened to a master plan for one facility





Scope of Work: Based on 2014 Bond

- 1. To accommodate consolidation of Workman and Hutcheson student bodies**
 - Classroom additions
 - Modifications to core facilities
- 2. Life cycle and condition improvements**



The *New* Workman

Process Timeline

Event	Date
Staff Interviews	Friday, September 5th
Planning Lab #1: Workman	Tuesday & Wednesday, September 23 & 24
Community Meeting: Workman	Tuesday, October 14th
Planning Lab #2: Workman	Wednesday & Thursday, October 29 & 30
Board Meeting: Workman	Thursday, November 20th



curriculum options

Staff Interviews



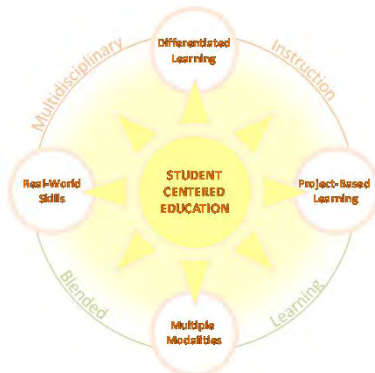
The *New* Workman

AISD administrators & teachers from Hutcheson and Workman met with DeJONG-RICHTER to:

- ☐ Describe their current program;
- ☐ Describe how their current facility and spaces support their current program;
- ☐ Describe their vision for how their program ought to function in an ideal situation and space.

curriculum options

Planning Lab #1



The *New* Workman

Lab participants (AISD teachers, administrators, parents & students)

- ☐ Went through a Futures Conference exercise to consider challenges and opportunities in K-12 education today
- ☐ Envisioned core elements of the program
- ☐ Came up with a draft vision statement for the new Workman

curriculum options

students education
hub community teachers
schedule Learning
Experiential

Planning Lab #1



The *New* Workman

Core Elements of the Envisioned Program

- ☐ Real-World Learning
- ☐ Flexible Learning Spaces
- ☐ Individualized Student Learning Pathways
- ☐ Integrated Student & Family Support & Education
- ☐ Integrated Curriculum



curriculum options

students education
hub community teachers
schedule Learning
Experiential

Planning Lab #1

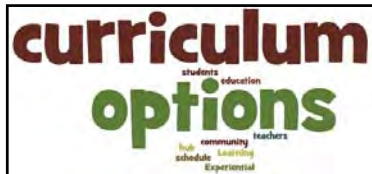


The *New* Workman

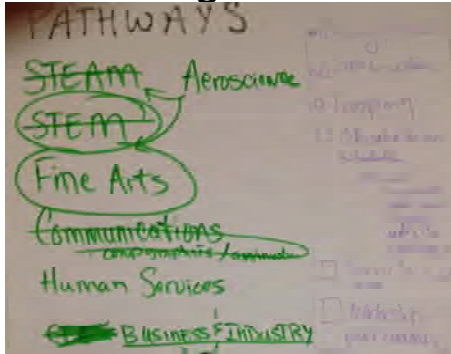
Draft Vision Statement

- ☐ "Workman will be a **learning hub** for our students, families and community, with **multiple avenues** for our students to connect to defined **learning pathways**, their **teachers** and **professionals** in the local community"





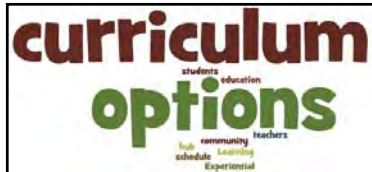
Planning Lab #1



The *New* Workman

Proposed Program Areas

- ☐ STEM
- ☐ Fine Arts
- ☐ Business & Industry



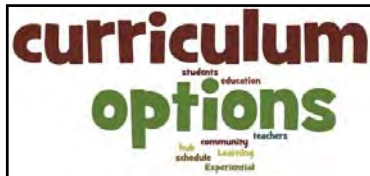
Instructional Programming

**Workman Jr. High School
Visionary Recommendations**

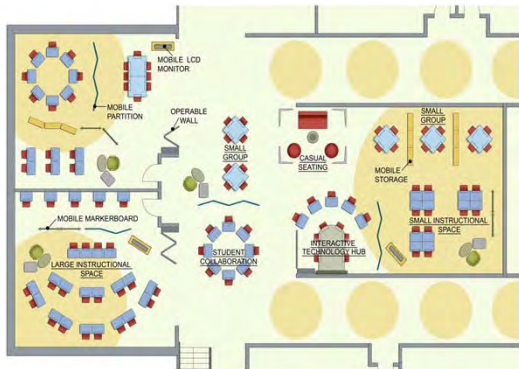
The *New* Workman

- ☐ Dr. Steven Wurtz & Mr. Rick Garcia organized a team of teachers and administrators to use the output of Lab #1's visionary exercises to begin identifying curriculum and program recommendations for the new Workman
- ☐ Considerations include:
 - ☐ High school coursework
 - ☐ Exploration of House Bill 5 endorsements



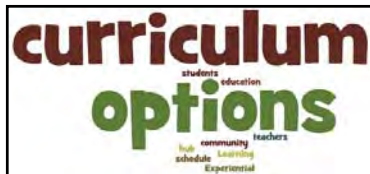


Planning Lab #1



The *New* Workman

- ☐ To support the draft educational vision and program areas, the lab participants provided their first round of edits to the draft Compilation of Space
- ☐ Lab members also received a presentation on a variety of spatial arrangements (double-loaded corridor, pods, etc.) and worked in small groups to describe benefits and challenges to each



Community Meetings



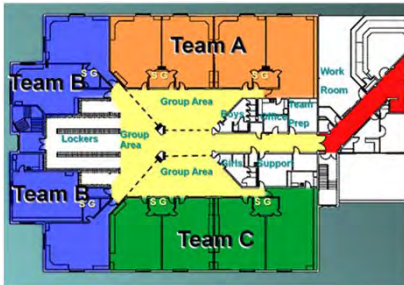
The *New* Workman

- ☐ Two meetings were held on October 14th (one @ Workman and one @ Hutcheson)
- ☐ Cindy Powell, CFO, introduced each meeting, relating the Ed Spec to the FMP and bond
- ☐ DJR facilitated the rest of the meeting, one bilingually, to inform community members of the progress to-date
- ☐ DJR also facilitated a Q&A session and distributed a questionnaire

curriculum options

students education
community teachers
hub schedule Learning Experiential

Lab #2



The *New* Workman

Lab participants reconvened to:

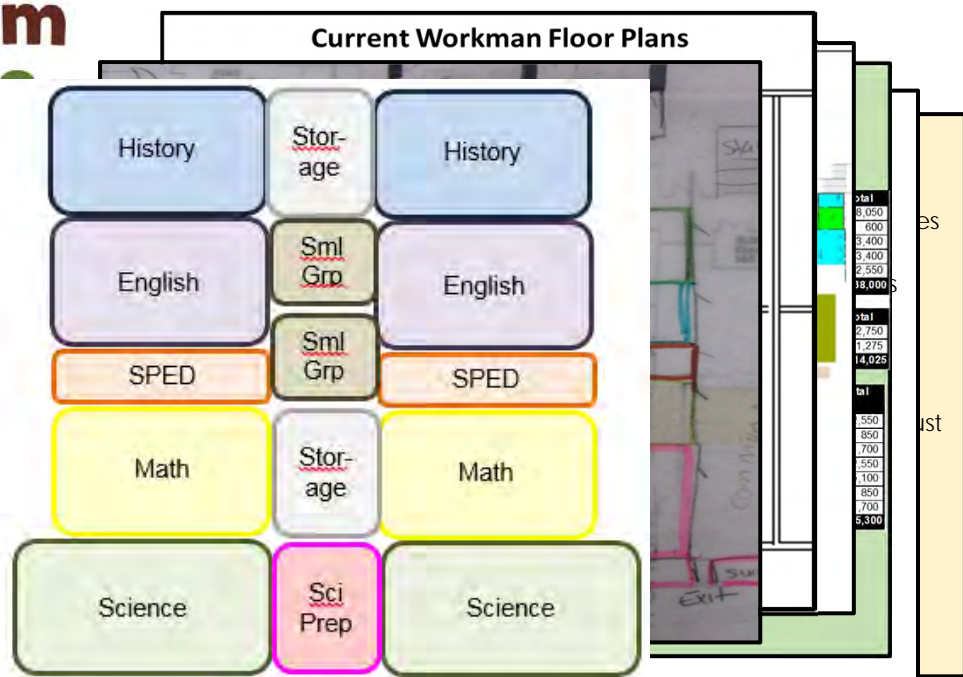
- ☐ Review the results from the Community Meeting
- ☐ Provide further edits to the COS
- ☐ Complete a "space requirements" exercise
- ☐ Envision an ideal layout of the facility based on the visioning work in lab #1
- ☐ Overlay this ideal layout on the existing floor plan of Workman

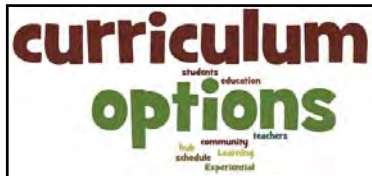


curriculum option

students education
community teachers
hub schedule Learning Experiential

Lab #2

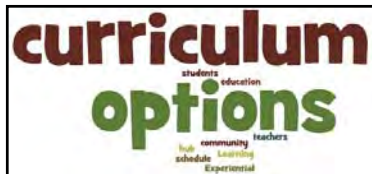




The *New* Workman

Compilation of Space

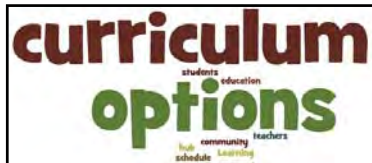
- The COS lists the desired spaces identified through the Educational Specification process and considers site and budget.
- The COS contains spaces that DJR recommends be added to the facility, while many of the spaces identified can be realized through either renovating existing spaces at Workman or simply repurposing them.



The *New* Workman

Space	Suggested	
	Teaching Stations	Total
Academics: LA, SS, Math, & FL	33	38,000
Science	10	14,025
Career Tech & Electives	15	15,300
Special Education	1	10,625
Visual Arts	2	3,305
Music & Performing Arts	5	31,445
Library / Media Center		3,200
Welcome Center/Administration		6,730
Cafeteria / Food Services		16,500
Gym / Physical Education	4	33,522
Sub Total Programmed Areas		172,652
Building Services, Circulation, Restrooms, etc.	35%	60,428
Total	70	233,080

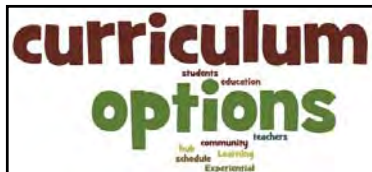




The *New* Workman

ACADEMIC BALANCE			
	# students in school	Divided by Total SF	SF per student
	1,593	233,080	146.3

CAPACITY CALCULATIONS			
	Students per	Teaching Stations	# Students
Academics: LA, SS, Math, & FL	23	33	759
Science	23	10	230
Career Tech	25	15	375
Special Education	10	1	10
Visual Arts	25	2	50
Performing Arts: Orchestra, Band, & Chorus	50	5	250
Physical Education	50	4	200
	JHS Utilization Factor		85%
			1,874
CAPACITY			1,593



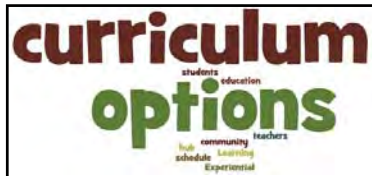
The *New* Workman

Prioritized Additions

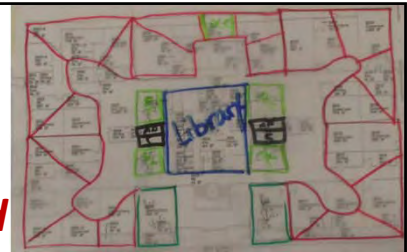
DJR recommends prioritizing adding 16 classrooms and related support spaces identified in the process (conference/tutor rooms, teacher workrooms, extended learning areas) along with core modifications.

- Addresses capacity needs while providing modernized learning environments
- Depending on the detailed blueprints and budget to follow from BRW Architects, consider prioritizing a new front entrance and administrative suite

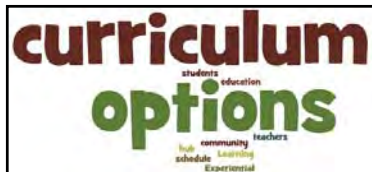




Scope of Work: Based on 2014 Bond



- ✓ *To accommodate consolidation of Workman and Hutcheson student bodies*
 - ✓ *Classroom additions*
 - ✓ *Modifications to core facilities*
- ✓ *Life cycle and condition improvements*



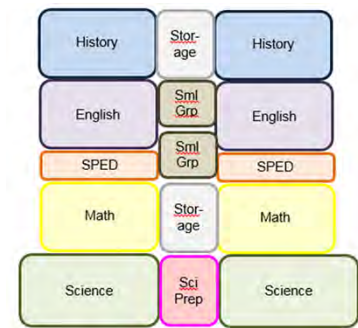
The *New* Workman

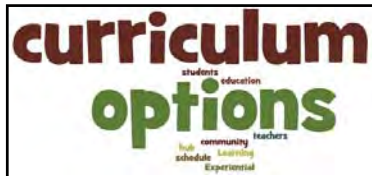
Additional Considerations

There may be additional opportunities to re-label some existing classrooms to better fit the adjacency concepts developed in the planning labs.

In addition to the recommendations (classrooms and support spaces), the COS details a variety of spaces—some present at Workman currently, others not present.

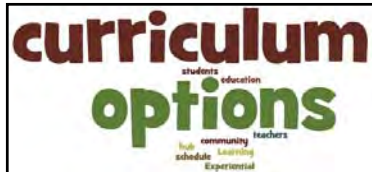
There are four categories of such remaining spaces . .





The *New* Workman

- ☐ Spaces currently at Workman, at the recommended size
 - ☐ Example: The auditorium
- ☐ Spaces currently at Workman, not at the recommended size
 - ☐ Example: The library (larger footprint than recommended)
- ☐ Spaces not currently at Workman, but there are existing places for them
 - ☐ Example: The lecture hall
- ☐ Spaces not currently at Workman without existing places for them
 - ☐ Example: TBD based on architectural plans



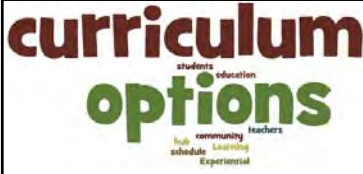
The *New* Workman

Program Area Descriptions (PAD)

- Purpose, Users, Activities
- Space Requirements
- Example: Extended Learning Areas

Extended Learning Areas	
Purpose	Collaborative learning
Users	
Teachers	
Students	
Activities	
Collaboration	
Projects	
Small group work	
Adjacencies	
Classrooms	
Hallways	







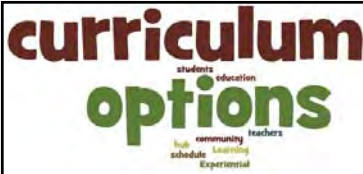
Extended Learning Areas			
Purpose	Mechanical	Furniture	Doors
Collaborative learning	Water fountains	Tables and chairs	To classrooms and open areas
Users	Plumbing	Soft furniture	
Teachers	No special requirements	More fun furniture	Windows
Students		Modular couches	Window to green space
Activities	Electrical	Equipment	Translucent to interior
Collaboration	110v duplex electrical outlets on each wall, maximum allowable by code	Printers	
Projects	Floor outlets	Computers	Flooring
Small group work	Lighting	Screen	Carpet
Adjacencies	Adjustable lighting	Casework	Springy foam
Classrooms	Full spectrum	No special requirements	Walls
Hallways	Dimmer	Shelving	No cement or cinder blocks
	Multiple switches	No special requirements	Modular
			Technology
			Carts or charging stations
			CAT 6 data drops
			Ceiling mounted projector
			Interactive whiteboards with projectors
			One to One devices (iPads for example)
			Printers
			Telephones
			VOIP (Voice Over Internet Protocol)
			Wireless connection
			Special Considerations
			Large enough for multiple classrooms
			Outside


Space Requirements

- Example: Extended Learning Areas









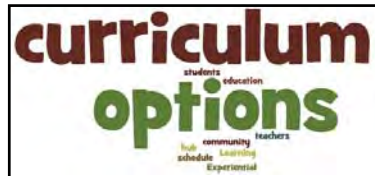


Next Steps

- BRW Architects will review the entire Educational Specification and develop architectural drawings and refined cost estimates that reflect the recommendations
 - Anticipated delivery of schematic design: February 1
- The District will continue work to define the instructional program





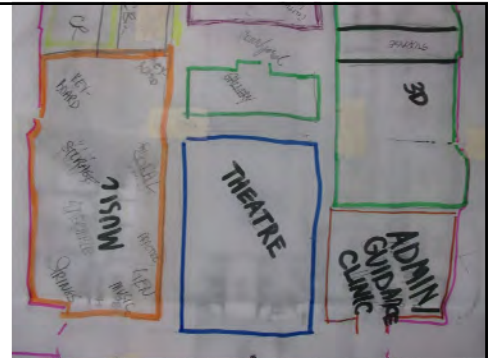
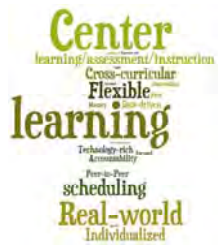


Questions & Comments



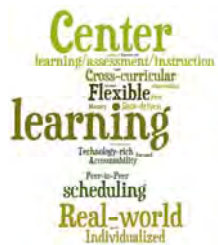
The *New* Workman Educational Specifications





The Fine Arts / Dual Language Academies at Corey & Roquemore Elementary Schools Educational Specifications

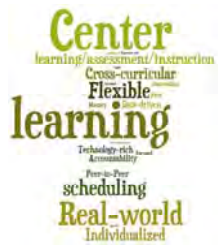
Achieve Today. Excel Tomorrow.



As a reminder, an Educational Specification is . . .

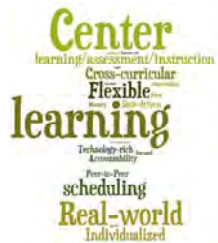
***A pre-architectural process that ensures a school's
educational program drives spatial priorities***





Scope of Work: Based on 2014 Bond

- 1. To repurpose Corey & Roquemore Elementary Schools as Fine Arts / Dual Language Academies***
- 2. Life cycle and condition improvements***



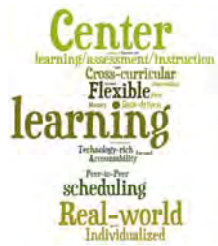
Fine Arts / Dual Language Academies

Process Timeline

Event	Date
Staff Interviews	September 4
Planning Lab #1: Fine Arts / DL	October 2-3 *(17)
Community Meeting: Fine Arts / DL	October 23
Planning Lab #2: Fine Arts / DL	November 12 - 13
Board Meeting: Fine Arts / DL	January 15

*Day two of Planning Lab #1 had to be rescheduled to October 17th due to power outages District-wide on the 3rd





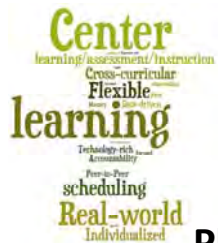
Staff Interviews



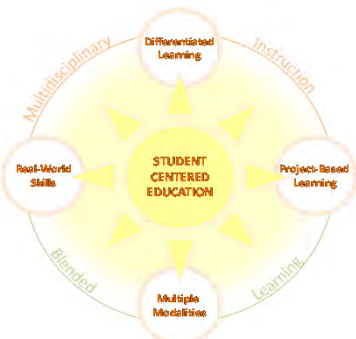
Fine Arts / Dual Language Academies

AISD administrators & teachers from Corey, Roquemore & around the District met with DeJONG-RICHTER to:

- ☐ Describe their current program;
- ☐ Describe how their current facility and spaces support their current program;
- ☐ Describe their vision for how their program ought to function in an ideal situation and space.



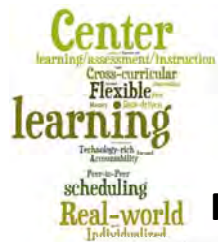
Planning Lab #1



Fine Arts / Dual Language Academies

Lab participants (AISD teachers, administrators, parents & students)

- ☐ Went through a Futures Conference exercise to consider challenges and opportunities in K-12 education today
- ☐ Envisioned core elements of the program
- ☐ Came up with a draft vision statement for the academies



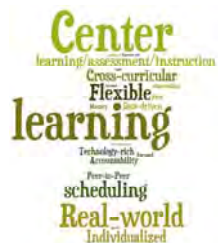
Planning Lab #1



Fine Arts / Dual Language Academies

Core Elements of the Envisioned Program

- ☐ Accessible to all
- ☐ Accountability for all
- ☐ All teach, all learn
- ☐ Data-driven
- ☐ Holistic approach to learning
- ☐ Relevant
- ☐ Structured to support learning for all
- ☐ Teaching and assessments prioritize mastery



Planning Lab #1

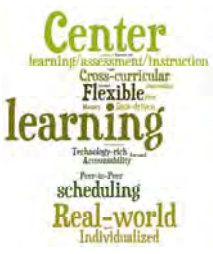
Fine Arts / Dual Language Academies

Draft Mission Statement



At the Corey - Roquemore FA/DL Academies, learning



- ☐ is infused with art: Art instruction intentionally relates to the student's academic and cultural instruction
- ☐ furthers the student's awareness of and appreciation for multiple cultures
- ☐ values equally language acquisition and arts instruction
- ☐ is data-driven and individualized for each student and teacher
- ☐ is facilitated in relevant ways for students whose needs and interests help shape the instructional context
- ☐ is facilitated by teachers and administrators who have the flexibility to adjust their team's instruction and campus scheduling as deemed best for student mastery-learning
- ☐ is assessed primarily based on content and concept mastery for students and teachers (PD)




Planning Lab #1

Fine Arts / Dual Language Academies

Draft Mission Statement

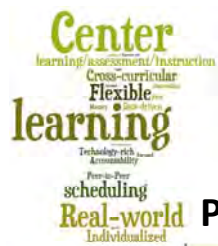
A Week in the Life



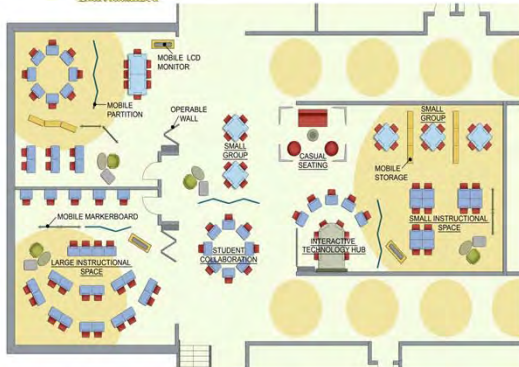
Two-Way (teaming) Rotation Example			Difference from current schedule by day						
			0	0	0	0	0		
Total Mins. Here	Req.		Monday	Tuesday	Wednesday	Thursday	Friday		
ELAR	95	475	80	180	95	80	30	465	10
Social Stud.	30	150	80	0	0	80	0	160	-10
Science	65	325	58	55	95	58	60	325	0
Math	65	325	58	50	65	58	95	325	0
Specials	50	250	0	50	50	50	100	250	0
I/E	60	300	90	30	60	40	80	300	0
Recess	20	100	20	20	20	20	20	100	0
Lunch	35	175	35	35	35	35	35	175	0
Total	420	2100	420	420	420	420	420	2100	0

Difference from current schedule by week

Conceptualizing Flexible Scheduling

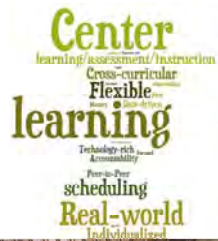


Planning Lab #1



Fine Arts / Dual Language Academies

- ☐ To support the draft educational vision and program areas, the lab participants provided their first round of edits to the draft Compilation of Space
- ☐ Lab members also received a presentation on a variety of spatial arrangements (double-loaded corridor, pods, etc.) and worked in small groups to describe benefits and challenges to each

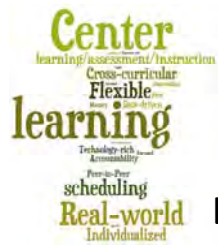


Community Meetings

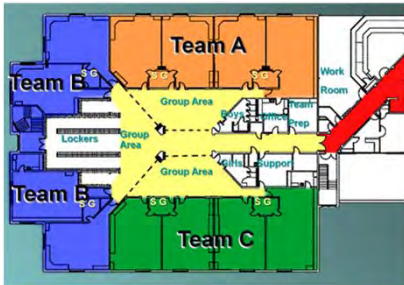


Fine Arts / Dual Language Academies

- ☐ Two meetings
- ☐ Cindy Powell, CFO, introduced each meeting, relating the Ed Spec to the FMP and bond
- ☐ DJR facilitated the rest of the meeting to inform community members of the progress to-date
- ☐ DJR also facilitated a Q&A session and distributed a questionnaire



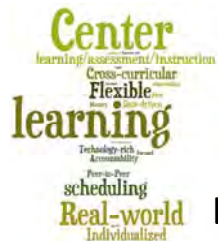
Lab #2



Fine Arts / Dual Language Academies

Lab participants reconvened to:

- ☐ Review the results from the Community Meeting
- ☐ Provide further edits to the COS
- ☐ Complete a "space requirements" exercise
- ☐ Envision an ideal layout of the facility based on the visioning work in lab #1
- ☐ Overlay this ideal layout on the existing floor plan of Corey.
 - ☐ Corey was our initial focus as it had the larger footprint; planning concepts will be applied to Roquemore



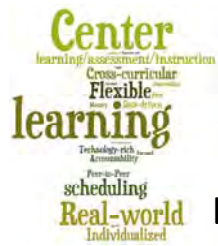
Lab #2

Sample of Lab participants' edits to the COS

Fine Arts / Dual Language Academies

Blackbox	-1000
2 Counselors Offices	-25
AP's Office	-15
Bookkeeper Office	-12
Attendance	-10
Teleconference	-30
Secretary Reception	-18
Registrar's Office	-17
Counselor Restrooms	-10
Library Project Rms	-5
Library Technology	-2
Dance Theory Classroom	-8
Scene Shop (Theatre)	-8
* Classrooms (7)	-210
Teacher Workroom	-40
Gen. Storage	-15
Sped Teacher Workrm	-4
Extended Learning	-2
Kindergarten class (6)	-2800
General Storage	-875
Extended Learning Areas	-1050
Teacher Workrooms (eliminate SPED one)	-1475
ABLE/SEAS (take out 1)	-850
SPED Conference	-100
2D Art Lab/3D Art Lab	-550
Strings/Choral/Music	-600
Music Storage (Inst only)	-210
Dance Studio	-100
Dance Theory Classroom	-850
Dance Media Closet	-50



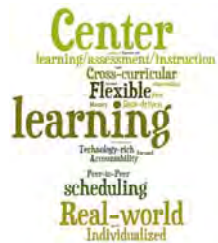
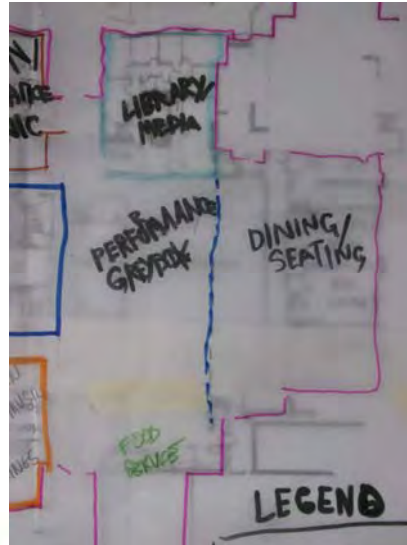


Lab #2

Sample of Lab participants' overlay of the COS on the existing Corey floor plan



Fine Arts / Dual Language Academies



Fine Arts / Dual Language Academies

COREY Compilation of Space

Note:

- ☐ Notice the planned program is within 98 square feet of the existing floor plan

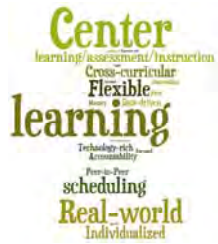
Space	Suggested	
	Teaching Stations	Total
Academics Arts & Dual Language	29	38,875
Special Education	0	2,575
Visual Arts	2	3,175
Music & Performing Arts	5	13,775
Library / Media Center	0	2,900
Welcome Center/Administration	0	4,010
Cafeteria / Food Services	0	9,400
Gym / Physical Education	2	6,250
Sub Total Programmed Areas		80,960
Building Services, Circulation, Restrooms, etc.	35%	28,336
Total	38	109,296

CURRENT
DIFFERENCE

109,198

98



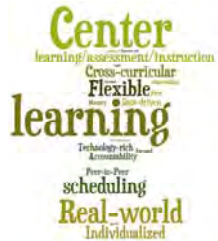


Fine Arts / Dual Language Academies

Roquemore Compilation of Space

Space	Suggested	
	Teaching Stations	Total
Academics Arts & Dual Language	19	22,150
Special Education	0	1,475
Visual Arts	2	2,400
Music & Performing Arts	4	10,230
Library / Media Center	0	2,050
Welcome Center/Administration	0	3,750
Cafeteria / Food Services	0	6,300
Gym / Physical Education	2	4,500
Sub Total Programmed Areas		52,855
Building Services, Circulation, Restrooms, etc.	35%	18,499
Total	27	71,354

CURRENT **71,306**
DIFFERENCE 48

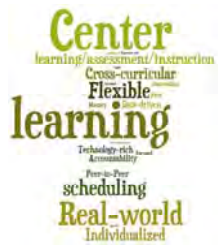


Scope of Work: Based on 2014 Bond

✓ *To repurpose Corey & Roquemore Elementary Schools as Fine Arts / Dual Language Academies*

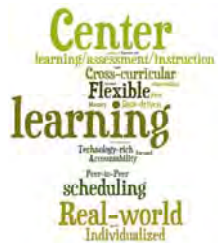
✓ *Life cycle and condition improvements*





Next Steps

- Stantec Architecture will review the entire Educational Specification and develop architectural drawings and refined cost estimates that reflect the recommendations
 - Anticipated delivery of schematic design: March 19th
- The District will continue work to define the instructional program



Questions & Comments

The Fine Arts / Dual Language Academies at Corey & Roquemore Elementary Schools Educational Specifications





Bond Program Planning

January 15, 2015



Dual Language/Fine Arts Academies Curriculum and Instruction Visioning

- **Visioning Team**
 - Composed of teachers, administrators, curriculum leaders following labs
- **Fine Arts Industry Expert Input**
 - The Cliburn
 - Casa Manana
 - Kimbell Art Museum
 - Amon Carter Museum of American Art
 - The University of Texas at Arlington
 - The University of North Texas
- **Innovative Program**
 - Preserve academic rigor
 - Simultaneously provide intensive fine arts with specialization opportunities
 - Opportunity for proficiency in two languages other than English



Dual Language Recommendations

- **50/50 two-teacher Dual Language Model**
 - 50% instruction in English
 - 50% instruction in Spanish
 - Math and Science instruction provided in target language
 - Spoken by 329 million people; official language of 20 nations
 - Regionally advantageous for professional opportunities
- **Foreign Language in the Elementary School (FLES):
Mandarin Chinese**
 - Sustainability through IB and AP programming
 - Beginning in Grade 2
 - Most useful language for business after English (Bloomberg, 2011)
 - Spoken by 845 million people



Fine Arts Recommendations

- **Students receive at least 240 minutes of arts-specific instruction weekly**
- **K-4 “All Arts for All” with rotation:**
 - Piano as foundational piece
 - General music including choir/preparatory instruments
 - Visual Art
 - Dance
 - Drama
- **Specialization in Grades 5 & 6** in Visual Art, Strings, Piano, Voice, Dance, or Drama
- Target is for non-academy students will receive at least 135 minutes of instruction in the above areas (an increase of 45 minutes from traditional campuses)
- Establish partnerships to enhance educational programming
- Balanced curriculum reflecting language, fine arts, culture, and content



Student Application Process



Questions?




Accelerate Your Career

**Achieve Today. Excel Tomorrow.
Career & Technical Education Center
Educational Specifications
January 15, 2015**

CTE
Road to Success

Arlington
INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education

DEJONG
RICHTER



What is an Educational Specification?


A pre-architectural process that ensures a school's educational program drives spatial priorities

What does an Educational Specification contain?

- Definition of the program***
- Compilation of space***
- Adjacency concepts***
- Space requirements***

CTE
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INDEPENDENT SCHOOL DISTRICT
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Typically, an Ed Spec follows a Facility Master Plan (FMP)


A FMP seeks to comprehensively identify a district's facility needs and prioritizes facility decisions in accordance with the district's vision, mission and goals

An Ed Spec seeks to comprehensively identify a particular facility's needs and prioritizes decisions pertaining to that facility in accordance with the district's FMP

An Ed Spec can be likened to a master plan for one facility

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Scope of Work: Based on 2014 Bond


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Career and Technical Education

- **Districtwide Career and Technical Center**
 - Students remain enrolled at home campus and attend CTE courses at center
 - Technical and trades courses, including technical dual-credit courses
 - Located on current Hutcheson Junior High site


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Community Partners

- Arlington Chamber of Commerce
- TCC / UTA / UNT
- City of Arlington Police & Fire Departments
- Texas Health Resources Arlington Memorial
- JPS Hospital
- Medical Center of Arlington
- Lockheed Martin
- General Motors
- EECU

 Career & Technical Education

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INDEPENDENT SCHOOLS DISTRICT
More Than a Remarkable Education

Career & Technical Center Educational Specifications Process & Timeline

EVENT	DATE	LOCATION
Area Career Center Tours	September and October 2014	Hollenstein Career & Technology Center in Eagle Mountain Saginaw
		Center of Technology & Advanced Learning in Birdville
		Dubiski Career High School in Grand Prairie
		Ben Barber Career Center in Mansfield
		Frisco ISD Career Technical Education Center
Teacher Interviews	October 23 & 24, 2014	Professional Development Center
Area Workforce Organization Meeting	October 2014	Professional Development Center
Community Interest Survey	November 2013	District Schools
Student Interest Survey	October 2014	Virtual
Planning Lab #1	November 6 & 7, 2014	Professional Development Center
Community Meeting	November 19, 2014	Arlington High School & Sam Houston High School
Online Questionnaire	November 20 to December 5, 2014	Virtual
Planning Lab #2	December 10 & 11, 2014	Professional Development Center



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Data Collection: Area Career Center Tours


- Hollenstein Career & Technology Center in Eagle Mountain Saginaw
- Center of Technology & Advanced Learning in Birdville
- Dubiski Career High School in Grand Prairie
- Ben Barber Career Center in Mansfield
- Frisco ISD Career Technical Education Center




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Data Collection: Staff Interviews




- DeJONG-RICHTER conducted one-hour interviews with teachers from each current program area
 - Describe their current program;
 - Describe how their current facility and spaces support their current program;
 - Describe their vision for how their program ought to function in an ideal situation and space.




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Data Collection: Meeting with Area Workforce Organizations

- Area Chambers of Commerce
- Tarrant County Work Advantage
- InterLink (North Central Texas Workforce Planning)
- Tarrant County College Work Force Development
- Director of Career & Technical Education at Eagle Mountain Saginaw



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Data Collection: Interest Surveys

1. Current 8th & 9th graders career interests have been assessed via Career Cruising software in the CTHEI classrooms
2. DeJONG-RICHTER Community Interest Survey administered November 2013
3. DeJONG-RICHTER Student Interest Survey administered to all students in grades 7-11 October 2014



Career & Technical
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More Than a Remarkable Education

Student Survey Results 1 of 2

Please rate your willingness and interest in leaving your home campus to attend one of the following programs at the districtwide CTE center for a minimum of 3 hours (2 periods) per day.

	Highly Willing & Interested	Willing & Interested	Unwilling & Disinterested	Highly Unwilling & Disinterested
Animation	1330 (18.7%)	2447 (34.3%)	2118 (29.7%)	1234 (17.3%)
Architecture	864 (12.3%)	2114 (30.0%)	2580 (36.6%)	1483 (21.1%)
Automotive Service	800 (11.5%)	1557 (22.3%)	2598 (37.2%)	2020 (29.0%)
Biomedical Sciences	1157 (16.4%)	1935 (27.5%)	2319 (33.0%)	1623 (23.1%)
Business	1399 (19.8%)	2618 (37.1%)	1918 (27.2%)	1127 (16.0%)
CNC/Manufacturing	413 (6.0%)	1292 (18.6%)	3275 (47.2%)	1953 (28.2%)
Commercial Graphics and Illustration	1035 (14.7%)	2208 (31.3%)	2421 (34.4%)	1380 (19.6%)
Computer Maintenance	847 (12.0%)	1843 (26.1%)	2565 (36.4%)	1800 (25.5%)
Construction	750 (10.7%)	1548 (22.1%)	2534 (36.1%)	2180 (31.1%)
Cosmetology	1332 (19.0%)	1622 (23.1%)	2221 (31.6%)	1849 (26.3%)
Culinary Arts	1663 (23.7%)	2232 (31.8%)	1930 (27.5%)	1203 (17.1%)
Engineering	1737 (24.5%)	2004 (28.3%)	1971 (27.9%)	1364 (19.3%)
Entrepreneurship	1009 (14.5%)	1796 (25.9%)	2661 (38.3%)	1478 (21.3%)
Fire Academy	891 (12.7%)	1658 (23.7%)	2623 (37.5%)	1827 (26.1%)
Gaming and Simulation	2148 (30.5%)	1715 (24.3%)	1880 (26.7%)	1302 (18.5%)
Health Care	1868 (26.4%)	2071 (29.2%)	1966 (27.7%)	1183 (16.7%)
HVAC	267 (3.9%)	905 (13.2%)	3257 (47.4%)	2443 (35.6%)
Interior Design	1417 (20.3%)	2192 (31.3%)	2114 (30.2%)	1270 (18.2%)
Law Enforcement	1539 (21.9%)	1934 (27.5%)	2088 (29.7%)	1476 (21.0%)
Radio Television	1200 (17.1%)	1785 (25.4%)	2472 (35.2%)	1574 (22.4%)
Welding	765 (11.0%)	1258 (18.0%)	2734 (39.2%)	2224 (31.9%)



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Student Survey Results 2 of 2

Q2 Please select the top three (3) CTE programs based on your interest level and willingness to attend at the districtwide CTE center. (Please select only 3.)

Animation	1609 (22.1%)	Engineering	1752 (24.0%)
Architecture	700 (9.6%)	Entrepreneurship	525 (7.2%)
Automotive Service	599 (8.2%)	Fire Academy	649 (8.9%)
Biomedical Sciences	1056 (14.5%)	Gaming and Simulation	1766 (24.2%)
Business	1516 (20.8%)	Health Care	1798 (24.7%)
CNC/ Manufacturing	84 (1.2%)	HVAC	80 (1.1%)
Commercial Graphics and Illustration	444 (6.1%)	Interior Design	816 (11.2%)
Computer Maintenance	494 (6.8%)	Law Enforcement	1317 (18.1%)
Construction	404 (5.5%)	Radio Television	748 (10.3%)
Cosmetology	1471 (20.2%)	Welding	401 (5.5%)
Culinary Arts	1655 (22.7%)	Other	1171 (16.1%)

Q5 What about CTE programs are interesting / attractive to you? (Check all that apply.)

Hands-on program	4375 (62.1%)	Family business	1453 (20.6%)
Certification opportunities	2423 (34.4%)	Career goals	4277 (60.7%)
To enhance natural abilities	2840 (40.3%)	Other	556 (7.9%)

Q6 What are your post high school graduation plans? (Check all that apply.)

Military	890 (12.4%)
2 year college	2460 (34.3%)
4 year university	5501 (76.7%)
On the job training	1739 (24.2%)
Other	536 (7.5%)



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Planning Lab #1: Visioning 1 of 9

- Health Care was greatest area of interest in the student survey and is a high demand career field as identified by the workforce planners
- Health Care covers a vast range of career pathways and could provide an overarching specialty or central theme at the CTE Center to which all CTE programs can align in some manner.
- **Visioning Question:** What would it look like for the health sciences offerings at the CTE Center to be the most innovative in the country while making all program offerings engaging and developing industry leaders in those disciplines?

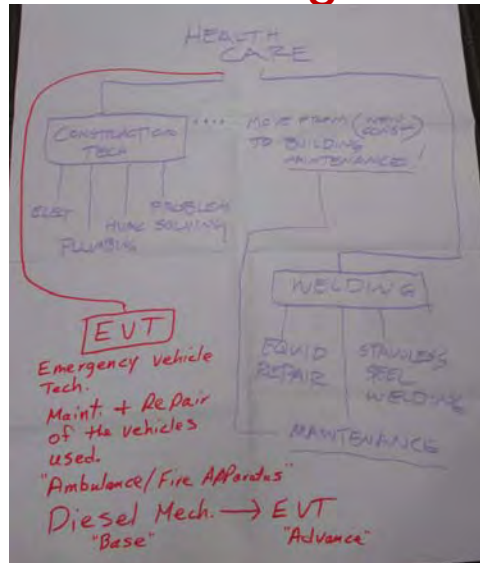


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Planning Lab #1: Visioning 2 of 9

**Construction,
Welding, &
Emergency Vehicle
Technician**



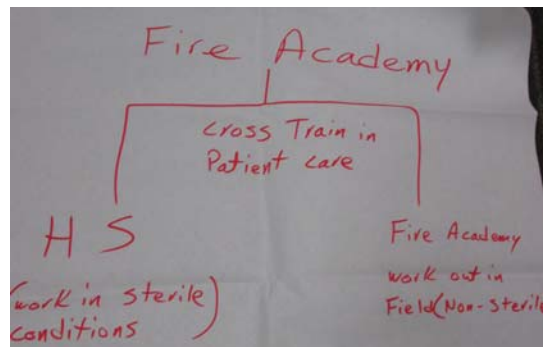
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Planning Lab #1: Visioning 3 of 9

Fire Academy



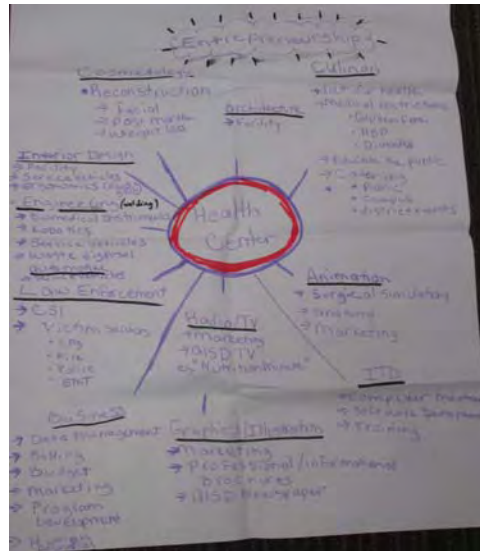
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Planning Lab #1: Visioning 4 of 9

**Entrepreneurship,
Business, and
Marketing as
Envisioned by the Core
Academic Teachers**



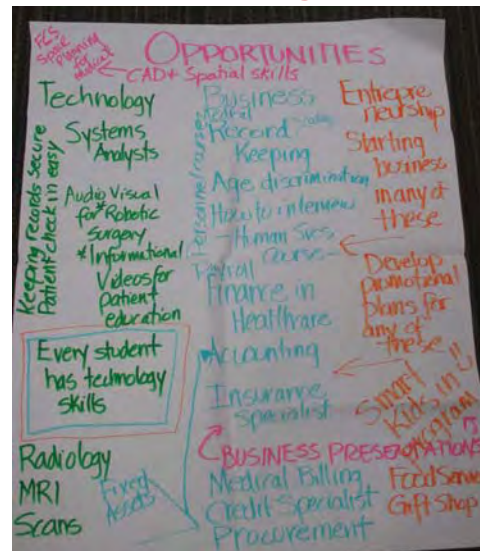
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Planning Lab #1: Visioning 5 of 9

**Entrepreneurship,
Business, and
Marketing as
envisioned by these
teachers**



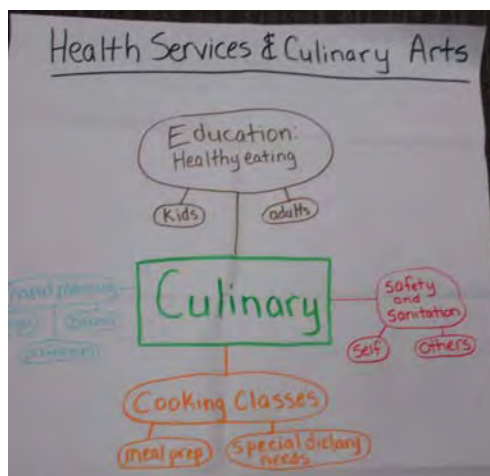
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Planning Lab #1: Visioning 6 of 9

Culinary Arts



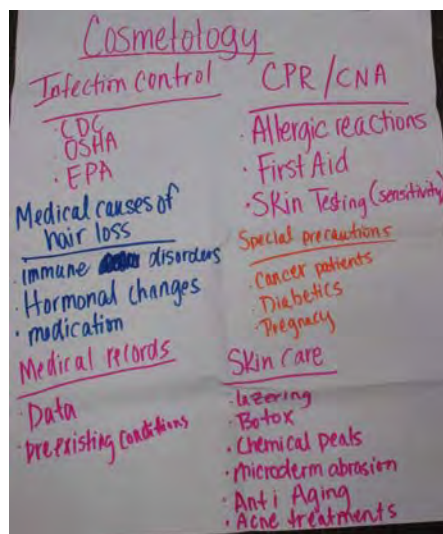
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Planning Lab #1: Visioning 7 of 9

Cosmetology



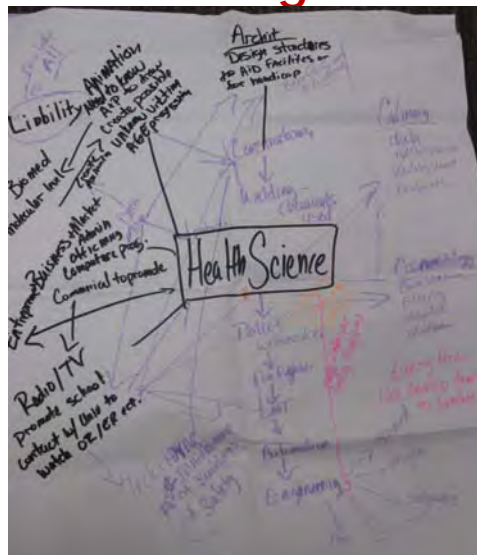
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Planning Lab #1: Visioning 8 of 9

Health Sciences



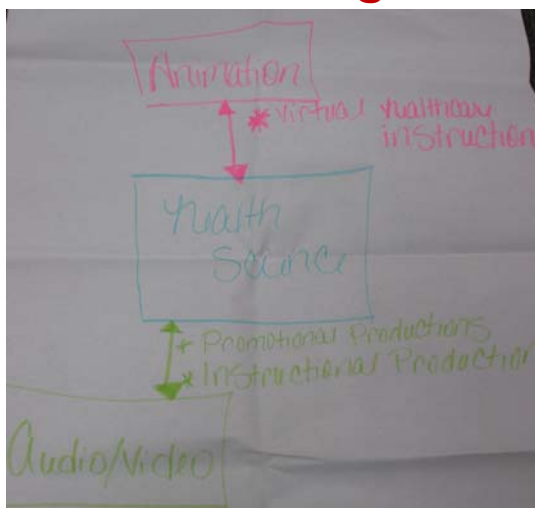
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Planning Lab #1: Visioning 9 of 9

Animation, Radio, and Television



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Planning Lab #1: Facility Organization Options – Benefits, Challenges, and other Factors

- Community College Model
- Corporate Offices & Satellite Offices (CTE Center & Home HS Campus)
- City Center / Plaza / Public Facing
- Corporate Partnerships / Sponsorships
 - For Example:
 - Texas Health Arlington Memorial Hospital Health Care
 - Lockheed Martin Engineering
 - General Motors Automotive
 - Sally Beauty Supply Cosmetology
 - Aramark Culinary Arts
 - Dick's Sporting Goods Spirit Store
 - Home Depot Constructions
- Exterior Circulation Space or all under Shared Roof (For Example: Arlington Highlands)
- Departmental
- Hybrid

Factors to consider for each Option



- Organization within Program Area: Balance Direct Instruction & “Laboratory” / Hands-on spaces
- Safety & Security
- Instructional Delivery vs Student Supervision



Planning Lab #1: Cross Curricular Shared vs. Decentralized Spaces

Cross Curricular Spaces	Yes	Shared	% Shared	Comments
Conference Rooms	9	9	100%	distributed equally throughout for instruction
Extendend Learning Areas	7	7	100%	distributed equally throughout for instruction
Loading Dock	4	3	75%	centralized noise & odor
Teacher Lounge	4	3	75%	centralized location if feasible
Locker / Changing Rooms	10	7	70%	1-3 changing areas
Outdoor Access	9	4	44%	TBD - program area adjacencies
Laundry Facilities w/ Commercial Washing & Dryer	7	3	43%	1-3 shared laundry areas (does not imply shared machines)
Teacher Office / Planning / Collaboration	13	5	38%	*Discuss - both/and
Storage	15	1	7%	Storage for each program + some shared for the center

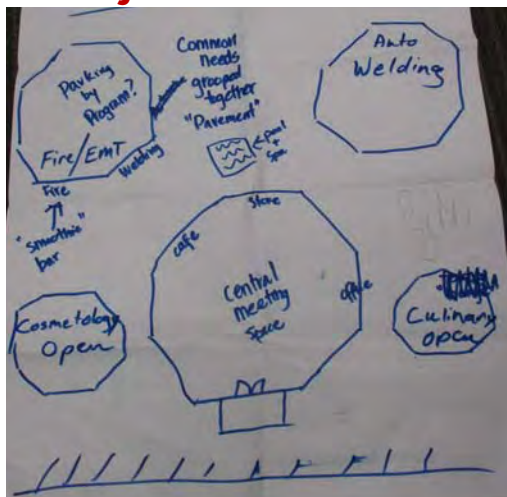
Planning Lab #1: Ideal Program Area Adjacencies – 1 of 3

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Planning Lab #1: Ideal Program Area Adjacencies – 2 of 3

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Planning Lab #1: Ideal Program Area Adjacencies –3 of 3



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Community Meeting

- On November 19th a community meeting was held to garner input on the same questions asked of the students on the October survey.
- Additionally, an online questionnaire was made available for two weeks, until December 5th.
- The results of these surveys closely paralleled the results of the students surveys.
- Among the top programs selected were
 - Health Care,
 - Engineering,
 - Culinary Arts, and
 - Gaming & Simulation.



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Planning Lab #2: Compilation of Space 1 of 2

AISD CTE Compilation of Space

Space	Suggested	
	Teaching Stations	Total
Shared Program Spaces (Offices, Lockers, Gallery)		7,800
Animation	1	1,900
Architecture Design (AutoCAD, Revit, BIM)	1	2,400
Automotive	2	7,300
Broadcasting	2	6,975
Business, Marketing, Entrepreneurship	2	5,500
CNC Precision Metal Manufacturing & Robotics	1	2,400
Construction & Building Maintenance	1	5,350
Cosmetology	4	9,450
Culinary Arts	2	7,000
Engineering / Robotics	2	3,500
Fire Academy	2	4,250
Graphic Design & Commercial Arts	1	1,475
Health Sciences	9	15,450
Horticulture & Floral Design	1	1,650
Law Enforcement	2	4,700
Photography	1	1,475
Technology & Computer Maintenance	1	1,750
Welding	2	6,300
Administration: CTE Department		2,200
Administration: Campus		2,430
Other Administration Space		2,530
Common Areas		4,550
Data Center		13,300
Loading Dock		400
Sub Total Programmed Areas		121,635
Building Services, Circulation, Restrooms, etc.	35%	42,572
Total	37	164,207
ADD ALTERNATES		
Greenhouse	1	2000
Fire Academy Tower	1	



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Planning Lab #2: Compilation of Space 2 of 2

ACADEMIC BALANCE			
	# students in school	Divided by Total SF	SF per student
	810	164,207	202.7

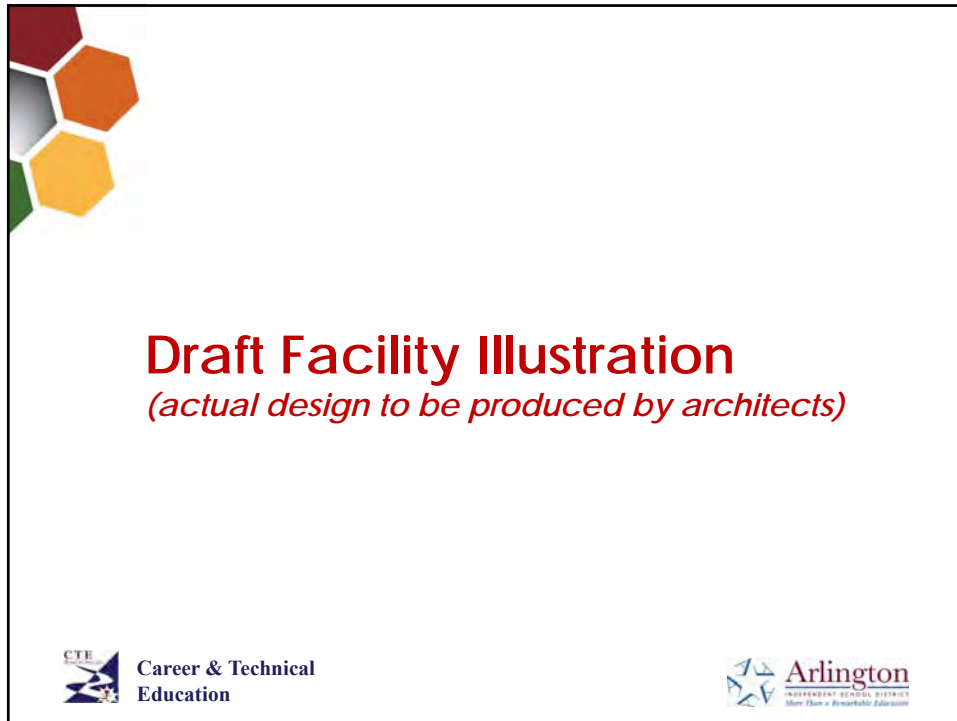
CAPACITY CALCULATIONS			
	Students per	Teaching Stations	# Students
Animation	30	1	30
Architecture Design	30	1	30
Automotive	20	2	40
Broadcasting	25	2	50
Business, Marketing, Entrepreneurship	30	2	60
CNC Precision Metal Manufacturing & Robotics	25	1	25
Construction & Building Maintenance	20	1	20
Cosmetology	25	4	100
Culinary Arts	24	2	48
Engineering / Robotics	30	2	60
Fire Academy	25	2	50
Graphic Design & Commercial Arts	30	1	30
Health Sciences	25	9	225
Horticulture & Floral Design	25	1	25
Law Enforcement	30	2	60
Photography	30	1	30
Technology & Computer Maintenance	30	1	30
Welding	20	2	40
		37	953
CAPACITY	Utilization Factor	85%	810

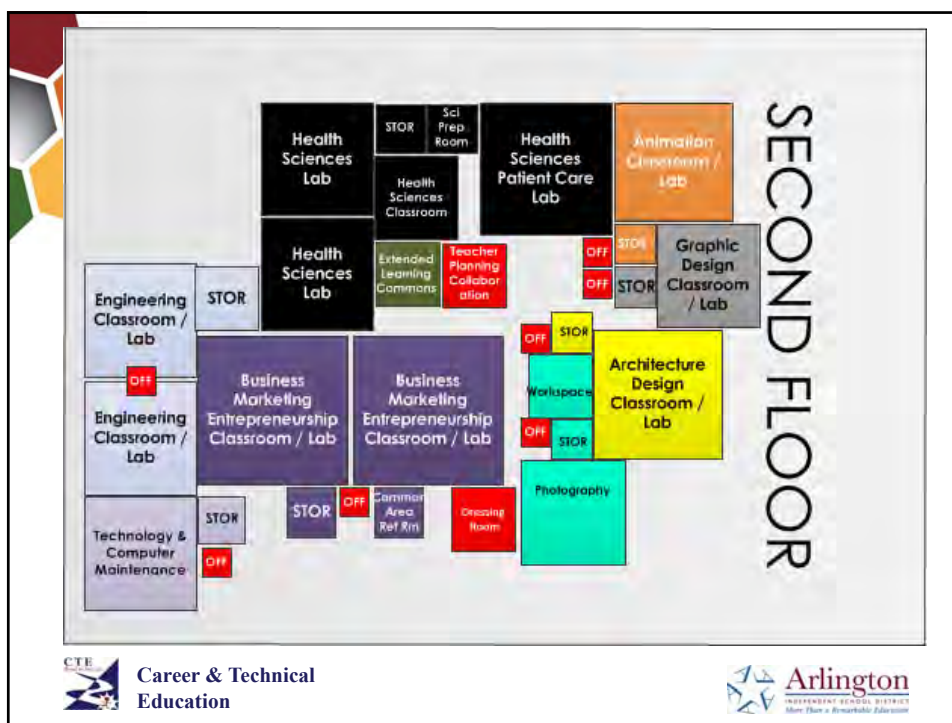


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Next Steps...




Next Steps


- District will continue engaging community partners for input on facility and programs
- VLK Architects will develop architectural drawings that reflect the educational specifications
- Anticipated delivery of schematic design: April 2, 2015
- VLK Architects and Balfour Beatty will estimate construction costs
- The District will continue work to define the instructional program



Questions & Comments



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MEMORANDUM

TO: Cindy Powell, Chief Financial Officer
FROM: Bob Carlisle, Executive Director of Plant Services
DATE: December 2, 2014
SUBJECT: 2014 Bond Program, Phase 1 and Phase 2, Construction Manager at Risk

Approval of construction procurement methods for 2014 Bond Program, Phase 1 and Phase 2 projects was received at the August 21, 2014 meeting of the Board of Trustees. Construction Manager at Risk was selected for the majority of the projects.

The two-step process for selection of construction manager at risk services, as prescribed by the Government Code, was used to select firms to be recommended to the Board of Trustees. This process requires:

Step One: Issue a Request for Qualifications (no pricing is included)

Step Two: After qualification submissions are received and evaluated, firms are invited to submit pricing for specified projects. The Government Code limits the number of pricing proposals for each project to five or fewer.

Bid Number 15-22, Request for Qualifications for Construction Manager at Risk Services was advertised for 2014 Bond Program Phase 1 and Phase 2 projects. Twenty-five responses were received.

Each firm's qualification submittal was evaluated by an evaluation committee consisting of the Chief Financial Officer, Assistant Superintendent of Technology, Executive Director of Plant Services, Director of Facility Planning and Construction and AISD Staff Architect.

Evaluation Criteria (100 total points) included:

- 10 points - Firm Profile (location and years in business)
- 25 points - Relevant Project Experience
- 10 points - Organizational Plan and Project Approach
- 20 points - Personnel
 - 5 points - Current Workload and Capacity
- 15 points - HUB Commitment
- 15 points - References

The firms receiving at least 70 of 100 points on the qualification submittals were placed in project size categories based on their relevant experience. In Step 2 of the process, these firms were requested to submit fee and general condition proposals for specific projects in the size categories to which they were assigned. The firms scoring 70 or higher on the qualifications evaluation are as follows:

Adolfson & Peterson Construction, Richardson, Tx
 Balfour Beatty Construction, Dallas, Tx
 Bartlett Cocke General Contractors, Farmers Branch, Tx
 Buford Thompson Company, Fort Worth, Tx
 Cadence McShane Construction, Addison, Tx
 Hill & Wilkinson General Contractors, Richardson Tx
 Hunt Construction Group, Dallas, Tx
 Joeris General Contractors, Fort Worth, Tx
 Linbeck Group, Fort Worth, Tx
 Northstar Builders Group, Coppell, Tx
 Pogue Construction, McKinney, Tx
 Sedalco, Inc., Fort Worth, Tx
 Starling Richardson Construction, Richardson, Tx
 Steele & Freeman, Inc., Fort Worth, Tx
 Turner/Con-Real a Joint Venture, Arlington, Tx
 W.B. Kibler Construction, Dallas, Tx

After all Fee and General Condition Proposals were received and analyzed, all firms submitting pricing proposals were interviewed by the evaluation committee. During the interview, questions regarding any pricing clarifications and staffing plans were asked.

The final evaluation was based on combined scores of qualifications, fees and interviews, as follows:

40 points Fee/General Conditions
 50 points Qualifications
 10 points Interview

Based on the attached scoring matrix, the evaluation committee recommends that projects in phases 1 and 2 of the 2014 Bond Program be awarded as listed:

Project 1: Ousley/Ferguson/PDC	Pogue	Construction
Project 2: Workman	Pogue	Construction
Project 3: Roquemore	Joeris	Construction
Project 4: Corey/Boles	Pogue	Construction
Project 5: Elementary School (Baird Farm Road)		Balfour Beatty Construction
Project 6: Career and Technology Center		Balfour Beatty Construction
Project 7: Multi-Purpose Activity Centers		Balfour Beatty Construction
Project 8: Duff/Bebensee/Fitzgerald/Williams		Balfour Beatty Construction
Project 9: Science Labs/Strings Room/14 ES		W.B. Kibler Construction

Project 10: Farrell/Starrett	W	.B. Kibler Construction
Project 11: Foster/Moore/Wood	P	ogue Construction
Project 12: Nichols/TPJHS/Ellis/Sherrod		Balfour Beatty Construction
Project 13: Arlington HS/Morton/S. Davis		Balfour Beatty Construction
Project 14: Martin HS/Little/Miller	Balfour	Beatty Construction
Project 15: Sam Houston HS/Crouch/Knox/ Thornton		Balfour Beatty Construction

The evaluation matrix, including all scoring and pricing, is attached.

RFP 15-22 Construction Manager at Risk (Two Step) Responses												
Project 1	Ferguson JH, Ousley JH, PDC							Range \$5M - \$10M			CMBL	\$ 6,102,014
CM Firm	RFQ Eval.	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
Pogue	91.52	50.00	\$ 5,000	2.40%	\$ 146,448	5.50%	\$ 335,611	\$ 487,059	40.00	9.20	9.58	99.58
Starling Richardson	74.24	40.56	\$ 10,000	2.00%	\$ 122,040	6.60%	\$ 402,733	\$ 534,773	36.43	5.50	5.73	82.72
Hill & Wilkinson	78.76	43.03	\$ 3,000	4.00%	\$ 244,081	6.20%	\$ 378,325	\$ 625,405	31.15	6.40	6.67	80.84
Steele & Freeman, Inc.	86.62	47.32	\$ -	5.21%	\$ 317,915	9.00%	\$ 549,181	\$ 867,096	22.47	9.60	10.00	79.79
Project 2	Workman JH							Range \$5M - \$10M			CMBL	\$ 9,189,354
CM Firm	RFQ Eval.	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
Pogue	91.52	50.00	\$ 5,000	1.36%	\$ 125,067	2.99%	\$ 274,762	\$ 404,829	40.00	9.20	9.58	99.58
Cadence McShane	83.64	45.69	\$ 5,000	2.25%	\$ 206,760	2.60%	\$ 238,923	\$ 450,684	35.93	8.80	9.17	90.79
Steele & Freeman, Inc.	86.62	47.32	\$ -	3.57%	\$ 328,060	3.87%	\$ 355,628	\$ 683,688	23.69	9.60	10.00	81.01
Buford - Thompson Company	80.40	43.92	\$ 10,000	2.37%	\$ 217,788	4.24%	\$ 389,629	\$ 617,416	26.23	7.50	7.81	77.96
Northstar	74.70	40.81	\$ 35,000	3.50%	\$ 321,627	3.80%	\$ 349,195	\$ 705,823	22.94	8.80	9.17	72.92
Project 3	Roquemore ES Fine Arts and Dual Language Academy							Range \$5M - \$10M			CMBL	\$ 8,511,481
CM Firm	RFQ Eval.	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
Joeris	86.70	50.00	\$ 20,000	1.66%	\$ 141,291	3.03%	\$ 257,898	\$ 419,188	40.00	9.00	10.00	100.00
Cadence McShane	83.64	48.24	\$ 5,000	2.45%	\$ 208,531	3.90%	\$ 331,948	\$ 545,479	30.74	8.80	9.78	88.75
Northstar	74.70	43.08	\$ 25,000	2.95%	\$ 251,089	5.10%	\$ 434,086	\$ 710,174	23.61	8.80	9.78	76.47
Adolfson & Peterson Construction	71.11	41.01			\$ -		\$ -	No Submission	N/A	N/A	N/A	41.01
Project 4	Boles JH, Corey ES Fine Arts and Dual Language Academy							Range \$10M - \$20M			CMBL	\$ 11,920,207
CM Firm	RFQ Eval.	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
Pogue	91.52	50.00	\$ 5,000	1.66%	\$ 198,114	2.49%	\$ 296,813	\$ 499,927	40.00	9.20	9.20	99.20
Balfour Beatty Construction, LLC	87.62	47.87	\$ 5,000	1.60%	\$ 190,723	3.14%	\$ 374,295	\$ 570,018	35.08	10.00	10.00	92.95
Steele & Freeman, Inc.	86.62	47.32	\$ -	3.57%	\$ 425,551	4.27%	\$ 508,993	\$ 934,544	21.40	9.60	9.60	78.32
Cadence McShane	83.64	45.69	\$ 10,000	2.45%	\$ 292,045	4.94%	\$ 588,858	\$ 890,903	22.45	8.80	8.80	76.94
Sedalco	76.08	41.56	\$ 10,000	5.60%	\$ 667,532	5.80%	\$ 691,372	\$ 1,368,904	14.61	6.20	6.20	62.37
Project 5	New Elementary School North							Range > \$20M			CMBL	\$ 21,161,747
CM Firm	RFQ Eval.	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
Balfour Beatty Construction, LLC	87.62	50.00	\$ 10,000	1.50%	\$ 317,426	1.74%	\$ 368,214	\$ 685,641	40.00	10.00	10.00	100.00
Cadence McShane	83.64	47.73	\$ 5,000	1.97%	\$ 416,886	2.07%	\$ 438,048	\$ 859,935	32.36	8.80	8.80	88.89
Steele & Freeman, Inc.	86.62	49.43	\$ -	2.33%	\$ 493,069	2.57%	\$ 543,857	\$ 1,036,926	26.83	9.60	9.60	85.86
Bartlett Cocke General Contractors	73.13	41.73	\$ 20,000	1.89%	\$ 399,957	2.23%	\$ 471,907	\$ 891,864	31.20	5.60	5.60	78.53
Turner /Con-Real a Joint Venture	74.10	42.28	\$ 30,000	2.75%	\$ 581,948	3.25%	\$ 687,757	\$ 1,299,705	21.41	8.60	8.60	72.29
Project 6	Career Technical Education Center							Range > \$20M			CMBL	\$ 39,221,336
CM Firm	RFQ Eval.	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
Balfour Beatty Construction, LLC	87.62	50.00	\$ 10,000	1.50%	\$ 588,320	1.47%	\$ 576,554	\$ 1,174,874	40.00	10.00	10.00	100.00
Steele & Freeman, Inc.	86.62	49.43	\$ 5,000	2.29%	\$ 898,169	2.16%	\$ 847,181	\$ 1,750,349	26.85	9.60	9.60	85.88
Cadence McShane	83.64	47.73	\$ -	1.97%	\$ 772,660	2.57%	\$ 1,007,988	\$ 1,780,649	26.39	8.80	8.80	82.92
Buford - Thompson Company	80.40	45.88	\$ 20,000	1.83%	\$ 717,750	2.70%	\$ 1,058,976	\$ 1,796,726	26.16	7.50	7.50	79.54
Bartlett Cocke General Contractors	73.13	41.73	\$ 30,000	2.19%	\$ 858,947	2.41%	\$ 945,234	\$ 1,834,181	25.62	5.60	5.60	72.95
Project 7	Multi-Purpose Activity Centers (AHS, BHS, LHS, MHS, SHHS, & SHS)							Range > \$20M			CMBL	\$ 47,154,000
CM Firm	RFQ Eval.	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
Balfour Beatty Construction, LLC	87.62	50.00	\$ 15,000	1.50%	\$ 707,310	1.90%	\$ 895,926	\$ 1,618,236	40.00	10.00	10.00	100.00
Steele & Freeman, Inc.	86.62	49.43	\$ -	2.31%	\$ 1,089,257	2.36%	\$ 1,112,834	\$ 2,202,092	29.39	9.60	9.60	88.42
Cadence McShane	83.64	47.73	\$ 5,000	1.97%	\$ 928,934	3.08%	\$ 1,452,343	\$ 2,386,277	27.13	8.80	8.80	83.65
Hunt Construction Group	77.83	44.41			\$ -		\$ -	No Submission	N/A	N/A	N/A	44.41
Turner /Con-Real a Joint Venture	74.10	42.28	\$ 30,000	2.75%	\$ 1,296,735	4.02%	\$ 1,895,591	\$ 3,222,326	20.09	8.60	8.60	70.97
Project 8	Duff ES, Bebensee ES, Fitzgerald ES, Williams ES							Range \$10M - \$20M			CMBL	\$ 13,154,422
CM Firm	RFQ Eval.	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
Balfour Beatty Construction, LLC	87.62	47.87	\$ 5,000	2.25%	\$ 295,975	2.51%	\$ 330,176	\$ 631,151	40.00	10.00	10.00	97.87
Pogue	91.52	50.00	\$ 5,000	2.04%	\$ 267,956	6.75%	\$ 887,924	\$ 1,160,879	21.75	9.20	9.20	80.95
Joeris	86.70	47.37	\$ 20,000	3.07%	\$ 403,841	5.53%	\$ 727,440	\$ 1,151,280	21.93	9.00	9.00	78.30
Steele & Freeman, Inc.	86.62	47.32	\$ -	3.77%	\$ 495,922	5.92%	\$ 778,742	\$ 1,274,664	19.81	9.60	9.60	76.73
Sedalco	76.08	41.56	\$ 15,000	5.80%	\$ 762,957	7.80%	\$ 1,026,045	\$ 1,804,001	13.99	6.20	6.20	61.76

RFP 15-22 Construction Manager at Risk (Two Step) Responses

Project 9	Science Labs, Strings Room and Security Vestibule (14 Elementary Schools)							Range < \$5M			CMBL	\$ 4,760,530
CM Firm	RFQ	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
W.B. Kibler Construction Co., LTD.	80.40	43.41	\$ 14,000	6.50%	\$ 309,434	10.46%	\$ 497,951	\$ 821,386	40.00	7.20	8.00	91.41
Linbeck Group, LLC	92.60	50.00			\$ -		\$ -	No Submission	N/A	N/A	N/A	50.00
Joeris	86.70	46.81	\$ 30,000	10.17%	\$ 484,146	14.26%	\$ 678,852	\$ 1,192,998	27.54	9.00	10.00	84.35
Cadence McShane	83.64	45.16			\$ -		\$ -	No Submission	N/A	N/A	N/A	45.16
Bartlett Cocke General Contractors	73.13	39.48	\$ 17,500	10.00%	\$ 476,053	14.30%	\$ 680,756	\$ 1,174,309	27.98	5.60	6.22	73.69

Project 10	Farrell ES, Starrett ES							Range < \$5M			CMBL	\$ 4,423,395
CM Firm	RFQ	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
Linbeck Group, LLC	92.60	50.00			\$ -		\$ -	No Submission	N/A	N/A	N/A	50.00
Joeris	86.70	46.81	\$ 20,000	6.05%	\$ 267,615	9.42%	\$ 416,684	\$ 704,299	26.41	9.00	10.00	83.23
Cadence McShane	83.64	45.16			\$ -		\$ -	No Submission	N/A	N/A	N/A	45.16
W.B. Kibler Construction Co., LTD.	74.96	40.48	\$ 5,000	4.00%	\$ 176,936	6.40%	\$ 283,097	\$ 465,033	40.00	7.20	8.00	88.48
Bartlett Cocke General Contractors	73.13	39.48	\$ 12,500	7.00%	\$ 309,638	10.87%	\$ 480,823	\$ 802,961	23.17	5.60	6.22	68.87

Project 11	Foster ES, Moore ES, Wood ES							Range \$5M - \$10M			CMBL	\$ 8,204,293
CM Firm	RFQ	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
Pogue	91.52	50.00	\$ 5,000	2.16%	\$ 177,049	6.47%	\$ 530,818	\$ 712,866	40.00	9.20	9.58	99.58
Joeris	86.70	47.37	\$ 20,000	3.91%	\$ 320,788	6.64%	\$ 544,765	\$ 885,553	32.20	9.00	9.38	88.94
Steele & Freeman, Inc.	86.62	47.32	\$ -	4.03%	\$ 330,633	7.95%	\$ 652,241	\$ 982,874	29.01	9.60	10.00	86.33
Buford - Thompson Company	80.40	43.92	\$ 10,000	2.08%	\$ 170,649	7.67%	\$ 629,269	\$ 809,919	35.21	7.50	7.81	86.94
Sedalco	76.08	41.56	\$ 15,000	6.10%	\$ 500,462	11.00%	\$ 902,472	\$ 1,417,934	20.11	6.20	6.46	68.13

Project 12	Nicholes JH, Turning Point JH, Ellis ES, Sherrod ES							Range \$10M - \$20M			CMBL	\$ 13,060,554
CM Firm	RFQ	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
Pogue	91.52	50.00	\$ 5,000	2.14%	\$ 279,626	5.55%	\$ 724,861	\$ 1,009,487	30.16	9.20	9.20	89.36
Balfour Beatty Construction, LLC	87.62	47.87	\$ 5,000	2.25%	\$ 293,862	3.54%	\$ 462,344	\$ 761,206	40.00	10.00	10.00	97.87
Joeris	86.70	47.37	\$ 20,000	3.08%	\$ 402,265	5.57%	\$ 727,473	\$ 1,149,738	26.48	9.00	9.00	82.85
Steele & Freeman, Inc.	86.62	47.32	\$ -	3.79%	\$ 494,995	6.12%	\$ 799,306	\$ 1,294,301	23.52	9.60	9.60	80.45
Cadence McShane	83.64	45.69	\$ 5,000	2.45%	\$ 319,984	7.82%	\$ 1,021,335	\$ 1,346,319	22.62	8.80	8.80	77.11

Project 13	Arlington HS, Morton ES, South Davis ES							Range \$10M - \$20M			CMBL	\$ 17,513,394
CM Firm	RFQ	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
Pogue	91.52	50.00	\$ 5,000	2.12%	\$ 370,583	9.41%	\$ 1,648,010	\$ 2,023,594	15.71	9.20	9.20	74.91
Balfour Beatty Construction, LLC	87.62	47.87	\$ 10,000	2.00%	\$ 350,268	2.48%	\$ 434,332	\$ 794,600	40.00	10.00	10.00	97.87
Joeris	86.70	47.37	\$ 20,000	2.72%	\$ 476,364	4.08%	\$ 714,546	\$ 1,210,911	26.25	9.00	9.00	82.61
Steele & Freeman, Inc.	86.62	47.32	\$ -	3.24%	\$ 567,434	3.75%	\$ 656,752	\$ 1,224,186	25.96	9.60	9.60	82.89
Cadence McShane	83.64	45.69	\$ 5,000	2.45%	\$ 429,078	4.37%	\$ 765,335	\$ 1,199,413	26.50	8.80	8.80	80.99

Project 14	Martin HS, Little ES, Miller ES							Range \$10M - \$20M			CMBL	\$ 18,865,768
CM Firm	RFQ	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
Pogue	91.52	50.00	\$ 5,000	2.00%	\$ 376,938	3.94%	\$ 743,311	\$ 1,125,249	27.92	9.20	9.20	87.12
Balfour Beatty Construction, LLC	87.62	47.87	\$ 10,000	2.00%	\$ 377,315	2.11%	\$ 398,068	\$ 785,383	40.00	10.00	10.00	97.87
Steele & Freeman, Inc.	86.62	47.32	\$ -	3.21%	\$ 605,591	3.48%	\$ 656,529	\$ 1,262,120	24.89	9.60	9.60	81.81
Cadence McShane	83.64	45.69	\$ 5,000	2.45%	\$ 462,211	4.06%	\$ 765,950	\$ 1,233,162	25.48	8.80	8.80	79.97
Hunt Construction Group	77.83	42.52			\$ -		\$ -	No Submission	N/A	N/A	N/A	42.52

Project 15	Sam Houston HS, Crouch ES, Knox ES, Thornton ES							Range > \$20M			CMBL	\$ 23,063,341
CM Firm	RFQ	RFQ Score	Preconstruction Phase Fee \$	Construction Phase Fee %	Construction Phase Fee \$	General Conditions %	General Conditions \$	Fee/GC Total \$	Fee/GC Score	Interview Eval.	Interview Score	Total Score
Balfour Beatty Construction, LLC	87.62	50.00	\$ 10,000	2.00%	\$ 461,267	2.18%	\$ 502,781	\$ 974,048	40.00	10.00	10.00	100.00
Steele & Freeman, Inc.	86.62	49.43	\$ -	3.17%	\$ 731,108	4.44%	\$ 1,024,012	\$ 1,755,120	22.20	9.60	9.60	81.23
Cadence McShane	83.64	47.73	\$ 5,000	2.20%	\$ 507,394	4.42%	\$ 1,019,400	\$ 1,531,793	25.44	8.80	8.80	81.96
Buford - Thompson Company	80.40	45.88	\$ 10,000	2.83%	\$ 652,693	6.68%	\$ 1,540,631	\$ 2,203,324	17.68	7.50	7.50	71.06
Bartlett Cocke General Contractors	73.13	41.73	\$ 25,000	2.33%	\$ 537,376	3.80%	\$ 876,407	\$ 1,438,783	27.08	5.60	5.60	74.41

ARLINGTON ISD BAIRD FARM ROAD ELEMENTARY SCHOOL

BOARD OF TRUSTEES PRESENTATION
JANUARY 15, 2015

BAIRD FARM ROAD ELEMENTARY SCHOOL / Project Schedule

Design + Documentation Phase Milestones

- | | |
|-------------------------------|-------------------|
| • Schematic Design | January 16, 2015 |
| • Design Development | February 24, 2015 |
| • 50% Construction Documents | March 31, 2015 |
| • 90% Construction Documents | May 05, 2015 |
| • 100% Bid & Permit Documents | May 15, 2015 |

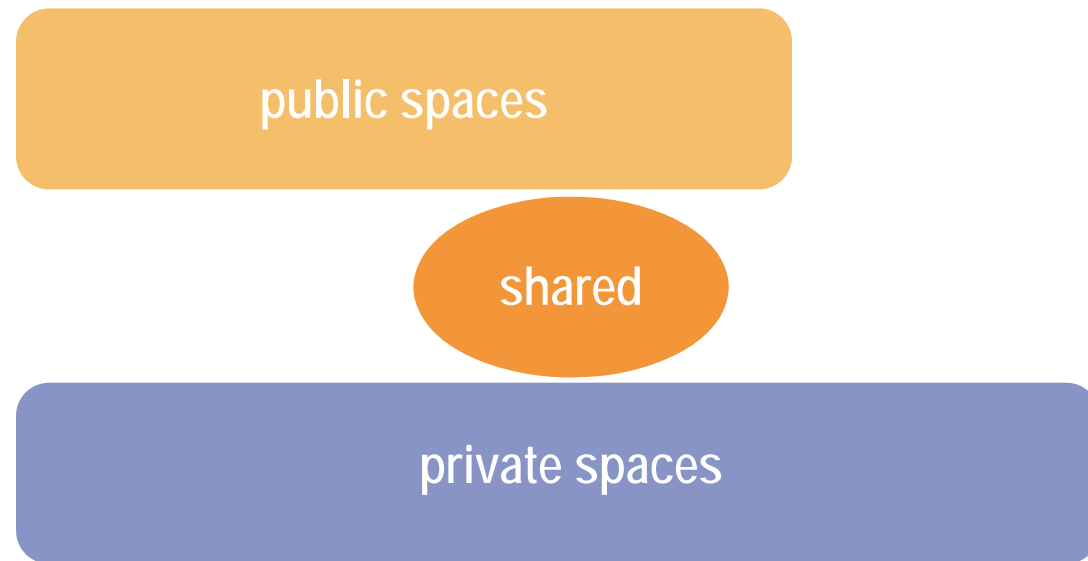
Bid + Negotiation Phase Milestones

- | | |
|--------------------------------|---------------|
| • Bids Due | June 09, 2015 |
| • School Board Approval of GMP | June 25, 2015 |

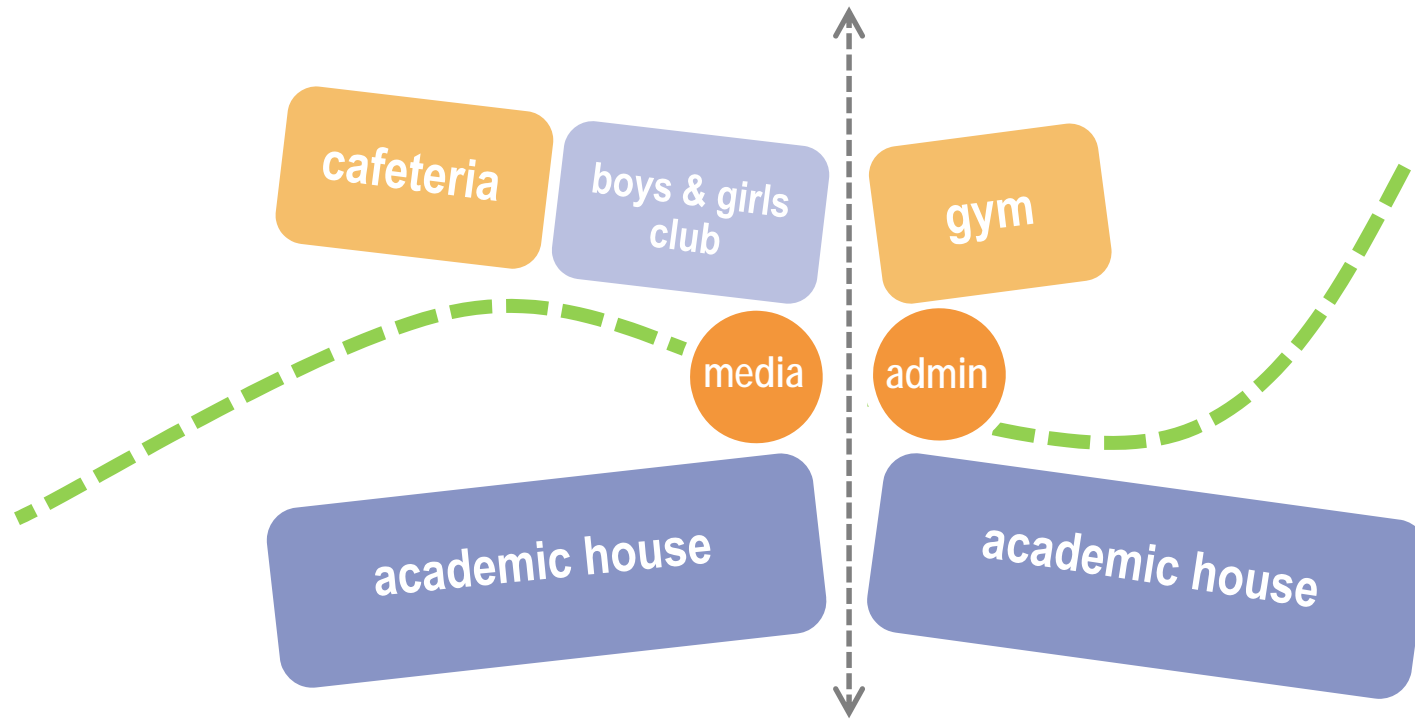
Construction Phase Milestones

- | | |
|---|-----------------|
| • CMAR Notice to Proceed + Construction Start | July 01, 2015 |
| • Substantial Completion | July 01, 2016 |
| • School Starts | August 22, 2016 |

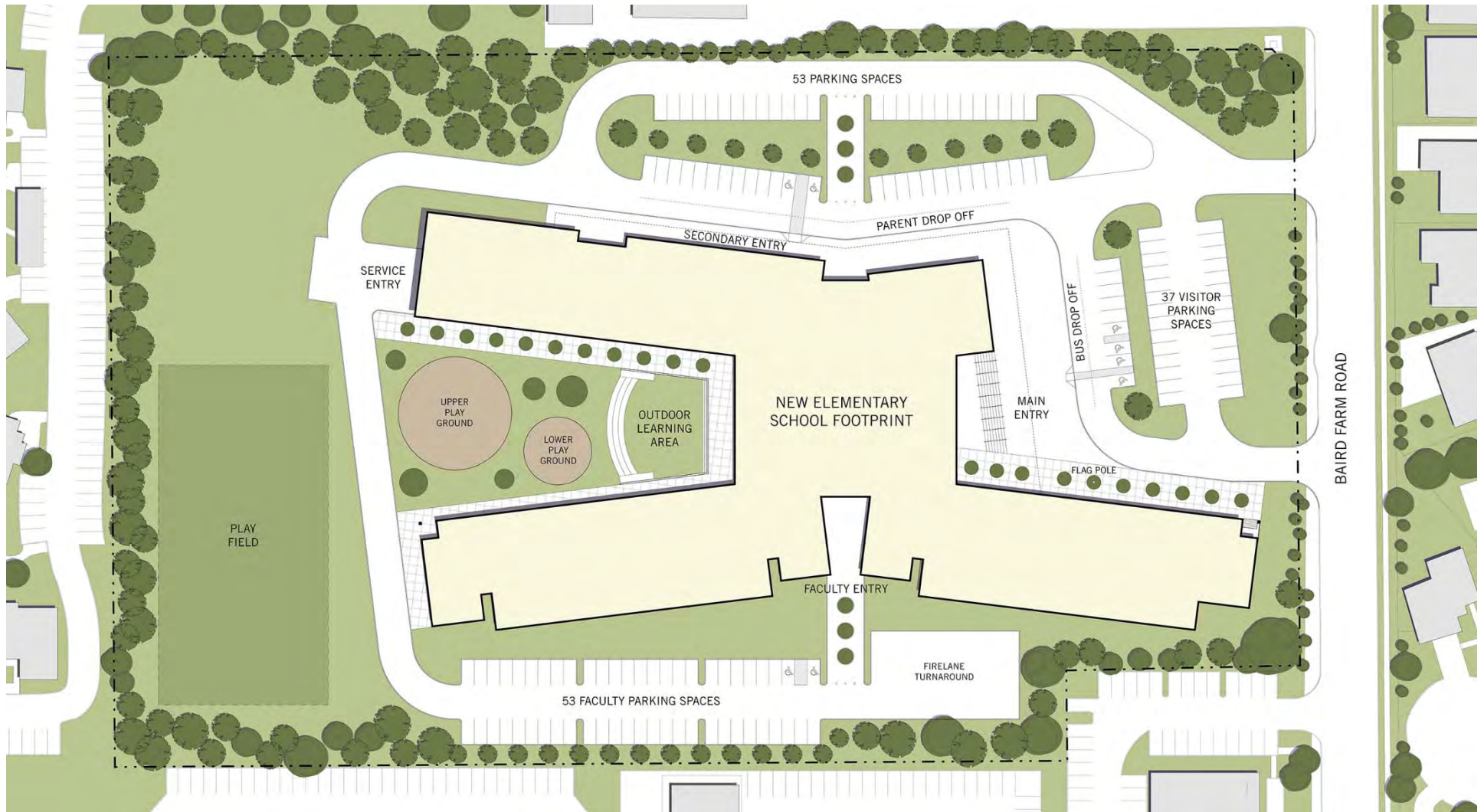
BAIRD FARM ROAD ELEMENTARY SCHOOL /
Design Concept + Planning Diagram



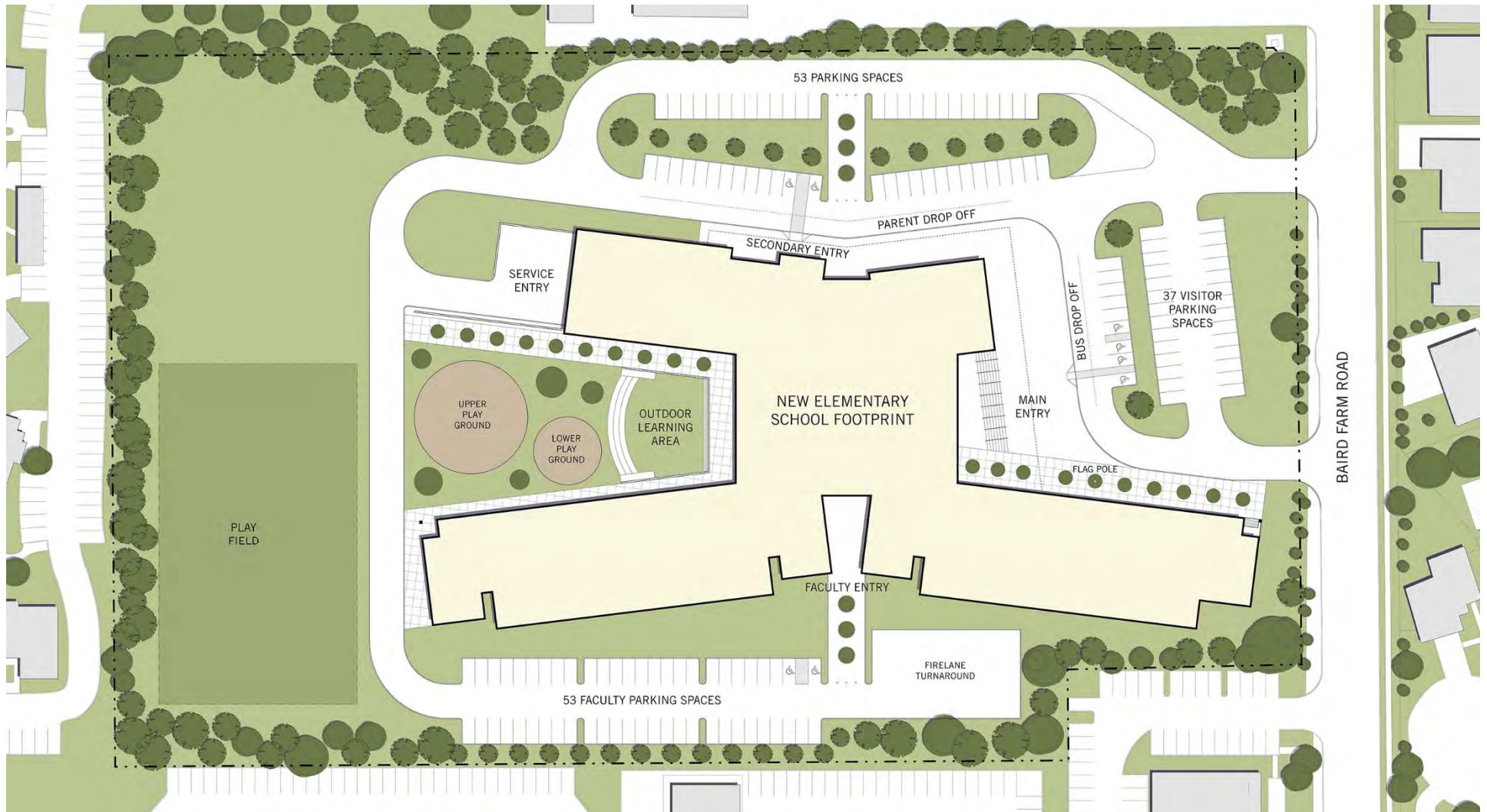
BAIRD FARM ROAD ELEMENTARY SCHOOL /
Design Concept + Planning Diagram



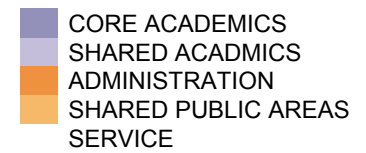
BAIRD FARM ROAD ELEMENTARY SCHOOL / Overall Campus Site Plan (with BOYS & GIRLS CLUB)



BAIRD FARM ROAD ELEMENTARY SCHOOL / Overall Campus Site Plan



Overall Ground Level Floor Plan (with BOYS & GIRLS CLUB)



BAIRD FARM ROAD ELEMENTARY SCHOOL / Overall Upper Level Floor Plan (with BOYS & GIRLS CLUB)

- CORE ACADEMICS
- SHARED ACADMICS
- ADMINISTRATION
- SHARED PUBLIC AREAS
SERVICE

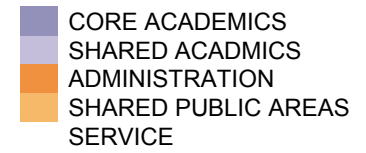


BAIRD FARM ROAD ELEMENTARY SCHOOL / Overall Ground Level Floor Plan

- CORE ACADEMICS
- SHARED ACADMICS
- ADMINISTRATION
- SHARED PUBLIC AREAS
SERVICE



Overall Upper Level Floor Plan



BAIRD FARM ROAD ELEMENTARY SCHOOL /
Aerial View Looking West



BAIRD FARM ROAD ELEMENTARY SCHOOL / Main Entry View



BAIRD FARM ROAD ELEMENTARY SCHOOL / Playground View



BAIRD FARM ROAD ELEMENTARY SCHOOL / Southwest View



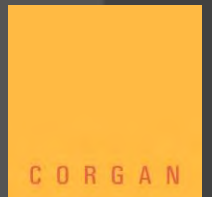
QUESTIONS?



PERKINS+WILL

ARLINGTON ISD:

A NEW ELEMENTARY SCHOOL @ CENTER STREET



DESIGN PRESENTATION

JANUARY 15, 2015

Arlington ISD

New Elementary School

Schedule Overview

Design Review Meetings with District:
January 22 & 29, 2015

City Planning Review Meeting:
March 30, 2015

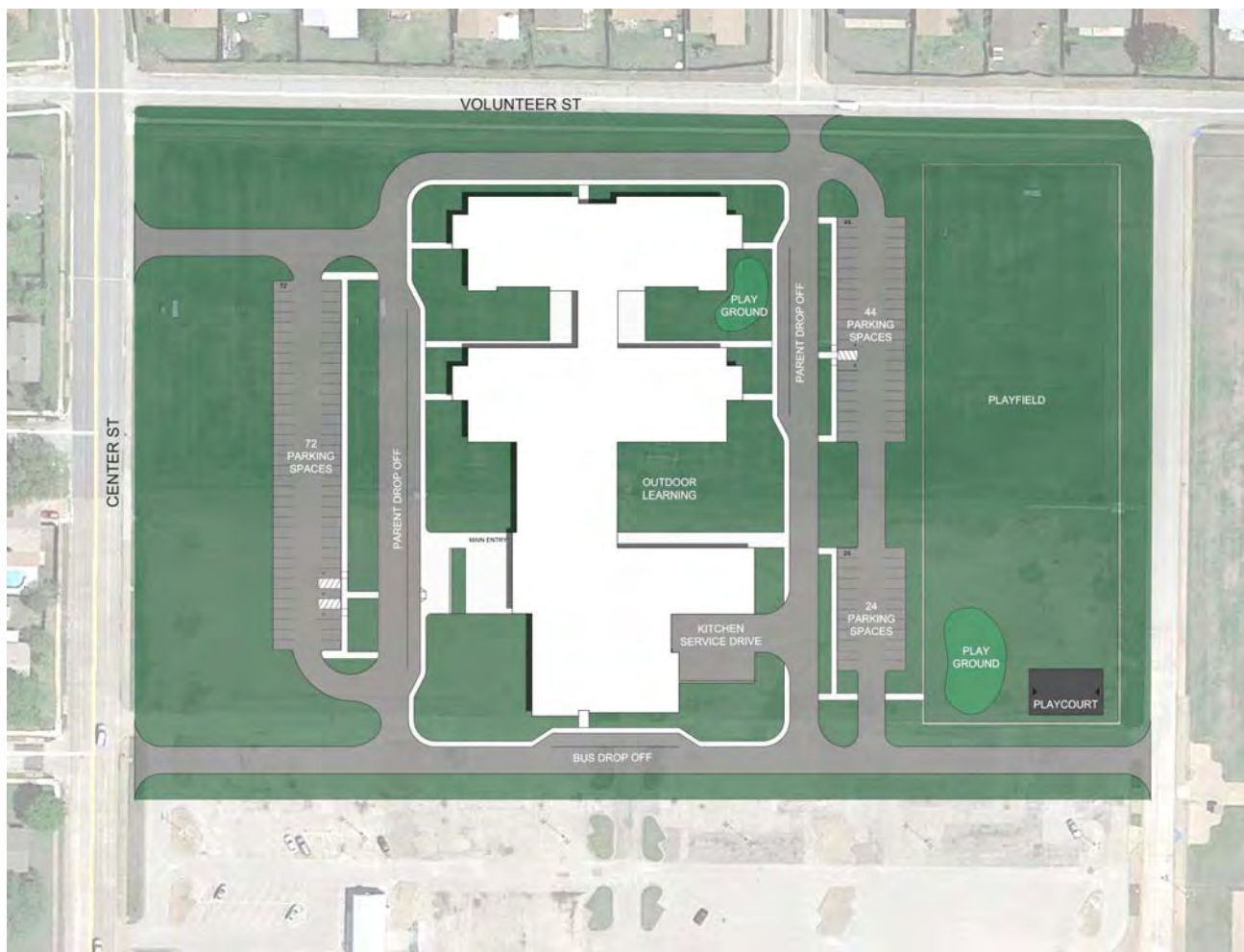
100% Issue for Construction:
May 18, 2015

Competitive Sealed Proposal bids due:
June 11, 2015

Board Approval for Construction Contract:
June 25, 2015

Begin Construction: July 1, 2015
Substantial Completion: July 1, 2016

SITE PLAN



FLOOR PLANS



LEVEL 01



LEVEL 02

- FINE ARTS
- ATHLETICS & DINING
- CLASSROOM
- COLLABORATION
- RESTROOM
- SERVICE SPACES
- ADMINISTRATION SPACES



PERSPECTIVE: aerial



PERSPECTIVE: center st. facade



PERSPECTIVE: front entry



PERSPECTIVE: outdoor learning



