Agenda of Board Workshop/Regular Meeting

The Board of Trustees
Mineral Wells Independent School District

A Board Workshop/Regular Meeting of the Board of Trustees of Mineral Wells Independent School District will be held Monday, July 21, 2025, beginning at 5:30 PM in the District Services Complex | Board Room.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. **Call to Order/Establish Quorum**
2. **Board Workshop/Dinner - No Action Will Be Taken**
    A. Agenda Review
    B. Planning for 2025-2026 School Year
    C. Policy Review
3. **Closed Session - Texas Government Code 551.074, Texas Government Code 551.076, Texas Government Code 551.082 and Texas Government Code 551.072**
    A. Texas Government Code 551.074
        1) Employment/Appointment/Reassignment/Evaluation/Compensation/Duties of Personnel
        2) Renewal/Nonrenewal/Assignment/Reassignment/Probationary Status/Return to Probationary Status/Continuing Status of District Personnel
        3) Superintendent Evaluation
    B. Texas Government Code 551.076
        1) Security - Personnel, Devices, Audits
    C. Texas Government Code 551.082
        1) Student Discipline
4. **Open Session - 7:00 p.m.**
5. **Prayer**
6. **Pledges - U.S./Texas Flags**
7. **Mission & Vision Statements**
8. **Public Comment**
9. **Special Recognition**

10. **President's Report**

A. Summer Leadership Institute Update

Presenter: Sunny Lee, President

11. **Superintendent Report**

A. **Report:** Pregnancy Related Services/Compensatory Education Home Instruction 2025-2026 **4**

12. **Action Item: Consent Agenda**

A. Monthly Financial Reports, Accounts and Payable Listing 6

B. Water, Electricity, Gas Reports 24

C. Investment Report 28

D. Minutes of the June 9, 2025, Regular and June 30, 2025 Special Meeting of the Board of Trustees 30

13. **Action Item: Discuss, Consider, and Take Any Necessary Action Regarding the Purchase of a Toro Groundsmaster 4000 D** **43**

Presenter: Trey Evans, Director of Maintenance

14. **Action Item: Discuss, Consider, and Take Any Necessary Action Regarding the Approval of Architectural Firms for Future District Construction Projects** **45**

Presenter: David Tarver, Superintendent

15. **Action Item: Discuss, Consider, and Take Any Necessary Action Regarding an Interlocal Agreement between the City of Mineral Wells and MWISD for the Provision of Technology Services by MWISD to the City of Mineral Wells** **620**

Presenter: Justin Lascsak, Director of Technology

16. **Action Item: Discuss, Consider, and Take Any Necessary Action Regarding the 2025-2026 Student Code of Conduct** **635**

Presenter: Angie Myrick, Assistant Superintendent of Student Services

17. **Action Item: Discuss, Consider, and Take Any Necessary Action Regarding a Waiver for Low Attendance** **636**

Presenter: Angie Myrick, Assistant Superintendent of Student Services

18. **Action Item: Discuss, Consider, and Take Any Necessary Action Regarding Approval of the 2025-2026 Innovative Courses List** **642**

Presenter: Angie Myrick, Assistant Superintendent of Student Services

19. **Action Item: Discuss, Consider, and Take Any Necessary Action Regarding the Optional Flexible School Day** **661**

Presenter: Angie Myrick, Assistant Superintendent of Student Services

20. **Action Item: Discuss, Consider, and Take Any Necessary Action Regarding the 2025-2026 Compensation Plan** **696**

Presenter: Natalie Griffin, Assistant Superintendent

21. **Action Item: Discuss, Consider, and Take Any Necessary Action Regarding the 2025-2026 Teacher Appraisal Calendar and T-TESS Appraiser List** **710**

Presenter: Natalie Griffin, Assistant Superintendent

22. **Action Item: Discuss, Consider, and Take Any Necessary Action Regarding the Adoption of Resolution for Nonbusiness Days under House Bill 3033** **713**

Presenter: David Tarver, Superintendent

23. **FIRST READING: Localized Policy Update 125** **717**

Presenter: David Tarver, Superintendent

24. **Information** **1017**

A. **PUBLIC HEARING:** 2025-2026 Every Student Succeeds Act (ESSA) Planning Amounts **1019**

Presenter: Natalie Griffin, Assistant Superintendent

B. Review District Calendars on our MWISD Website

Description: MWISD Academic and Athletic Calendar

25. **Action Item: Vote on Closed Session Items**

26. **Action Item: Adjournment**

BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 7/21/25

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

AGENDA ITEM TYPE:
- [ ] Action Item
- [x] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [x] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [x] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [x] Promote Community/School Partnerships
- [x] Fiscal Responsibility
- [ ] Safe and Secure Schools

TITLE: Report: Pregnancy Related Services/ Compensatory Education Home Instruction 2025-2026

RECOMMENDED ACTION: No action needed

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): Texas Education Code 29.081

OVERVIEW:

Support services are provided to the student during the prenatal period of the pregnancy, while the student is pregnant and attending school, and provided during the prenatal or postpartum periods of pregnancy while the student is confined at home or hospital bedside for a valid medical necessity or recovering from delivery and being served with PRS CEHI. Districts offering support services with CEHI may code students as PRS in the attendance accounting system to receive the 2.41 PRS weighted funding beginning on the date support services are provided to pregnant students.

Services include:
-counseling services, including the initial session when the student discloses the pregnancy;
-health services, including services from the school nurse and certified athletic trainer;
-instruction (inside or outside the classroom) related to parenting knowledge and skills,
-schedule modifications (see 9.18 Quality Control); and
-case management and service coordination (assistance in obtaining services from government agencies and community service organizations)

FISCAL IMPACT: ADA Recapture

ATTACHMENTS: Application, Appendix 3, Appendix 5

DEPARTMENT(S) SUBMITTING FORM: Student Services

DEPARTMENT SIGNATURE/APPROVAL:

Mineral Wells ISD

2024–2025 PRS / CEHI Program Update

Presented to the Board of Trustees

Program Overview

Pregnancy-Related Services (PRS) is a state-mandated support program designed to help students who are pregnant or parenting continue their education and stay on track for graduation. PRS includes:

- Support services (counseling, case management, parenting education)
- Compensatory Education Home Instruction (CEHI) — temporary homebound instruction provided during prenatal and postpartum recovery periods

2024–2025 Data Summary

- Total Students Served: 8
- Grade Levels: All students were in high school
- CEHI Participation: All 8 students received CEHI services at some point during the year
- Instruction Provided: Certified teachers provided academic instruction in alignment with each student's course load
- Average Days of CEHI per Student: 10–20 days (based on medical need and recovery timelines)

Outcomes & Support Highlights

- Continued Enrollment: 100% remained enrolled during pregnancy and postpartum
- Credits Earned: Students continued progressing toward graduation
- Wraparound Services: Students received access to counseling, health services coordination, and parenting resources. Grace House is providing *Preparing for Baby* and *Parenting Ed* training.
- Collaboration: Worked with campus counselors, teachers, and families to develop individualized support plans

Looking Ahead

- Focus on Early Identification: Strengthening communication with counselors and nurses to identify students earlier
- Improved Coordination: Streamlining CEHI documentation and instruction planning
- Graduation Support: Continued emphasis on credit recovery and postsecondary planning for parenting students
- Social Services – increasing contact with WIC, CCS, etc.

BOARD OF TRUSTEES
Agenda Item

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AGENDA ITEM TYPE:
- [x] Action Item
- [ ] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [ ] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [ ] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [ ] Promote Community/School Partnerships
- [x] Fiscal Responsibility
- [ ] Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the Monthly Financial Report, Tax Receipt and Accounts Payable Listings

RECOMMENDED ACTION: It is recommended that the monthly Financial Reports, Tax Receipt, Accounts Payable Listing be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable):

OVERVIEW:

See attached information.

FISCAL IMPACT: Variable revenue and expenditures to District

ATTACHMENTS: Financial Statement, Tax Receipt Report, AP Listing

DEPARTMENT(S) SUBMITTING FORM: Business and Finance

DEPARTMENT SIGNATURE/APPROVAL:

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
CASH POSITION

FOR PERIOD ENDING MAY 31, 2025

GENERAL FUND		$ 3,083,902.09
FOOD SERVICE		$ 784,745.34
SPECIAL REVENUE		$ 43,826.88
INTEREST & SINKING		$ 1,705,151.46
INSURANCE FUND		$ 1,149.86
WORKERS' COMPENSATION		$ 304.55
TRUST & AGENCY FUND		$ 206,386.08
PAYROLL		$ (50,949.96)
	TOTAL	$ 5,774,516.30

Lone Star Investment		
General Fund		$ 4,056,701.75
Food Service Fund		$ 4.45
Interest & Sinking		$ 1,281,173.20
Insurance Fund		$ 542,091.38
	TOTAL INVESTMENTS	$ 5,879,970.78

Fnd	Fnd	CASH RECEIVED	2024-2025 Budget	Balance
180	CO-CURRICULAR	245,061.55	278,813.00	33,751.45
199	GENERAL FUND	28,831,370.61	36,514,086.00	7,682,715.39
211	TITLE I, PART A	415,586.29	1,138,497.00	722,910.71
224	IDEA-B FORMULA	431,906.47	859,474.00	427,567.53
225	IDEA-B PRESCHOOL	10,356.00	17,152.00	6,796.00
240	FOOD SERVICE	1,646,546.91	2,367,508.00	720,961.09
244	CARL PERKINS BASIC FORM. GRANT	35,837.25	61,783.00	25,945.75
255	TITLE II,PART A-SUP EFF INSTR	67,766.77	233,104.00	165,337.23
263	Title III, PART A-ELA	12,333.86	91,223.00	78,889.14
270	TITLE V,B,SP 2, RLIS	40,405.00	120,178.00	79,773.00
289	FEDERALLY FUNDED SPECIAL REV	50,249.16	85,578.00	35,328.84
410	STATE TEXTBOOK FUND	167,387.84	167,393.00	5.16
429	STATE FUNDED SPECIAL REVENUE	0.00	978,208.00	978,208.00
461	CAMPUS ACTIVITY FUND	11,334.91	25,354.00	14,019.09
599	DEBT SERVICE	3,994,057.56	3,897,817.00	-96,240.56
753	INSURANCE FUND	18,120.26	22,073.00	3,952.74
880	CUSTODIAL FUND - SCHOLARSHIPS	25,544.39	9,283.00	-16,261.39
	Grand Revenue Totals	36,003,864.83	46,867,524.00	10,863,659.17

Number of Accounts: 88

********** End of report **********

Fnd	Fnd	Expended	Encumbered	2024-2025 Budget	Balance
180	CO-CURRICULAR	1,113,129.00	15,964.89	1,315,823.00	186,729.11
199	GENERAL FUND	28,721,868.08	330,482.04	35,510,868.00	6,458,517.88
211	TITLE I, PART A	796,472.27	9,055.07	1,138,497.00	332,969.66
224	IDEA-B FORMULA	648,563.52	600.00	859,474.00	210,310.48
225	IDEA-B PRESCHOOL	15,534.00	0.00	17,152.00	1,618.00
240	FOOD SERVICE	1,456,238.54	28.96	2,367,508.00	911,240.50
244	CARL PERKINS BASIC FORM. GRANT	50,546.89	2,347.03	61,783.00	8,889.08
255	TITLE II,PART A-SUP EFF INSTR	78,901.77	5,600.00	233,104.00	148,602.23
263	Title III, PART A-ELA	62,762.21	392.70	91,223.00	28,068.09
270	TITLE V,B,SP 2, RLIS	94,550.50	4,954.30	120,178.00	20,673.20
289	FEDERALLY FUNDED SPECIAL REV	61,981.40	0.00	85,578.00	23,596.60
410	STATE TEXTBOOK FUND	167,388.33	0.00	167,393.00	4.67
429	STATE FUNDED SPECIAL REVENUE	753,271.23	48,942.32	978,208.00	175,994.45
461	CAMPUS ACTIVITY FUND	18,301.48	4,155.00	25,244.00	2,787.52
599	DEBT SERVICE	2,836,749.31	0.00	3,897,817.00	1,061,067.69
880	CUSTODIAL FUND - SCHOLARSHIPS	6,000.00	0.00	6,000.00	0.00
	Grand Expense Totals	36,882,258.53	422,522.31	46,875,850.00	9,571,069.16

Number of Accounts: 1751

********** End of report **********

Fnd T Fn Obj Sb Org F Pr L L2 Obj	2024-2025 BUDGET	YTD EXPENDED	Encumbered Amount	Unencumbered Balance
XXX R 00 ---- -- --- - -- - -- ----	46,836,168.00	35,960,200.18	0.00	10,875,967.82
XXX E 11 ---- -- --- - -- - -- ----	23,211,406.00	17,084,671.06	157,687.55	5,969,047.39
XXX E 12 ---- -- --- - -- - -- ----	2,211,912.00	1,776,766.68	48,376.07	386,769.25
XXX E 13 ---- -- --- - -- - -- ----	466,984.00	200,803.31	12,813.07	253,367.62
XXX E 21 ---- -- --- - -- - -- ----	324,140.00	264,354.03	13,998.86	45,787.11
XXX E 23 ---- -- --- - -- - -- ----	2,506,588.00	1,919,416.81	33,612.84	553,558.35
XXX E 31 ---- -- --- - -- - -- ----	1,404,947.00	1,134,719.61	8,628.26	261,599.13
XXX E 33 ---- -- --- - -- - -- ----	388,163.00	307,170.85	1,766.37	79,225.78
XXX E 34 ---- -- --- - -- - -- ----	1,294,125.00	1,037,249.90	11,095.82	245,779.28
XXX E 35 ---- -- --- - -- - -- ----	2,405,014.00	1,471,542.71	28.96	933,442.33
XXX E 36 ---- -- --- - -- - -- ----	1,339,302.00	1,145,100.86	16,163.89	178,037.25
XXX E 41 ---- -- --- - -- - -- ----	1,892,372.00	1,529,229.55	19,033.67	344,108.78
XXX E 51 ---- -- --- - -- - -- ----	4,400,779.00	4,732,673.71	25,111.63	-357,006.34
XXX E 52 ---- -- --- - -- - -- ----	545,058.00	455,061.06	48,942.32	41,054.62
XXX E 53 ---- -- --- - -- - -- ----	221,176.00	183,476.58	17,013.00	20,686.42
XXX E 61 ---- -- --- - -- - -- ----	58,776.00	20,538.78	8,250.00	29,987.22
XXX E 71 ---- -- --- - -- - -- ----	4,138,708.00	3,039,396.37	0.00	1,099,311.63
XXX E 81 ---- -- --- - -- - -- ----	0.00	18,559.90	0.00	-18,559.90
XXX E 93 ---- -- --- - -- - -- ----	60,400.00	45,300.00	0.00	15,100.00
XXX E 97 ---- -- --- - -- - -- ----	0.00	510,226.76	0.00	-510,226.76
Grand Revenue Totals	46,836,168.00	35,960,200.18	0.00	10,875,967.82
Grand Expense Totals	46,869,850.00	36,876,258.53	422,522.31	9,571,069.16
Grand Totals	33,682.00	916,058.35	422,522.31	1,304,898.66
	Loss	Loss	Loss	Profit

Number of Accounts: 1824

********** End of report **********

July 21, 2025
2024-2025 TAX COLLECTIONS
May 31, 2025

MAINTENANCE & OPERATIONS						
	LEVY	MONTHLY ACTIVITY	PRIOR ACTIVITY	YEAR-TO-DATE ACTITIVY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	$ 10,161,971.00	$ 105,987.72	$ 10,321,922.58	$ 10,427,910.30	$ (265,939.30)	102.62%
DELINQUENT TAXES	$ 290,158.00	$ 11,279.93	$ 131,103.54	$ 142,383.47	$ 147,774.53	49.07%
PENALTY & INTEREST	$ 219,502.00	$ 19,159.63	$ 75,139.78	$ 94,299.41	$ 125,202.59	42.96%
GRAND TOTAL	$ 10,671,631.00	$ 136,427.28	$ 10,528,165.90	$ 10,664,593.18	$ 7,037.82	99.93%

INTEREST & SINKING						
	LEVY	MONTHLY ACTIVITY	PRIOR ACTIVITY	YEAR-TO-DATE ACTITIVY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	$ 3,123,145.00	$ 32,456.82	$ 3,165,814.76	$ 3,198,271.58	$ (75,126.58)	102.41%
DELINQUENT TAXES	$ 93,562.00	$ 3,915.53	$ 44,934.66	$ 48,850.19	$ 44,711.81	52.21%
PENALTY & INTEREST	$ 57,682.00	$ 6,100.57	$ 29,910.34	$ 36,010.91	$ 21,671.09	62.43%
GRAND TOTAL	$ 3,274,389.00	$ 42,472.92	$ 3,240,659.76	$ 3,283,132.68	$ (8,743.68)	100.27%

VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT
180 SIGNS	Multiple	Multiple Invoices	06/04/2025	7688	R	1,286.00
ACE HARDWARE OF MINE	Multiple	Multiple Invoices	06/04/2025	7689	R	353.49
ACE MART RESTAURANT	600-106928	MAINTENANCE-May 2025	06/04/2025	7690	R	1,993.00
AIRGAS USA, LLC	Multiple	Multiple Invoices	06/04/2025	7691	R	269.21
ALLSTAR CUSTOM APPAR	3362	50 count - New Employee Tumblers - 20ounce tumblers	06/04/2025	7692	R	937.50
AT&T MOBILITY	825071876X	SERVICE	06/04/2025	7693	R	1,558.97
ATWOOD DISTRIBUTING	431	MAINTENANCE-May 2025	06/04/2025	7694	R	38.97
AWARDS & MORE ENGRAV	Multiple	Multiple Invoices	06/04/2025	7695	R	1,773.80
BENNETT'S OFFICE SUP	Multiple	Multiple Invoices	06/04/2025	7699	R	12,346.11
BENNETT'S OFFICE SUP	0261453-00	Supply closet supplies for teachers	06/04/2025	7700	S	39.94
BROCK ISD	50011	6-AAAA SETTLE-UP FEE	06/04/2025	7701	R	1,392.40
BUCKS WHEEL & EQUIP	Multiple	Multiple Invoices	06/04/2025	7702	R	230.59
CARRIER ENTERPRISES,	Multiple	Multiple Invoices	06/04/2025	7703	R	3,226.52
Deatherage, Gerrit	0531	REIMBURSEMENT FOR BASEBALL PLAYOFF MEALS	06/04/2025	7704	R	827.26
DONUT SUPREME	0530	End of year breakfast donuts 15 dozen of donuts Donut Supreme	06/04/2025	7705	R	150.00
DOUBLE H TIRE	Multiple	Multiple Invoices	06/04/2025	7706	R	165.00
ELAN FINANCIAL SERVI	Multiple	Multiple Invoices	06/04/2025	7708	R	3,931.02
ELLIOTT ELECTRIC SUP	Multiple	Multiple Invoices	06/04/2025	7710	R	455.03
Folkner, Cherilyn	0531	Grad party	06/04/2025	7711	R	11.96
FOLLETT CONTENT SOLU	Multiple	Multiple Invoices	06/04/2025	7712	R	3,142.47
FRED GARRISON OIL CO	Multiple	Multiple Invoices	06/04/2025	7713	R	4,465.42
FRONTIER WASTE-CRESS	6049079	SERVICE	06/04/2025	7714	R	167.91
FURR BUILDING MATERI	58889	MAINTENANCE-May 2025	06/04/2025	7715	R	2,893.36
GRAHAM ISD	Multiple	Multiple Invoices	06/04/2025	7716	R	604.40
HILTON ANATOLE	0603	Secondary Principal Conference June 16th-19th	06/04/2025	7717	S	976.22
HOMEBASE #250 MW	Multiple	Multiple Invoices	06/04/2025	7720	R	5,081.49
IML SECURITY SUPPLY	4552685	MAINTENANCE-May 2025	06/04/2025	7721	R	694.87
IN TOUCH THERAPY, PL	2025_MIN5	PLACE HOLDER- Contracted PT Services/MAY	06/04/2025	7722	R	2,760.00
JW PEPPER & SON INC	367551743	MUSIC	06/04/2025	7723	R	259.99
KITCHEN EQUIPMENT PR	-01262	MAINTENANCE-May 2025	06/04/2025	7724	R	225.00
KYOCERA DOCUMENT SOL	Multiple	Multiple Invoices	06/04/2025	7725	R	4,621.42
La Cienega	A7	TRANSPORTATION - EMPLOYEE INCENTIVE - FOOD	06/04/2025	7726	R	90.00
THE LIBRARY STORE, I	737691	The Library Store supplies for librarian	06/04/2025	7727	R	617.53
MOSYLE CORPORATION	#2597986	Mosyle MDM annual renewal	06/04/2025	7728	R	2,656.50
NAPA AUTOMOTIVE PART	Multiple	Multiple Invoices	06/04/2025	7729	R	591.48
NATIONAL WHOLESALE S	Multiple	Multiple Invoices	06/04/2025	7730	R	4,373.02
Parkman, Steven	0603	Steven Parkman TASSP Conference June 18th & 19th	06/04/2025	7731	R	301.80
RECORDS CONSULTANTS,	53612	Annual Access and Support Fee for the On-line Cloud Hosted Records Retention Plan and Compliance Program	06/04/2025	7732	R	300.00
REST YOURSELF RIVER	INV-751	RENTAL	06/04/2025	7733	R	600.00
Rivas, Eric	0603	Eric Rivas meal for TASSP Conference June 16th-19th	06/04/2025	7734	R	100.00
Rothe, Michaela	Multiple	Multiple Invoices	06/04/2025	7735	R	104.51
Sarah Moore Mobility	MAY 1 - MA	PLACE HOLDER- Contracted	06/04/2025	7736	R	472.00

VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT
		Services/MAY				
SHERWIN-WILLIAMS	4835-7	MAINTENANCE-May 2025	06/04/2025	7737	R	123.66
SITEONE LANDSCAPE SU	Multiple	Multiple Invoices	06/04/2025	7738	R	592.59
SOUTHWEST INTERNATIO	02P215040	TRANSPORTATION - PARTS	06/04/2025	7739	R	1,660.99
Tallant, Carol	24/25-10	PLACE HOLDER- Contracted services for Coordinator/MAY	06/04/2025	7740	R	1,864.12
TEXAS SHRED, INC.	78239	Shredding of confidential documents	06/04/2025	7741	R	40.00
TEXAS DEPT OF PUBLIC	CRS-202504	Invoice CRS-202504-310035 Invoice Date 4/30/2025	06/04/2025	7742	R	11.00
THE FLOWER SHOP AT 7	004312	SUPPLIES	06/04/2025	7743	R	105.00
UNIFIRST CORPORATION	Multiple	Multiple Invoices	06/04/2025	7744	R	2,070.09
UNITED REFRIGERATION	12570796-0	MAINTENANCE-May 2025	06/04/2025	7745	R	130.57
WALMART CAPITAL ONE	Multiple	Multiple Invoices	06/04/2025	7747	R	1,161.73
WEAVER'S PRINT SHOP	11043	GRAD PROGRAMS	06/04/2025	7748	R	375.00
WELLS FARGO VENDOR F	Multiple	Multiple Invoices	06/04/2025	7749	R	1,329.47
WEX BANK	104945093	FUEL	06/04/2025	7750	R	657.89
ABM TEXAS GENERAL SE	1000031452	CONTRACTED SERVICES	06/11/2025	7751	R	76,286.42
ACE HARDWARE OF MINE	Multiple	Multiple Invoices	06/11/2025	7752	R	123.96
Adams, Zander	0524	TRANSPORTATION - FUEL REIMBURSEMENT FOR EMPLOYEE	06/11/2025	7753	R	15.78
BENNETT'S OFFICE SUP	Multiple	Multiple Invoices	06/11/2025	7754	R	4,240.51
BILINGUAL SPEECH SER	10	PLACE HOLDER-Contracted Services/MAY	06/11/2025	7755	R	4,460.84
BURNS, JOHN	287157	repair on flooring @ Travis cafe	06/11/2025	7756	R	300.00
CharacterStrong LLC	33077	professional development for teachers	06/11/2025	7757	R	1,498.00
Clay, Meagan	0609	SUPPLIES REIMBURSEMEMT	06/11/2025	7758	R	66.85
DELL FINANCIAL SERVI	4220686	Quest - Kace imaging system	06/11/2025	7759	R	5,199.99
FAMOUS MINERAL WATER	B12261	water for teachers workroom for May, water cooler rental	06/11/2025	7760	S	45.00
FOLLETT CONTENT SOLU	Multiple	Multiple Invoices	06/11/2025	7761	R	3,665.66
HEARTSAFE AMERICA, I	27155	NURSE SUPPLIES	06/11/2025	7762	R	623.00
HOLIDAY INN	0609	Choir Conference Jul 23rd-July 26th	06/11/2025	7763	S	737.46
HOMEBASE #250 MW	Multiple	Multiple Invoices	06/11/2025	7764	R	401.45
INTERQUEST DETECTION	116904	DRUG CANINE	06/11/2025	7765	R	187.50
KYOCERA DOCUMENT SOL	Multiple	Multiple Invoices	06/11/2025	7766	R	1,085.12
LUBBOCK-COOPER ISD	0605	BASEBALL PLAYOFF GAME - MINERAL WELLS VS SEMINOLE - 5/22/2025	06/11/2025	7767	R	461.75
MARRIOTT	0611	TETL conference accommodations	06/11/2025	7768	S	822.36
MINERAL WELLS JR. HI	0611	REIMBURSE UIL CHOIR EXPENSES	06/11/2025	7769	R	200.00
NAPA AUTOMOTIVE PART	452194	SUPPLIES	06/11/2025	7770	R	6.49
O'REILLY AUTOMOTIVE,	0791-10277	MAINTENANCE-May 2025	06/11/2025	7771	R	45.58
OVERDRIVE, INC.	10264CO251	BOOKS FOR BATTLE OF THE BOOKS 2025/2026	06/11/2025	7772	R	777.41
PITNEY BOWES GLOBAL	3320797594	POSTAGE METER RENTAL	06/11/2025	7773	R	525.21
PRECISION BUSINESS M	126965	poster printer supplies	06/11/2025	7774	R	1,187.73
SCHOLASTIC INC.	71906718	LIBRARY MULTICULTURAL NIGHTS BOOKS	06/11/2025	7775	R	615.00
SNOW, CADEN	0611	Meals Choir Conference July 23rd-July 26th	06/11/2025	7776	R	120.00
SPORTS CENTER	015650	BASEBALL PLAYOFF TROPHY	06/11/2025	7777	R	285.00

VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT
TEXAS SHRED, INC.	80588	TRANSPORTATION - SHREDDING OF DOCUMENTS	06/11/2025	7778	R	200.00
THE CERTIFIED WELDIN	435-52725	Certifications	06/11/2025	7779	R	90.00
THE COLLEGE BOARD	Multiple	Multiple Invoices	06/11/2025	7780	R	3,061.60
WALMART CAPITAL ONE	Multiple	Multiple Invoices	06/11/2025	7781	R	407.06
Williams, Sarah	0609	TRAVEL	06/11/2025	7782	R	101.71
Worrell, Chelsea	0611	PLACE HOLDER- Meals & Mileage (Worrell) CPI Training	06/11/2025	7783	R	347.20
ACTION CDL EXPRESS	Multiple	Multiple Invoices	06/17/2025	7784	R	3,150.00
AIRGAS USA, LLC	Multiple	Multiple Invoices	06/17/2025	7785	R	190.14
ASE EDUCATION FOUNDA	SC21178	ASE Student Certifications	06/17/2025	7786	R	460.00
AT&T LONG DISTANCE	811340500	SERVICE-CORPORATION #346970 811340500-0	06/17/2025	7787	R	39.04
BAKER, FRANKLIN	0617	SECURITY - HIGH SCHOOL GRADUATION 5/30/25	06/17/2025	7788	R	135.00
BALFOUR	1505901	DIPLOMAS	06/17/2025	7789	R	163.78
BENNETT'S OFFICE SUP	Multiple	Multiple Invoices	06/17/2025	7790	R	771.78
BURNS, JOHN	661181	Flooring for Houston Elementary. Needs 1/2 amount down by May 16th.	06/17/2025	7791	R	1,822.90
CDW-G	Multiple	Multiple Invoices	06/17/2025	7792	R	5,637.00
CITY OF MINERAL WELL	0531	SERVICE	06/17/2025	7793	R	19,321.38
DEMCO, INC	7658305	Library Supplies	06/17/2025	7794	R	360.33
EBSCO INFORMATION SE	7591195	Magazine renewal	06/17/2025	7795	R	94.94
EDUCATION SERVICE CT	1002500898	BUS DRIVER CERTIFICATION	06/17/2025	7796	S	300.00
EDUCATION SERVICE CT	4102500550	Monthly Internet Service June 2025	06/17/2025	7797	S	1,000.00
FAMOUS MINERAL WATER	Multiple	Multiple Invoices	06/17/2025	7798	R	152.00
FOOD SERVICE, CHILD	259	End of Year Breakfast	06/17/2025	7799	R	1,482.12
FRED GARRISON OIL CO	D66574	Fuel	06/17/2025	7800	R	2,159.20
FRESH & FRUITY	Multiple	Multiple Invoices	06/17/2025	7801	R	715.00
FRONTIER WASTE-CRESS	6132178	SERVICE	06/17/2025	7802	R	7,281.25
FRYE, Stacie	000018	STACIE FRYE WALK OF HONOR SIGN	06/17/2025	7803	R	60.00
GOTO COMMUNICATIONS,	IN71039283	SERVICE	06/17/2025	7804	R	5,134.09
HOUSTON ELEMENTARY	0617	REIMBURSE PETTY CASH	06/17/2025	7805	R	70.02
INTERQUEST DETECTION	116905	Drug Testing Canines	06/17/2025	7806	R	187.50
Judd, Penny	0617	SECURITY - HIGH SCHOOL GRADUATION 5/30/2025	06/17/2025	7807	R	180.00
LEASOR CRASS, P.C.	27118	Invoice # 27118 May Services	06/17/2025	7808	R	6,022.50
Lively, Thomas	0617	SECURITY - HIGH SCHOOL GRADUATION 5/30/2025	06/17/2025	7809	R	135.00
LONE STAR PIZZA, LLC	1525	Admin Retreat June 5, 2025	06/17/2025	7810	R	181.96
Martin, Janalee	0617	ISTE conference expense voucher	06/17/2025	7811	R	477.20
NEXTLINK	B10000024-	1Gb Internet service due 07/01/2025	06/17/2025	7812	R	150.00
PITNEY BOWES INC	1027593670	INK FOR POSTAGE MACHINE	06/17/2025	7813	R	172.18
POOLE, JEFFERY	0617	SECURITY - HIGH SCHOOL GRADUATION 5/30/2025	06/17/2025	7814	R	135.00
Pope, Michael	0617	TRAVEL REIMBURSEMENT	06/17/2025	7815	R	40.00
RR SERVICE CO, INC.	5247	repair of 180 marquee	06/17/2025	7816	R	791.93
SCREENCASTIFY	SC-906666	SCREENCASTIFY 2025-2026	06/17/2025	7817	R	540.00
SEAL TEX	Multiple	Multiple Invoices	06/17/2025	7818	R	575.48
SHERWIN-WILLIAMS	5043-7	Maintenance, painting for classes and supplies for	06/17/2025	7819	R	581.70

VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT
		painting				
SOUTHWEST INTERNATIO	02P216178	TRANSPORTATION - PARTS	06/17/2025	7820	R	1,260.48
STEPHENVILLE ISD	WJ TRAININ	INV-WJ Training August 2025/Stephenville ISD (6 staff registered with meal)	06/17/2025	7821	R	1,533.90
TEXSTAR GLAZING, LLC	100-32	QUOTE TEXTSTAR GLAZING	06/17/2025	7822	R	2,065.00
THE COLLEGE BOARD	A261271831	AP TESTS	06/17/2025	7823	R	5,874.00
THE FLOWER SHOP AT 7	004442	SUPPLIES	06/17/2025	7824	R	332.50
THERAPY AND ME	2025-05-MW	PLACE HOLDER-MWISD Contracted Music Therapy/MAY	06/17/2025	7825	R	825.00
UNIFIRST CORPORATION	2810557820	TRANSPORTATION - LINEN SERVICES	06/17/2025	7826	R	56.87
UNITE PRIVATE NETWOR	SI-25-0235	Monthly WAN service due 07/01/2025	06/17/2025	7827	R	713.24
UNITED WORTH HYDROCH	121923	MAINTENANCE-May 2025	06/17/2025	7828	R	350.00
WALMART CAPITAL ONE	Multiple	Multiple Invoices	06/17/2025	7829	R	420.35
WEATHERFORD DEMOCRAT	052539022	Public notice for Architectural firms	06/17/2025	7830	R	156.00
WEST MUSIC	Multiple	Multiple Invoices	06/17/2025	7831	R	355.91
Dowling, Ana	0618	ANA DOWLING BEAMS TRAVEL REQUEST/ESXPENSE VOUCHER	06/18/2025	7832	R	25.00
Mallea De Jauregui,	0618	SOFIAJAUREGUI BEAMS TRAVEL REQUEST/ESXPENSE VOUCHER	06/18/2025	7833	R	25.00
Marquez, Luz	0618	LUZ MARQUEZ BEAMS TRAVEL REQUEST/ESXPENSE VOUCHER	06/18/2025	7834	R	25.00
McAlpine, Guadalupe	0618	LUPE MCALPINE BEAMS TRAVEL REQUEST/ESXPENSE VOUCHER	06/18/2025	7835	R	25.00
TEXAS GAS SERVICES	0601	SERVICES	06/18/2025	7836	R	3,542.67
Trasfi Valerio, Ange	0618	ANGEL TRASFI BEAMS TRAVEL REQUEST/ESXPENSE VOUCHER	06/18/2025	7837	R	25.00
Velazquez, Mayra	0618	MAYRA VELAZQUEZ BEAMS TRAVEL REQUEST/ESXPENSE VOUCHER	06/18/2025	7838	R	25.00
Marcath, David	0630	STUDENT MEAL MONEY FOR FFA CONVENTION	06/30/2025	7839	R	700.00
AMAZON CAPITAL SERVI	Multiple	Multiple Invoices	06/04/2025	242500188	A	3,880.18
Gaona, Dona	Multiple	Multiple Invoices	06/04/2025	242500189	A	11,992.00
Roberts, Angela	0531	PLACE HOLDER-Contracted SLPA/MAY	06/04/2025	242500190	A	4,860.00
AMAZON CAPITAL SERVI	Multiple	Multiple Invoices	06/11/2025	242500195	A	14,482.34
BILL'S DIESEL & WREC	5336	TRANSPORTATION - TOWING FEE	06/11/2025	242500196	A	250.00
AMAZON CAPITAL SERVI	Multiple	Multiple Invoices	06/17/2025	242500204	A	9,243.44
Gaona, Dona	20	INV 20 Contracted SLP Services 5/19-5/29	06/17/2025	242500205	A	4,625.00
Lascsak, Justin	0617	ISTE conference expense voucher	06/17/2025	242500206	A	477.20
SOLIANT HEALTH	Multiple	Multiple Invoices	06/17/2025	242500207	A	2,477.65
Hall, Kay	0618	Admin Retreat Breakfast June 5, 2025	06/18/2025	242500208	A	96.48

Totals for checks 316,790.54

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
180	CO-CURRICULAR	0.00	0.00	4,010.36	4,010.36
199	GENERAL FUND	0.00	0.00	312,780.18	312,780.18
*** Fund Summary Totals ***		0.00	0.00	316,790.54	316,790.54

********** End of report **********

VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT
Bullock, Leiana	0531	Mileage Reimbursement	06/11/2025	6579	R	19.53
Fowler, Tammy	0531	Mileage Reimbursement	06/11/2025	6580	R	15.75
LABATT FOOD SERVICE	0531	Groceries for Food Service (May)	06/11/2025	6581	R	43,279.88
OAK FARMS DAIRY	0531	Milk for May	06/11/2025	6582	R	18,435.28
PATINO, PAMELA	0531	Mileage Reimbursement	06/11/2025	6583	R	25.62
AMAZON CAPITAL SERVI	1VP4-L1GC-	Non-food Supplies	06/17/2025	6584	R	28.96
			Totals for checks			61,805.02

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
240	FOOD SERVICE	0.00	0.00	61,805.02	61,805.02
*** Fund Summary Totals ***		0.00	0.00	61,805.02	61,805.02

********** End of report **********

VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT
BILINGUAL SPEECH SER	PRIVATE SC	PLACE HOLDER- Private School-Contracted Services for SLP/MAY	06/04/2025	1175	R	437.75
CDW-G	AE2UF7S	Magicard 300 Duo	06/04/2025	1176	R	7,285.44
KREUZ CONSULTING GRO	25220	Consultant for Planning Sessions	06/04/2025	1177	R	13,750.00
REALITYWORKS	68384	Equipment-Geer	06/04/2025	1178	R	1,472.03
Torres Henderson Edu	922724	Take Home Backpacks for Lamar Bilingual classes	06/04/2025	1179	R	123.00
EDUCATION SERVICE CT	3002500388	ESC REGION 11 MOU ELEMENTARY MASTER SCHEDULE PD & SUPPORT 4/30/25	06/11/2025	1180	R	650.00
MR. P'S PARTY RENTAL	3907	EXTREME DAY BOUNCE HOUSE RENTAL	06/11/2025	1181	R	2,004.15
NATIONAL CENTER FOR	CI0226149	Barrick Registration TIVA Summer Conference	06/11/2025	1182	R	875.00
ADAMS, MILES	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1183	R	260.00
ALEXANDER, JENNIFER	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1184	R	305.00
Borjon, Gabriel	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1185	R	305.00
Borjon, Michael	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1186	R	305.00
Crouch, CURRY	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1187	R	305.00
DIAZ, EMMA	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1188	R	305.00
ECHANIQUE, IANA	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1189	R	305.00
ELDRIDGE, HARLEY	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1190	R	305.00
FACTEAU, GARRISON	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1191	R	305.00
HENRY, KORD	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1192	R	305.00
HUDSON, AUDREY	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1193	R	305.00
JORDAN, JOSHUA	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1194	R	305.00
LEE, DANICA	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1195	R	305.00
MALDONADO, ABIGAIL	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1196	R	305.00
MENCHACA, SIDNEY	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1197	R	305.00
MILLER, BAILEE	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1198	R	305.00
MOON, LILY	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1199	R	305.00
MYRICK, EVAN	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1200	R	285.00
SAMPLES, CALEB	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1201	R	305.00
SHOEMAKER, CAROLINE	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1202	R	305.00

VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT
SMITH, AUDREY	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1203	R	305.00
Stubblefield, Hanna	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1204	R	305.00
WAGONER, EMMA	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1205	R	305.00
WARD, JENNA	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1206	R	305.00
YOWELL, AUBREE	0617	DUAL CREDIT TUITION REIMBURSEMENT	06/17/2025	1207	R	261.00
ACE HARDWARE OF MINE	14785	ACE HARDWARE INVOICE# 14785 O-RING, CAP PVC	06/17/2025	1208	R	2.78
ACE HARDWARE OF MINE	15350	ACE HARDWARE	06/17/2025	1208	R	12.49
ACE HARDWARE OF MINE	15308	ACE HARDWARE	06/17/2025	1208	R	7.49
ACE HARDWARE OF MINE	15170	ACE HARDWARE	06/17/2025	1208	R	46.56
AIRGAS USA, LLC	9161535033	Welding Equipment	06/17/2025	1209	R	6,186.02
BENNETT'S OFFICE SUP	0261374-00	EXTREME DAY SUPPLIES	06/17/2025	1210	R	59.91
BRAZOS RIVER RDSPD	153	INVOICE Tuition Brazos River RDSPD 2024-2025 School Year Tuition/JUNE	06/17/2025	1211	R	15,100.00
LEAD 4 WARD, LLC	5SSU535051	LEAD4WARD MWHS SOCIAL STUDIES & US HISTORY ONLINE TRAINING	06/17/2025	1212	R	1,950.00
Rice Univ-Glasscock	CV-9449-05	Registration for Kaylee Seitz Online AP English Literature and Composition - New Teachers - Rice APSI	06/17/2025	1213	R	670.00
SHERWIN-WILLIAMS	4411-9	SHERWIN WILLIAMS TRC# 813981 & TR# 4576-9 PAINT FOR RC	06/17/2025	1214	R	129.42
SHERWIN-WILLIAMS	4576-9	SHERWIN WILLIAMS TRC# 813981 & TR# 4576-9 PAINT FOR RC	06/17/2025	1214	R	21.59
TCU APSI	CV-9338-04	AP Summer Institute	06/17/2025	1215	R	700.00
TEX-OMA BUILDERS SUP	814228	HS Door 4	06/17/2025	1216	R	2,479.11
UTA AP SUMMER INSTIT	251395	Registration for Tanden Foust	06/17/2025	1217	R	625.00
WALMART CAPITAL ONE	665109701	WALMART TR3 02535 SUNDAE REWARDS	06/17/2025	1218	R	198.28
XanEdu Publishing,In	4211	EDUCATION ELEMENTS PAYMENT 1 MATH GRANT LASO STRONG FONUNDATIONS PLANNING ORDER FORM 2025-01	06/17/2025	1219	R	49,000.00

Totals for checks 111,302.02

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
224	IDEA-B FORMULA	0.00	0.00	15,537.75	15,537.75
244	CARL PERKINS BASIC FORM. GRANT	0.00	0.00	8,533.05	8,533.05
255	TITLE II,PART A-SUP EFF INSTR	0.00	0.00	18,345.00	18,345.00
263	Title III, PART A-ELA	0.00	0.00	123.00	123.00
289	FEDERALLY FUNDED SPECIAL REV	0.00	0.00	7,516.00	7,516.00
429	STATE FUNDED SPECIAL REVENUE	0.00	0.00	58,764.55	58,764.55
461	CAMPUS ACTIVITY FUND	0.00	0.00	2,482.67	2,482.67
*** Fund Summary Totals ***		0.00	0.00	111,302.02	111,302.02

********** End of report **********

VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT
THE BANK OF NEW YORK	00252-25-0	FEES - MINWELLISD18	06/04/2025	1408	R	825.00
HILLTOP SECURITIES,	111437	ANNUAL REPORT FEE - REF #2032015	06/04/2025	1409	R	3,500.00
			Totals for checks			4,325.00

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
599	DEBT SERVICE	0.00	0.00	4,325.00	4,325.00
*** Fund Summary Totals ***		0.00	0.00	4,325.00	4,325.00

********** End of report **********

BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 7/21/25

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

AGENDA ITEM TYPE:
- [x] Action Item
- [ ] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [ ] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [ ] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [ ] Promote Community/School Partnerships
- [x] Fiscal Responsibility
- [ ] Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the Water/Electricity/Gas Reports

RECOMMENDED ACTION: It is recommended that the Water/Electricity/Gas Reports be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable):

OVERVIEW:

See attached utility reports.

FISCAL IMPACT: Variable Cost to District

ATTACHMENTS: Water/Electricity/Gas/Reports

DEPARTMENT(S) SUBMITTING FORM: Business and Finance

DEPARTMENT SIGNATURE/APPROVAL:

Water

2020-2021	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	1,706.46	1,733.80	1,646.64	1,322.04	1,464.25	1,445.60	1,687.31	1,857.03	2,196.34	1,093.67	958.10	1,689.35	18,800.59
Junior High	1,038.88	947.49	883.72	796.12	1,287.90	1,981.24	964.53	1,024.66	972.29	646.54	510.89	954.35	12,008.61
Travis	2,010.06	2,228.48	1,994.75	1,491.09	1,776.98	1,613.99	2,390.21	2,458.34	2,276.65	927.28	749.60	1,913.26	21,830.69
Houston	2,158.30	429.75	1,571.43	2,071.10	2,379.71	1,849.32	1,874.70	671.48	460.71	537.89	502.63	768.50	15,275.52
Lamar	1,197.67	1,291.51	1,427.16	912.80	1,098.51	1,047.73	1,241.45	1,425.34	1,381.73	578.79	454.54	994.29	13,051.52
DSC	410.43	654.61	373.07	354.32	399.10	384.41	403.81	410.49	432.50	387.07	357.69	381.04	4,948.54
Athletics	1,845.97	1,733.82	2,193.89	1,797.03	1,899.54	2,526.83	1,977.06	1,930.79	1,970.25	1,785.48	1,934.81	2,621.30	24,216.77
Transportation	261.09	281.29	254.47	245.10	245.12	242.44	261.14	263.81	261.14	326.61	162.28	246.46	3,050.95
Total	**10,628.86**	**9,300.75**	**10,345.13**	**8,989.60**	**10,551.11**	**11,091.56**	**10,800.21**	**10,041.94**	**9,951.61**	**6,283.33**	**5,630.54**	**9,568.55**	**113,183.19**

2021-2022	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	2,339.79	2,493.16	2,228.00	2,181.86	2,794.16	2,386.10	2,609.90	2,857.49	3,671.42	1,764.86	1,785.27	2,087.82	29,199.83
Junior High	1,571.80	1,590.57	1,613.19	1,861.45	2,121.11	1,620.86	1,222.66	1,241.69	1,302.94	655.54	625.70	1,439.27	16,866.78
Travis	2,963.35	2,698.82	2,756.45	3,703.37	3,441.66	1,829.39	1,678.94	1,769.01	387.32	366.22	370.44	374.66	22,339.63
Houston	1,019.67	1,014.33	674.94	517.37	515.96	321.95	223.57	230.60	269.99	209.49	213.71	243.26	5,454.84
Lamar	1,361.69	1,372.38	1,218.98	1,150.04	1,271.04	1,111.61	1,191.34	1,320.79	1,458.67	482.22	482.22	1,220.89	13,641.87
DSC	385.10	395.79	444.27	393.61	409.09	283.42	246.69	264.99	264.99	229.81	217.14	353.63	3,888.53
Athletics	2,854.33	2,473.80	6,181.77	9,172.91	2,569.88	1,637.85	2,396.01	3,157.05	4,776.50	7,665.98	5,561.55	5,894.19	54,341.82
Transportation	249.12	274.51	269.62	276.66	249.93	269.62	282.30	256.97	280.88	247.11	268.22	261.18	3,186.12
Total	**12,744.85**	**12,313.36**	**15,387.22**	**19,257.27**	**13,372.83**	**9,460.80**	**9,851.41**	**11,098.59**	**12,412.71**	**11,621.23**	**9,524.25**	**11,874.90**	**148,919.42**

2022-2023	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	2,332.67	2,202.51	2,435.77	2,390.33	2,026.37	2,475.28	1,996.54	2,569.91	2,468.00	3,073.93	1,532.56	3,003.08	28,506.95
Junior High	1,358.46	1,347.93	1,055.59	1,062.84	953.10	1,226.19	1,029.36	1,185.03	1,101.28	808.72	667.20	1,038.21	12,833.91
Travis	381.70	385.92	414.27	413.73	407.79	415.22	409.27	416.70	415.22	389.97	395.91	406.31	4,852.01
Houston	303.76	244.66	270.15	294.85	324.55	242.88	266.63	287.42	245.85	220.60	254.75	238.42	3,194.52
Lamar	1,354.56	1,398.17	1,308.57	1,463.49	1,282.31	1,436.75	1,173.91	1,551.10	1,494.68	440.32	364.58	1,766.43	15,034.87
DSC	423.98	433.83	527.38	533.80	349.65	346.68	282.83	312.53	324.41	291.74	248.68	306.59	4,382.10
Athletics	2,885.77	3,923.80	2,799.00	4,390.05	3,018.93	2,136.45	2,096.66	2,248.24	2,013.30	1,985.37	1,674.69	2,462.69	31,634.95
Transportation	238.67	240.08	235.41	263.08	292.78	277.93	245.26	283.88	249.72	267.53	282.38	190.31	3,067.03
Total	**9,279.57**	**10,176.90**	**9,046.14**	**10,812.17**	**8,655.48**	**8,557.38**	**7,500.46**	**8,854.81**	**8,312.46**	**7,478.18**	**5,420.75**	**9,412.04**	**103,506.34**

2023-2024	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	3,197.70	3,389.40	5,043.76	4,335.73	4,973.59	5,192.06	4,476.48	6,003.88	5,614.58	3,870.27	3,870.27	6,169.75	56,137.47
Junior High	1,253.99	1,290.27	2,093.51	2,694.32	2,581.71	2,290.48	2,150.89	2,484.23	2,144.78	1,299.45	1,299.45	1,375.29	22,958.37
Travis	398.88	403.34	907.04	907.04	909.74	917.83	907.04	912.43	907.04	898.94	898.94	890.85	9,859.11
Houston	238.42	257.72	530.87	549.76	547.06	558.44	605.43	618.93	605.44	589.26	589.26	581.15	6,271.74
Lamar	1,387.75	1,585.25	2,308.98	2,241.54	2,322.48	2,764.94	2,330.57	2,994.29	2,783.84	1,067.91	1,067.91	1,011.25	23,866.71
DSC	294.71	306.59	570.33	551.45	570.33	691.74	591.91	627.00	610.80	532.56	532.56	800.46	6,680.44
Athletics	2,905.55	2,931.57	5,233.81	4,764.15	5,328.45	4,941.84	4,597.57	6,206.79	5,899.58	4,729.22	4,729.22	9,455.40	61,723.15
Transportation	187.35	135.37	221.97	284.03	235.46	262.44	270.54	3,300.40	313.71	216.58	216.58	224.67	5,869.10
Total	**9,864.35**	**10,299.51**	**16,910.27**	**16,328.02**	**17,468.82**	**17,619.77**	**15,930.43**	**23,147.95**	**18,879.77**	**13,204.19**	**13,204.19**	**20,508.82**	**193,366.09**

2024-2025	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	5,155.93	6,021.83	4,645.99	3,928.10	5,202.26	4,986.19	4,626.15	5,691.21	5,705.29				45,962.95
Junior High	2,500.00	2,689.21	2,127.68	2,069.34	2,377.52	2,549.13	2,064.07	2,849.79	2,228.74				21,455.48
Travis	907.04	915.13	906.46	903.75	903.75	909.18	909.18	922.77	909.18				8,186.44
Houston	5,847.66	6,174.12	6,092.92	5,285.37	6,511.64	6,084.75	3,931.31	2,324.37	2,188.43				44,440.57
Lamar	2,686.70	2,940.32	2,289.37	2,050.09	2,281.21	2,566.70	2,210.52	2,920.18	2,784.22				22,729.31
DSC	678.25	1,080.25	583.77	556.58	610.96	632.70	613.67	684.37	646.30				6,086.85
Athletics	6,666.32	14,893.04	6,005.74	3,954.41	4,224.68	4,564.65	6,392.46	4,643.55	4,632.04				55,976.89
Transportation	136.62	283.94	248.93	251.64	335.94	270.68	235.34	227.18	227.18				2,217.45
Total	**24,578.52**	**34,997.84**	**22,900.86**	**18,999.28**	**22,447.96**	**22,563.98**	**20,982.70**	**20,263.42**	**19,321.38**	**-**	**-**	**-**	**207,055.94**

prepared by PH 7/8/2025

Electricity

2020-2021	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	18,672.72	14,702.00	16,373.27	9,863.01	11,020.00	11,357.87	11,092.58	12,504.06	14,491.08	14,943.71	15,197.20	17,169.11	167,386.61
MW Academy	284.88	193.34	126.78	113.95	99.36	109.22	136.17	205.01	201.22	318.93	331.30	360.65	2,480.81
Junior High	9,278.42	6,943.37	7,274.86	6,372.17	7,097.54	8,392.06	5,797.66	5,485.33	6,405.18	6,870.01	6,805.28	8,208.69	84,930.57
Travis	7,211.69	4,953.92	4,749.05	3,774.89	4,131.29	4,625.14	3,607.65	3,907.08	4,552.03	4,651.64	4,916.34	6,125.06	57,205.78
Houston	5,038.23	3,274.40	2,816.47	2,128.61	2,200.64	2,351.14	2,179.62	2,284.18	2,862.05	3,486.07	3,760.01	6,030.67	38,412.09
Lamar	7,565.80	4,777.35	7,182.65	3,183.70	3,512.36	4,020.25	3,408.77	3,886.53	4,863.91	5,813.56	5,610.03	4,340.51	58,165.42
DSC	2,950.93	2,245.38	1,900.42	1,421.65	1,503.54	1,457.21	1,347.26	1,555.41	1,754.58	2,490.26	2,697.42	2,954.99	24,279.05
Athletics	6,740.46	5,573.00	5,203.78	5,758.56	5,224.56	7,803.15	6,056.18	5,349.19	4,377.04	4,283.78	3,822.51	4,680.85	64,873.06
Transportation	498.07	509.52	676.65	625.87	648.57	773.83	510.41	534.40	394.35	482.05	531.32	557.08	6,742.12
Total	58,241.20	43,172.28	46,303.93	33,242.41	35,437.86	40,889.87	34,136.30	35,711.19	39,901.44	43,340.01	43,671.41	50,427.61	504,475.51

2021-2022	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	23,818.74	16,129.45	14,900.96	13,689.20	14,570.08	14,862.69	14,588.07	18,728.04	21,068.43	20,114.63	19,384.76	20,276.08	212,131.13
MW Academy	271.30	191.55	170.32	164.44	172.12	173.57	148.27	169.00	221.33	221.23	246.65	248.65	2,398.43
Junior High	9,914.99	7,478.83	6,734.43	6,135.46	7,793.75	8,309.59	7,877.54	6,505.79	7,647.38	7,396.75	8,249.87	9,022.37	93,066.75
Travis	6,715.50	5,211.05	4,369.68	3,955.09	4,222.90	4,632.91	4,419.35	4,367.23	5,983.72	5,294.67	6,217.55	7,403.50	62,793.15
Houston	5,077.31	3,658.97	2,999.58	2,445.22	2,532.47	2,724.95	2,511.84	3,031.15	4,215.30	4,059.72	4,461.80	5,029.44	42,747.75
Lamar	6,595.42	5,184.84	4,510.72	4,120.23	4,032.15	3,565.64	3,529.48	4,613.65	6,143.06	6,017.55	6,940.22	7,631.06	62,884.02
DSC	2,994.60	2,277.19	2,035.15	1,669.48	1,559.88	1,500.94	1,456.47	1,843.72	2,424.74	2,870.28	3,656.93	3,718.98	28,008.36
Athletics	798.70	7,052.23	5,986.71	5,894.56	8,067.09	8,494.95	8,534.19	6,156.99	4,333.43	5,796.87	3,862.25	4,537.03	69,515.00
Transportation	596.28	564.94	523.03	671.40		1,461.26	661.42	502.39	423.22	478.50	481.59	474.79	6,838.82
Total	56,782.84	47,749.05	42,230.58	38,745.08	42,950.44	45,726.50	43,726.63	45,917.96	52,460.61	52,250.20	53,501.62	58,341.90	580,383.41

2022-2023	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	19,533.27	17,005.63	16,786.45	14,031.29	21,872.41	14,984.39	12,603.49	18,933.81	13,709.03	17,631.10	15,769.66	19,198.57	202,059.10
MW Academy	198.77	161.86	175.86	143.59	165.86	142.52	156.20	132.18	183.78	189.27	300.99	347.41	2,298.29
Junior High	8,392.02	6,800.67	7,144.77	6,654.50	7,898.36	7,281.22	5,884.70	5,783.23	6,264.42	6,711.79	8,619.39	10,899.32	88,334.39
Travis	6,909.16	5,374.88	4,341.10	4,394.67	4,392.70	4,284.99	3,741.20	4,039.38	4,757.32	5,595.05	6,440.58	9,003.50	63,274.53
Houston	4,916.77	3,425.24	2,854.53	2,549.01	2,674.16	2,838.47	2,624.04	2,926.75	3,631.40	3,957.98	4,702.04	6,492.18	43,592.57
Lamar	6,801.19	5,327.15	4,440.85	4,496.31	3,823.77	4,208.02	4,439.58	5,061.56	6,307.68	6,629.94	7,143.21	9,266.27	67,945.53
DSC	3,208.13	2,385.87	1,834.35	1,581.62	1,759.59	1,767.44	1,685.49	1,863.31	2,068.36	2,920.20	3,514.48	4,398.67	28,987.51
Athletics	6,847.35	6,387.49	6,875.64	8,190.76	3,530.04	9,530.77	8,524.24	2,419.70	5,104.74	842.73	3,863.46	7,189.24	69,306.16
Transportation	462.45	535.20	673.50	739.00	620.13	710.43		962.10	382.49	458.55	555.07	670.38	6,769.30
Total	57,269.11	47,403.99	45,127.05	42,780.75	46,737.02	45,748.25	39,658.94	42,122.02	42,409.22	44,936.61	50,908.88	67,465.54	572,567.38

2023-2024	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	20,094.76	18,119.52	15,456.54	18,444.83	15,174.36	16,548.46	14,384.04	17,785.80	15,275.55	15,251.93	15,697.79	17,784.46	200,018.04
MW Academy	384.67	275.15	221.74	165.22	178.28	222.83	240.12	195.09	345.56	404.62	396.75	429.92	3,459.95
Junior High	10,246.79	7,744.21	7,080.51	6,839.96	9,227.35	7,561.05	6,018.32	6,288.20	7,309.88	7,336.60	7,646.31	9,558.31	92,857.49
Travis	8,375.77	6,164.37	4,646.89	4,116.45	4,905.51	4,323.38	3,833.01	4,210.65	5,163.32	5,388.70	6,067.76	7,513.51	64,709.32
Houston	6,488.61	4,745.79	3,425.34	2,650.04	3,016.67	2,987.65	2,805.34	3,184.62	3,711.17	4,363.26	4,807.26	5,925.36	48,111.11
Lamar	8,712.70	7,052.94	6,026.03	4,023.07	4,530.44	4,125.85	4,541.64	5,574.52	6,845.79	7,704.75	7,783.65	8,454.69	75,376.07
DSC	3,927.88	3,071.75	2,229.64	1,794.17	1,987.09	1,974.13	1,894.99	2,074.23	2,340.88	2,927.33	3,239.92	3,669.64	31,131.65
Athletics	8,137.75	5,480.59	7,629.46	3,641.38	9,992.26	8,060.88	6,859.95	3,202.72	5,479.84	5,234.37	4,016.62	5,425.37	73,161.19
Transportation	600.20	542.36	638.28	558.25	795.57	566.32	497.27	549.39	438.07	470.40	612.89	651.07	6,920.07
Total	66,969.13	53,196.68	47,354.43	42,233.37	49,807.53	46,370.55	41,074.68	43,065.22	46,910.06	49,081.96	50,268.95	59,412.33	595,744.89

2024-2025	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	22,193.07	17,526.12	15,501.14	16,122.24	15,781.94	16,401.16	14,147.49	13,583.28	17,363.83				148,620.27
MW Academy	476.21	379.44	320.29	310.31	165.19	303.65	319.50	295.63	322.00				2,892.22
Junior High	9,033.13	7,093.17	6,217.19	6,759.81	8,080.76	8,362.18	7,036.96	6,401.79	6,734.80				65,719.79
Travis	7,560.61	5,779.49	5,186.37	4,033.10	4,652.73	5,027.17	4,077.91	4,648.72	5,314.55				46,280.65
Houston	5,353.77	4,147.34	3,829.41	3,083.58	3,351.74	3,660.31	2,803.37	3,670.70	4,123.18				34,023.40
Lamar	7,804.22	6,004.42	5,240.47	4,682.51	4,324.59	5,016.64	4,813.42	5,176.87	5,678.58				48,741.72
DSC	3,322.64	2,611.49	2,375.77	1,780.50	1,964.24	2,155.31	1,937.67	2,055.48	2,443.46				20,646.56
Athletics	1,865.07	5,619.96	5,147.06	5,914.07	7,840.33	9,267.41	6,179.37	5,588.74	2,323.37				49,745.38
Transportation	462.93	454.68	540.06	578.82	662.27	755.29	526.55	533.45	443.73				4,957.78
Total	58,071.65	49,616.11	44,357.76	43,264.94	46,823.79	50,949.12	41,842.24	41,954.66	44,747.50	-	-	-	421,627.77

prepared by PH 7/8/2025

Gas

2020-2021	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	297.29	1,344.73	2,438.19	6,238.04	5,158.02	7,437.69	2,340.61	788.08	563.32	280.27	189.71	492.62	27,568.57
MW Academy	78.31	120.49	227.69	327.49	293.46	259.32	198.64	47.90	85.44	79.06	110.60	109.09	1,937.49
Junior High	193.28	747.38	1,588.53	2,981.87	2,951.05	3,649.25	1,644.94	555.17	433.29	279.07	303.14	392.59	15,719.56
Travis	179.08	769.96	2,049.26	4,396.13	3,417.63	4,215.44	1,359.11	410.30	271.24	172.89	232.25	277.88	17,751.17
Houston	179.67	566.94	1,334.29	2,138.18	2,486.13	3,011.99	1,230.02	373.02	270.14	199.87	260.62	296.60	12,347.47
Lamar	112.49	690.06	1,963.33	4,220.46	3,392.19	4,754.40	1,037.44	327.64	188.96	112.64	107.78	151.42	17,058.81
DSC	113.90	495.28	1,135.52	2,109.58	2,474.40	2,972.82	665.70	219.11	196.57	168.17	199.58	204.40	10,955.03
Transportation	113.63	572.83	1,248.58	1,636.42	1,547.22	1,437.43	624.59	387.95	175.24	104.70	127.81	128.04	8,104.44
Total	1,267.65	5,307.67	11,985.39	24,048.17	21,720.10	27,738.34	9,101.05	3,109.17	2,184.20	1,396.67	1,531.49	2,052.64	111,442.54

2021-2022	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	793.89	1,007.48	2,358.19	7,490.34	7,750.28	8,307.96	3,800.23	6,344.93	562.20	423.69	457.13	978.53	40,274.85
MW Academy	109.33	113.06	138.11	252.67	322.42	364.83	245.82	89.06	109.77	111.44	109.81	109.75	2,076.07
Junior High	477.98	788.46	2,164.93	3,400.41	3,777.03	4,150.81	2,122.82	1,603.33	446.82	397.52	391.98	600.56	20,322.65
Travis	335.36	557.74	2,449.02	3,874.12	4,165.75	4,574.51	2,680.63	1,282.78	314.28	239.40	239.53	318.46	21,031.58
Houston	353.77	512.42	1,965.92	2,972.40	3,060.42	3,419.13	1,660.07	794.93	1,062.83	670.75	397.74	402.67	17,273.05
Lamar	188.86	280.95	1,554.73	3,416.71	3,331.40	3,705.76	2,002.51	243.61	227.65	174.98	143.74	194.32	15,465.22
DSC	207.28	295.56	1,571.47	2,806.56	2,997.36	3,029.32	1,675.00	209.47	215.91	166.31	170.10	180.28	13,524.62
Transportation	129.38	286.04	736.65	1,476.59	2,114.66	1,718.58	828.72	70.67	281.73	153.31	153.33	154.55	8,104.21
Total	2,595.85	3,841.71	12,939.02	25,689.80	27,519.32	29,270.90	15,015.80	10,638.78	3,221.19	2,337.40	2,063.36	2,939.12	138,072.25

2022-2023	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	887.46	3,266.01	8,341.51	11,504.65	9,518.59	4,407.09	1,345.03	1,245.43	707.08	591.86	596.40	578.54	42,989.65
MW Academy	113.29	156.78	342.48	471.35	442.49	328.59	268.77	231.33	175.01	229.51	230.32	229.51	3,219.43
Junior High	616.98	761.16	3,050.61	5,022.04	4,480.09	1,917.18	881.08	478.05	242.14	271.88	229.51	279.37	18,230.09
Travis	325.56	795.22	4,219.41	7,158.55	6,628.51	2,534.20	1,366.96	466.58	1,042.12	242.09	243.85	260.10	25,283.15
Houston	318.94	431.34	2,590.55	4,516.45	4,830.57	1,673.67	958.05	567.47	350.84	461.69	459.98	462.26	17,621.81
Lamar	199.40	389.02	3,675.66	6,525.04	6,122.16	2,116.33	972.26	491.18	265.48	252.71	244.80	263.32	21,517.36
DSC	168.85	541.45	2,271.14	3,017.46	3,312.93	1,517.96	607.41	339.23	199.03	234.36	233.34	232.75	12,675.91
Transportation	163.16	396.70	1,589.10	2,263.69	1,892.39	853.45	362.04	246.92	222.38	234.36	229.51	231.92	8,685.62
Total	2,793.64	6,737.68	26,080.46	40,479.23	37,227.73	15,348.47	6,761.60	4,066.19	3,204.08	2,518.46	2,467.71	2,537.77	150,223.02

2023-2024	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	624.65	1,127.57	3,691.15	2,317.07	6,360.32	2,553.40	1,479.91	1,055.40	521.74	481.22	491.39	722.29	21,426.11
MW Academy	229.51	248.24	277.63	403.09	434.42	315.41	264.96	240.29	229.51	250.55	249.66	250.46	3,393.73
Junior High	318.73	956.48	1,650.68	2,690.96	3,674.67	1,666.30	941.24	564.66	313.70	260.91	265.48	322.09	13,625.90
Travis	524.42	1,166.92	2,266.53	3,713.15	4,382.67	2,027.74	1,139.10	687.28	496.54	514.21	511.29	532.57	17,962.42
Houston	463.88	813.75	1,654.65	2,918.45	3,423.19	1,908.66	1,220.92	623.65	465.45	501.45	500.32	505.97	15,000.34
Lamar	278.30	965.62	2,228.60	3,627.99	4,288.73	1,837.62	1,034.58	773.15	590.73	465.80	410.20	368.36	16,869.68
DSC	235.34	467.16	1,046.21	1,984.36	2,763.05	1,310.92	666.82	388.78	248.80	251.79	250.66	249.66	9,863.55
Transportation	232.38	385.83	782.74	1,167.41	1,412.83	677.01	407.37	307.01	246.65	279.47	261.63	262.95	6,423.28
Total	2,907.21	6,131.57	13,598.19	18,822.48	26,739.88	12,297.06	7,154.90	4,640.22	3,113.12	3,005.40	2,940.63	3,214.35	104,565.01

2024-2025	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	494.08	883.14	2,771.20	5,260.93	6,985.88	6,145.25	1,838.34	923.84	1,117.08				26,419.74
MW Academy	249.66	249.66	321.62	370.82	478.00	490.39	403.80	315.47	270.27				3,149.69
Junior High	340.24	410.92	1,239.18	2,239.71	4,017.82	3,137.97	2,206.87	1,386.69	-				14,979.40
Travis	572.92	573.01	1,833.79	2,733.15	4,284.84	2,844.15	2,244.73	715.47	624.09				16,426.15
Houston	505.37	514.57	1,449.87	2,218.99	3,234.22	2,573.97	1,158.74	607.10	547.21				12,810.04
Lamar	344.44	484.80	2,367.47	2,328.79	4,679.79	3,553.22	1,143.22	488.62	397.75				15,788.10
DSC	251.67	264.91	1,351.46	1,854.79	3,314.00	2,674.13	742.55	304.71	272.98				11,031.20
Transportation	271.37	320.48	1,067.75	1,750.81	1,923.33	1,348.13	490.80	362.45	313.29				7,848.41
Total	3,029.75	3,701.49	12,402.34	18,757.99	28,917.88	22,767.21	10,229.05	5,104.35	3,542.67	-	-	-	108,452.73

BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 7/21/25

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

AGENDA ITEM TYPE:
- [x] Action Item
- [ ] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [ ] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [ ] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [ ] Promote Community/School Partnerships
- [x] Fiscal Responsibility
- [ ] Safe and Secure Schools

TITLE: Investment Report

RECOMMENDED ACTION: It is recommended that the Investment Report br approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): Board Policy CDA(LOCAL)

OVERVIEW:

The Superintendent or designees, Paul Hearn or Dorinda Brown, shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be executed on a delivery versus payment basis. In addition to the quarterly report required by law and signed by the District's investment officer a comprehensive report on the investment program and activity shall be presented annually to the Board.

FISCAL IMPACT: N/A Reporting Only

ATTACHMENTS: Investment Report

DEPARTMENT(S) SUBMITTING FORM: Business and Finance

DEPARTMENT SIGNATURE/APPROVAL:

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
INVESTMENT TRANSACTION REPORT
FOR THE QUARTER ENDED MAY 31, 2025

I. INVESTMENT POSITION AS OF May 31, 2025

	Cash	CD's	Lone Star	Total
General Fund	$ 2,992,365.38	$ 0.00	$ 4,056,701.75	$ 7,049,067.13
Special Revenue	892,330.92	0.00	4.45	892,335.37
Debt Service	1,705,151.46	0.00	1,281,173.20	2,986,324.66
Internal Service	1,454.41	0.00	542,091.38	543,545.79
Trust & Agency	520,163.81	0.00	0.00	520,163.81
Total as of May 31, 2025	$ 6,111,465.98	$ 0.00	$ 5,879,970.78	$ 11,991,436.76

II. LONE STAR INVESTMENT POOL

The Pool invests solely in obligations of the U.S. Government and its agencies and instrumentalities and in certain other high-quality investments secured by or consisting of such securities. Pool investments are confined to those of the highest quality under the Public Funds Investment Act (U.S. Government obligations), thus effectively eliminating credit risk. Interest rate risk associated with the Pool is low; all securities held by the Pool are required to have a maximum maturity of no more than three years from the date of purchase. Each Fund within the Pool has received the highest rating, that of AAA, from Standard & Poor's as required by the Public Funds Investment Act. The Government Overnight Fund's book value and market value are materially the same. Average rates for the Government Overnight Fund for the months of March, April, and May, 2025 were 4.3260%, 4.3271% and 4.3023% respectively.

The beginning balance in the General Fund's Government Overnight Fund was $4,012,867.78. Interest of $43,833.97 was deposited during the quarter, resulting in an ending balance of $4,056,701.75 as of May 31, 2025.

The beginning balance in the Food Service Fund's Government Overnight Fund was $4.39. Interest of $0.06 was deposited during the quarter, resulting in an ending balance of $4.45 as of May 31, 2025.

The beginning balance in the Internal Service Fund's (Insurance Fund) Government Overnight Fund was $536,233.91. Interest of $5,857.47 was deposited during the quarter, resulting in an ending balance of $542,091.38 as of May 31, 2025.

The beginning balance in the Debt Service Fund's Government Overnight Fund was $1,267,329.71. Interest of $13,843.49 was deposited during the quarter, resulting in an ending balance of $1,281,173.20 as of May 31, 2025.

The above transactions were in compliance with the District's investment policy and relevant provisions of law.

Paul Hearn, Chief Financial Officer / Investment Officer

Dorinda Brown, Accountant / Investment Officer

BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 7/21/25

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

AGENDA ITEM TYPE:
- [x] Action Item
- [ ] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [ ] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [ ] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [ ] Promote Community/School Partnerships
- [x] Fiscal Responsibility
- [ ] Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Action Necessary Action Regarding the June 9, 2025 Regular Meeting of the Board of Trustees

RECOMMENDED ACTION: It is recommended that the June 9, 2025 Regular Meeting of the Board of Trustees be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): BE(LOCAL)

OVERVIEW:

Review and approve minutes from June 9, 2025 Regular Meeting of the Board of Trustees

FISCAL IMPACT: N/A

ATTACHMENTS: Minutes

DEPARTMENT(S) SUBMITTING FORM: Superintendent

DEPARTMENT SIGNATURE/APPROVAL:

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
MINERAL WELLS, TEXAS

SUBJECT: Minutes of Workshop/Regular Board Meeting
PLACE: Boardroom/District Services Complex
DATE: June 9, 2025
TIME: 5:30 p.m.

Board Members Present:
Sunny Lee, President
Lauretta Poole, Vice President
Donna Henderson, Secretary
Maria Jones
Joe Ruelas
Brandon Hons
Scott Aaron

Board Members Absent:

Central Administrators Present:
David Tarver, Superintendent
Angie Myrick, Assistant Superintendent of Student Services
Natalie Griffin, Assistant Superintendent of Human Resources
Justic Lascsak, Director of Technology
Karyn Bullock, Director of Communications

Call to Order/Establish Quorum:
The regular meeting was called to order at 5:30 p.m. by Sunny Lee, President. Let the record show that a quorum of board members was present, that this meeting had been duly called, and that notice of this meeting had been posted.

Oath of Office for Elected Board Members:
Lizbeth Cupeles, Notary Public, Administered the Oath of Office to our re-elected board members:
Joe Ruelas, Place 3
Donna Henderson, Place 4
Sunny Lee, Place 5

Board Internal Organization:
The Board members voted on reorganizing the officers. The officers for the 2025-2026 school year will be as follows:
Sunne Lee, President | The motion carried 7-0
Lauretta Poole, Vice President | The motion carried 7-0
Donna Henderson, Secretary | The motion carried 7-0

Board Workshop/Dinner:
The Board workshop started at 5:43 p.m. and ended at 6:31 p.m. No action was taken during workshop.

Closed Session – Texas Government Code 551.074:
The Board adjourned into closed session at 6:31 p.m. No action was taken during closed session.

Open Session: The Board reconvened in open session at 7:09 p.m.

Prayer: Donna Henderson opened the meeting with prayer.

Pledges – U.S./Texas: The Board led the audience to the Pledges of Allegiance.

Mission and Vision Statements: Joe Ruelas read the Mission and Vision Statement.

Public Comment: Kristen Savage, parent in the district expressed concern regarding the mistreatment of students in the calm-down room at Houston Elementary, stating that issues were repeatedly dismissed by campus administrators. She referenced a TEA investigation that she said confirmed students were improperly restrained, dragged, and left unsupervised, with incidents supported by staff and student testimonies. Mrs. Savage also noted that some students, including her own child, were not given the opportunity to be interviewed during the investigation. She raised concerns of the lack of proper training among administrators and the need for accountability at all levels. Mrs. Savage urged the district to take meaningful action to ensure the safety and fair treatment of all students. She also asked what steps are being taken to support staff who report abuse and to ensure such incidents are not repeated in the future. She emphasized the importance of transparency, compassion, and prioritizing student well-being across the district.

Superintendent's Report: Kendra Fowler, Director of Special Education, provided a detailed update to the Board regarding the TEA investigation into the Houston BASE classroom and calm-down area at Mineral Wells ISD. She reiterated the district's commitment to transparency and shared that a comprehensive internal investigation had been conducted to ensure full compliance with all relevant laws, policies, and procedures. While expressing respect for the TEA's role, Mrs. Fowler noted there were areas of oversight in the report, specifically inaccuracies related to staff credentials and the documentation of restraint training. She assured the Board that corrective measures have already been implemented, including immediate modifications to the calm-down area to align with best practices, and reinforced training for all BASE staff on proper intervention protocols. Additionally, the district is expanding behavior support training to include general education staff and strengthening its ongoing CPI (Crisis Prevention Institute) training efforts. Mrs. Fowler also emphasized improvements to documentation procedures, ensuring clearer expectations and greater accountability moving forward, with the goal of fostering a safe, supportive, and compliant learning environment for all students.

Mr. Tarver reviewed our attendance summary report stating that the enrollment as of May 29, 2025, was at 3261 students enrolled and attendance rate of 93.20% for the entire district. He celebrated the staff for their hard work on the numbers we produced this school year.

Special Recognition: State Recognition – Karyn Bullock proudly shares the story of a remarkable student from Mineral Wells High School — Gracie Grant, who recently earned 1st place in the entire state of Texas at the UIL 4A Copy Editing State Championship.

MWISD Partners in Education – Karyn Bullock acknowledges Knights of Pythias Lodge #212. Expressing gratitude for their remarkable support, particularly towards our

Special Education students and their families. It is their consistent support and generosity that earned them this recognition.

President's Report: Sunny Lee shared that the Board of Trustees and Mr. David Tarver will be going to Fort Worth to attend the Summer Leadership Institute Conference June 19-21, 2025.

Action Items:

Consent Agenda Items:

A. Monthly Financial Reports and Accounts Payable Listing
B. Water/Electricity/Gas Reports
C. Minutes of the June 9, 2025, Regular Board Meeting
D. Proposed Budget Calendar
E. Interlocal Agreement for Palo Pinto Assessment and Collection Services
F. Depository Contract Extension

Joe Ruelas moved, and Lauretta Poole seconded a motion to approve the consent agenda items as presented. ***The motion passed 7-0. (copies attached)***

Discuss, Consider, and Take Any Necessary Action Regarding the Approval of Architectural Firms for Future District Construction Projects

Scott Aaron moved, and Maria Jones seconded a motion to approve the pool architectural firms for future district projects . ***The motion passed 7-0.***

Discuss, Consider, and Take Any Necessary Action Regarding the Endorsement to Fill a Position on the TASB Board of Directors

Scott Aaron moved, and Maria Jones seconded a motion to endorse to fill a position on the TASB Board of Directors. ***The motion passed 7-0.***

Discuss, Consider, and Take Any Necessary Action

No motion made.

Regarding the Approval of the Board Resolution Authorizing Sale of Property Specifically Described as Approximately 2.242 Acres of Real Property Out of the T. & P. R.R. Co. Survey, Section No. 13, E.O.B., Abstract No. 701, Palo Pinto County, Texas: Being a Portion of Mineral Wells ISD's Called 23.185 Acres Tract of Land as Described in Volume 833, Page 822, Official Public Records, Palo Pinto County, Texas (the "Property"), More Particularly Described in Exhibit A. The Seller Will Retain All Mineral Rights

Information Only

Mr. Tarver emphasized that the district's official website provides easy access to the calendar, serving as a convenient resource for students, parents, and staff alike. He also highlighted the exciting sports camps taking place within the district, noting that the 7 on 7 team has qualified for state—a significant achievement! Additionally, summer school is currently in full swing, and the summer feeding program is up and running, ensuring that students have access to nutritious meals during the summer months

Action Item:
Vote on Closed Session Items

No closed session action items voted on.

Adjournment:

Upon a motion by Joe Ruelas and seconded by Scott Aaron, the meeting was adjourned at 7:41 p.m. ***The motion passed 7-0.***

_____
Sunny Lee, President

_____
Donna Henderson, Secretary

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
MINERAL WELLS, TEXAS

SUBJECT: Minutes of Workshop/Regular Board Meeting
PLACE: Boardroom/District Services Complex
DATE: June 30, 2025
TIME: 5:30 p.m.

Board Members Present:	Scott Aaron Lauretta Poole, Vice President Maria Jones Joe Ruelas Donna Henderson Brandon Hons
Board Members Absent:	Sunny Lee, President
Central Administrators Present:	Angie Myrick, Assistant Superintendent of Student Services Angie Myrick, Assistant Superintendent of Human Resources
Call to Order/Establish Quorum:	The regular meeting was called to order at 5:30 p.m. by Lauretta Poole, Vice President. Let the record show that a quorum of board members was present, that this meeting had been duly called, and that notice of this meeting had been posted.
Closed Session – Texas Government Code 551.074:	The Board adjourned into closed session at 5:31 p.m. No action was taken during closed session.
Open Session:	The Board reconvened in open session at 5:31 p.m.
Public Comment	No one registered for Public Comment.

Action Items:

Action Item: Discuss, Consider, and Take Any Necessary Action Regarding the Approval of the Board Resolution Authorizing Sale of Property	Scott Aaron moved and Maria Jones seconded a motion to approve the Resolution Authorizing the Initiation of Proceedings for Sale of Real Property described as 2.242-Acres Tract of Land of the T & P.R.R. Co. SURVEY, SECTION No. 13. E.O.B, ABSTRACT No. 701, Palo Pinto County, Texas. ***The motion passed 6-0.***
Adjournment	Upon a motion by Joe Ruelas and seconded by Maria Jones, the meeting was adjourned at 5:34 p.m. ***The motion passed 6-0.***

_____
Sunny Lee, President

_____
Donna Henderson, Secretary

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
MINERAL WELLS, TEXAS

SUBJECT: Minutes of Workshop/Regular Board Meeting
PLACE: Boardroom/District Services Complex
DATE: June 9, 2025
TIME: 5:30 p.m.

Board Members Present:
Sunny Lee, President
Lauretta Poole, Vice President
Donna Henderson, Secretary
Maria Jones
Joe Ruelas
Brandon Hons
Scott Aaron

Board Members Absent:

Central Administrators Present:
David Tarver, Superintendent
Angie Myrick, Assistant Superintendent of Student Services
Natalie Griffin, Assistant Superintendent of Human Resources
Justic Lascsak, Director of Technology
Karyn Bullock, Director of Communications

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The regular meeting was called to order at 5:30 p.m. by Sunny Lee, President. Let the record show that a quorum of board members was present, that this meeting had been duly called, and that notice of this meeting had been posted.

Oath of Office for Elected Board Members:
Lizbeth Cupeles, Notary Public, Administered the Oath of Office to our re-elected board members:
Joe Ruelas, Place 3
Donna Henderson, Place 4
Sunny Lee, Place 5

Board Internal Organization:
The Board members voted on reorganizing the officers. The officers for the 2025-2026 school year will be as follows:
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Donna Henderson, Secretary | The motion carried 7-0

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MWISD Partners in Education – Karyn Bullock acknowledges Knights of Pythias Lodge #212. Expressing gratitude for their remarkable support, particularly towards our

Special Education students and their families. It is their consistent support and generosity that earned them this recognition.

President's Report:

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Action Items:

Consent Agenda Items:

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B. Water/Electricity/Gas Reports
C. Minutes of the June 9, 2025, Regular Board Meeting
D. Proposed Budget Calendar
E. Interlocal Agreement for Palo Pinto Assessment and Collection Services
F. Depository Contract Extension

Joe Ruelas moved, and Lauretta Poole seconded a motion to approve the consent agenda items as presented. ***The motion passed 7-0. (copies attached)***

Discuss, Consider, and Take Any Necessary Action Regarding the Approval of Architectural Firms for Future District Construction Projects

Scott Aaron moved, and Maria Jones seconded a motion to approve the pool architectural firms for future district projects . ***The motion passed 7-0.***

Discuss, Consider, and Take Any Necessary Action Regarding the Endorsement to Fill a Position on the TASB Board of Directors

Scott Aaron moved, and Maria Jones seconded a motion to endorse to fill a position on the TASB Board of Directors. ***The motion passed 7-0.***

Discuss, Consider, and Take Any Necessary Action

No motion made.

Regarding the Approval of the Board Resolution Authorizing Sale of Property Specifically Described as Approximately 2.242 Acres of Real Property Out of the T. & P. R.R. Co. Survey, Section No. 13, E.O.B., Abstract No. 701, Palo Pinto County, Texas: Being a Portion of Mineral Wells ISD's Called 23.185 Acres Tract of Land as Described in Volume 833, Page 822, Official Public Records, Palo Pinto County, Texas (the "Property"), More Particularly Described in Exhibit A. The Seller Will Retain All Mineral Rights

Information Only

Mr. Tarver emphasized that the district's official website provides easy access to the calendar, serving as a convenient resource for students, parents, and staff alike. He also highlighted the exciting sports camps taking place within the district, noting that the 7 on 7 team has qualified for state—a significant achievement! Additionally, summer school is currently in full swing, and the summer feeding program is up and running, ensuring that students have access to nutritious meals during the summer months

Action Item:
Vote on Closed Session Items

No closed session action items voted on.

Adjournment:

Upon a motion by Joe Ruelas and seconded by Scott Aaron, the meeting was adjourned at 7:41 p.m. ***The motion passed 7-0.***

Sunny Lee, President

Donna Henderson, Secretary

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT MINERAL WELLS, TEXAS

SUBJECT: Minutes of Workshop/Regular Board Meeting
PLACE: Boardroom/District Services Complex
DATE: June 30, 2025
TIME: 5:30 p.m.

Board Members Present:	Scott Aaron Lauretta Poole, Vice President Maria Jones Joe Ruelas Donna Henderson Brandon Hons
Board Members Absent:	Sunny Lee, President
Central Administrators Present:	Angie Myrick, Assistant Superintendent of Student Services Angie Myrick, Assistant Superintendent of Human Resources
Call to Order/Establish Quorum:	The regular meeting was called to order at 5:30 p.m. by Lauretta Poole, Vice President. Let the record show that a quorum of board members was present, that this meeting had been duly called, and that notice of this meeting had been posted.
Closed Session – Texas Government Code 551.074:	The Board adjourned into closed session at 5:31 p.m. No action was taken during closed session.
Open Session:	The Board reconvened in open session at 5:31 p.m.
Public Comment	No one registered for Public Comment.

Action Items:

Action Item: Discuss, Consider, and Take Any Necessary Action Regarding the Approval of the Board Resolution Authorizing Sale of Property	Scott Aaron moved and Maria Jones seconded a motion to approve the Resolution Authorizing the Initiation of Proceedings for Sale of Real Property described as 2.242-Acres Tract of Land of the T & P.R.R. Co. SURVEY, SECTION No. 13. E.O.B, ABSTRACT No. 701, Palo Pinto County, Texas. ***The motion passed 6-0.***
Adjournment	Upon a motion by Joe Ruelas and seconded by Maria Jones, the meeting was adjourned at 5:34 p.m. ***The motion passed 6-0.***

Sunny Lee, President

Donna Henderson, Secretary

BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 7/21/25

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

AGENDA ITEM TYPE:
- [x] Action Item
- [ ] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [ ] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [ ] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [ ] Promote Community/School Partnerships
- [x] Fiscal Responsibility
- [ ] Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Action Necessary Action Regarding the Purchase of a Toro Groundsmaster 4000 D

RECOMMENDED ACTION: It is recommended that the Board approve the purchase of a Toro Groundsmaster 4000 D not to exceed $110,000

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): CH(LEGAL), Education Code 44.031 (a)

OVERVIEW:

School Boards must authorize the purchase of goods and services over $50,000 in value. Schools may use cooperative purchasing agreements and state purchasing program for goods and services. In this case, we are recommending that the board approve the purchase Toro Groundsmaster 4000 D Widee Area Mower. The purchase of this mower was a bid by Professional Turf Products utilizing buyboard contract number 706-23.

FISCAL IMPACT: Cost: Less than $110,000

ATTACHMENTS: Quote

DEPARTMENT(S) SUBMITTING FORM: Maintenance Department

DEPARTMENT SIGNATURE/APPROVAL: E C Evans III

Professional Turf Products, L.P.
1010 North Industrial Blvd.
Euless, Texas 76039
Joel Usrey
(682)266-3223
usreyj@proturf.com

Ship To	Mineral Wells ISD	Date:	7/1/2025
Bill To	BUYBOARD #706-23	Tax Rate	
Contact	Trey Evans	Destination	Included
Address	3103 Callaway Drive, Mineral Wells, TX 76067	Trade-In	
		Finance	
Phone	940.452.5717	Account Type	STD
Email	tevans@mwisd.net	QMS: ID	Q187303
Comments:			

Proposal

Qty	Model #	Description	Unit	Extended
1	30609	Groundsmaster 4000-D (T4)	$	99,171.15
1	30669	Universal Sunshade, White	$	849.01
1	03247	Operator Cooling Fan	$	358.90
1	03248	Universal Sunshade Switch Panel	$	286.77
1	131-6691	Seat Cover Large Grey	$	60.31
8	93-5974	8 Inch Foam Filled Caster Wheel Assembly	$	1,726.56
1	31511	Horn Kit	$	112.97
1	31693	North American Road Light Kit (MY21 & Newer)	$	2,340.22
		Groundsmaster 4000-D (T4)	**$**	**104,905.89**

SubTotal	**$**	**104,905.89**
Destination		**INCLUDED**
Tax (Estimated)	**$**	**-**
TOTAL	**$**	**104,905.89**

Comments:

For all New Equipment, Demo units may be available for up to 20% savings.
For all New Equipment, Refurbished units may be available for up to 40% savings.
Due to unexpected issues with much of our supply chain, we are experiencing longer lead times than we have seen in the past. We are doing everything we can to get products to you as quickly as possible.

Terms & Conditions:
1. Prices & Finance Rates are subject to change at any time. Monthly Payments are Estimates based on Prices & Rates when quoted.
2. Due to the volatility of inflation, rising transportation costs, and supply shortages, some orders may incur additional cost increases that are beyond the control of PTP and the vendors we represent. These pricing adjustments may be made from the time the order is entered through equipment delivery. Any adjustments will be communicated to customers with orders in the system with a new sale price as they occur.
3. Order cancellations are subject to fees up to 10% of the original order value.
4. Equipment delivery time is estimated once credit is approved & documents are executed & is contingent on Manufacturer availability.
5. Payments by Credit Card are subject to convenience fee.
6. Used and Demo equipment is in high demand and availability is subject to change.
A. Upon firm customer commitment to purchase & credit is approved, said equipment availability will be determined.
B. In the event equipment is unavailable at time of order, PTP will employ every resource to secure an acceptable substitute.
C. PTP strongly advises the customer to issue a firm PO as quickly as possible after acceptance of quotation.
7. "Trade In Allowances" will be treated as a credit for future parts purchases on PTP account unless other arrangements have been made.

Returns Policy:
1. All returns & Canceled PO's are subject to restocking, refurbishing, usage, and shipping fees.
2. All returns must be able to be sold as new.
3. Items missing parts are non returnable.

Payment:
1. Terms are net 10 unless prior arrangements have been made.
2. Quoted prices are subject to credit approval.
A. PTP will work with third party financial institutions to secure leases when requested to do so.
B. When using third party financiers, documentation fees & advance payments may be required.
C. For convenience, monthly payments are estimated based on third party rate factors in effect at time of the quotation.
D. PTP assumes no liability in the event credit becomes unavailable or rates change during the approval process.
3. There will be a service charge equal to 1.5% per month (18% per annum) on all past due invoices.
4. By Law we are required to file a "Notice to Owner" of our intent to file lien in the event of payment default. This notice must be sent within 60 days days of the date the original invoice and will happen automatically regardless of any special payment arrangements that may have been made.

Authorized Signature: _____ **Date:** _____

Architectural Services Pool Contact

Tim Hopkins-JacobMartin - Weatherford, TX
thopkins@jacobmartin.com

Bradley Samore - WRA Architects - Dallas, TX
bsamore@wraarchitects.com

Ross Rivers - VLK Architects - Fort Worth ,TX
rrivers@vlkarchitects.com

Derron Bowyer - EMC2Group - Kyle, TX
dbowyer@emc2group.com

Krysta Mentzel - PBK - Houston, TX
krysta.mentzel@pbk.com
PH: 832.922.2789 & 281.528.1697

Tara Grenier - GHC - Fort Worth, TX
tortiz@grace-design.com

Terral Carpenter - Corgan - Dallas, TX
terral.carpenter@corgan.com

Steffani Konzem - MoreGroup, - Fort Worth, TX
steffani.konzem@moregroup-inc.com
PH: 888.801.6673

Chip Whitlock - Parkhill - Fort Worth, TX
cwhitlock@parkhill.com

BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 7/21/25

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

AGENDA ITEM TYPE:
- [x] Action Item
- [ ] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [ ] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [ ] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [ ] Promote Community/School Partnerships
- [x] Fiscal Responsibility
- [ ] Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action in Regard to the Approval of an Architectural Services Pool of Qualified Architectural Firms to Provide Pre-Planning, Program Planning, Design, Consulting, and Construction Administration in Connection with Current and Future District Construction Projects

RECOMMENDED ACTION: It is recommended that the Board approve multiple architectural firms to be part of a pool to provide services to the district for a period not to exceed five years.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): CV(LEGAL), CV(LOCAL)

OVERVIEW:

Approved pool of qualified architectural firms to offer a range of services. These services shall include pre-planning, program planning, architectural design, consulting, and construction administration, all in relation to both ongoing and upcoming construction projects within the district.

FISCAL IMPACT: N/A

ATTACHMENTS: Architectural Services Pool Contact

DEPARTMENT(S) SUBMITTING FORM: Maintenance

DEPARTMENT SIGNATURE/APPROVAL:

Architectural Services Pool Contact

Tim Hopkins-Jacob Martin - Weatherford, TX
hopkins@jacobmartin.com

Bradley Samore - WRA Architects - Dallas, TX
bsamore@wraarchitects.com

Ross Rivers - VLK Architects - Fort Worth ,TX
rrivers@vlkarchitects.com

Derron Bowyer - EMC2Group - Kyle, TX
dbowyer@emc2group.com
PH:602.390.4581

Krysta Mentzel - PBK - Houston, TX
krysta.mentzel@pbk.com
PH: 832.922.2789 & 281.528.1697

Jeremy Rogers - GHC - Fort Worth, TX
Orcutt-Arizona-Rogers.j@owp.com

Terral Carpenter - Corgan - Dallas, TX
terral.carpenter@corgan.com
PH: 214.977.3325

Steffani Konzem - MoreGroup, - Fort Worth, TX
steffani.konzem@moregroup-inc.com
PH: 888.801.6673

Mildred Bautista Perez - Parkhill - Fort Worth, TX

PH: 817.649.3216

CORGAN

Mineral Wells ISD
Professional Architectural Services Pool

RFQ #2025-01
May 29, 2025
ORIGINAL



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2 —— **Proposer's Qualification General Questionnaire**

3 —— **Forms**



CORGAN

May 29, 2025

Trey Evans
Mineral Wells ISD
906 Southwest 5th Avenue
Mineral Wells, Texas

Dear members of the selection committee:

a. Submit a cover letter, prepared on the letterhead of the Proposer, which summaries the relevant characteristics that distinguish the Propser in its ability to provide the services requested by the district.

Corgan believes in creating community-driven solutions that support your goals and aspirations, not only for today, but into the future. We have extensive experience working with local school districts, engaging the community and developing long-range planning to support needs and future growth. We have internal expertise to provide pre-planning through construction completion and have an internal team dedicated bond planning. Our team is dedicated to serving Texas public schools. In addition to our architectural and interior design staff, we have specializes that support each project, including:

- An **education design researcher** that supports planning and visioning to maximize experience for students and teachers through research-based concepts.
- **MediaLab team** that works as storytellers, helping to communicate the project through renderings and video production.
- **Echo**, our sustainability team to support district goals.
- A **Brand+Graphics team**, which supports with any district or school branding opportunities and interior graphics to help support school spirit and pride.
- A **bond planning and communications team**, that supports bond campaign planning and execution.

Our robust team of dedicated professionals will work collaboratively with the district, tailoring solutions to meet your goals.

b. The cover letter should identify each team member and his or her role.

Corgan believes there is tremendous power in creating together — we work alongside you to develop solutions that meet your specific needs for you and your community. We bring a dedicated team of education experts. This proposed team has completed hundreds of schools across the nation and is ranked in the top ten education design firms in the United States. We understand current trends, and more importantly, how to design schools that will prepare students for their next chapter. Our local team will guide Mineral Wells ISD through the design process, from kick-off to project close, and every phase in between. We believe in true partnership, now and for years to come.

This experienced team is lead by **Susan Smith** who will serve as the Principal-in-Charge and verify the firm resources are available to meet the needs of any project or district request. **Keith Cummins** will be the project manager and the day-today contact for all projects and will manage the scope, budget, consultant team, and deliverables from conception to completion. **Lane Pendleton** will be the project architect and will support Keith and manage the design team from programming through warranty phase.

401 North Houston Street Dallas, Texas 75202 214 748 2000
corgan.com

c. The cover letter should identify a principal contact person authorized to commit the Proposer to a contractual agreement. In addition to providing the name of a principal contact person, the address, telephone, number, facsimile number, and email address of said individual should be provided.

Our approach is rooted in building strong relationships — we listen attentively to your unique needs, respond to challenges with tailored solution, and work closely with you to achieve your vision. Our shared commitment to community makes sure that every project we may undertake with Mineral Wells ISD reflects the values and aspirations of your students, staff, and community. The Principal contact for Mineral Wells ISD will be:

Susan Smith
Education Sector Leader, Principal
401 North Houston Street
Dallas, Texas 75202
214 757 1626 office
214 923 9871 cell
susan.smith@corgan.com

Our continued success is based not only on our abilities, but also on the collaborative relationships we develop with our clients and communities. Our team is committed to listening to your needs, designing to your standards and delivering work that is focused on your vision to cultivate leaders and contributors to society. We look forward to working with you.

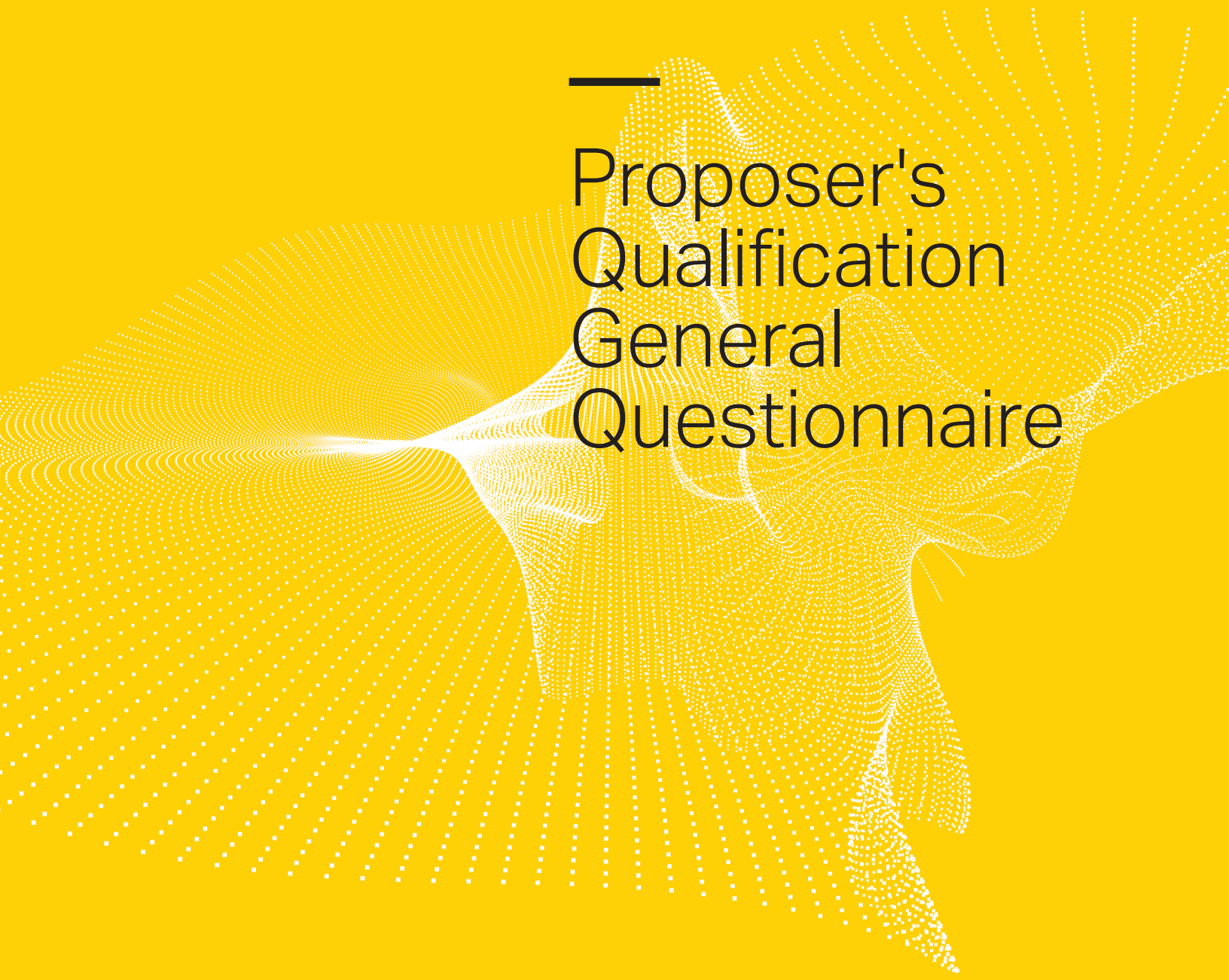
Sincerely,





Susan Smith
Principal
susan.smith@corgan.com

Keith Cummins
Associate Principal
keith.cummins@corgan.com



Proposer's Qualification General Questionnaire



Proposer's Qualification General Questionnaire

Section A - General Information

1. COMPANY INFORMATION

Provide the following information regarding your company.

Name/Name of Organization/Company
Corgan Associates, Inc. (Corgan)

Address
401 North Houston Street

State
Dallas, Texas

Zip Code
75202

Telephone
214 757 1626

Fax
N/A

Please attach the following information regarding business Organization (Corporation, Partnership, Individual, Joint Venture, Other):
Corporation

(1) The state where chartered;
Texas



87
years in business, and growing

95%
repeat client business

TOP 10
Architecture Firms in Austin
Austin Business Journal

(2) Names of all principals (officers, directors, partners, general or managing partners etc.); and

We have provided a list of our firm's current principals below.

- Bob Emery, Principal
- Bob Rayes, Chief Operations Officer & Chief Information Officer
- Brent Kelley, Principal
- Brett Sumrow, Principal
- Chris Grossnicklaus, Principal
- Chris Johnson, Principal
- Dan Drennan, Principal
- Dawn Chisholm, Principal
- Elizabeth Pierce, Chief Marketing Officer
- Emily Strain, Principal
- Eric Horstman, Principal
- Gabe Clark, Principal
- Garry Walling, Principal
- George Kahler, Principal
- Harper Bateman, Principal
- James Cober, Principal
- Jeff Mangels, Principal
- Jenn Consentino, Principal
- Joe Haver, Principal
- John Higgs, Principal, MediaLab
- John Trupiano, Principal
- Jonathan Massey, Principal
- Josh Goldman, Chief Human Resources Officer
- Joyce Fownes, Principal
- JT Jacobs, Principal
- Kevin Tyrrell, Principal
- Lindsay Wilson, President
- Mark Cardwell, Principal
- Matt McDonald, Principal
- Matt Mooney, Principal
- Maureen Pollock, Chief Financial Officer
- Maurice O'Neill, Principal
- Mike Connell, Principal
- Mike Hemme, Principal
- Rick Ryan, Principal
- Ross Payton, Principal
- Sangeetha Karthik, Principal
- Scott Ruch, Chief Executive Officer
- Stephanie Garcia, Chief Legal Officer
- Stephen Lohr, Principal
- Susan Smith, Principal
- Sylvia Cancino, Principal

(3) If your organization was chartered outside of the state of Texas, a statement regarding whether are you registered to do business in Texas.

Not applicable.

2. CONTACT INFORMATION

List the person who the District may contact concerning your proposal or setting dates for meetings.

Name

Susan Smith

Address

401 North Houston Street

State

Dallas, Texas

Zip Code

75202

Telephone

214 757 1626

Fax

N/A



3. Does your Company anticipate any mergers, transfer of organization ownership, management reorganization, or departure of key personnel within the next twelve (12) months that may affect the organization's ability to carry out its proposal?
No.

4. Is your Company authorized and/or licensed to do business in Texas?
Yes.

5. Provide any other names under which your business has operated within the last 5 years.
Not applicable.

6. Debarment/Suspension Information: Has the Company or any of its principals been debarred or suspended from contracting with any public entity?
No.

7. Bankruptcy Information: Have you or the Company ever been declared bankrupt or filed for protection from creditors under state or federal proceedings?
No.

8. ARCHITECT/ENGINEER DEFAULT/TERMINATION.
Have you or the Company defaulted and been terminated from a Project in the last ten (10) years?
No.

Section B - Qualifications, Team & Experience

a. Describe your organization's background and experience in each discipline and licenses held related to professional services offered and related pre-planning, planning, assessment, design and administration of public works and an overview of the services your firm proposes to provide the District which address the specified services and disciplines.

A Leading Architecture and Design Firm

Corgan has a reputation for great customer service that spans eight decades. That unwavering commitment to our clients is the foundation of everything we do. Every decision we make is in our clients' interest. That same commitment extends to the users of the places we create. Corgan's strengths in research, user experience, and design allow us to foresee emerging changes and provide solutions that minimize risk, create flexibility, and maximize longevity. We elevate the process, the space for the user, and the impact of the design to realize your goals.

Our team is well-versed in all phases of project delivery for public works projects—from pre-planning and feasibility studies to design development, construction documentation, and project administration. We are fully licensed to do business in the state of Texas and have a strong understanding of local codes, permitting processes, and regulatory requirements.

70+
years designing educational environments

150+
dedicated education staff

400+
K-12 projects in the last 10 years



Building relationships that make us stronger.

Since we designed our first school in 1953, our education practice has evolved and grown. The evolution of the school space starts with the student—changing research, curriculum, and student development has allowed us to create virtually all types of educational environments that encourage learning. Our commitment to enhancing the educational experience has led us to create some of the most thoughtful spaces in the U.S., with our district clients driving the vision.

18M+
square feet of educational spaces designed in the last five years

Market Expertise

Our education sector has extensive experience in multiple facility types each with its own unique challenges and considerations. We bring our shared passion for user-driven design to provide great experiences for the students and staff of these facilities. We have designed over 18 million square feet of educational spaces in the past 5 years alone.

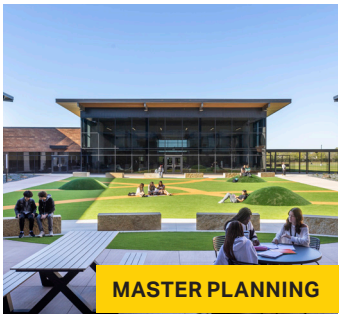




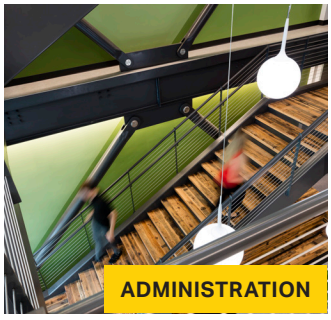




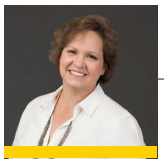








b. Provide an organizational chart and summary of not more than one page per person on the capabilities, experience, qualifications of the firm management and each team member who would handle any of the requested services for the District. These summaries should include the team member's name, title, and education, a brief overview of professional experience and licensure information, if any.



Susan Smith
Principal-in-Charge



Keith Cummins
Project Manager

IN-HOUSE RESOURCES

Chloe Hosid
Education Design Researcher

Varun Kohli
Sustainable Design Director, Echo

David Safir
Education QA/QC

Robbie Good
Brand + Graphics

Chris Johnson
Specifications

Ludo Michaud
Visualizations/MediaLab

PROJECT TEAM



Ryan Connell
Design Director



Lane Pendleton
Project Architect



Taylor Lukasek
Interior Design Lead



Mel Fuentes
Project Coordinator



Taylor Norton
Project Specialist

BOND PLANNING TEAM



Heather Whiskin
Director, Bond Planning

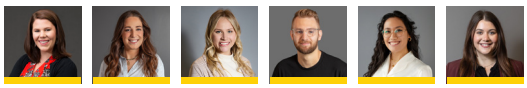


Alexus Salinas
Bond Communications Coordinator



Beth Yturri
Bond Communications Coordinator

ADDITIONAL SUPPORT



ADDITIONAL STAFF AS NEEDED



150+

education design specialists

CONSULTANTS

Civil Engineering and Landscape
Westwood

Roofing
Armko

Structural Engineering
LA Fuess

Acoustics/Theater
WJHW

MEP Engineering
Romine, Romine & Burgess

Food Service
JMK

Susan Smith AIA, LEED AP
Principal-in-Charge



As Principal-in-Charge, Susan has a unique talent for finding what needs to be done and developing a plan to get there. She brings leadership, design, and management skills to her role at Corgan, elevating the firm's performance and facilitating the execution of PK-12 projects. Her expertise in educational facility design is evidenced by her 32 years of experience in school architecture. For this project, Susan will be responsible for monitoring the progress to see that all project goals and guidelines are incorporated into the final project designs.

SELECT EXPERIENCE

Elementary Schools
- Jane Ruestmann Elementary School, Argyle ISD
- Myrtle Thornton Elementary School Replacement, Arlington ISD
- Daugherty Elementary School, Garland ISD
- Farine Elementary School Replacement, Irving ISD
- Kerr Elementary School Renovations, Allen ISD

Middle Schools
- Calhoun Middle School, Denton ISD
- Argyle Middle School, Argyle ISD
- Dr. Joy Shaw Middle School, Red Oak ISD
- Utley Middle School Renovations, Rockwall ISD
- Cain Middle School Addition & Renovations, Rockwall ISD
- Williams Middle School Addition & Renovations, Rockwall ISD

High Schools
- Ninth Grade Centers, Rockwall ISD
- Panther Creek High School, Frisco ISD
- Trinity High School Replacement, Hurst-Euless-Bedford ISD
- LD Bell High School Replacement, Hurst-Euless-Bedford ISD
- Plano Senior High School Additions and Renovations, Plano ISD
- Melissa High School, Melissa ISD
- Lamar High School Addition, Arlington ISD
- Red Oak High School, Red Oak ISD
- Irving High School CTE Addition and Renovation, Irving ISD

Other Support Spaces
- Baby University, Irving ISD
- Enterprise Center Renovation, Arlington ISD
- Support Services Building, Denton ISD

EDUCATION

Master of Architecture: Texas A&M University
Bachelor of Environmental Design: Texas A&M University

REGISTRATION

Architect — Texas
AIA, LEED AP

Keith Cummins AIA, LEED AP
Project Manager



Keith appreciates the trust built with clients through deep interpretation and understanding of their design goals. His strength in empathy pushes him to connect on a deeper level with clients. Keith serves as project manager providing day-to-day guidance in design direction, hands-on management of resources and consultants for all phases of the projects, and clear communication. Anticipating and developing solutions for districts, Keith provides technical and creative solutions in design and planning.

SELECT EXPERIENCE

Elementary Schools
- Argyle South Elementary School, Argyle ISD
- Argyle Elementary School #2, Argyle ISD
- Argyle Elementary School #3, Argyle ISD
- Argyle Elementary School #4, Argyle ISD
- Jane Ruestmann Elementary School, Argyle ISD
- Newton Rayzor Elementary School, Denton ISD
- Argyle West Elementary School, Argyle ISD
- Hyde Park Elementary School Addition, Denison ISD

Middle Schools
- Calhoun Middle School, Denton ISD
- Argyle Middle School, Argyle ISD
- Scott Middle School HVAC and Roof Replacement, Denison ISD
- B. McDaniel Middle School Renovations, Denison ISD

High Schools
- Argyle High School Addition and Renovations, Argyle ISD
- Mayes Elementary School Addition, Denison ISD
- Stadium Athletic Upgrades, Argyle ISD
- New High School, Denison ISD
- Trinity High School Replacement, Hurst-Euless-Bedford ISD
- LD Bell High School Replacement, Hurst-Euless-Bedford ISD

Other Support Spaces
- Munson Stadium Renovations, Denison ISD
- Indoor Athletic Center, Argyle ISD

EDUCATION

Master of Architecture:
University of Texas at Arlington
Bachelor of Environmental Design:
Texas A&M University

REGISTRATION

Architect — Texas
AIA, LEED AP

Lane Pendleton
Project Architect



Lane brings a high-level of proficiency in many design and rendering programs, giving him the ability to bring the team's vision to life. He is responsible for the production and documentation of all project requirements and coordination of additional studio members and consultants, as required.

SELECT EXPERIENCE

Elementary Schools
- Reed Elementary Gym Renovations, Allen ISD
- Marion Elementary School Renovations, Allen ISD
- Boon Elementary School Renovations, Allen ISD
- Bolin Elementary School Renovation, Allen ISD
- Parks Elementary School, Texarkana ISD

Middle Schools
- Richard A Wilkinson Middle School, Frisco ISD
- Barbara Bush Middle School Addition, Carrollton-Farmers Branch ISD
- Smith Middle School Addition & Renovations, Sinton ISD
- Rodriguez Middle School, Denton ISD
- Cain Middle School and Williams Middle School Additions and Renovations, Rockwall ISD

High Schools
- Rockwall Ninth Grade Centers, Rockwall ISD
- High School Additions and Renovations and Stadium Renovation, Lovejoy ISD
- Early College High at Stewart Middle School, Tyler ISD
- Lowery Freshman Center, Allen ISD
- LD Bell Replacement High School, Hurst-Euless-Bedford ISD

Other Support Spaces
- Administration Annex, Allen ISD
- Lowery Stadium Renovations, Allen ISD
- Career and Technology Education Center, Wichita Falls ISD

EDUCATION

Master of Architecture:
Kansas State University

REGISTRATION

Architect — Texas #27963

Ryan Connell AIA, LEED AP
Design Director



As the studio design director for our education sector, Ryan understands that schools have the power to impede or inspire children and strives to create buildings that do the latter. With 21 years of design experience, he has developed an impressive portfolio of projects worldwide and is an invaluable asset to our team. Ryan is deeply involved in all aspects of the design process, from ideation and conceptual exploration to execution and delivery of the final project. In all of his projects, he strives to draw clarity and elegance from complexity.

SELECT EXPERIENCE

Elementary Schools
- Thornton Replacement Elementary School, Arlington ISD
- Rochell Replacement Elementary School, Rockwall ISD
- New Elementary School, Bushland ISD
- Diane Patrick Elementary School, Arlington ISD

Middle Schools
- Dr. Joy Shaw Middle School, Red Oak ISD
- Blalack Middle School, Carrollton-Farmers Branch ISD
- Argyle Middle School #1, Argyle ISD
- New B. McDaniel Campus, Denison ISD
- Joey Rodriguez Junior High School, Arlington ISD

High Schools
- Rockwall Ninth Grade Centers, Rockwall ISD
- Trinity Replacement High School, Hurst-Euless-Bedford ISD
- LD Bell Replacement High School, Hurst-Euless-Bedford ISD
- V.R. Eaton High School, Northwest ISD
- Melissa High School, Melissa ISD
- Lowery Freshman Center, Allen ISD
- New High School, Bushland ISD
- Tyler Legacy High School, Tyler ISD

EDUCATION

Master of Architecture:
University of Michigan
Bachelor of Environmental Design:
Texas A&M University

REGISTRATION

Architect — Texas
AIA, LEED AP

Taylor Lukasek
Interior Design Lead



Taylor is detail-oriented, and a technical designer. She is proficent in many design and rendering programs giving her the ability to bring the team's vision to life. She is an excellent planner and appreciates perfectly executed details. Her skills in communication and team-building coupled with her passion for design and attention to detail make her an asset to any project team.

SELECT EXPERIENCE

Elementary Schools
- Crow Elementary School Addition and Renovations, Arlington ISD
- Hyde Park Elementary School Renovations, Denison ISD
- Anderson Elementary School Addition and Renovations, Frisco ISD
- New Elementary School at Pine Street, Texarkana ISD
- Valley Ranch Elementary Renovations and Additions, Coppell ISD
- Rochell Elementary Replacement, Rockwall ISD
- Evers Park Elementary Renovations, Denton ISD
- Wake Village Elementary Additions and Renovations, Texarkana ISD

Middle Schools
- Joey Rodriguez Junior High School, Arlington ISD

High Schools
- Sunset High School Renovation, Dallas ISD
- New High School, Bushland ISD
- Trinity High School Replacement, HEB ISD
- LD Bell High School Replacement, HEB ISD

Other Support Spaces
- Lubbock Warehouse, Fort Worth ISD
- AmTech Career Academy Addition and Renovation, Amarillo ISD
- Fort Smith Innovation Center, Fort Smith Public Schools

EDUCATION

Bachelor of Science:
Oklahoma State University

REGISTRATION

Interior Designer — Texas
NCIDQ

Project Coordinator

Mel Fuentes — LEED AP BD+C



Mel has played a major role in multiple K-12 & university projects for various clients in Texas. Mel supports the entire team in reviewing drawings for building code compliance, quality checking and coordinating construction documents with consultants. His responsibilities include programming, managing design process from initial design to construction administration.

SELECT EXPERIENCE

- Newton Rayzor Elementary School, Denton ISD
- Denton Middle School #9, Denton ISD
- Calhoun Middle School, Denton ISD
- Blalack Middle School, Carrollton-Farmers Branch ISD
- Sweetwater High School Addition, Sweetwater ISD
- Argyle High School Addition and Renovations, Argyle ISD
- Shallowater High School Addition and Renovations
- Long Range Planning, Decatur ISD
- Visual and Performing Arts Center, Frisco ISD

EDUCATION

Bachelor of Architecture:
University of Houston

REGISTRATION

LEED AP BD+C

Project Specialist

Taylor Norton



Taylor provides support for the overall design effort. His primary responsibilities are to assist the project team and education studio with any and all tasks related to the project.

SELECT EXPERIENCE

- New Elementary School, Gunter ISD
- Mohawk Elementary School, Richardson ISD
- Newton Rayzor Elementary School, Denton ISD
- New Middle School, Red Oak ISD
- New Middle School #4, Rockwall ISD
- Utley Middle School Addition, Rockwall ISD
- Peaster Intermediate School, Peaster ISD
- High School Additions and Renovations, Gunter ISD
- West Plains High School, Canyon ISD
- Walnut Hill Leadership Academy, Dallas ISD

EDUCATION

Bachelor of Architecture:
Oklahoma State University

c. Provide qualifications information for subconsultants you propose to be used on the Projects, if any, including the location of their offices, capabilities, experience, qualifications of the firm management and team member(s) who will work directly on the Project including name, title, and education, a brief overview of professional experience and licensure information.

Consultants

Westwood Civil Engineering and Landscape Architecture

Founded in 1972, Westwood provides comprehensive civil engineering and landscape architecture services. With a strong emphasis on client satisfaction and timely project delivery, the company has expanded to over 1,700 employees nationwide, including 450 based in Texas. Westwood operates eight office locations throughout the Dallas-Fort Worth area, reinforcing its regional presence. The firm credits its growth and success to a client-focused philosophy and a wealth of project experience.

Office providing services: 2805 Dallas Parkway, Suite 150, Plano, Texas 75093

Experience

- Renovations/ADA Compliance, Arlington ISD
- Walnut Creek Elementary, Azle ISD
- Additions and Renovations, Crowley ISD
- New Heritage Elementary School, Keller ISD
- Hyer Elementary School, Highland Park ISD

Romine, Romine & Burgess, Inc. MEP Engineering

Romine, Romine & Burgess, Inc. (RRB) is a leading MEP engineering firm with over 65 years of experience delivering innovative, energy-efficient solutions across diverse sectors including education, municipal, and industrial. Known for their responsiveness, technical precision, and client-focused approach, RRB provides full-service mechanical, electrical, and plumbing design, along with energy audits and sustainability consulting, contributing to award-winning and LEED-certified projects.

Office providing services: 300 Greenleaf Street, Fort Worth, Texas 76107

Experience

- New V.R. Eaton High School, Northwest ISD
- New Red Oak High School, Red Oak ISD
- New James Coble Middle School, Mansfield ISD
- New Prosper Middle School, Prosper ISD
- Intermediate School, Godley ISD
- New Viridian Elementary, Hurst-Euless-Bedford ISD

L.A. FUESS PARTNERS
Structural Engineers

L.A. Fuess Partners Structural Engineering

L.A. Fuess Partners is a structural engineering firm specializing in the design of commercial, residential, institutional, and industrial buildings. Lawrence A. Fuess founded the firm in 1979 with a vision based on trust, professionalism, and excellence of service. Guided by that vision throughout its history, L.A. Fuess Partners pursues innovative design solutions that contribute to the overall success of each project and benefit all project team members.

Office providing services: 3333 Lee Parkway, Suite 300, Dallas, Texas 75219

Experience

- Rockwall Ninth Grade Centers, Rockwall ISD
- Rochell Elementary School Replacement, Rockwall ISD
- Panther Creek High School, Frisco ISD
- Jackie Fuller Elementary,m Aubrey ISD
- Keller Center for Advanced Learning, Keller ISD
- Melissa High School Additions, Melissa ISD

ARMKO

Armko Industries Roofing

Armko Industries, a Texas-based firm, specializes in roof consulting and design. With 40+ years' experience, we offer full-service solutions from inspection to completion. Our expertise includes reroofing, waterproofing, and building envelope analysis. We've worked on over 7,000 projects for schools, hospitals, and various public and private entities. They have been working with Corgan for over 15 years and have completed over 100 K-12 projects.

Office providing services: 1320 Spinks Road, Flower Mound, Texas 75028

Experience

- Rockwall Ninth Grade Centers, Rockwall ISD
- Amon Carter Riverside High School, Fort Worth ISD
- Young Men's Leadership Academy, Fort Worth ISD
- Arlington K-8, Garland K-8, Grand Prairie K-8, and North Richland Hills K-8, International Leadership of Texas
- Ben Franklin Middle School, Dallas ISD
- New Elementary School #22, McKinney ISD

WJHW, Inc. Acoustics/Theater

Wrightson, Johnson, Haddon & Williams, Inc. (WJHW) is a 33-year-old firm specializing in acoustics and systems design. With 70+ experts, they deliver innovative, practical solutions for K-12, higher education, and other clients. Their focus on client needs, technical excellence, and timely delivery drives successful projects. They have a long standing relationship with Corgan working across multiple sectors over the past 13 years including over 35 projects with various DFW districts.

Office providing services: 3424 Midcourt Road, Suite 124, Carrollton, Texas 75006

Experience

- V.R. Eaton High School, Northwest ISD
- Administration Building, CrowleyISD
- Ryan High School, Denton ISD
- STEAM Center, Allen ISD
- Denton High School, Denton ISD
- Strickland Middle School, Denton ISD

JMK Foodservice

JMK Foodservice Consulting & Design is a full-service consulting firm specializing in the design and development of foodservice facilities. Since 1997, the company has delivered expert solutions across all sectors of the industry. JMK provides comprehensive services with a focus on K-12 schools, higher education, correctional institutions, and healthcare facilities. The firm is dedicated to creating kitchens that are efficient, cost-effective, and tailored to district needs.

Office providing services: P. O. Box 2345, Wylie, Texas 75098-5157

Experience

- New Red Oak High School, Red Oak ISD
- Rockwall High School Additions & Renovations, Rockwall ISD
- Belton High School Renovation, Belton ISD
- Byron Nelson High School, Northwest ISD
- Duncanville High School, Duncanville ISD
- Sherman High School Renovations, Sherman ISD

d. Provide information regarding three (3) school district projects of similar size and scope to the ones for which services are requested herein, that your firm acted as the design architect and provided project administration, on which you are currently working or completed in the last five (5) years.

Decatur ISD Enis Elementary School STEM Academy



PROJECT STATS

LOCATION
Decatur, Texas

SERVICES PROVIDED
Architectural and interior design services

DATE OF COMPLETION
August 2021

ORIGINAL BUDGET
$4,600,000

ACTUAL COST
$4,575,664

COMPLETED ON SCHEDULE?
Yes

CLIENT REFERENCE
Cindy Tatum (now with Anna ISD)
501 South Sherley Avenue
Anna, Texas 75409
940 768 9131

Creating maximum flexibility for an ever-evolving curriculum.

Decatur ISD wanted to convert a 38-year-old outdated facility to meet their current needs, while creating flexibility for future curriculum advances. The existing 80,000-square-foot intermediate school was transformed into a kindergarten through fifth grade STEM Academy. The project team designed a new interior learning space while replacing interior finishes and full mechanical and lighting replacements in the existing school.

The new space allows students to participate in STEM programs, creating an adaptive and flexible environment that caters to the specific learning outcomes. Movable walls, ample connectivity, and transparencies throughout the space create a student-centered learning environment. Flexible furnishings and areas for both small and large collaboration creates moments for individualized and group learning. Students can choose their surrounding and adapt the space to fit their every need.







Denton ISD Calhoun Middle School and Newton Rayzor Elementary School



PROJECT STATS

LOCATION
Denton, Texas

SERVICES PROVIDED
Architectural and interior design services

DATE OF COMPLETION
March 2024

ORIGINAL BUDGET
Rayzor Elementary School: $38,000,000
Calhoun Middle School: $36,000,000

ACTUAL COST
Rayzor Elementary School: $37,577,458
Calhoun Middle School: $35,964,046

COMPLETED ON SCHEDULE?
Yes

CLIENT REFERENCE
Brandon Boyter
1307 North Locust Street,
Denton, Texas 76201
940 736 3050

Campus supports an interconnected learning environment.

Denton ISD combined Calhoun Middle School and Newton Rayzor Elementary School, an International Baccalaureate World School, on one campus to promote meaningful connection, inclusion, and intercultural understanding.

The challenge was building the school on a constrained site while prioritizing the welfare and safety of students from multiple grade levels. The intentional design adds a shared plaza and drop off zones, dual-purpose amenity spaces, and various academic programs to encourage peer interaction, mentorship, and socialization between older and younger students to advance leadership and academic learning.

Design elements align with developmental needs to contextualize learning and foster curiosity. Inspired by the school's mascot — a honeybee and a globe — "beehive" elements support young adolescent needs for autonomy, peer interaction, competence, and connection. Floor-to-ceiling glass fills the space with light and connects students to nature. A shared commons area opens to an outdoor courtyard for students to relax and explore for an engaging learning experience. Flexible furniture and technology support teachers with adaptable learning environments while stairways and collaboration spaces outside each classroom connect the two levels and support connectivity and peer interaction.

Offering a specialized curriculum for deaf students and teachers, classrooms offer visual cues and flashing lights to provide understanding for the hearing-impaired. The lively, innovative design enhances the student experience and connects the two schools on one campus to provide an enlightened world view that defines 21st century education.


CALHOUN
COLTS
CALHOUN COLTS
CALHOUN
COLTS





Argyle ISD Argyle High School Phase 2 Addition and Renovations



PROJECT STATS

LOCATION
Flower Mound, Texas

SERVICES PROVIDED
Architectural and interior design services

DATE OF COMPLETION
August 2021

ORIGINAL BUDGET
$60,750,000

ACTUAL COST
$62,000,495

COMPLETED ON SCHEDULE?
Yes

CLIENT REFERENCE
Jeff Koehn
6701 Canyon Falls Drive,
Flower Mound, Texas 76226
940 464 7241

An interactive space for students and the community.

Argyle High School Phase 2 involves converting the existing 154,000-square-foot middle school to a 340,000-square-foot high school. The original middle school was designed with an elliptical central circulation with space for such an expansion. The added spaces include an new 850 seat auditorium, black box, band, choir, and theater arts spaces. A new 1,750 seat competition gymnasium was added with a sunken court and additional locker room space. A new classroom wing has been added mirroring the exiting classroom wing and still connecting to the existing central courtyard. A field house has been added along with a new track surrounding a turf practice field. The field house includes locker rooms, a weight facility and training space for all outdoor sports. The project was designed to allow for the additions while the campus remains an active middle school site.


COMPETITION GYM


AUDITORIUM



Section C - Project Approach and Resources

a. Provide a description of your firm's overall approach to project administration, how you view your firm's role in protecting the interests of the District and explain how this approach will benefit the District.

Project Approach

Collaboration with our clients is the single most important part of our process. We know educational spaces are more than just a place to learn. They must welcome, entertain and enlighten the students, teachers, and community members. Offering spaces that connect one another, balanced by options for quiet, focused study must be evaluated to enhance the overall experience — a space that brings the appropriate level energy, while promoting learning, and having a little fun!

Corgan's methodology is focused on supporting the needs of our clients, their schedule, and their goals. An important part of our approach is to establish an inclusive process upfront. This provides that, as projects develop, each member of the team and Corgan are satisfied that all the project goals and objectives are met.

The following pages offer a step-by-step guide of how we can help, and how we create a unique experience for our clients and communities we serve.





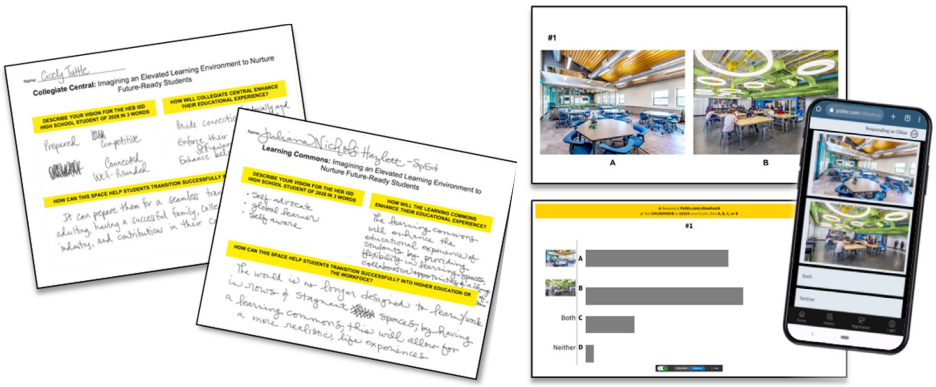
CLICK HERE TO LEARN MORE

Check out what our client at Rockwall ISD had to say about our visioning process for their new Ninth Grade Center by clicking the link above!

> Corgan is an architect that I consistently utilize on projects which require *excellent customer service, initiative, design, technical skills, and management.* Their performance is always above and beyond.
>
> Kathleen Lenihan, Project Manager, Dallas ISD

Pre-Design

Community input is invaluable. That's why pre-design is so crucial, and it's where our approach truly shines. We understand that you're not just building a building — you're shaping the future of your community. We excel at seeing the "big picture" and, during this phase, we become your trusted advisors. We work alongside your administration, exploring all options, and we're not afraid to rethink the entire project if that's what best serves your district. We know that one size doesn't fit all, so we facilitate customized workshops, using proven techniques, to truly understand your unique challenges, your district's brand, and the values of your community. This focused information gathering and goal setting makes sure everyone is on the same page from the very beginning, maximizing your resources and creating a facility that reflects your district's specific needs and aspirations. It's about building more than just an educational environment — it's about building a legacy.





WHAT CORGAN BRINGS TO THIS PROCESS

- Custom tools
- Guided discussion of brand, culture, and community
- Image review
- Today/tomorrow cards
- Guiding principles cards
- Value voting exercises
- Surveys
- In-house education design researcher
- Recent, relevant experience

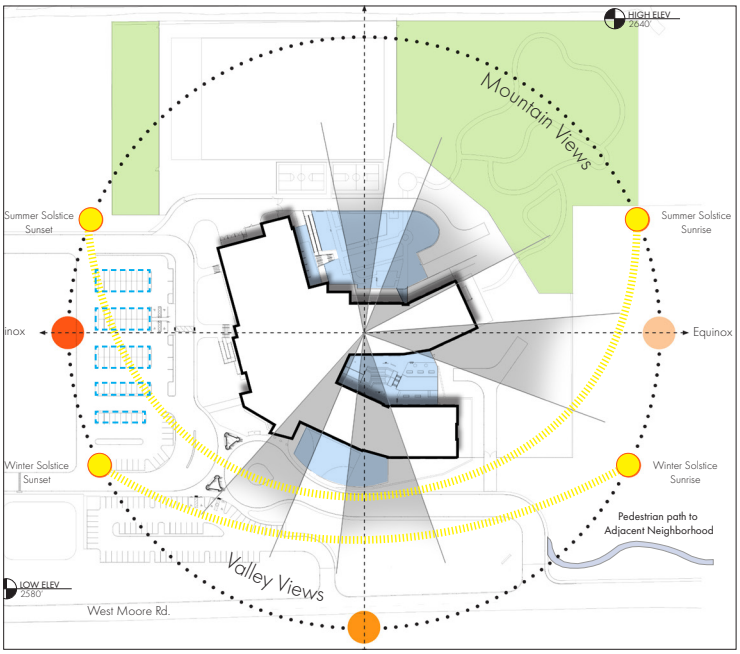
DELIVERABLES

- Presentation/book documenting the results and findings
- Summary of images
- Project guiding principles

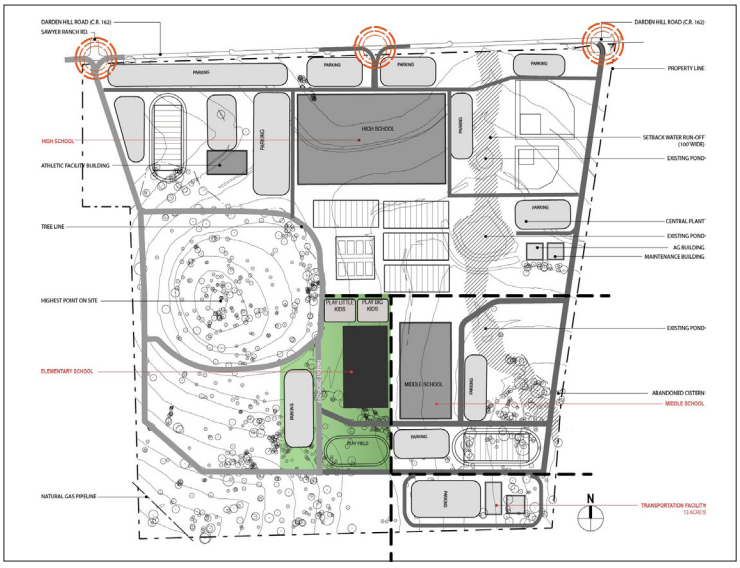


Site Analysis

Our approach to site and building analysis is centered around careful planning and informed decision making. We go beyond simply looking at a piece of land or an existing building. We base our analysis on thorough research, data collection, and detailed information about each facility. We provide an objective, unbiased evaluation of each potential site, considering the district's specific needs and goals. Our analysis includes how programming requirements translate into practical layouts, which could include classrooms, collaboration spaces, support areas, hallways, shared spaces, restrooms, and even furniture placement. We deliver the precise information our clients need to make the best, most informed decisions for their students, staff, and community. We understand that every project is unique, and our tailored analysis gives data-driven insights necessary to move forward with confidence.



When we analyze a site, we provide multiple options and concepts to the district, each achieving your pre-design goals identified early in the project.





Educational Programming

We dedicate our most senior and experienced staff, including the project principal and project manager, to lead this crucial phase. They conduct thorough reviews and interviews with all stakeholders, confirming an inclusive process that addresses both current and future needs. We value our client's history and data, but we don't let it limit our thinking. We believe creative problem-solving within the basic programming requirements is essential for forward-thinking design, whether it's a new building or a renovation. For us, the program is a starting point, a foundation upon which we build a truly custom design. We verify and align it with your district's specific goals, technology needs, chosen delivery method, and, of course, your budget. Because we understand that listening is key, we make sure we hear not just your stated needs, but also the underlying messages and aspirations of your community. This makes sure the final design reflects your district's unique vision.

DELIVERABLES

- Customized programming questionnaire
- Program: Excel workbook format, color coded by department
- Executive summary
- Departmental breakdown
- Educational specifications
- Recurring themes in departmental interviews
- Colored block and stack diagrams



Arlington

Level 01 Floor Plan

1/32" = 1'-0"

CORGAN

> The differentiating factor with Corgan is that you listen to the district's needs, show us what we ask for and then look at options to meet the needs of the project in a way we have not previously imagined and we end up with a result that makes our projects better. You all are really demonstrating the value of working with a great architectural team.
>
> Will Salee. Executive Director of Operations, Rockwall ISD

Schematic Design

Corgan's design process begins with a shared vision. We'll lead stakeholder groups that include teachers, students, administrators, principals, and community members through a visioning charrette to share ideas, establish project goals, and develop strategies to support your learning objectives. These engaging sessions will empower participants to share their unique perspectives and help define project goals and actively shape the design to reflect the values and aspirations of the community. Using hands-on tools, the charrette will focus on exploring options that support student and teacher experience.

From this foundation, we'll develop schematic design options that reflect upon the vision and insights gathered during the charrette. This phase explores building massing, bulding layouts, spatial relationships, and building forms — it moves from the general vision to a more defined plan. We'll continue to refine these options until planning and design consensus is reached, and a plan is finalized.

DELIVERABLES

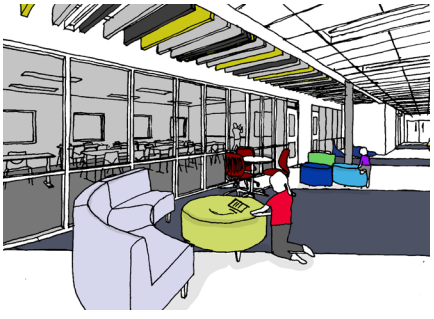
- 2D planning concepts
- 3D computer models
- 2D and 3D renderings
- Presentation format schematic design and design development presentations, in presentation and book "record" form
- Plans, elevations, materials, and specifications

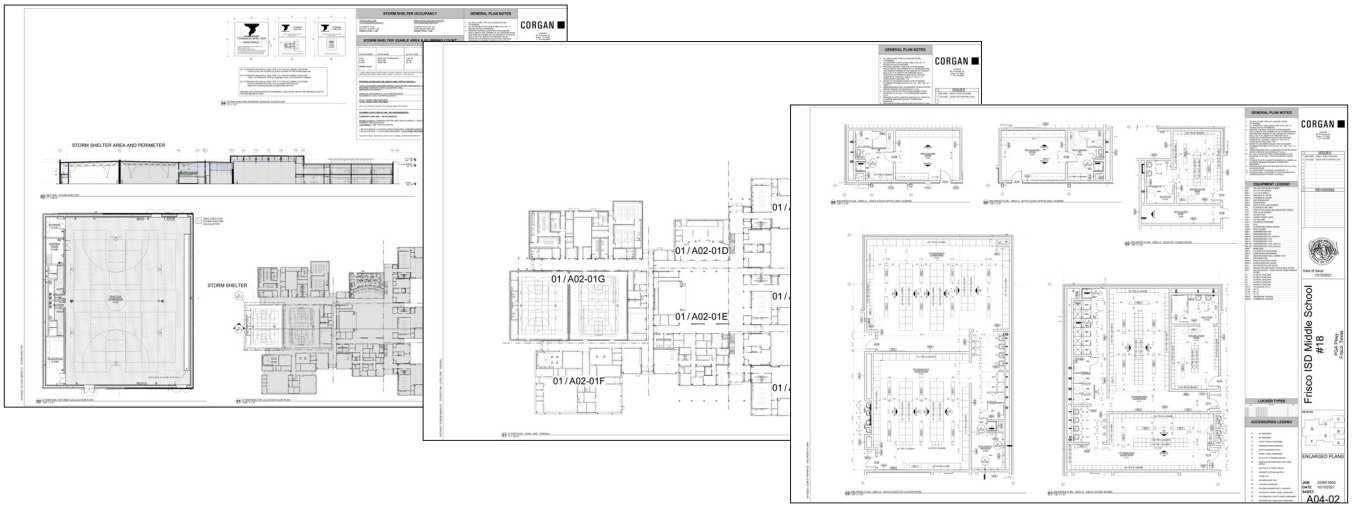
Design Development

Design development is where the big ideas from schematic design start coming to life. During this stage, we fine tune design elements, exploring materials, finishes, and finalize room layouts. We'll maintain open communication with district committees and stakeholders, making sure their input continues to shape the final design. This phase will focus on the details within learning spaces, such as storage solutions, instructional delivery methods, technology integration, flexible wall systems, writing surfaces, and acoustics. We'll also engage in in-depth discussions with district departments, such as facilities and maintenance, foodservices, technology, fine arts, and athletics, to make sure the design effectively addresses their specific needs.









Construction Documents

At Corgan, technical excellence is part of our DNA. Our reputation for thorough, meticulous construction documents results in highly competitive bids from qualified contractors. Over the years, we have cultivated strong relationships with contractors, who like to bid our work due to our attention to detail and collaborative working relationship.

Construction documentation is where we dig into the details of the design to make it a reality — think of it as an instruction manual for the contractor. We work closely with our design consultants to detail floor plans, elevations, building sections, and details that can include doors, walls, and building hardware, to give the contractor a roadmap on every detail, helping contractors to dive into the details. We maintain consistent communication through regular progress meetings, keeping our clients informed of the latest design developments. A dedicated weekly project information exchange, allows all consultants to review the most current BIM models, and update accordingly. This proactive approach to consultant coordination fosters extended collaboration, enabling our team to explore alternative solutions before documents are finalized. Our complex QA/QC process includes multiple reviews an interactive "page turn" sessions with the district, consultants, and the construction team to capture key aspects of the project that require cross collaboration.

WHAT CORGAN BRINGS TO THE PROCESS

- Four full time specification writers
- Dedicated quality assurance staff members
- LEED resources with in-depth, hands-on experience
- Building Information Modeling, specifically Revit
- The resources, flexibility and knowledge base of a 1,000+ firm to respond to deadlines as needed
- Recent, relevant experience

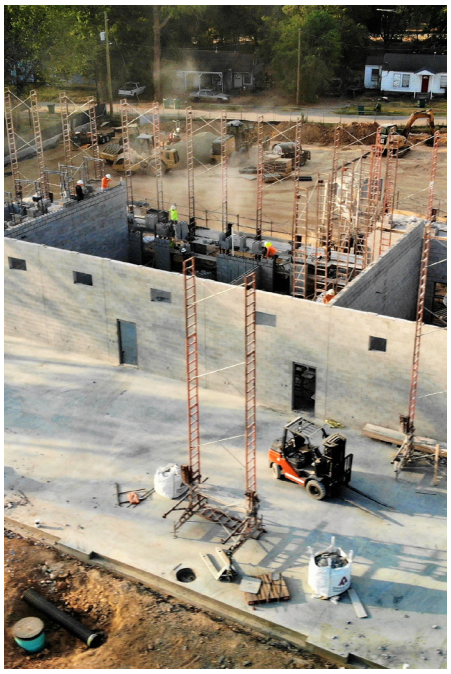
DELIVERABLES

- Signed and sealed construction documents and specifications

Bidding Assistance

While we can't control the construction cost escalations, our proactive monitoring enables us to advise our clients on bid timing, alternate selections, and delivery methods. Our project managers and principals keep up with recent bidding practices and maintain strong relationships within the contracting community. By consistently delivering complete and accurate construction documents, we foster excellent partnerships with contractors, resulting in more accurate cost estimates and improved schedule adherence.





Construction Contract Administration

People and process: We believe that's the foundation to successful construction contract administration. The same people, who have been working on your project since day one, complete all construction contract administration tasks, making sure no knowledge is lost. Teamwork is important during construction, and we are great team players that know when to lead and when to listen. We utilize Newforma software for online document management to maintain clear and consistent communication during the construction administration process.

A critical part of this phase is the final-completion and project close-out. We work with the contractor to prepare a comprehensive punch list, diligently tracking each tasks completion within a set timeframe. To facilitate a smooth process, we will provide a close out check list to the contractor, and review all close out documents and warranties before submitting them to the district. We'll maintain consistent communication with the contractor on punch-list item completion, providing daily updates until all tasks are complete.

WHAT CORGAN BRINGS TO THE PROCESS

- Newforma software for client portal/ document management
- Consistent team from start to finish
- Responsiveness – evidenced by our 95% repeat client business
- Recent, relevant experience

DELIVERABLES

- Bid reviews and recommendation
- Pay application review and recommendation
- RFI response, submittal review, field memos, supplemental documentation, as needed
- Initial punch list
- Follow-up punch list
- Weekly site visits
- Field reports

Field Observation of Construction

The same team is committed throughout construction. We are responsive to the construction team, and work collaboratively to find solutions. Our communication continues to be open with the district and the contractor, providing clear direction and clarifications as needed. While we commit to be available to the contractor and will be on-site as often as needed, our communications with the construction team and the district will at a minimum be:

DAILY

- Communicate with the on-site construction personnel to answer questions and clarify issues that may have been discussed in their daily sub-consultant meeting or during the course of the day.
- Distribute all communication with contractor's personnel to the owner via memorandum, email, or phone conversation so that all information is shared and the entire team is kept informed.

WEEKLY

- Job site visit to observe construction activities, communicate with superintendent and project manager, and issue clarifications on questions. Produce field reports documenting observed on site activities and issue to all parties.
- Walk the project with the owner's representatives to observe construction progress, on-going activities and to answer any questions and/or address concerns.

BI-WEEKLY

- Participate in construction meeting on-site with owner, contractor, and any subcontracting foreman who might need clarifications or further instruction.
- Review five week look ahead schedule and discuss upcoming activities.
- Answer questions, issue clarifications, and walk project site with owner.
- Issue field reports of observations of construction activity.

MONTHLY

- Provide a monthly update for the administration and board of trustees. This report will summarize the activities of the month and provide images of the project status.



Project Closeout

For us, project closeout begins at the pre-construction meeting, setting clear expectations with the contractor. Our detailed documentation and organized communication throughout the project, including PCR's, field memos, and accepted changes, creates easy access to all project data for all team members. Documents are updated throughout construction to show as-built conditions. Upon substantial completion, we review and verify the completion of all punch list items. We collaborate with the construction team to compile final documentation, guided by a comprehensive closeout procedures checklist, which is often include in the specifications to inform bidders upfront. The continuity of our studio approach makes sure every detail, no matter how small, is captured in the record documents.

Post-Construction

We value the opportunity to work with the district through the warranty period. Too often, warranty requests are handled without our involvement, which can lead to delays, added costs, and wasted time on routine maintenance or non-warranty issues. We prefer to stay informed of the necessary repairs or potential non-conformance issues, allowing us to provide valuable support and input. We also like to perform one year post-occupancy reviews by conducting user surveys and on-site observations, which gives us invaluable feedback on building usage and performance. These results inform our continuous improvement efforts, benefiting our clients, and training us to be better architects.



Quality Management

Too often, quality assurance and quality control are spoken in immediate sequence that they are generally thought of as a single concept. At Corgan, quality assurance and quality control are two distinctive processes with distinct goals.

Quality Assurance

Our quality assurance process focuses on the consistent, proper application of our tools and processes, confirming we perform the right tasks in the right sequence for the right reasons. This approach consistently produces high quality work that meets the needs of our clients, fulfills our contractual obligations, and adheres to industry standards.

We document key processes, including: contract development, negotiation, and execution; design process efforts; BIM execution plans and standards; construction documentation processes; consultant coordination efforts; and construction contract administration practices and procedures. **At Corgan, quality assurance is the responsibility of each member of our firm at every task level for all of the work we do.**

Quality Control

Quality control validates that the quality assurance processes are working by observing the results. We conduct informal quality control by continuously cross-checking our work and correcting any inconsistencies. Project managers perform formal quality control efforts by reviewing and assessing the work, culminating into a coordinated set of documents.

Experienced, in-house professionals, who were not involved in the original design, conduct a third party review. This "fresh set of eyes" simulates the experience of seeing the documents for the first time, as the subsequent subcontractors will see them. This process clarifies areas of potential confusion in communication or intent prior to the publication of these important documents.

These "third-party" reviews often inform and educate our staff members for future projects, allowing us to deliver better value to our clients. We are proud to be known as great designers who are very technically competent, work well with our consultant teams, and create high quality work. We understand that the price of this reputation is grounded in our individual commitments to doing our best work.

Quality assurance is the maintenance of a desired level of quality by means of attention to every stage of the process of delivery or production.

It is a part of quality management, focused on providing confidence that quality requirements will be fulfilled. It is about preventing defects. Examples of quality assurance activities include **process checklists**, **process standards**, **process documentation**, and **project audit**.

Note: QA and QC are commonly confused. While quality assurance is about preventing defects, quality control is about identifying defects and also involves testing, inspection, and/or peer reviews.



David Safir
Education QA/QC
27 years of experience

b. List resources of the firm that would be made available to the District that would distinguish your firm as most qualified to perform the design, administration and closeout of the Projects.

Services

ARCHITECTURE

INTERIOR DESIGN

ACOUSTICAL DESIGN

BOND PLANNING & COMMUNITY ENGAGEMENT

BRANDED ENVIRONMENTS

CPTED/SECURITY

CHANGE MANAGEMENT

EDUCATIONAL SPECIFICATIONS

EXPERIENTIAL DESIGN

FACILITY ASSESSMENT

FURNITURE STRATEGY

LIGHTING DESIGN

MASTER PLANNING

MEDIALAB

QUALITY ASSURANCE/QUALITY CONTROL

SIGNAGE DESIGN

SPECIFICATIONS

SUSTAINABLE DESIGN (ECHO) & WELLNESS

At Corgan, we value agility in problem solving. We listen to understand, evaluate, and challenge research, and are attuned to all that's going on in the world. Using our integrated project services model, we build responsive teams comprised of designers, researchers, and experts in trends, communication, and strategy to supplement our architecture and interior design project teams. Together, we create places where your students, teachers, and community thrive.

Architecture

Over the last eight decades, Corgan has built a flourishing architecture practice designing many different types of spaces — educational facilities, corporate offices, data centers, airport terminals, hospitals, and more. Yet our approach to all these spaces is singular — to create unique environments where our clients thrive. That's our core mission, for every client, every day. For us, thriving means a place where people can truly connect and grow. A place to flourish in sustainable and balanced environments. In structures that will stand the test of time, offering an elevated experience to everyone who passes through.

Interior Design

Corgan has completed over 18 million square feet of educational environments in the past five years. We know the educational systems and curriculum needs and are in constant flux and to be successful, we must keep our ears to the ground and our eye to the client. Trends come and go, but successful schools stand the test of time — we support student needs and our district clients through creating flexible spaces that adapt with you to deliver a truly responsive space.

Acoustics

Sound and noise impact our environment and quality of life daily. Our acoustical design staff, as part of our technical design services studio, work closely with our design team to address space layout, room shaping and sizing, separation partition construction, and room finishes to yield the best possible acoustical environments for the most sensitive and critical spaces, such as clasrooms and auditoriums. Our team will collaborate directly with the project mechanical, electrical, and plumbing engineers to address background noise levels associated with building systems.

Bond Planning & Community Engagement

The key to an effective bond plan is simple — communication. We will navigate you through the complexities of developing a bond program and voter education strategy. From gathering the support of a citizen's committee to communication strategies and timelines, collateral development, and voter outreach, our team has the experience and resources to bring you success.





Brand+Graphics

Brand+Graphics leverage physical space to communicate a school's unique identity and community values. They connect students, teachers, parents, and community members with meaningful experiences and translate your existing district or school brand into three dimensional touchpoints to communicate visually who you are, your core values, and your community values. A branded space will have a direct influence on the user's experience and encourage school pride.

Change Management

Schools are not only places for students to learn, but also workplaces for your teachers, staff, and faculty. Change management is all about managing the expectations, fear, and potential negativity around change in the environment. It seeks to help your staff, teachers, and faculty understand and embrace new ways of working with minimal resistance and maximum efficiency. We work with teachers and staff to help them learn their new environment, and find creative ways to make it their own.

Educational Specifications

Our process is one that has a high-degree of focus on personal involvement with the district. We deliberately avoid a formulaic approach to design and focus on listening to the district's needs and goals. This model allows us to create facilities that are fresh, new and distinct; something that is uniquely yours and iconic to your community. We will work with the district to determine the curriculum needs, instructional programs, grade level alignments, hours of operation, equipment and technology for each functional space. Additionally, we delve into the district's needs will be in terms of technology to fulfill the district's vision, as well as analyzing the equipment types, functions, and materials required for storage, parts, and maintainability.



Furniture Strategy

Furniture strategy is a plan of action designed to support your institution with the physical tool that your students, faculty, and staff interact with most: furniture. We guide our clients and work with each vendor to determine their best solution – rather than developing the solution first and asking each vendor to replicate it.

Lighting Design

Light brings life to a space, and a designer's ability to envision the lighting and execute the design can bring success to any project. We understand the parameters, the tools, and the technology required to bring about success in both public and intimate lighting environments. We continually educate ourselves in this rapidly evolving field.

Master Planning

As the educational landscape constantly evolves, we prepare our clients for growth by guiding them to make informed decisions that support agility and that set a foundation that allows them to thrive today, and in the future. The master planning process at Corgan is centered on collaboration between the district's leadership, key stakeholders, and our team of planners, designers, and strategists to best analyze and prepare the district for future growth. Through strategic processes, such as visioning and planning sessions, we identify key areas of development for the district. Through site analysis and existing conditions assessment, we develop concepts with different values and characteristics to satisfy the district's needs. By understanding the district's ideals, enrollment projections, and vision for the future, we will help open new opportunities for strong, agile operations.

Media Services (MediaLab)

Corgan's MediaLab is committed to providing a collaborative, innovative experience through stories of possibility and technological innovation for years to come. Comprised of staff with architecture, film production, and computer arts backgrounds, the MediaLab team is dedicated to the creative use of technology, which is instrumental in the continued advancement of the storytelling process. They can provide a wide variety of services including visualization, animation, renderings, audio/visual, Virtual Reality (VR), Augmented Reality (AR), motion graphics, chroma key, drone footage, branded content, and photogrammetry, just to name a few.



Quality Assurance/Quality Control

Corgan takes tremendous pride in our reputation as not just an impressive design firm, but a technically competent and expert firm who takes as much pride in the technical acumen as the design. In fact, Corgan has staff members dedicated to quality control. They review projects for building code compliance, exterior building envelope integrity, interior integrity, consultant coordination, and specification/drawing completeness. Their responsibilities include assisting in the development of design details from the outset of the project, reviewing all technical drawings and providing feedback for implementation.

Roofing

Our roofing professionals are well-versed in products and detailing, specifically as they relate to the roofing. Their experience with roofing systems makes them a valuable resource and knowledge center. We are knowledgeable of roofing construction best practices and can help identify schedule challenges and opportunities.

Research and Innovation (Hugo)

Hugo builds on Corgan's passion for elevating design research around the personal, human experience. It's a firm-wide resource where Corgan and our partners share ideas and embrace change. This research group explores topics and trends happening across the world, and regularly disseminates to the teams, to create more thoughtful, data-driven designs.

Specifications

Rather than coordinating with an external consultant, losing valuable time and resources, our firm brings specifications in-house. This helps streamline processes, serves as an educational tool for staff members, and saves the project time and money. Corgan has a Specifications Department, Technical Design Services (TDS), staffed with dedicated, full-time, CSI specification writers

Sustainable Design (ECHO)

We believe sustainability is an echo of performance; that if we truly optimize the places we create for our users' needs and consider the environment as an essential part of meeting those needs, a new level of intelligence and balance can be achieved. One that not only serves the future but creates an immediate impact for our clients.

Value Add Research & Innovation

We are fueled by innovation. Design and purposeful innovation are the most powerful instruments of change — and we believe the best design can only come from an empathetic understanding of the human experience. Hugo, Corgan's research and innovation team, pioneers for our clients by investigating, discovering opportunities, and delivering insights through design research around the personal, human experience.

CORGAN'S IN-HOUSE EDUCATION DESIGN RESEARCHER

With a background in architecture and a degree in cognitive science, Chloe partners closely with the design team and our clients to develop design solutions that not only look great, but are informed by research, creating places that inspire learning and growth, and support wellbeing. She brings insight from diverse fields, including the behavioral and brain sciences, education, child development, environmental psychology, the science of nature, social demography, and emerging technologies.

SUPPORTING YOUR PROJECTS

- Visioning and Community Engagement
- Identifying Design Priorities
- Research-Based Design Strategies
- Considerations for Developmental and Curriculum Alignment
- Biophilic Design
- Design for Outdoor Learning
- Design Lessons from Teachers — Attracting and Retaining Talent through the Built Environment



CORGAN — HUGO

Hugo represents Corgan's ethos of discovery and insatiable curiosity, a team of provocateurs who always ask the why before the how. We are curious about the world around us. Hugo builds on our passion for elevating design research around the human experience. Named after the birthplace of our founder, Jack Corgan, our research and development team is different than most — our human-centric approach reveals insights to see what others don't. We listen, we cultivate and react to every client's story differently.



Chloe Hosid
Education Design Researcher

As a perpetual learner, the process of learning both inspires and excites me. When we connect insights across disciplines, we can create meaningful places where learning communities thrive!

Value Add Matterport 3D Scanning

As an expert in reality capture, Corgan provides this technology as one of our primary services.

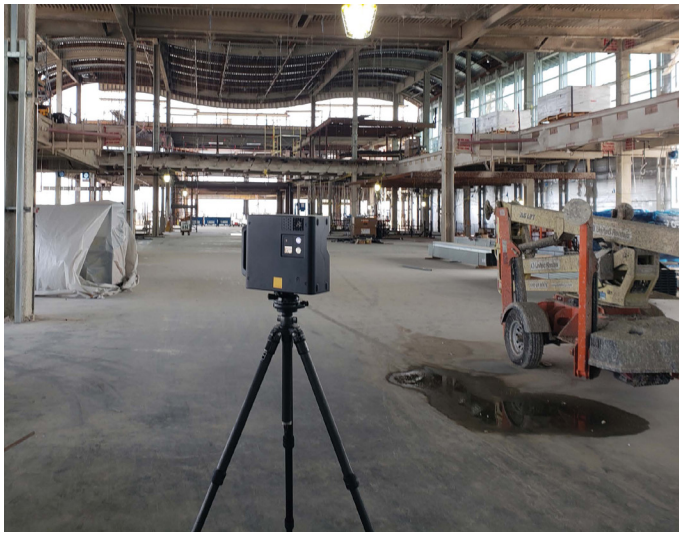
Quick, accurate, and cost-saving approach to traditional techniques.

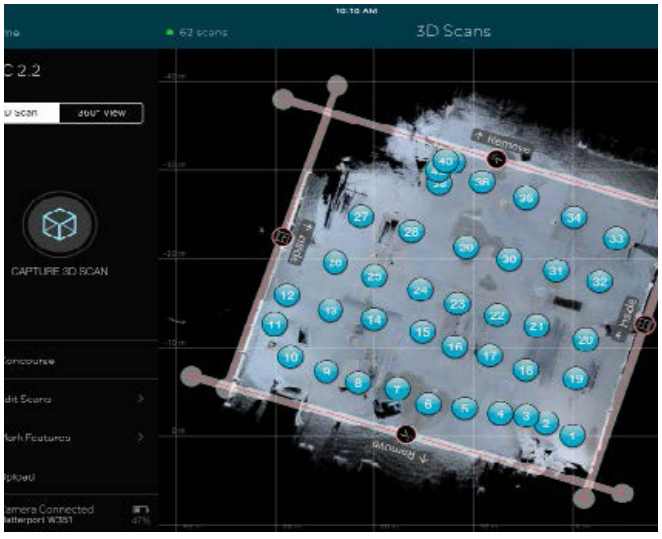
With any project, there is an importance of understanding where your district currently stands by examining facility conditions. For renovations and additions, we make sure we are also poking our head around to document existing conditions, including understanding what is above the ceiling and going above the roof.

From 3D scanning to laser scanning and photo documentation, we use tested tools to build an accurate picture of existing conditions. Matterport 3D scanning is a powerful scanning tool that results in a three-dimensional model of the existing facility which essentially creates an as-built BIM model dimensionally accurate to 1/16". It can also tag and map utilities and spaces above the ceiling.

This tool that can be used for utility documentation within a Matterport Space is Mattertags. This tool provides an anchored tag within the model to call out locations, provide additional detail, linking to other sources, and add context to the space. They can be used to track issues on a construction site, coordinate between owner, contractor, and architect, leading to a virtual documentation process.

The ability to photo-capture site conditions as a moment in time serves as a virtual resource for the project team, eliminating the need to repeatedly visit the site to fill in the gaps. This approach allows the team to scan the building in a single sweep and review the resultant model as frequently as needed.





Value Add MediaLab

Visual storytellers utilizing the latest technologies and tools to support design visualization, decision making, and branded moments.

MediaLab provides storytelling utilizing animation, visual effects, and architectural visualization for a wide range of clients. Comprised of staff with a diverse background (including filmmaking, computer arts, and architecture), our MediaLab team is dedicated to storytelling through the creative use of technology. Their ever-expanding palette of tools includes 3D photo-real animation, complex motion-graphics, short films, and various branded content.

MediaLab has been a pioneer in virtual and augmented reality, helping Corgan give our clients a real sense of how their spaces will look, feel, and function before ever breaking ground. Software imports Revit files and converts them into virtual reality in a matter of clicks; or through the utilization of photogrammetry and the Unreal Engine, they can create environments that rival real-life.

MediaLab Services

Visualization
Animation
Renderings
Audio/visual
Virtual Reality
Augmented Reality
Motion graphics
Chroma key
Drone footage
Branded content
Photogrammetry

CLICK HERE — BOND COMMUNICATIONS VIDEO

MediaLab partners with our design and bond communications team to help schools districts visualize their projects and communicate effectively with the community. Click the link above to see an example of a bond video, which details a project in the bond.

USING VIRTUAL REALITY AS A COMMUNICATION TOOL

During design, we often use Virtual Reality (VR) technology to walk our clients and community members through the space, allowing them to see things in 3D rather than on paper.





Section D - Integrity and Business Ethics

Please indicate whether you, or any principal in your company, or any partner in your partnership:

a. Has committed fraud or a criminal offense in connection with obtaining or attempting to obtain a contract.

No.

b. Has violated Federal or state antitrust statutes.

No.

c. Has committed embezzlement, theft, forgery, bribery, falsification or destruction of records, or tax evasion.

No.

d. Has made false statements, in connection with a prior solicitation or contract.

No.

e. Has violated Federal criminal tax laws.

No.

f. Has received stolen property; Committed any other offense indicating a lack of business integrity or business honesty that seriously and directly affects the present responsibility of the contractor.

No.

g. Has been indicted for any of the offenses described in this Sub-paragraph 2 A-F.

No.

h. Has delinquent Federal or state taxes.

No.

If the answer to any of the questions in this Section C is "yes" please provide additional information.

Not applicable.

Section E - Compliance with Public Policy

a. Please confirm that it is Proposer's policy to consistently comply with Equal opportunity and nondiscrimination laws and requirements of the Federal Government and state, local government and that and that it has complied with such laws and requirements on past construction projects.

We confirm that Corgan complies with all applicable federal, state, and local equal opportunity and nondiscrimination laws. We have consistently met these requirements on past construction projects.

b. Please indicate which of the following affirmative steps Proposer has used on prior projects to assure participation by small and minority owned businesses and women's business enterprises where possible and which of these have been most successful for the Proposer in the past:

i. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;

Corgan maintains and regularly updates a database of qualified small, minority-owned, and women-owned businesses, which we include in our solicitation efforts.

ii. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;

We make a concerted effort to solicit bids and proposals from these businesses whenever they are potential sources for the required services or materials.

iii. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;

Where economically feasible, we divide project requirements into smaller tasks or quantities to create more opportunities for participation by these businesses.

iv. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;

We establish delivery and performance schedules that are conducive to the participation of small and minority-owned businesses and women's business enterprises.

v. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.

We engage with organizations such as the Small Business Administration and the Minority Business Development Agency of the Department if Commerce to identify and support qualified businesses.

vi. Requiring subconsultants to take the affirmative steps listed in paragraphs (i) through (v) of this section.

We require our subconsultants to adopt and implement the same affirmative steps listed above to confirm a consistent and comprehensive approach to inclusion.

Section F - Discipline and Services

In the below table, we have indicated which services Corgan provides in-house with a yellow square, while indicating which services our consultants provide.

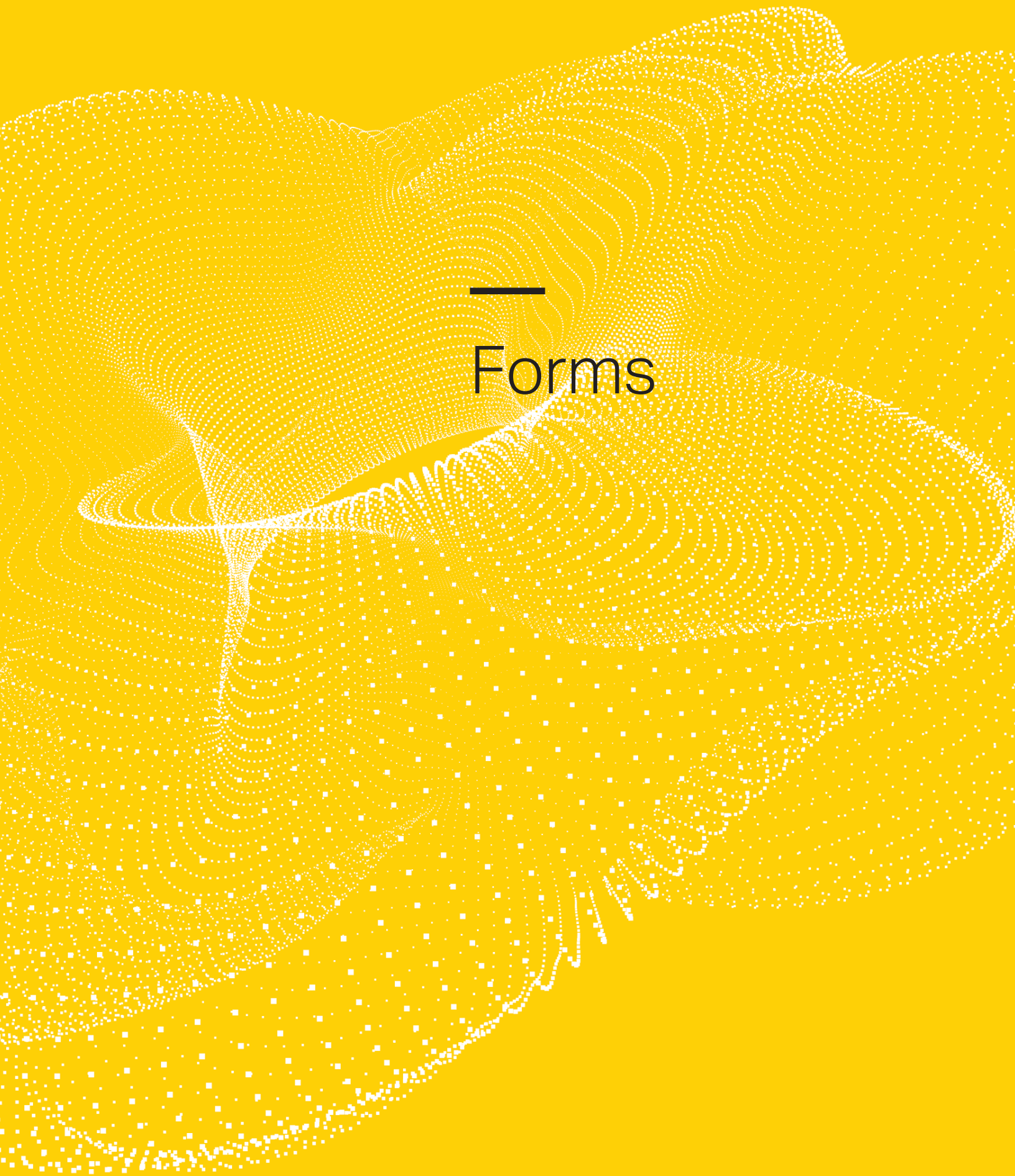
A. MECHANICAL	
	Heating, Ventilation and Air Conditioning (HVAC) repairs, upgrades and new installations
	Cooling tower replacements, boiler replacements, chiller replacements, air handler replacements, roof top unit replacements
	Building heat and cooling load analysis
	Installation of direct digital controls
B. ELECTRICAL	
	Electrical system (supply and service) renovation, upgrade and new installations
	Lighting repairs, upgrades and new installations
	Backup power generators
C. PLUMBING	
	Plumbing repairs, upgrades, hookups, tie ins and new installations, including irrigation system upgrades, sewer line installations and upgrades, backflow preventers and necessary certifications and roof drains.
D. ELEVATORS	
	Elevator system analysis for cab replacement, digital controls, hoist motor design and replacement
E. UTILITIES (ELECTRIC, GAS, STORM WATER, SEWER, POTABLE WATER, TELEPHONE, CABLE, ETC.)	
	Installations, tie ins, hookups and permits
	Telecommunication repairs and new installations
	Data processing cabling repairs and new installations
F. STRUCTURAL AND WATERPROOFING	
	Structural and building foundation work including but not limited to slabs, steps, sidewalks, drives, parking lots
	Parking garage and parking lot repairs and replacements and new construction
L.A. Fuess	Structural analysis of building frames for floor loadings, building movements, dead and live loads
	Waterproofing of deck surfaces, roof tops and the building exterior
	Expansion joint controls and analysis
G. BUILDING ENVELOPES	
	Masonry repairs and new installations
	Provide building envelope analysis for weather tightness (deck coatings, sealants, waterproofing, weather stripping, door and window gaskets and glazing)
H. BUILDING RENOVATIONS AND NEW CONSTRUCTION	
■	Design renovations, additions and possible new building construction. Prepare detailed construction plan(s) and specification(s) for submission to MWISD's Procurement Staff, and for subsequent construction purposes.
■	Procurement Phase: Provide technical support during the procurement process including preparation of all addenda as necessary, answering potential questions, and participation in the construction pre-submittal meeting as well as providing technical assistance as necessary for evaluation purposes.
■	Interior and exterior renovation projects
■	Facility, infrastructure and project design
■	Development of as-built plans, feasibility and comparative cost reviews

I. SITE ANALYSIS	
	Site preparation and excavation
■	Feasibility studies
	Provide property, geotech and topography surveys
	Provide as-built surveys
	Environmental Planning
Westwood	Design and Engineering Services for Parking lot
	Storm and sanitary sewers
	Well closures
Westwood	Landscape Architecture
J. BUILDING ACCESS SYSTEMS AND BUILDING MANAGEMENT SYSTEMS	
	Building security and card control access system
	Parking lot and parking garage security system
	Building Management Systems
	Building System evaluations
K. FIRE SAFETY SYSTEMS	
	Fire alarm and fire sprinkler system repairs, upgrades and new installations
	Fire suppression system repairs, upgrades and new installations
	Ability and experience to design and draft in compliance with all fire codes
L. ROOFS	
	New installations of Roof Systems (various types)
	Roof repairs
M. LEED AND ENERGY CONSERVATION	
■	Design and certify Leadership in Energy and Environmental Design (LEED) projects
	Provide Commissioning Services for LEED certification of Mechanical, Electrical and Plumbing (MEP) designed systems and construction components
■	Provide Energy Modeling of Building Components and Equipment for LEED certification
■	Conduct surveys, analysis and Energy Modeling of existing buildings and systems for adaptation to LEED standards
	Energy management systems, designs, and certification in compliance with the State Energy Conservation Design Standards
N. SPACE PLANNING AND INTERIOR DESIGN	
■	Provide space planning, exterior/interior design renderings and sample boards
■	Oversee the design and installation of modular furniture
■	Provide estimating services for fixtures, furnishings and equipment systems, components and installation
O. ADDITIONAL SERVICES NOT LISTED	
Interior Design	
Bond Planning	
Brand+Graphics	
Sustainable Design	
Visualizations	

P. Continuation of Offered Services

SERVICES PROVIDED	SERVICES PROVIDED - INDICATE BY CHECKING APPROPRIATE BOXES	
	IN-HOUSE	CONSULTANTS
Facilities Conditions Assessment	■	
Master Facility Plans	■	
Building Renovations and New Construction	■	
Feasibility Studies	■	
Site Analysis and Planning	■	
Civil Engineering		**Westwood**
Landscape Design		**Westwood**
Structural Engineering & Waterproofing		**L.A. Fuess**
MEP Engineering		**Romine**
Interior Design	■	
Utilities		
Technology Infrastructure Design		**Romine**
Communication Systems Design		**Romine**
Acoustical Evaluation		**WJHW**
Space Planning and Interior Design	■	
Energy Audits		**Romine**
Environmental/hazardous materials inspections		
Life Safety System/Fire Safety Systems		**Romine**
Americans with Disabilities Act audit/review ADA	■	





Forms



RFQ EXHIBIT B

CONFLICT OF INTEREST QUESTIONNAIRE — FORM CIQ

For vendor doing business with local governmental entity

This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.

This questionnaire is being filed in accordance with Chapter 176, Local Government Code, by a vendor who has a business relationship as defined by Section 176.001(1-a) with a local governmental entity and the vendor meets requirements under Section 176.006(a).

By law this questionnaire must be filed with the records administrator of the local governmental entity not later than the 7th business day after the date the vendor becomes aware of facts that require the statement to be filed. *See* Section 176.006(a-1), Local Government Code.

A vendor commits an offense if the vendor knowingly violates Section 176.006, Local Government Code. An offense under this section is a misdemeanor.

OFFICE USE ONLY

Date Received

1 **Name of vendor who has a business relationship with local governmental entity.**

Corgan Associates, Inc.

2 ☐ **Check this box if you are filing an update to a previously filed questionnaire.**

(The law requires that you file an updated completed questionnaire with the appropriate filing authority not later than the 7th business day after the date on which you became aware that the originally filed questionnaire was incomplete or inaccurate.)

3 **Name of local government officer about whom the information in this section is being disclosed.**

Name of Officer

This section (item 3 including subparts A, B, C, & D) must be completed for each officer with whom the vendor has an employment or other business relationship as defined by Section 176.001(1-a), Local Government Code. Attach additional pages to this Form CIQ as necessary.

A. Is the local government officer named in this section receiving or likely to receive taxable income, other than investment income, from the vendor?

☐ Yes ☐ No

B. Is the vendor receiving or likely to receive taxable income, other than investment income, from or at the direction of the local government officer named in this section AND the taxable income is not received from the local governmental entity?

☐ Yes ☐ No

C. Is the filer of this questionnaire employed by a corporation or other business entity with respect to which the local government officer serves as an officer or director, or holds an ownership interest of one percent or more?

☐ Yes ☐ No

D. Describe each employment or business and family relationship with the local government officer named in this section.

4

Stephanie Garcia Digitally signed by Stephanie Garcia Date: 2025.05.23 09:10:28 -05'00'

Signature of vendor doing business with the governmental entity

5/23/2025

Date

Adopted 8/7/2015

RFQ EXHIBIT C
Felony Conviction Notification

The Texas Education Code, Section 44.034, Notification of Criminal History, Subsection (a), states "a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony."

Subsection (b) states "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

This notice is not required of a Publicly-Held Corporation.

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony conviction has been received by me and the following information furnished is true to the best of my knowledge.

Proposer's Business Name: Corgan Associates, Inc.

Authorized Company Official's Name (Printed): Stephanie D. Garcia

A. My firm is a publicly-held, stock-exchange corporation; therefore this requirement is not applicable.

Signature of Company Official: _____

Date Signed: _____

B. My firm is not owned or operated by anyone who has been convicted of a felony.

Signature of Company Official: Stephanie Garcia Digitally signed by Stephanie Garcia Date: 2025.05.22 09:59:13 -05'00'

Date Signed: Stephanie Garcia Digitally signed by Stephanie Garcia Date: 2025.05.22 09:58:58 -05'00'

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony (printed name and general description of type of felony or felonies):

1. _____
2. _____
3. _____
4. _____

Signature of Company Official: _____

Date Signed: _____

RFQ EXHIBIT D
Non-Collusion Statement

Stephanie D. Garcia, being first duly sworn, deposes and says this:

(1) She/He is an officer (a partner or officer) of Corgan Associates, Inc. (the firm of, etc.)

the Proposer who has submitted the attached Statement of Qualifications.

(2) She/He is fully informed respecting the preparation and contents of the attached Statement of Qualifications and of all pertinent circumstances respecting such Statement of Qualifications.

(3) That Statement of Qualifications is genuine and is not a collusive or sham response.

(4) Neither the said Proposer nor any of its officers, partners, owners, agents, representatives, employees or parties in interest, including this affiant, has in any way colluded, conspired, connived or agreed, directly or indirectly, with another Proposer, firm or person, to submit a collusive or sham. Response in connection with the Contract for which the attached Statement of Qualifications has been submitted or to refrain from proposing in connection with such Contract, or has in any manner, directly or indirectly, sought by agreement or collusion, or communication or conferences, with any other Proposer, firm or person to secure through any collusion, conspiracy, connivance or unlawful agreement any advantage against the Mineral Wells Independent School District of Mineral Wells, Texas or any person interested in the proposed contract; and,

(5) The price or prices which will be offered if selected as the successful Proposer in connection with this Request for Qualifications will be fair and proper and will not tainted by any collusion, conspiracy, connivance or unlawful agreement on the part of the Proposer or any of its agents, representatives, owners, employees, or parties in interest, including this affiant.

(Proposer's Business Name): Corgan Associates, Inc.

(Proposer's Representative Signature) Stephanie D. Garcia

(Proposer's Representative Title) Chief Legal Officer

Subscribed and sworn to before me on this 22nd day of May, 2023.

Jeanne Bundhela
NOTARY PUBLIC, STATE OF TEXAS

JEANNE BUNDHELA
Notary Public, State of Texas
Comm. Expires 02-17-2027
Notary ID 134208864

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY
CERTIFICATION OF FILING

Certificate Number:
2025-1313719

Date Filed:
05/22/2025

Date Acknowledged:

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.
Corgan Associates, Inc.
Dallas, TX United States

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.
Mineral Wells Independent School District

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.
RFQ 2025-01
Architectural and Engineering Services

4 Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
		Controlling	Intermediary
Ruch, Scott	Dallas, TX United States	X	

5 Check only if there is NO Interested Party. ☐

6 UNSWORN DECLARATION

My name is Stephanie D. Garcia, and my date of birth is 10/13/1965.

My address is 401 N. Houston St. (street), Dallas (city), TX (state), 75202 (zip code), USA (country).

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Dallas County, State of Texas, on the 23rd day of May (month), 2025 (year).

Stephanie D. Garcia

Signature of authorized agent of contracting business entity
(Declarant)

Forms provided by Texas Ethics Commission www.ethics.state.tx.us Version V4.1.0.e02d6221

RFQ EXHIBIT F
Signature Page and Declaration of Compliance

Check (✓) the box that indicates business structure of Proposer.

☐ Individual/Sole Proprietorship ☐ Partnership or Joint Venture ☒ Corporation ☐ Other Entity (State Type)_____

The undersigned certifies that (s)he is Principal-in-Charge (title) of the Proposer entity named below; that (s)he is authorized to sign this Statement of Qualifications (if a Corporation then by resolution with Certified Copy of resolution attached) for and on behalf of the entity, if any, named below, and that (s)he is authorized to execute same for and on behalf of and bind said entity to the terms and conditions provided for in the Proposal as required by this RFQ, and has the requisite authority to execute an Agreement on behalf of Proposer, if awarded, and that the 11-digit Comptroller's Taxpayer Number for the entity, if any, is:

1-75-1079692-7
11-digit Comptroller's Taxpayer Number

75-1079692
Employer Identification No.

Corgan
Proposer Organization Name

By: Corgan
Printed Name: Susan Smith
Title: Principal-in-Charge

By: N/A
(If Proposer is a Joint Venture, an authorized signature from a representative of each party is required.)
Printed Name: N/A
Title: N/A

By signing this Signature Page and Declaration of Compliance, I do hereby declare that I have read the Request for Qualifications, on which our Qualifications Statement is submitted with full knowledge of the requirements, and do hereby agree to furnish all services in full accordance with the requirements outlined in the Request for Qualifications.

By signing and executing this Qualifications Statement, I further certify on behalf of my organization and represent to the Mineral Wells Independent School District that Proposer has not offered, conferred or agreed to confer any pecuniary benefit, as defined by **TEXAS PENAL CODE ANN. § 218**, or any other thing of value, as consideration for the receipt of information or any special treatment or advantage relating to this Qualifications Statement; the Proposer also certifies and represents that Proposer has not offered, conferred or agreed to confer a pecuniary benefit or other things of value as consideration for the recipient=s decision, opinion, recommendation, vote or other exercise of discretion concerning this proposal; the Proposer certifies and represents that Proposer has neither coerced nor attempted to influence the exercise of discretion by any officer, trustee, agent or employee of the Mineral Wells Independent School District concerning this Qualifications Statement on the basis of any consideration not authorized by law; the Proposer also certifies and represents that Proposer has not received any information not available to other Proposer so as to give the undersigned a preferential advantage with respect to this proposal; the Proposer further certifies and represents that Proposer has not violated any state, federal or local law, regulation or ordinance relating to bribery, improper influence, collusion or the like and that Proposer will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of the Mineral Wells Independent School District in return for the person having exercised the person's official discretion, power or duty with respect to this Qualifications Statement; the Proposer certifies and represents that it has not nor and will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of

the Mineral Wells Independent School District in connection with information regarding this Proposal, the submission of this Qualifications Statement, the award or performance of a contract in connection with this RFQ.







STATEMENT OF QUALIFICATIONS

MINERAL WELLS I.S.D.
PROFESSIONAL
ARCHITECTURAL SERVICE

RFP # 2025-01
DUE: May 29th, 2025 | 2:00pm

EMC2



FIRM PROFILE

Primary Office
EMC2 Group, Inc.
1635 N Greenfield Road
Suite 144
Mesa, AZ 85205
480.830.3838
info1@emc2group.com

Years in Business:
46 years

Firm Size:
32 Employees

Services Provided:
- Planning
- Design
- Construction Administration
- 3D Scanning

Sub-consultants:
- Salas O'Brien
- Wrecorp

WHO WE ARE

EMC2 Group, Inc. (EMC2) is a leading architectural firm with a strong reputation for delivering high-quality design solutions for educational institutions and other commercial projects. Established in 1978, we have grown to become a trusted partner for clients across Arizona and beyond. Our dedication to innovation, sustainability, and excellence has earned us numerous awards and recognitions within the industry.

MISSION STATEMENT

Our mission is to create meaningful design with a positive impact. We believe that thoughtfully designed spaces can inspire and transform communities, enhancing the quality of life for all who interact with them. This mission drives us to pursue excellence in every project, ensuring that our work not only meets but exceeds the expectations of our clients and the communities they serve.

CORE VALUES

- **Integrity:** We do the right thing.
- **Compassion:** We care about others.
- **Confidence:** We have faith in ourselves and our team.
- **Excellence:** We exceed expectations.



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2. FIRM QUALIFICATIONS
3. SUBCONTRACTORS
4. RELEVANT EXPERIENCE
5. PROJECT APPROACH
6. QUALIFICATIONS & COMPLIANCE

1. Cover Letter



LETTER OF INTEREST

1635 N Greenfield Road
Suite 144
Mesa, AZ 85205

May 15th, 2025

Mineral Wells Independent School District
Attn: Trey Evans
906 S.W. 5th Ave
Mineral Wells, Texas 76067

RE: RFQ #2025-01

Dear Mr Evans,

We are pleased to submit our Statement of Qualifications (SOQ) in response to Mineral Wells ISD's Request for Qualifications (RFQ #2025-01) for On-Call Architectural and Engineering Services. EMC2 Group is excited about the opportunity to support your district with creative, reliable, and student-centered design solutions aligned with both your immediate and long-term facility needs.

With decades of experience focused on K–12 education, EMC2 Group has a deep understanding of what it takes to design safe, efficient, and future-ready learning environments. Our team has successfully delivered a broad range of school projects, including renovations, athletic facility upgrades, new campuses, and administrative buildings.

We are prepared to support your upcoming priorities—roofing improvements at Travis Elementary and the District Services Center, along with resurfacing of the High School track. To strengthen our capabilities in these areas, we've partnered with WRECORP, a trusted roofing consultant offering advanced services including assessments, QA inspections, and drone/infrared imaging. For full-spectrum engineering support—including MEP, structural, and civil—we are proud to partner with Salas O'Brien, a nationally recognized, employee-owned firm with whom we maintain a well-integrated and proven working relationship.

Our team includes professionals licensed to practice architecture in Texas, with experience across all phases of project delivery. We prioritize collaboration, quality, and transparency—ensuring that your district receives cost-conscious, innovative solutions that are responsive to your goals.

Thank you for your consideration. We would be honored to support Mineral Wells ISD and look forward to the opportunity to serve your students, staff, and community. **For more information, please contact:**

Brickman Allen, President
EMC2 Group, Inc.
480.830.3838
info1@emc2group.com

2. Firm Qualifications





OUR TEAM

Our team comprises a diverse group of highly skilled architects, project managers, and support staff. With decades of combined experience, we bring a wealth of knowledge and expertise to every project.

- Lead Architects: Our lead architects have extensive experience in educational and commercial projects, ensuring innovative and functional designs.
- Project Managers: Our project managers are adept at coordinating complex projects, maintaining schedules, and ensuring seamless communication between all parties involved
- Support Staff: Our dedicated support staff play a crucial role in the success of our projects, handling administrative tasks, document management, and client communication. Their efficiency and attention to detail ensure that our operations run smoothly and that our clients receive the best possible service.

Together, our team is committed to creating meaningful designs with a positive impact, bringing passion and professionalism to every project we undertake.

EXPERIENCE WITH EDUCATIONAL PROJECTS

We have extensive experience in designing and managing educational projects, demonstrating our ability to meet the unique needs of schools and educational institutions. Our team has successfully completed numerous renovations and new builds for K-12 schools and higher education.

Our work in the education sector includes:

- Comprehensive Design Solutions: We provide complete architectural services, from initial concept design to detailed construction documentation, ensuring every aspect of the project is meticulously planned and executed.
- Innovative Learning Environments: Our designs focus on creating dynamic and flexible spaces that foster creativity, collaboration, and effective learning. We incorporate modern educational trends and technologies to enhance the overall learning experience.
- Client-Centered Approach: We work closely with school districts, administrators, teachers, and other stakeholders to ensure that our designs meet their specific needs and goals. Our collaborative process ensures that every project reflects the unique vision and requirements of the client.
- Regulatory Compliance: Our team is well-versed in local, state, and federal regulations related to educational facilities, ensuring that all projects comply with the necessary codes and standards.

Through our dedication to quality, innovation, and client satisfaction, we have earned a reputation for delivering exceptional educational facilities that support and inspire students, educators, and communities. Our experience and expertise make us a trusted partner for school districts seeking to create or enhance their educational environments.

FIRM STRUCTURE

LEADERSHIP

Brickman "Brick" Allen
Chief Executive Officer

Scott Lutes, RA
Senior Vice President
Principal

Dave Gornik, DBIA, LEED AP
Chief Operations Officer

Derron Bowyer
Principal

Dominic Monacchio, RA
Principal
Project Manager

Todd Kuenning, RA
Principal
Project Manager

Fredy Pimentel, LEED Green Assoc.
Principal
Project Manager

PROJECT MANAGERS

Richard Clutter, RA, AIA, REFP, LEED AP
Educational Planner
Project Manager

Jason Fowers
Project Manager

Jesus "Chuy" Ortega
Project Manager

Charles Lemasters, RA
Project Manager

Masuda Yasmin
Project Manager
Revit Modeler

Tom Bottomley, RA
Project Manager

Brent Hebert, RA
Project Manager

PRODUCTION

Eric Welzien
Assistant Project Manager
Revit Modeler

Janet Verch
Assistant Project Manager
Revit Modeler

Anthony Johnson
Assistant Project Manager
Revit Modeler

Solana Pearson
Assistant Project Manager

Nicholas Becerra
Assistant Project Manager

Jessica Hollock
Assistant Project Manager

Eve Romero
Assistant Project Manager

Cindy Munoz
Production Assistant

Anthonette Sandoval
Interior Designer

Lance Brown
Construction Administrator

Sam Avila
Construction Administrator



DAVE GORNIK DBIA, LEED AP
Principal In Charge

With over 40 years of experience in the construction industry, Dave possesses a deep expertise in proactively identifying and mitigating potential risks throughout the design and construction process. Having overseen the successful completion of hundreds of facilities, he brings invaluable lessons learned to foster seamless collaboration between owners, architects, and contractors. His strategic approach ensures projects are executed with the highest standards of quality, integrity, and efficiency.

YEARS OF EXPERIENCE 53

EDUCATION

Utah State University - Electrical Engineering

College of Southern Idaho - Vocational Tech in MP&E

AFFILIATIONS

Design Build Institute of America

YEARS WITH EMC2

12 Years

Mountainside High School | Nadaburg School District | Wittmann, AZ
As Principal-in-Charge, Dave led the architectural team on this 67,000 SF, $30.5M high school campus delivered through a collaborative design-build process. After a failed bond, he worked with the District and partners to creatively fund and deliver the project.
Dave guided the design of flexible classrooms, STEM labs, and open indoor-outdoor collaboration zones. His leadership ensured alignment with the District's vision, resulting in an on-time, under-budget completion in Fall 2023.

Sunset Heights Elementary | Peoria Unified School District | Peoria, AZ
Dave served as Principal-in-Charge for this 96,000 SF, $16.8M elementary school—Peoria USD's first departure from a prototype design. The two-story layout supported 21st-century learning strategies with open, flexible spaces.
The campus emphasized daylighting, safety, and collaboration, featuring adaptable zones, a secure layout, and a prominent second-floor library and tech hub. Dave provided oversight from early design through construction.

Paseo Pointe Elementary | Laveen Elementary School District | Laveen, AZ
As Principal-in-Charge, Dave led the $13.1M delivery of this new K–8 campus for 1,000 students with a focus on dual-language instruction. While based on a prototype, the project included major upgrades to support the District's evolving vision.
Design highlights include bilingual classrooms, a learning stair, and a site layout promoting grade separation and safe circulation. Dave oversaw the project from concept through construction to ensure successful delivery in July 2016.



BRENT J. HERBERT RA, NCARB
Project Manager

Brent is a licensed Project Manager with over 12 years of experience, holding NCARB credentials in Arizona and Texas. An AIA member, he specializes in large-scale municipal, office, and multipurpose building projects. His work includes leading documentation for Southline B2 Amenities in San Francisco, Scottsdale Quarter Block M, and Facebook Fremont Campus. Brent is known for delivering quality results on time while ensuring strong coordination across all disciplines.

YEARS OF EXPERIENCE 13

EDUCATION

Iowa State University, Architecture

YEARS WITH EMC2

1 Years

REGISTRATIONS

Licensed Architect
Arizona #67134
Texas #29436

RELEVANT EXPERIENCE

Southline B2 Amenities | Private Client | San Francisco, CA
As Project Manager, Brent led the coordination of construction documents for a multi-building amenity campus within the Southline development. This high-profile project emphasized integration of outdoor spaces, shared gathering areas, and wellness features tailored to a corporate user base.
Brent managed interdisciplinary collaboration and technical detailing to meet aggressive design and permitting timelines. His leadership supported successful delivery in a dense urban context with strict local review requirements.

Scottsdale Quarter Block M | Glimcher Realty Trust | Scottsdale, AZ
Brent served as Project Manager for this mixed-use commercial development, overseeing architectural documentation and consultant coordination. The project featured integrated office, retail, and structured parking components across a highly trafficked Scottsdale corridor.
He worked closely with the client and contractor to resolve technical challenges during design and construction, ensuring adherence to budget, schedule, and aesthetic expectations.

Facebook Fremont Campus | Meta | Fremont, CA
Brent managed construction documentation for multiple buildings at Facebook's Fremont Campus, focusing on collaboration between architectural, structural, and MEP teams. The campus design supported a fast-paced tech environment, prioritizing open workspace concepts, integrated amenity zones, and adaptable infrastructure.
Brent's role required navigating rapid design changes and coordination across disciplines to maintain project momentum and design integrity.

* Experience gained while with a prior firm (Roland Design)



DOMINIC MONACCHIO, RA
Lead Architect/Project Manager

Dominic excels at providing sound renovation designs with a commitment to meeting client budget and schedule requirements. He ensures milestones are successfully met by managing projects and overseeing production staff workload and project schedules. His attention to detail and communications skills lend well to renovation projects, which require additional coordination. Dominic often works with the Arizona State Facilities Oversight Board (SFOB) liaisons to furnish designs for much-needed renovations and upgrades to school campuses across the state.

YEARS OF EXPERIENCE **28**

EDUCATION

AZ State University,
Architectural Studies

University of AZ,
Architectural Studies

REGISTRATIONS

Licensed Architect—
Arizona #45064

City of Phoenix Self-
Certification— #239

AFFILIATIONS

A4LE

YEARS WITH EMC2

23 YEARS

RELEVANT EXPERIENCE

Sunnyside High School Fire Alarm Replacement | Sunnyside Unified School District | Tucson, AZ
Dominic served as Project Designer and Project Manager for a $1.5M fire alarm system replacement spanning a 285,000 SF occupied high school campus. He led the coordination of design documents, oversaw phased implementation, and ensured compliance with life safety codes throughout construction. His role included detailed scheduling to minimize campus disruptions, proactive engagement with school staff, and on-site construction administration. The project was completed on time in December 2023 with full system commissioning and seamless turnover to the district.

Mohave Valley JHS Roof | Mohave Valley ESD | Mohave Valley, AZ
Dominic served as Project Designer and Project Manager for the full tear-off and replacement of a 53,858 SF built-up roofing system at an occupied junior high school. The $1.94 million project required careful coordination to limit disruption to school operations during construction.
He oversaw all phases from design through construction administration, ensuring quality, safety, and schedule adherence across a 13-month timeline from September 2022 to October 2023.

Paseo Pointe | Laveen Elementary School District | Laveen, AZ
Dominic served as Project Designer and Project Manager for this 96,000 SF, $13.1 million new K–8 campus designed for 1,000 students. The prototype layout featured flexible classrooms, administrative areas, recreational facilities, and site-specific infrastructure tailored to support future growth in the Laveen community.
From June 2015 to July 2016, he led the project from design through construction administration, ensuring quality execution and delivery aligned with long-term district planning.

WORKING WITH STAKEHOLDERS

We are highly skilled at collaborating with clients and stakeholders, ensuring that all parties are engaged and aligned throughout the project lifecycle. Our approach emphasizes the importance of building strong relationships with all key players, including stakeholders, contractors, design professionals, and consultants, to create a cohesive and efficient team environment.

The foundation of our success lies in establishing a common philosophy that prioritizes teamwork, transparency, and shared objectives. From the outset, we engage in open and productive discussions to identify the best methods and procedures for managing conflicts, fostering effective communication, and driving team collaboration. These discussions allow us to define clear expectations and set the stage for a unified approach to achieving project goals.

Our collaborative process involves thoroughly understanding the unique needs, priorities, and aspirations of every stakeholder. For example, when working on a school project, we would conduct comprehensive meetings with all stakeholders—including school administrators, faculty, and community representatives—to gain a deep understanding of their requirements. This ensures we accurately capture the vision and reflect it in every aspect of the project.

To maintain alignment, we implement structured communication channels and regular touch points, enabling consistent updates and feedback from all involved parties. This proactive communication framework helps mitigate potential issues, resolve conflicts promptly, and ensure that everyone remains informed and engaged.
Our commitment to collaboration goes beyond simply listening; we actively incorporate stakeholder input into the decision-making process, ensuring that the final outcomes meet or exceed expectations. By aligning the diverse perspectives of stakeholders, contractors, design professionals, and consultants, we create a seamless workflow that delivers successful results while fostering trust and mutual respect.

Ultimately, our ability to work effectively with clients and stakeholders stems from our dedication to creating an inclusive, transparent, and solutions-focused environment that prioritizes collaboration and drives collective success.



3. Subcontractors



ORGANIZATIONAL CHART

DAVE GORNIK DBIA, LEED AP
PRINCIPAL IN CHARGE
480.318.7712
djgornik@emc2group.com

BRENT HEBERT, RA, AIA, NCARB
ARCHITECT
512.638.4088
bhebert@emc2group.com

DOMINIC MONACCHIO
PROJECT MANAGER/LEAD ARCHITECT
602.803.2435
dmonacchio@emc2group.com

MEP ENGINEER/ STRUCTURAL

BRYAN HILL
PRESIDENT
602.531.9626
bryan@wrecorp.com

ROOFING CONSULTANT

CORTNEY GILLIAM
ASSOCIATE VICE PRESIDENT
cortney.gilliam@salaso-brien.com

GIBRAN SANTANA
SR PROJECT MANAGER
gibran.santana@salaso-brien.com

SCOTT ARMSTRONG
PRINCIPAL
scott.armstrong@salaso-brien.com

Salas O'Brien

Engineered for Impact®



We are an engineering and technical services firm focused on advancing the human experience through the built environment. We help clients achieve critical goals, advance team members through growth and opportunity, and operate at the center of important global issues, including sustainability and decarbonization.

95+
Offices throughout North America

900+
Registered professionals

3,850+
Passionate team members

Applying technical mastery and market vision

We have the objectivity to question assumptions, the versatility to embrace every problem's unique nature, and the experience to challenge the status quo. We approach every project with a comprehensive view, focused on achieving high quality, lasting relationships, and a sustainable future.

Helping clients adapt to a changing world

We provide a full range of engineering and technical consulting services. From quick-turn projects to the most complex systems, our team is dedicated to providing quality solutions that deliver long-term value.

SERVICES

Embracing the unique nature of each problem and creating impact by solving it.

- MEP/FP
- Structural
- Civil
- Technology
- Acoustics
- Architecture & interiors
- Commissioning
- Energy & resiliency
- Sustainability
- Geothermal & renewables
- Resource efficiency management
- Digital & automation
- Building envelope
- Building science
- Litigation support
- Asset management

RECOGNITION

Our consistent recognition among top-performing organizations in our industry reflects our commitment to excellence and solid year-over-year performance.

BD+C Giants 400 2024
#2 on the Top 70 Engineering Firms list

Engineering News Record 2025
#31 on the Top 500 Design Firms List

Inc. 5000 2024
12x honoree

MEP Giants 2024
#9 top 100 MEP firms in North America

Zweig Group Hot Firms 2024
#3 fastest-growing AEC firms in North America

Salas O'Brien

Structural Engineering Services

Creative, integrated structural engineering solutions to achieve your project goals

Our structural engineering team delivers innovative, cost-effective facility planning and designs customized to your project. We are inquisitive problem-solvers with deep technical expertise who provide industry-leading structural engineering for projects of all sizes.

Our reputation for excellence is earned through completing projects on schedule and within budget. This work ethic is reflected in long-standing relationships with our clients.

We produce thorough, well-coordinated construction documents and provide excellent service throughout the life of your project. We develop customized structural engineering systems to meet planning and design requirements for new facilities, renovations, and expansions, providing the following in-house services:

- Academic peer review (DSA)
- Assessments
- BIM/VDC
- Blast-resistant design
- Building envelope / Building science
- Cold-formed steel (CFS) engineering, panelization, & modular structures
- Design checks and peer review
- Engineering for nonbuilding structures
  - Acoustic clouds and panels
  - Artwork and sculptures
  - Auditorium seating
  - Cooling towers, large RTUs
  - Equipment and crane foundations, equipment skids
  - Fire protection support
  - Loading docks
  - Maintenance and equipment platforms
  - MEP hanger design / wind and seismic anchorage
  - Operating room lighting supports & X-Ray, Cathlab, MRI, and CT equipment mounts and anchorage
  - Specialty equipment bracing and anchorage design for seismic/wind
  - Steel connections, stairs, and miscellaneous metals
  - Storage rack design and analysis
- Feasibility studies
- Forensic failure investigation
- Innovative design including base isolation and passive dampers
- Litigation support
- Master planning
- Seismic and structural criteria development
- Seismic evaluation and restoration
- Repair, rehabilitation, and historic preservation
- Structural surveys, investigative studies, due diligence
- Structural systems development
- Value engineering

OUR MARKETS:

Whether you're planning a mixed-use development, building a new life sciences laboratory, designing a state-of-the-art hospital, or renovating a school, our experts have experience across multiple markets:

- Aerospace
- Corporate and commercial
- Data centers and telecom
- Education
- Food and beverage
- Government and military
- Healthcare
- Industrial manufacturing
- Pharmaceuticals
- Power and utilities
- Retail and mixed-use
- Science and technology
- Transportation
- Venues

WHAT WE OFFER

From initial consultation to full structural specification and construction facilitation, we offer a complete array of structural design services, including the development of advanced and often groundbreaking solutions when conventional approaches can't deliver quality results.

Salas O'Brien



Cortney Gilliam BIM TECHNICIAN

Associate Vice President

Cortney has more than 20 years of experience in the engineering and CADD profession. She has handled a variety of duties: produced construction documents and details from 3D models, coordinated with consultants to identify and eliminate design conflicts in drawings, and analyzed and organized technical data into a new data retrieval system.

YEARS OF EXPERIENCE
+20 Years

PROJECT ROLE
BIM Manager

EDUCATION
B.A. Interdisciplinary Studies (Engineering, Architecture, & Business Management), University of Texas at Arlington

A.A.S. Computer Aided Drafting & Design, Vernon College, Wichita Falls

CIVIC

Public Safety Building
WILLOW PARK, TX
Addition & Renovation

COMMERCIAL

Bridge Business Park
GEORGETOWN, TX
Phase I: 7 Warehouse Buildings, 935,000 Square Feet
Phase II: 3 Industrial Shell Buildings, 457,000 Square Feet

Colonial Country Club
FORT WORTH, TX
Renovation & New North Building

Fireside Surf
THE COLONY, TX
Ground Up 5,500-Square-Foot Restaurant

HEALTHCARE

PAM Rehabilitation Hospital of Centennial Hills
LAS VEGAS, NV

San Antonio Military Medical Center at Fort Sam Houston
SAN ANTONIO, TX

HIGHER EDUCATION

University of Texas at Arlington
ARLINGTON, TX
The Commons Dining Facility
West Hall

Texas A&M University
COLLEGE STATION, TX
Zachry Engineering Education Complex Expansion & Renovation

Texas Christian University
FORT WORTH, TX
New On-Campus Student Housing, Parcels A, B, C, & D

Tarleton State University
STEPHENVILLE, TX
Honors Hall
North & South New Traditions Hall

K-12 EDUCATION

Acadiana High School
LAFAYETTE, LA
Pavillion

St. Paul's School
LAFAYETTE, LA
Cafeteria Renovation

MIXED USE

Pinnacle Bank Place
FORT WORTH, TX
Retail & Residential

Westlake Repository Block C
WESTLAKE, TX
New 120,122-Square-Foot Five-Story Mixed-Use



Gibran Santana PE

Senior Project Manager

Gibran has experience in a wide variety of project types and performs a range of engineering duties, including managing and assisting personnel with projects that require multiple coordination efforts, preparing construction drawings under challenging timelines to meet client expectations, and performing calculations of gravity and lateral design of structures. He also reviews shop drawings and represents the firm at meetings with the full design team to facilitate coordination.

YEARS OF EXPERIENCE
10 Years

PROJECT ROLE
Structural Engineer, Project Manager

EDUCATION
Bachelor of Science, Civil Engineering
University of Arkansas, Fayetteville

REGISTRATIONS
PE, TX #131435

COMMERCIAL

Legend Bank
BOWIE, TX

Lithia Motors
TROY, MI
New Dealership

FINANCIAL

Legend Bank
BOWIE, TX

K-12 EDUCATION

Challenger Independence Charter School
PLANO, TX
Phases 2 & 3: Two New Buildings and Modifications to an Existing Building

Princeton ISD
PRINCETON, TX
Clark Middle School Renovation

UME Prepratory Academy
DALLAS, TX
New High School Campus & Storm Shelter

HEALTHCARE

Eminent Spine Hospital
RICHARDSON, TX

Huffman Allen MOB
ALLEN, TX
Ground-Up, Single Story, 13,000-Square-Foot MOB Core & Shell

Immunotek Bio Center
MULTIPLE LOCATIONS, GA
Statestboro, GA
Stonecrest, GA

Northstar Dermatology
NORTH RICHLAND HILLS, TX

HIGHER EDUCATION

Texas Christian University
FORT WORTH, TX
New On-Campus Student Housing, Parcels A, B, C, & D

MIXED USE

Castle Hills
GRAND PRAIRIE, TX

District 121
MCKINNEY, TX

Great Southwest Crossing
GRAND PRAIRIE, TX

Pelicano Loop
EL PASO, TX

WORSHIP

First Baptist Church
WYLIE, TX



Scott Armstrong PE

Principal

Scott has 30 years of structural engineering experience with a career that has included engineering, project, and construction management of a diverse range of buildings in the federal, military, healthcare, industrial, retail, commercial office, multi-family, manufacturing, hospitality, and worship sectors. Scott also has extensive adaptive re-use and forensic evaluation experience.

YEARS OF EXPERIENCE
30 Years

PROJECT ROLE
Structural Engineering Lead

EDUCATION
Bachelor of Science in Architectural Engineering, University of Texas at Austin

REGISTRATIONS
PE, AL #37066-E, AZ #72327, AR #12671, CO #36989, DE #24535, GA #PE042180, IN #PE11300413, IA #P20400, LA #32338, MD #50669, MI #6201068988, MS #21043, MO #PE2007032756, NE #E-17114, NJ #24GE04950000, NM #19267, NY #099126, OH #PE83333, OK #21506, PA #PE074010, TN #119819, TX #83205, VA #402042914, WI #E46441

PROFESSIONAL AFFILIATIONS
American Concrete Institute

American Institute of Steel Construction

Vibration Institute

International Concrete Repair Institute

PUBLICATIONS
Salas O'Brien Insights: The Need for Hyperlocal Foundation Design

CIVIC, MUNICIPAL

City of Garland
GARLAND, TX
Garland Square Park Downtown

City of Hillsboro
HILLSBORO, TX
Library Basement Plumbing

City of Melissa
MELISSA, TX
New City Hall

City of Waxahachie
WAXAHACHIE, TX
City Hall Assessment
City Hall Historic Renovation & Addition

Town of Westlake
WESTLAKE,, TX
Master Service Agreement

K-12 EDUCATION

ALA Blythewood Charter School
BLYTHEWOOD, SC
Adaptive-Reuse of a Four-Level, 140,000-Square-Foot Office Building Into a High School

ATHLOS Charter Schools
MULTIPLE LOCATIONS, TX
ATHLOS Desoto
ATHLOS South Mesquite;
ATHLOS Houston Hillcroft
ATHOLOS North Mesquite
ATHLOS Trinity Basin;
ATHLOS Pearland
ATHLOS Burleson
ATHLOS South Forth Worth
ATHLOS Mansfield

Challenger Independence Charter School
PLANO, TX
Phases 2 & 3: Two New Buildings and Modifications to an Existing Building

Christian Brothers School
NEW ORLEANS, LA
Renovation

Golden Rule Charter Schools
MULTIPLE LOCATIONS, TX
Golden Rule DeSoto
Golden Rule Dallas
Golden Rule Pleasant Grove

Iberville Parish
MARINGOUIN, LA
Ground-Up 15,000-Square-Foot Two-Story North Iberville High School Classroom Building

Liberty ISD
HOUSTON, TX
Liberty High School Envelope Remediation

Terrebonne Parish
HOUMA, LA
Terrebonne High School Renovation and Additions

UME Prepratory Academy
DALLAS, TX
New High School Campus & Storm Shelter
New Jr. High School & Gymnasium

WRECORP – Arizona's Premier Roofing and Waterproofing Consultants

WRECORP | Independent Roofing & Waterproofing Expertise

WRECORP is Arizona's leading independent roof consulting firm, founded in 2001 and backed by a family legacy in roofing that stretches back to the 1950s. We provide impartial, owner-focused consulting services that empower school districts, municipalities, and public agencies to make informed, confident decisions about their roofing and building envelope systems.

Our firm has completed thousands of projects across K–12 campuses, higher education facilities, civic buildings, healthcare centers, military installations, and commercial properties. We are trusted for our technical knowledge, long-term planning support, and commitment to protecting the owner's investment.

System Expertise

Our team brings hands-on experience across all major roofing and waterproofing systems:

- **Roof Systems:** BUR, Modified Bitumen, Single-Ply (TPO, PVC, EPDM), Foam, Shingles, Tile, Shake, Metal, Coatings, Cementitious Toppings, and Corrugated/ Specialty
- **Manufacturers:** GAF, Johns Manville, Firestone, Carlisle, Soprema, Polyglass, BASF, KM Coatings, Henry's, Eagle Tile, Boral Tile, Sarnafil, and more
- **Waterproofing:** Pli-Deck, Polyglass, Henry's, and other deck and below-grade systems

We evaluate system compatibility, drainage performance, material behavior, and climate impact to ensure lasting, cost-effective solutions tailored to local conditions.

Focused on the Owner's Interests

As a product-neutral consultant, WRECORP does not install materials or represent manufacturers. We serve solely as an advocate for the owner—from initial assessment and design through project close-out and warranty support.

We regularly assist clients with:

- Roof replacement planning and lifecycle budgeting
- Bond program and capital improvement strategy
- Storm damage assessments and insurance documentation
- Procurement and bidding support
  QA/QC oversight and code compliance
  Final inspections and warranty validation

Our team understands the challenges of public procurement, board engagement, and delivering within compressed school construction timelines.

Built on Credentials and Results

WRECORP is home to some of Arizona's most credentialed roofing professionals, including Registered Roof Consultants (RRC), Registered Roof Observers (RRO), and Certified Infrared Thermographers (CIT). Every recommendation is grounded in national technical standards, responsive communication, and a deep understanding of the owner's long-term goals.



BRYAN HILL

Vice President/Director/Roofing Consultant

Bryan has been with WRECORP since 2013, with over six years of prior experience in the roofing and construction industry.
He oversees daily operations and works with building owners, architects, property managers, and contractors from assessment through design and installation. His services include assessments, forensic investigations, inspections, specifications, and quality assurance during construction. Bryan is among the most accredited roof consultants in Arizona.

EDUCATION

Assoc of Applied Science - Criminal Justice

EXPERIENCE

18 Years total
Project Management Experience

MEMBERSHIPS

IIBEC (International Institute of Building Enclosure Consultants) – Consultant Member; AZ Chapter Director

ARCA (Arizona Roofing Contractors Association) – Affiliate Member; Board Director; Education Committee Co-Chair

NWiR (National Women in Roofing) – Member; AZ Chapter Chair/Member

NRCA (National Roofing Contractors Association) – Member

ACCREDITATIONS & CERTIFICATIONS

- IIBEC (International Institute of Building Enclosure Consultants) – Consultant Member
- IIBEC AZ Chapter (International Institute of Building Enclosure Consultants) – Director
- ARCA (Arizona Roofing Contractors Association) – Affiliate Member
- ARCA Board of Directors: Director
- Educational Committee: Co-Chairman
- NWiR (National Women in Roofing) – Member
- AZWiR Chapter (Arizona Women in Roofing) – Chair/Member
- NRCA (National Roofing Contractors Association) – Member

RELEVANT EXPERIENCE

Cortez High School | Glendale Union High School District | 221,184 SF
Bryan led critical roofing compliance efforts, reviewing contractor submittals to ensure strict adherence to contract documents. He facilitated a high-level pre-construction coordination meeting with the full project team, aligning expectations around scope, safety, and phasing. During construction, he provided twice-weekly quality assurance inspections and hands-on support to resolve field conditions in real time. His oversight culminated in a comprehensive punch inspection and closeout package, ensuring successful project turnover.

Havasupai Elementary | Lake Havasu Unified School District | 57,071 SF
Performed an in-depth campus-wide roof assessment to determine existing conditions and long-term viability. Bryan delivered a detailed life-cycle analysis and cost modeling that informed the architect's design approach for full roof replacement, aligning performance goals with fiscal planning.

Higley Traditional Academy | Higley Unified School District | 15,407 SF
Led a full forensic roof evaluation, identifying deficiencies and projecting service life. Provided strategic recommendations and life-cycle cost estimates to shape the replacement design, ensuring alignment with the District's maintenance priorities.

RELEVANT EXPERIENCE CONT.

Butterfield Elementary School | Maricopa Unified School District | 38,677 SF
Oversaw hazardous material sampling and analysis in compliance with NESHAP/AHERA standards. Coupled this with a detailed roof assessment and life-cycle planning effort, equipping the architect with the data needed for informed decision-making and targeted design development.

Four Peaks Elementary | Apache Junction Unified School District | 54,962 SF
Directed all roofing material submittal reviews, verifying compliance and issuing approvals. Facilitated the pre-construction strategy meeting with stakeholders, then maintained weekly QA site presence throughout the full roof replacement. Bryan provided proactive field guidance to address unforeseen conditions and closed the project with final punch list management and closeout reporting.

Holbrook High School | Holbrook Unified School District | 82,000 SF
Championed quality and compliance from design through closeout. Reviewed material submittals, led stakeholder kickoff meetings, and maintained a consistent QA presence on site. Collaborated with the architect on field conditions and delivered closeout documents that supported a seamless project handover.

Greenway Elementary | Bisbee Unified School District | 89,100 SF
Executed lead and asbestos sampling, testing, and reporting under federal environmental protocols. Conducted a comprehensive roofing assessment and life-cycle cost analysis, giving the architect a clear and actionable roadmap for replacement strategy.

Winslow High School | Winslow Unified School District | 75,298 SF
Delivered expert-level roofing oversight from pre-construction through project closeout. Managed all submittal reviews, led the team-wide project launch meeting, and provided ongoing field QA inspections. Collaborated directly with the design team to address in-field complexities and ensured the project closed cleanly and compliantly.

Ishikawa Elementary | Mesa Unified School District | 93,721 SF
Provided full-spectrum roofing consultation services, including material review, bi-weekly QA monitoring, and direct field support during construction. Bryan's leadership in coordinating with project stakeholders and resolving site challenges contributed to a successful, high-quality roof replacement and timely project closeout.


Kokatke Hall Before


Kokatke Hall After

4. Relevant Experience



RELEVANT EXPERIENCE

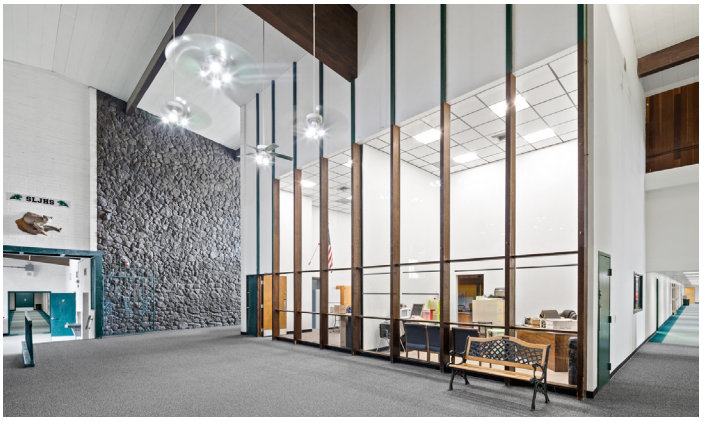
OVERVIEW

EMC2 Group is an ideal choice for performing architectural services due to our extensive experience, comprehensive approach, and unwavering commitment to excellence in educational facility design.

Experience and Understanding: With 46 years of experience in delivering full-service architectural services, EMC2 has established a proven track record in designing new buildings, additions, renovations, and upgrades across various sectors, with a significant focus on education. Our technical staff excels in creating safe, functional, sustainable, and engaging learning environments that incorporate the latest technology. This ensures that our designs not only meet current educational standards but also anticipate future needs.

Dedication to the Educational Community: EMC2's active involvement in key educational organizations, such as the Arizona Rural Schools Association (ARSA), Arizona School Board Association (ASBA), and Arizona Association of School Business Officials (AASBO), underscores our commitment to the educational sector. By participating in and supporting these organizations, as well as serving on District Foundation Boards and sponsoring school events, we contribute to the continuous improvement of school districts. Our engagement with these organizations helps us stay informed about the latest trends, challenges, and opportunities in the educational field, enabling us to deliver solutions that are both innovative and practical.







$2B+

IN EDUCATIONAL CONSTRUCTION

100+

YEARS OF EXPERIENCE

80+

SCHOOL DISTRICTS SERVED

MOUNTAIN VIEW HIGH SCHOOL ROOFING, Marana, AZ



OWNER CONTACT
Marana Unified School District
Edward M. Romero
520.682.4707
11249 W. Grier Rd, Marana, AZ 85653
edward.m.romero@maranausd.org

PROJECT DESCRIPTION:
Reroofing of Mountain View High School to replace aging systems with durable, low-maintenance materials. Work included full tear-off, concealed condition assessments, and new insulated systems with improved drainage.

INSTITUTION SIZE:
Serving approx. 2,200 students

DELIVERY METHOD:
Design-Bid-Build – EMC2 led design and supported bidding and construction.

FIRM ROLE:
Architect of Record – design, documentation, bid support, and construction administration.

SYSTEM UPGRADES:
Replaced deteriorated decking; upgraded roof membranes, insulation, and drainage.

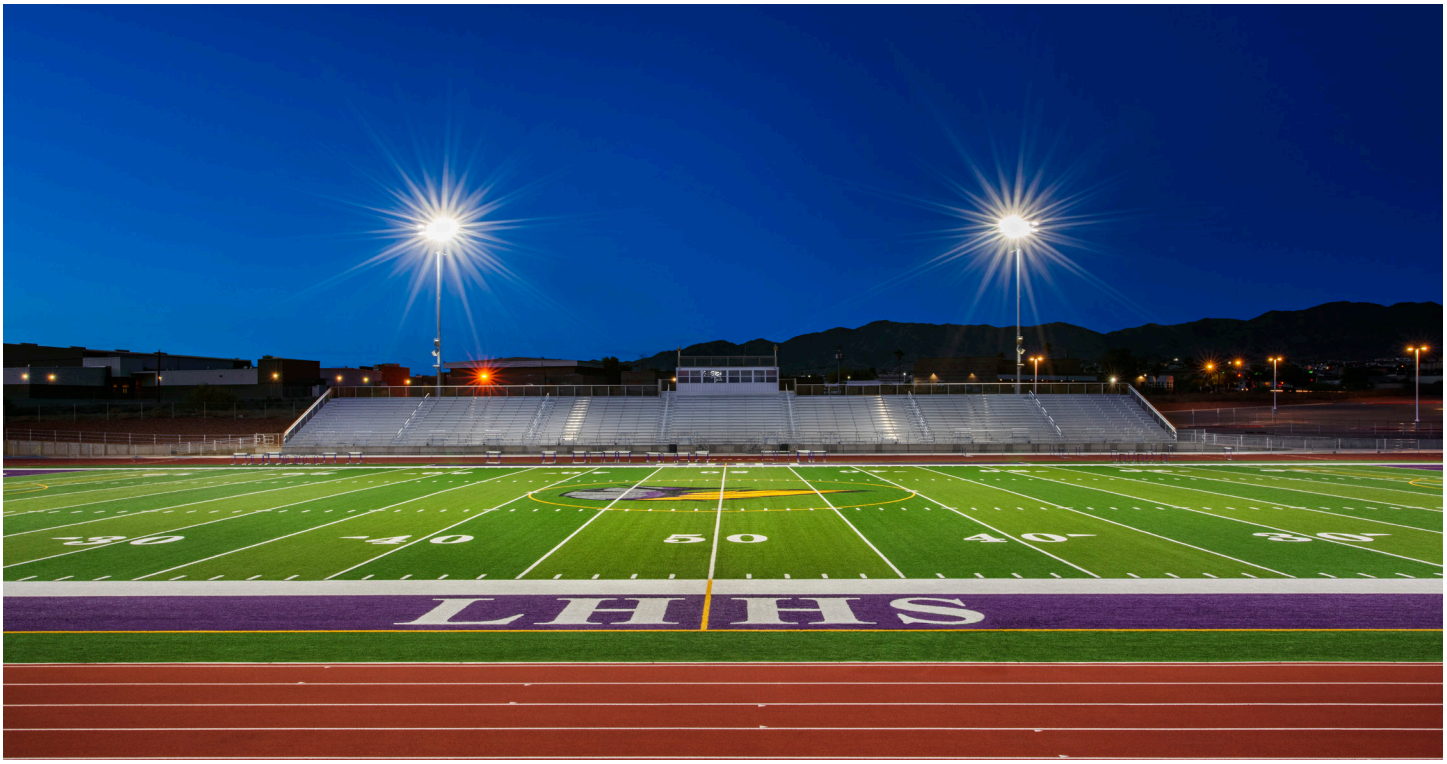


DESIGN FEATURES:
Improved thermal performance, durable materials, and easier maintenance access.

SCHEDULE:
Planned: August 2025
Actual: Extended due to delays in roof system removal

COST SUMMARY:
Budget: $6,792,000
Actual: $6,794,854 (+$2,854 for unforeseen deck replacement)

LAKE HAVASU HIGH SCHOOL TRACK & FIELD HOUSES
Lake Havasu, AZ



OWNER CONTACT
Lake Havasu Unified School District
Michael Murry
928.505.6937
2675 Palo Verde Boulevard South, Lake Havasu, AZ 86403
mmurray@havasu.k12.az.us

PROJECT DESCRIPTION:
Renovation of the high school's outdoor athletic complex, including new bleachers, stadium lighting, synthetic turf field, and rubberized track. Scope also included new field houses with restrooms, concessions, ticket booth, storage, and reconfigured parking lots.

INSTITUTION SIZE:
Approx. 1,800 students

DELIVERY METHOD:
Design-Bid-Build – EMC2 provided design, bid support, and construction administration.

FIRM ROLE:
Architect of Record – responsible for design, documentation, permitting, and construction oversight.



SYSTEM UPGRADES:
New turf and track, lighting systems, ADA-compliant structures, and improved parking access.

DESIGN FEATURES:
Durable materials, enhanced circulation, and upgraded spectator facilities.

SCHEDULE:
Planned: Fall 2018
Actual: Completed on time for school start

COST SUMMARY:
Budget: $6,707,454 Actual: $6,638,258

APACHE JUNCTION ROOFING
Apache Junction, AZ



OWNER CONTACT
Apache Junction Unified School District #43
Larry Hill, Director of Facilities
480.982.1110
Apache Junction, AZ
Larry.Hill@goaj.org

PROJECT DESCRIPTION:
District-wide reroofing project at Apache Junction High School (248,000 SF). Scope included design, construction documents, bidding support, and full construction administration services to replace aging roof systems across the campus.

INSTITUTION SIZE:
Serving approximately 1,000+ students

DELIVERY METHOD:
Design-Bid-Build – EMC2 provided full design and construction phase services.

FIRM ROLE:
Architect of Record – led coordination, design, documentation, bidding, and construction oversight.

SYSTEM UPGRADES:
New roofing systems across multiple buildings to address aging infrastructure and



waterproofing needs.

DESIGN FEATURES:
Durable, low-maintenance roof materials with improved performance and drainage.

SCHEDULE:
Design: May 2021
Construction Start: October 2022
Completion: December 2023

COST SUMMARY:
Budget: $5,174,989
Actual: $5,526,079 (+$351,090 due to material price escalation from delayed state funding)

5. Project Approach



PROJECT APPROACH & RESOURCES



At EMC2 Group Architects, our approach is defined by proactive communication, rigorous quality control, and a deep understanding of educational environments. With a proven record of success in delivering K–12 facility improvements, we are well-positioned to serve as a trusted, long-term partner to Mineral Wells ISD under this on-call services contract.

1. Understanding MWISD's Priorities
We understand that Mineral Wells ISD's immediate priorities—roofing improvements at the DSC and Travis Elementary, and track resurfacing at the High School—require:

- Timely mobilization
- Accurate and responsive scope development
- Budget-conscious, constructible design solutions
- Seamless coordination with District leadership

Our team will work closely with District stakeholders from day one to ensure the design solutions address your operational needs, community expectations, and long-term goals. We recognize the importance of minimizing disruption to learning during construction, especially on occupied campuses, and will plan accordingly.

2. Project Planning & Administration
Each assigned task order will begin with a thorough review of site conditions, stakeholder goals, and anticipated challenges. We will conduct site visits, gather existing documentation, and align our efforts with your educational mission.

Our project managers will:
Serve as the single point of contact for MWISD throughout the project

- Facilitate a transparent, milestone-driven schedule
- Lead coordination across disciplines, including subconsultants and contractors
- Deliver biddable, buildable construction documents tailored to your procurement strategy
- For federally funded projects, we will ensure compliance with all required documentation, including debarment certifications and Form 1295 submissions.

3. Roofing & Track Project Expertise
We bring targeted expertise in the scopes MWISD has prioritized:

- **Roofing:** Our partner WRECORP will lead all roofing assessments, design development, and construction monitoring. Their deep experience with school systems ensures

conformance with building envelope standards, ADA/TAS regulations, and federal funding requirement,

- **Track Resurfacing:** EMC2 has successfully delivered athletic track projects for multiple school districts. We evaluate surfacing systems, drainage, and durability to meet performance, safety, and lifecycle goals.

4. Coordination with Subconsultants
Our approach includes full integration of engineering and specialty consultants from day one. Our established partners include:

- **Salas O'Brien** – Civil, Structural, and MEP Engineering
- **WRECORP** – Roofing Consulting and Quality Assurance

This team shares a common standard of excellence and brings experience in both new construction and phased campus renovations for public school clients.

5. Value-Driven Design Philosophy
We are committed to maximizing the value of each dollar MWISD invests. Our design team will:

- Proactively identify opportunities to group scope elements for cost savings
- Evaluate energy efficiency upgrades and roof insulation enhancements to meet current energy codes
- Provide comparative cost analyses and feasibility studies to guide informed decision-making

We see every design challenge as an opportunity to add long-term value to your facilities.

6. Construction Phase Services
Our team is actively involved during construction to ensure continuity from design intent through final completion. Our services include:

- Pre-bid support and contractor coordination
- Submittal and RFI reviews
- On-site observation and quality assurance documentation
- Responsive issue resolution and value-based problem solving
- Closeout support including punch lists, training, and warranty coordination

Our construction administration process prioritizes transparency, responsiveness, and minimizing change orders.

7. Resources that Set Us Apart
Deep bench of K–12 architects with successful bond and grant program experience

- In-house Revit/BIM capabilities to support accurate documentation and coordination
- A culture of responsiveness and leadership accessibility
- Consistent delivery of on-time, on-budget projects for Texas and Arizona school districts

"We have sought their professional services on several occasions in projects both large and small in our district. On every occasion the professionals at EMC2 have provided excellent service in many fields of construction."

- Jerry Jennex, Superintendent

6. Qualifications & Compliance



Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Jane Nelson
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

EMC2 Group, Inc.
File Number: 805941377

The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign For-Profit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of

EMC2 Group, Inc.

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 03/11/2025

Effective: 03/11/2025

Jane Nelson
Secretary of State

Compliance with Public Policy

At EMC2 Group Architects, we believe that public service demands more than compliance—it requires leadership, integrity, and a steadfast commitment to equity. Our firm proudly upholds the highest standards of ethical conduct and inclusivity, aligning our professional practices with the letter and spirit of federal, state, and local equal opportunity and nondiscrimination laws. These are not simply obligations we meet—they are values we live by. On every project, for every client, and in every community we serve, we ensure that access, fairness, and respect are foundational to our work.

We affirm without exception that EMC2 Group has remained in full compliance with all relevant equal opportunity and nondiscrimination laws throughout our history. Our record of service to public institutions—including school districts across Texas and the Southwest—reflects a deep institutional commitment to building not only great environments, but greater opportunities.

We also take seriously our role in advancing small, minority-owned, and women-owned business enterprises (SMWBE) across our project teams. We do more than meet benchmarks—we actively create pathways for participation. Our proactive efforts include:

Maintaining inclusive and well-curated solicitation lists that prioritize qualified SMWBEs;

- Actively engaging SMWBEs in procurement efforts when they are viable sources;
- Strategically packaging scopes of work to promote broader access and participation;
- Structuring delivery schedules to accommodate a diversity of partners without compromising project performance;
- Leveraging the support of the Small Business Administration, the Minority Business Development Agency, and similar advocates;
- Requiring our sub-consultants and trade partners to adopt these same inclusive steps across all tiers of project delivery.

  This is not just a policy—it's our practice. EMC2 Group understands that the strength of our profession lies in the diversity of its people, the transparency of its processes, and the trust we earn through inclusive, ethical engagement. We are proud to bring that philosophy forward on every engagement with Mineral Wells Independent School District.

Proposer Business Name: EMC2 Group Architects

Authorized Representative Name (Printed): Brick Allen

Title: Chief Executive Officer

Signature: 

Date: 5/21/2025

RFQ EXHIBIT A-3
PROPOSER'S QUESTIONNAIRE

SECTION A - GENERAL INFORMATION

1. **Company Information:** Provide the following information regarding your company.

   Name/Name of Organization/Company: EMC2 Group
   Address 113 Center St
   State: Texas Zip Code: 78640 Telephone: 480-830-3838 Fax: 480-830-3860
   Please attach the following information regarding business Organization (Corporation, Partnership, Individual, Joint Venture, Other): (1) the state where chartered; (2) names of all principals (officers, directors, partners, general or managing partners etc.); and (3) if your organization was chartered outside of the state of Texas, a statement regarding whether are you registered to do business in Texas.

2. **Contact Information:** List the person who the District may contact concerning your proposal or setting dates for meetings.

   Name: Dave Gornik
   Address 1635 N Greenfield Rd Ste 144
   State: Arizona Zip Code: 85205 Telephone: 480-830-3838 Fax: 480-830-3860

3. Does your Company anticipate any mergers, transfer of organization ownership, management reorganization, or departure of key personnel within the next twelve (12) months that may affect the organization's ability to carry out its proposal?

   Yes ☐ No ■

4. Is your Company authorized and/or licensed to do business in Texas?

   Yes ☐ No ■

5. Provide any other names under which your business has operated within the last 5 years.

6. **Debarment/Suspension Information:** Has the Company or any of its principals been debarred or suspended from contracting with any public entity?

   Yes ☐ No ■

   If yes, identify the public entity and the name and current phone number of a representative of the public entity familiar with the debarment or suspension, and state the reason for or circumstances surrounding the debarment or suspension, including but not limited to the period of time for such debarment or suspension.

7. **Bankruptcy Information:** Have you or the Company ever been declared bankrupt or filed for protection from creditors under state or federal proceedings?

   Yes ☐ No ■

   If yes, state the date, court, jurisdiction, cause number, amount of liabilities and amount of assets.

8. **ARCHITECT/ENGINEER DEFAULT/TERMINATION.** Have you or the Company defaulted and been terminated from a Project in the last ten (10) years.

Yes ☐ No ■

If yes, state the name and address of the individual or entity with whom the Project was contracted, the name of the Project, the date of removal and the reason for removal.

SECTION B – QUALIFICATIONS, TEAM, AND EXPERIENCE

a. Describe your organization's background and experience in each discipline and licenses held related to professional services offered and related pre-planning, planning, assessment, design and administration of public works and an overview of the services your firm proposes to provide the District which address the specified services and disciplines

b. Provide an organizational chart and summary of not more than one page per person on the capabilities, experience, qualifications of the firm management and each team member who would handle any of the requested services for the District. These summaries should include the team member's name, title, and education, a brief overview of professional experience and licensure information, if any.

c. Provide qualifications information for subconsultants you propose to be used on the Projects, if any, including the location of their offices, capabilities, experience, qualifications of the firm management and team member(s) who will work directly on the Project including name, title, and education, a brief overview of professional experience and licensure information.

d. Provide information regarding **three (3) school district projects** of similar size and scope to the ones for which services are requested herein, that your firm acted as the design architect and provided project administration, on which you are currently working or completed in the last five (5) years. For each, provide the following:
   - Project name and location
   - Services provided
   - Date of completion or project status
   - Original Budget and Actual Project Costs for the Project – provide any relevant information regarding a discrepancy.
   - Whether the Project was completed on schedule (if not, what were the issues)
   - Client name, address and telephone number(s) for contact persons that may provide information regarding the quality of your service on the Project and your qualifications.

SECTION C – PROJECT APPROACH AND RESOURCES

a. Provide a description of your firm's overall approach to project administration, how you view your firm's role in protecting the interests of the District and explain how this approach will benefit the District.

b. List resources of the firm that would be made available to the District that would distinguish your firm as most qualified to perform the design, administration and closeout of the Projects.

SECTION D - INTEGRITY AND BUSINESS ETHICS. Please indicate whether you, or any principal in your company, or any partner in your partnership:

a. Has committed fraud or a criminal offense in connection with obtaining or attempting to obtain a contract. Yes ☐ No ■

b. Has violated Federal or state antitrust statutes. Yes ☐ No ■

c. Has committed embezzlement, theft, forgery, bribery, falsification or destruction of records, or tax evasion. Yes ☐ No ■

d. Has made false statements, in connection with a prior solicitation or contract.

Yes ☐ No ■

e. Has violated Federal criminal tax laws. Yes ☐ No ■

f. Has received stolen property; Committed any other offense indicating a lack of business integrity or business honesty that seriously and directly affects the present responsibility of the contractor. Yes ☐ No ■

g. Has been indicted for any of the offenses described in this Sub-paragraph 2 A-F,

Yes ☐ No ■

h. Has delinquent Federal or state taxes. Yes ☐ No ■

If the answer to any of the questions in this Section C is "yes" please provide additional information.

SECTION E - COMPLIANCE WITH PUBLIC POLICY

a. Please confirm that it is Proposer's policy to consistently comply with Equal opportunity and nondiscrimination laws and requirements of the Federal Government and state, local government and that and that it has complied with such laws and requirements on past construction projects.

b. Please indicate which of the following affirmative steps Proposer has used on prior projects to assure participation by small and minority owned businesses and women's business enterprises where possible and which of these have been most successful for the Proposer in the past:

i. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;

ii. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;

iii. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;

iv. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;

v. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.

vi. Requiring subconsultants to take the affirmative steps listed in paragraphs (i) through (v) of this section.

SECTION E – DISCIPLINE AND SERVICES

A. Mechanical

- ☑ Heating, Ventilation and Air Conditioning (HVAC) repairs, upgrades and new installations
- ☑ Cooling tower replacements, boiler replacements, chiller replacements, air handler replacements, roof top unit replacements
- ☑ Building heat and cooling load analysis
- ☑ Installation of direct digital controls

B. Electrical

- ☑ Electrical system (supply and service) renovation, upgrade and new installations
- ☑ Lighting repairs, upgrades and new installations
- ☑ Backup power generators

C. Plumbing

- ☑ Plumbing repairs, upgrades, hookups, tie ins and new installations, including irrigation system upgrades, sewer line installations and upgrades, backflow preventers and necessary certifications and roof drains.

D. Elevators

- ☑ Elevator system analysis for cab replacement, digital controls, hoist motor design and replacement

E. Utilities (electric, gas, storm water, sewer, potable water, telephone, cable, etc.)

- ☑ Installations, tie ins, hookups and permits
- ☑ Telecommunication repairs and new installations
- ☑ Data processing cabling repairs and new installations

F. Structural and Waterproofing

- ☑ Structural and building foundation work including but not limited to slabs, steps, sidewalks, drives, parking lots
- ☑ Parking garage and parking lot repairs and replacements and new construction

- ☑ Structural analysis of building frames for floor loadings, building movements, dead and live loads
- ☑ Waterproofing of deck surfaces, roof tops and the building exterior
- ☑ Expansion joint controls and analysis

G. Building Envelopes

- ☑ Masonry repairs and new installations
- ☑ Provide building envelope analysis for weather tightness (deck coatings, sealants, waterproofing, weather stripping, door and window gaskets and glazing)

H. Building Renovations and New Construction

- ☑ Design renovations, additions and possible new building construction. Prepare detailed construction plan(s) and specification(s) for submission to MWISD's Procurement Staff, and for subsequent construction purposes.
- ☑ Procurement Phase: Provide technical support during the procurement process including preparation of all addenda as necessary, answering potential questions, and participation in the construction pre-submittal meeting as well as providing technical assistance as necessary for evaluation purposes.
- ☑ Interior and exterior renovation projects
- ☑ Facility, infrastructure and project design.
- ☑ Development of as-built plans, feasibility and comparative cost reviews

I. Site Analysis

- ☑ Site preparation and excavation
- ☑ Feasibility studies
- ☑ Provide property, geotech and topography surveys
- ☑ Provide as built surveys
- ☐ Environmental Planning
- ☑ Design and Engineering Services for Parking lot
- ☑ Storm and sanitary sewers
- ☐ Well closures
- ☑ Landscape Architecture

J. Building Access Systems and Building Management Systems

- ☐ Building security and card control access system
- ☑ Parking lot and parking garage security system
- ☐ Building Management Systems
- ☑ Building System evaluations

K. Fire Safety Systems

- ☑ Fire alarm and fire sprinkler system repairs, upgrades and new installations
- ☑ Fire suppression system repairs, upgrades and new installations
- ☑ Ability and experience to design and draft in compliance with all fire codes

L. Roofs

- ☑ New installations of Roof Systems (various types)

☑ Roof repairs

M. LEED and Energy Conservation

- ☑ Design and certify Leadership in Energy and Environmental Design (LEED) projects
- ☐ Provide Commissioning Services for LEED certification of Mechanical, Electrical and Plumbing (MEP) designed systems and construction components
- ☐ Provide Energy Modeling of Building Components and Equipment for LEED certification
- ☑ Conduct surveys, analysis and Energy Modeling of existing buildings and systems for adaptation to LEED standards
- ☑ Energy management systems, designs, and certification in compliance with the State Energy Conservation Design Standards

N. Space Planning and Interior Design

- ☑ Provide space planning, exterior/interior design renderings and sample boards
- ☑ Oversee the design and installation of modular furniture
- ☑ Provide estimating services for fixtures, furnishings and equipment systems, components and installation

O. ADDITIONAL SERVICES NOT LISTED

Please indicate and describe any other or additional services that your firm qualifies for and proposes to perform as **a Licensed A/E** under the requirements Chapter 1001 or 1051 of the Occupations Code.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

P. Continuation of Offered Services

Services Provided	Services Provided – Indicate by checking Appropriate Boxes
Facilities Conditions Assessment	X
Master Facility Plans	X

Services Provided	Services Provided – Indicate by checking Appropriate Boxes
Building Renovations and New Construction	X
Feasibility Studies	X
Site Analysis and Planning	X
Civil Engineering	X
Landscape Design	X
Structural Engineering & Waterproofing	X
MEP Engineering	X
Interior Design	X
Utilities (electric, gas, storm water, sewer, potable water, telephone, cable, etc.)	X
Technology Infrastructure Design	X
Communication Systems Design	X
Acoustical Evaluation	X
Space Planning and Interior Design	X
Energy Audits	
Environmental / hazardous materials inspections	X
Life Safety System / Fire Safety Systems	X
Americans with Disabilities Act audit/review ADA	X

RFQ EXHIBIT B

CONFLICT OF INTEREST QUESTIONNAIRE — FORM CIQ

For vendor doing business with local governmental entity

This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.

This questionnaire is being filed in accordance with Chapter 176, Local Government Code, by a vendor who has a business relationship as defined by Section 176.001(1-a) with a local governmental entity and the vendor meets requirements under Section 176.006(a).

By law this questionnaire must be filed with the records administrator of the local governmental entity not later than the 7th business day after the date the vendor becomes aware of facts that require the statement to be filed. *See* Section 176.006(a-1), Local Government Code.

A vendor commits an offense if the vendor knowingly violates Section 176.006, Local Government Code. An offense under this section is a misdemeanor.

OFFICE USE ONLY

Date Received

1 **Name of vendor who has a business relationship with local governmental entity.**

2 ☐ **Check this box if you are filing an update to a previously filed questionnaire.**

(The law requires that you file an updated completed questionnaire with the appropriate filing authority not later than the 7th business day after the date on which you became aware that the originally filed questionnaire was incomplete or inaccurate.)

3 **Name of local government officer about whom the information in this section is being disclosed.**

_____
Name of Officer

This section (item 3 including subparts A, B, C, & D) must be completed for each officer with whom the vendor has an employment or other business relationship as defined by Section 176.001(1-a), Local Government Code. Attach additional pages to this Form CIQ as necessary.

A. Is the local government officer named in this section receiving or likely to receive taxable income, other than investment income, from the vendor?

☐ Yes ☐ No

B. Is the vendor receiving or likely to receive taxable income, other than investment income, from or at the direction of the local government officer named in this section AND the taxable income is not received from the local governmental entity?

☐ Yes ☐ No

C. Is the filer of this questionnaire employed by a corporation or other business entity with respect to which the local government officer serves as an officer or director, or holds an ownership interest of one percent or more?

☐ Yes ☐ No

D. Describe each employment or business and family relationship with the local government officer named in this section.

4 _____ 5/25/25

Signature of vendor doing business with the governmental entity — Date

Adopted 8/7/2015

RFQ EXHIBIT C
Felony Conviction Notification

The Texas Education Code, Section 44.034, Notification of Criminal History, Subsection (a), states "a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony."

Subsection (b) states "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

This notice is not required of a Publicly-Held Corporation.

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony conviction has been received by me and the following information furnished is true to the best of my knowledge.

Proposer's Business Name EMC2 Group

Authorized Company Official's Name (Printed) _____

A. My firm is a publicly-held, stock-exchange corporation; therefore this requirement is not applicable.

Signature of Company Official: _____

Date Signed: _____

B. My firm is not owned or operated by anyone who has been convicted of a felony.

Signature of Company Official: _____

Date Signed: 5/25/25

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony (printed name and general description of type of felony or felonies):

1. _____
2. _____
3. _____
4. _____

Signature of Company Official: _____

Date Signed: _____

RFQ EXHIBIT D
Non-Collusion Statement

Brick Allen, being first duly sworn, deposes and says this:

(1) She/He is CEO (a partner or officer) of EMC2 Group (the firm of, etc.)

the Proposer who has submitted the attached Statement of Qualifications.

(2) She/He is fully informed respecting the preparation and contents of the attached Statement of Qualifications and of all pertinent circumstances respecting such Statement of Qualifications.

(3) That Statement of Qualifications is genuine and is not a collusive or sham response.

(4) Neither the said Proposer nor any of its officers, partners, owners, agents, representatives, employees or parties in interest, including this affiant, has in any way colluded, conspired, connived or agreed, directly or indirectly, with another Proposer, firm or person, to submit a collusive or sham. Response in connection with the Contract for which the attached Statement of Qualifications has been submitted or to refrain from proposing in connection with such Contract, or has in any manner, directly or indirectly, sought by agreement or collusion, or communication or conferences, with any other Proposer, firm or person to secure through any collusion, conspiracy, connivance or unlawful agreement any advantage against the Mineral Wells Independent School District of Mineral Wells, Texas or any person interested in the proposed contract; and,

(5) The price or prices which will be offered if selected as the successful Proposer in connection with this Request for Qualifications will be fair and proper and will not tainted by any collusion, conspiracy, connivance or unlawful agreement on the part of the Proposer or any of its agents, representatives, owners, employees, or parties in interest, including this affiant.

(Proposer's Business Name): EMC2 Group

(Proposer's Representative Signature) _____

(Proposer's Representative Title) Chief Executive Officer

Subscribed and sworn to before me on this 20 day of May, 2023.25

_____
NOTARY PUBLIC, ~~STATE~~ OF TEXAS
Arizona

OFFICIAL SEAL
VIRGINIA A. ALVARADO
NOTARY PUBLIC - ARIZONA
MARICOPA COUNTY
COMM # 635854
My Comm. Expires Oct. 21, 2026

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY
CERTIFICATION OF FILING

Certificate Number:
2025-1312466

Date Filed:
05/20/2025

Date Acknowledged:

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.
EMC2 Group
Kyle, TX United States

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.
Mineral Wells ISD

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.
2025-01
Architectural Services

4 Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
		Controlling	Intermediary
Allen, Brickman	Mesa, AZ United States	X	

5 Check only if there is NO Interested Party. ☐

6 UNSWORN DECLARATION

My name is Brick Allen, and my date of birth is 3/2/80.

My address is 1635 E Greenfield Rd Ste 144 (street), Mesa (city), AZ (state), 85025 (zip code), Kyle (country).

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Maricopa County, State of Arizona, on the 21 day of May (month), 2025 (year).

Signature of authorized agent of contracting business entity
(Declarant)

Forms provided by Texas Ethics Commission www.ethics.state.tx.us Version V4.1.0.e02d6221

RFQ EXHIBIT F
Signature Page and Declaration of Compliance

Check (✓) the box that indicates business structure of Proposer.

☐ Individual/Sole Proprietorship ☐ Partnership or Joint Venture ■ Corporation ☐ Other Entity (State Type)_____

The undersigned certifies that (s)he is CEO (title) of the Proposer entity named below; that (s)he is authorized to sign this Statement of Qualifications (if a Corporation then by resolution with Certified Copy of resolution attached) for and on behalf of the entity, if any, named below, and that (s)he is authorized to execute same for and on behalf of and bind said entity to the terms and conditions provided for in the Proposal as required by this RFQ, and has the requisite authority to execute an Agreement on behalf of Proposer, if awarded, and that the 11-digit Comptroller's Taxpayer Number for the entity, if any, is:

32099210588
11-digit Comptroller's Taxpayer Number

86-1031831
Employer Identification No.

EMC2 Group
Proposer Organization Name

By: _____

Printed Name: Brick Allen

Title: CEO

By: _____

(If Proposer is a Joint Venture, an authorized signature from a representative of each party is required.)

Printed Name: _____

Title: _____

By signing this Signature Page and Declaration of Compliance, I do hereby declare that I have read the Request for Qualifications, on which our Qualifications Statement is submitted with full knowledge of the requirements, and do hereby agree to furnish all services in full accordance with the requirements outlined in the Request for Qualifications.

By signing and executing this Qualifications Statement, I further certify on behalf of my organization and represent to the Mineral Wells Independent School District that Proposer has not offered, conferred or agreed to confer any pecuniary benefit, as defined by **TEXAS PENAL CODE ANN. § 218**, or any other thing of value, as consideration for the receipt of information or any special treatment or advantage relating to this Qualifications Statement; the Proposer also certifies and represents that Proposer has not offered, conferred or agreed to confer a pecuniary benefit or other things of value as consideration for the recipient=s decision, opinion, recommendation, vote or other exercise of discretion concerning this proposal; the Proposer certifies and represents that Proposer has neither coerced nor attempted to influence the exercise of discretion by any officer, trustee, agent or employee of the Mineral Wells Independent School District concerning this Qualifications Statement on the basis of any consideration not authorized by law; the Proposer also certifies and represents that Proposer has not received any information not available to other Proposer so as to give the undersigned a preferential advantage with respect to this proposal; the Proposer further certifies and represents that Proposer has not violated any state, federal or local law, regulation or ordinance relating to bribery, improper influence, collusion or the like and that Proposer will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of the Mineral Wells Independent School District in return for the person having exercised the person's official discretion, power or duty with respect to this Qualifications Statement; the Proposer certifies and represents that it has not nor and will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of





EMC2

WWW.EMC2GROUP.COM



Mineral Wells Independent School District

Professional Architectural Services Pool

Request for Qualifications No. 2025-01
May 29, 2025 | 2:00 PM

orcutt | winslow

DRIVEN BY DESIGN. JOINED BY PURPOSE.

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May 29, 2025

Mr. Trey Evans, Maintenance Director
Mineral Wells Independent School District
906 S.W. 5th Avenue
Mineral Wells, Texas 76067

orcutt | winslow
DRIVEN BY DESIGN. JOINED BY PURPOSE.

Re: RFQ #2024-01 Professional Architectural Services Pool

Dear Mr. Evans and Selection Committee,

Our firm brings a legacy of educational design excellence, with over five decades of experience serving Texas school districts. We understand the unique needs of Mineral Wells Independent School District, including the importance of responsive service, cost-effective solutions, and a collaborative approach that engages all stakeholders. Our team is committed to delivering the highest level of professional service for your future projects which may include new facilities, additions and renovations to existing facilities, and/or maintenance projects such as roofing, track resurfacing and other miscellaneous repairs needed. GHC | Orcutt Winslow delivers design excellence and solutions for our clients through creative and innovative thinking, a client advocacy mindset, and by leveraging a collective body of work, experience and expertise that is unmatched! We certainly know what you are up against, and we believe we are the best suited to fulfill that role!

What the GHC Orcutt |Winslow Team Will Bring to MWISD:

- A dedicated senior-level team of K-12 specialists with deep expertise and experience in new construction, renovations and campus upgrades. We specialize in tailor-made solutions that specifically meet your staff, student, and community's needs. We have a broad portfolio of PK-12 projects that we have delivered within tight budgets, many with aggressive procurement timelines, which at the same time embraced next generation curricula and pedagogy geared to provide personalized student experiences by utilizing learner centric and high-performance design principles. Proven project management and communication protocols to ensure transparency, accountability, and timely delivery.
- A strong track record of successful partnerships with districts of similar size and scope.
- A commitment to engage your community to ensure needs are adequately represented and captured in the design. Our project development methods are highly collaborative, co-creative, and designed to amplify your community's voice. The result is an engaging client, contractor, and stakeholder experience, which reduces surprises, and facilitates timely and impactful decision making for all parties involved.

We have assembled a team of highly qualified professionals, each with a demonstrated history of excellence in educational facility design and construction administration. Their resumes and roles are detailed in the attached submission.

Tara Grenier | Partner-in-Charge / Education Practice Leader, Brian Harlan | Project Manager, Janie Garner | Project Architect David Stanford | Project Designer, Jeffery Sanders | Interior Designer, Eric Hahnfeld | QA/QC, Susana Regaldo Espana | Technical Support, Andy Hoover | Technical Support, Micky Patterson | Construction Administration, Scott Sowinski | Education Thought Leader, Kristine Millar | Community Engagement and Mike Nandin | Graphics and Wayfinding.

As the principal contact authorized to submit this proposal and on behalf the entire GHC | Orcutt Winslow team, we hope to serve Mineral Wells ISD and support your vision for safe, innovative, and future ready learning environments. We will go the extra mile to prove that you will love working with a firm that values the relationship and the pursuit of excellence for MWISD. That extra mile will show an ROI for your district in more ways than one--not only financial stewardship, but the generosity of a culture that cannot be replicated, and students that will be able to launch into their "place" in this world.

Sincerely,

Tara Grenier-Ortiz, RID, LEED AP
Partner, K12 Practice Leader
GHC | Orcutt Winslow
C: 480.826.2740
E: grenier.t@owp.com



Section A

General Information

RFQ Exhibit A-3 Proposer's Questionnaire

SECTION A - GENERAL INFORMATION

1 Company Information:
Provide the following information regarding your company.

Name/Name of Organization/Company:
Grace Hebert Curtis Architects, LLC.

Address: 200 Bailey Avenue, Suite 200
City/State/Zip: Fort Worth, Texas 76107
Telephone/Fax: 817.921.5928 | N/A

Please attach the following information regarding business Organization (Corporation, Partnership, Individual, Joint Venture, Other): (1) the state where chartered; (2) names of all principals (officers, directors, partners, general or managing partners ete.); and (3) if your organization was chartered outside of the state of Texas, a statement regarding whether are you registered to do business in Texas.

(1) The state where chartered:

State of Louisiana

Local Office:
200 Bailey Avenue, Suite 200
Fort Worth, Texas 76107
20 in the K12 studio in DFW

Home Office:

Baton Rouge, Louisiana

(2) List names of principals of firm

Partners:
Gerald D. "Jerry" Hebert
Vispi Karanjia
Adam Fishbein
Erik Clinite
Walter Powell
Phil Kiel
Alex Deshotels
Andrea Bowman
Ashley Mulhall
Barry Lann
Benjamin Marshall
Bryan Lee
Carl Nelson
Christopher Chivetta
Daily Wright
Daniel Summers
David Hebert
David Stewart
Eric Hahnfeld
Erik Kocher
James Spencer
Jason Hetrick
Jim Gabel
John Streva
Kelsey Rogers
Kevin Williams
Kriste Rigby
Kristine Millar
Larry Adams
Marie Java
Michael Kolejka
Miguel Goizueta
Neil Terry
Preston Scott
Rebecca Bowen
Rebecca Moses
Robert Maggiore
Sarah Dexheimer
Saravanan Bala
Scott Smith
Tara Grenier-Ortiz
Tiana Lemons
Thomas Curtis
Vincent Rieselman

(3) If your organization was chartered outside of the state of Texas, a statement regarding whether are you registered to do business in Texas.

We are fully registered and able to do business in Texas

2 Contact Information: List the person who the District may contact concerning your proposal or setting dates for meetings.

Name: Tara Grenier-Ortiz
Address: 200 Bailey Avenue, Suite 200
State/Zip: Fort Worth, Texas 76107
Telephone/Fax: 817.921.5928 | N/A

3 Does your Company anticipate any mergers, transfer of organization ownership, management reorganization, or departure of key personnel within the next twelve (12) months that may affect the organization's ability to carry out its proposal? No

4 Is your Company authorized and/or licensed to do business in Texas? Yes

5 Provide any other names under which your business has operated within the last 5 years. Grace Hebert Curtis Architects, LLC

6 Debarment/Suspension Information: Has the Company or any of its principals been debarred or suspended from contracting with any public entity? No

If yes, identify the public entity and the name and current phone number of a representative of the public entity familiar with the debarment or suspension, and state the reason for or circumstances surrounding the debarment or suspension, including but not limited to the period of time for such debarment or suspension.

7 Bankruptcy Information: Have you or the Company ever been declared bankrupt or filed for protection from creditors under state or federal proceedings? No

If yes, state the date, court, jurisdiction, cause number, amount of liabilities and amount of assets.

8 Architect/Engineer Default/Termination. Have you or the Company defaulted and been terminated from a Project in the last ten (10) years. No

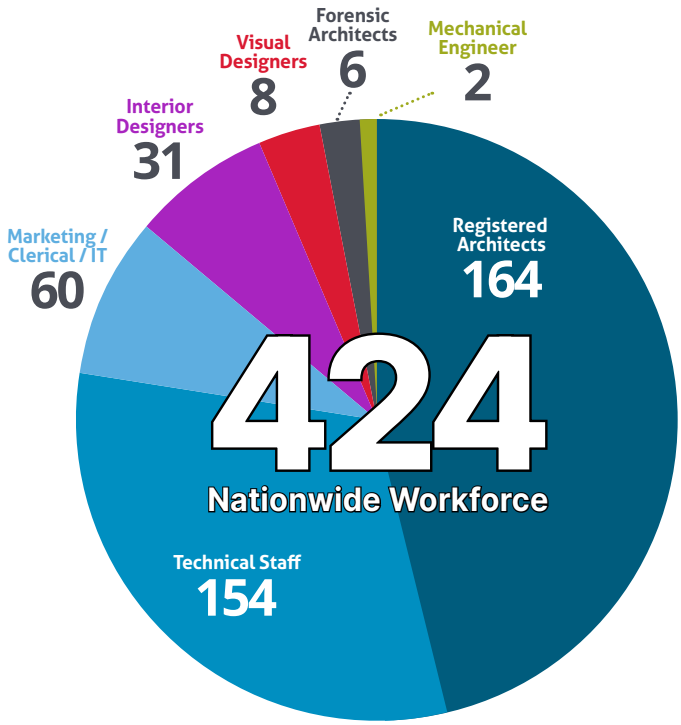


Section B

Qualifications, Team, and Experience

Describe your organization's background and experience in each discipline and licenses held related to professional services offered and related pre-planning, planning, assessment, design and administration of public works and an overview of the services your firm proposes to provide the District which address the specified services and disciplines related to professional services offered and related pre-planning, planning, assessment, design and administration of public works and an overview of the services your firm proposes to provide the District which address the specified services and disciplines.

Average size of work force



GHC | Orcutt Winslow boasts a strong team with diverse skill sets and expertise, providing high-quality architectural, interior design, and planning services. With 424 employees, including licensed architects, interior designers, planners, project managers, graphics and branding experts, and support staff, the firm ensures comprehensive service delivery.

Our firm's structure promotes cross-pollination of experience across various markets, including health and wellness, education, commercial, hospitality, and athletics. All personnel have access to the latest technology and design tools, such as Building Information Modeling (BIM) and 3D visualization software, enabling efficient and precise design services. This technology facilitates effective communication of complex design ideas to clients and contractors.

Additionally, GHC | Orcutt Winslow is committed to the ongoing education and professional development. We encourage employees to pursue professional development opportunities and provide training to ensure they remain current with the latest design trends, technologies, and best practices.

Refer to Section F Discipline and Services for list of our in-house services vs external that we can provide for MWISD.



School District Planning Experience

GHC Orcutt | Winslow has hundreds of K-12 design experiences within a portfolio of work that ranges from 1968 to present.

All of this experience is an important foundation for working with our client's vision and determining how your campuses will engage students now and for the next 20-50 years. We have designed more than 100 new schools, completely redeveloped 30+ schools and have been involved in hundreds of additions, remodels and renovations. Many of these school districts, have been working with us for anywhere from 5-to-25 years. This gives your district the confidence that our designs are relevant and based on the most recent design trends, value, and technology available. Below is just a brief overview of our extensive experience throughout the country.

K12 School District Experience In The Last 10 years

- Fort Worth Independent School District
- Dallas Independent School District
- Irving Independent School District
- Garland Independent School District
- Midlothian Independent School District
- Pleasant Grove Independent School District
- Compass Rose Public Schools
- Jackson-Madison County School System
- Metro Nashville Public School
- Dickson County School District
- Buckeye Elementary School District
- Buckeye Union High School District
- Deer Valley Unified School District
- Flagstaff Unified School District
- Gila Bend Unified School District
- Gilbert Public Schools
- Glendale Union High School District
- Higley Unified School District
- Kyrene Elementary School District
- Laveen Elementary School District
- Litchfield Elementary School District
- Madison Elementary School District
- Mesa Public Schools
- Paradise Valley Unified School District
- Pendergast Elementary School District
- Phoenix Union High School District
- Scottsdale Unified School District
- Washington Elementary School District
- Maricopa Unified School District
- Florence Unified School District
- Tanque Verde School District
- Wickenburg Unified School District
- Colorado River Unified School District
- Nogalas Unified School District
- Nadaburg Unified School District
- Red Mesa Unified School District
- Window Rock Unified
- San Carlos Unified School District
- Santa Cruz Valley Unified School District
- Tolleson Elementary School District
- Creighton Elementary School District
- Kingman Unified School District
- Greater Clark County Schools
- Silver Creek School Corporation
- Calcasieu Parish School Board
- Central Community School System
- Ascension Parish Schools
- Jefferson Parish Public Schools
- Orleans Parish School Board
- West Baton Rouge Parish Schools
- St. George Schools
- St. Landry Parish Schools
- Sherwood Forest Elementary School
- Mobile County Public Schools





Defining a New Campus Community

New Construction

Designing a new K-12 campus is a unique opportunity to shape the future of education for a community. Our process is highly collaborative, engaging stakeholders to define a vision that supports next-generation learning, flexibility, and growth. We create campus master plans that foster connectivity, safety, and a strong sense of place, while planning for future expansion and evolving educational needs.

Our team has completed $880M+ of Pre K-12 school design in the last 5 years. Overall we've completed more than 105+ Pre K-12 schools that included new construction.



Revitalize and Enhance whats Established

Renovations and Additions

Transforming existing K-12 facilities is an opportunity to reimagine learning environments and breathe new life into campuses. Our renovation approach is rooted in collaboration, safety, and minimizing disruption—ensuring that students and staff can continue their daily routines while improvements are underway. We focus on modernizing spaces, upgrading building systems, and enhancing accessibility, all while respecting the character and history of each school. Our firm done over 100 K-12 renovation and addition projects completed in the last decade, including classroom buildings, gyms, cafeterias, and campus-wide upgrades—all while schools remained operational. We have a proven ability to deliver projects of all scales, from $500,000 interior renovations to $50 million campus redevelopments, for both public and charter schools





An emphasis on campus integrity

Security Upgrades

Creating a safe and welcoming environment is foundational to student success. Our security upgrade projects are designed to balance robust protection with an open, inclusive atmosphere. We work closely with school leaders and stakeholders to integrate access control, surveillance, and secure entry points without compromising the school's sense of community.

Design considerations include clear site lines, layered security strategies, and technology integration that supports both daily operations and emergency response. We also focus on maintaining a positive, non-intrusive environment for students and staff.

Multiple School Districts: Campus-wide safety and security upgrades, including controlled access, security cameras, and administrative remodels. Most currently, we have just completed design on nine new secured entry vestibules and reception areas at select middle and high schools, plus the district administration office, for Irving ISD. Construction will start this summer.



Preserve. Prioritize. Perform.

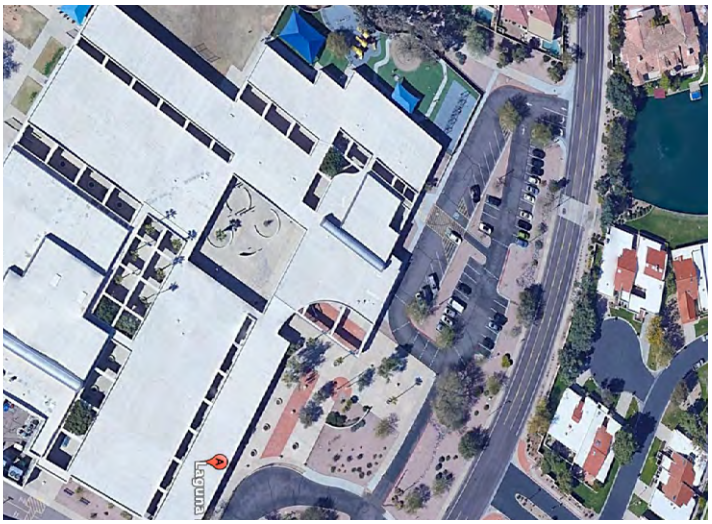
Deferred Maintenance

Addressing deferred maintenance is essential for protecting district investments and supporting long-term educational success. We provide comprehensive facility assessments, capital planning, and targeted upgrades to help schools prioritize needs and maximize resources.

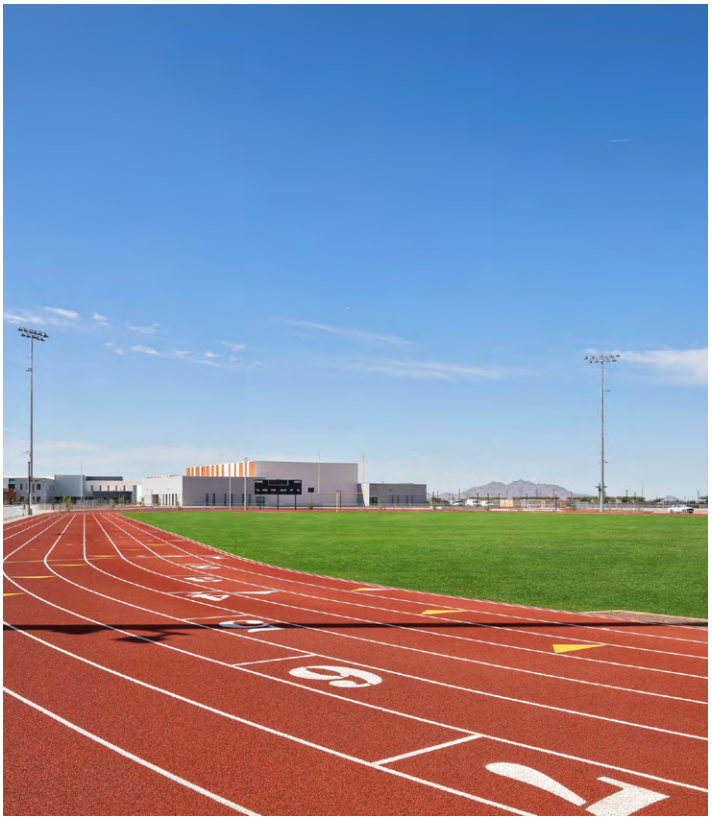
Design considerations include evaluating building systems for efficiency and reliability, planning for phased improvements, and aligning upgrades with educational goals and future growth.

Our team has done Facilities Master Planning & Bond Planning at Fort Worth ISD with a prioritization of deferred maintenance, safety, and building improvements across multiple campuses.

Chiller Replacement and Ventilation Hood Projects across many campuses in Arizona, Texas, Alabama, Florida and Louisiana:







Gained Experience

In Re-Roofing Projects

A school's roof is its first line of defense, safeguarding students, staff, and learning environments from the elements. At GHC | Orcutt Winslow, we approach every re-roofing project with a holistic mindset—evaluating not just the roof covering, but also drainage, insulation, and ventilation to ensure long-term performance and energy efficiency. Our team is experienced in working with a variety of roofing systems and understands the importance of minimizing disruption to school operations. We prioritize safety, clear communication, and phased construction to keep campuses functional and secure throughout the process.

Design considerations include selecting durable, low-maintenance materials, integrating energy-efficient assemblies, and ensuring proper water management to prevent future issues.

GHC | Orcutt Winslow has extensive experience in re-roofing and building envelope consulting for K-12 schools, ensuring long-term durability and performance. Our team has completed roof replacements and repairs for numerous campuses, often while facilities remain occupied and operational. We've done re-roofing projects on multiple K-12 Campuses: Roof replacements and HVAC upgrades at various districts across Arizona, Texas, and Florida.

Sound Investments in

Student Athletics

High-quality turf, track and athletic field upgrades enhance student wellness, school spirit, and community engagement. Our approach emphasizes safety, playability, and sustainability. We aim to select materials and systems that provide excellent drainage, reduce maintenance, and support year-round use.

Design considerations include site grading, sub-surface drainage, material selection for durability and safety, and integration with surrounding campus amenities.

Gateway HS: Athletic Field and Track

Central High School Athletic Renovations: New turf playing surface and improved field drainage.

Crismon High School: Master plan with dedicated turf football stadium and synthetic athletic fields.



Incorporating learner-centric features, high-performance design principles, and technology as integral components, we empower students to engage, choose, and thrive.





Project Leadership Team

Core Team



Tara Grenier
Partner-in-Charge
K12 Practice Leader



Brian Harlan*
Project Manager
Point-of-Contact



Janie Garner
Project Architect



David Stanford
Project Designer

Extended Project Team



Jeff Sanders
Interior Design



Susana Regalado Espana
Technical Support



Andy Hoover
Technical Support



Eric Hahnfeld
QA/QC



Mickey Patterson
Construction Administration



Specialty Thought Leadership

Scott Sowinski
Education Thought Leader / Visioning/ Design



Ashley Mulhall
Sustainable Design



Kristine Millar
Marketing & Communications



Mike Nandin
Graphics and Wayfinding



Specialty Leadership resources will be included in projects on an as needed basis per the project scope and manpower needs.

Studio Resources

- Visioning and Programming
- High-Performance Design
- Quality Assurance / Control
- Construction Administration
- Creative Services, Graphics, & Wayfinding
- BIM Management
- Safety & Security Compliance with Owner's Design Standards
- Basis Master Planning Estimating

Consultants

TNP
Civil Engineering & Landscape Design

Ponce-Fuess Engineering*
Structural Engineering

Jones-DBR*
MEP Engineering and Technology

OCMI, Inc
Cost Estimating

Foodservice Design Professional, LLC
Food Service

BDA Accessibility Services*
Accessibility

Armko Industries
Roofing

Salas O'Brien
Acoustical Consultant
as Needed

MWBE/HUB Firms

GHC | Orcutt Winslow would also be open to working with any preferred District consultants.



Tara Grenier-Ortiz **RID, LEED AP**

orcutt | winslow
DRIVEN BY DESIGN. JOINED BY PURPOSE.

Partner | K-12 Practice and Thought Leader

Tara has been active in the architecture and interior design industry for over 30 years. She has spent most of her career specializing in the design of educational facilities and corporate environments. Her focus has been in programming, space planning, design, construction administration and project management services from project initiation through post occupancy evaluation, keeping her client's vision her top priority throughout the design process. Creating functional, and inspiring environments that truly support the building occupants, culture and business is key to her design philosophy. Tara oversees our K-12 team in TX and is active in business development, client maintenance and community involvement.

Project Impact

31 years of K-12 Educational Experience

A portfolio of new, expansion and renovation design application

Unique Perspective

Great design does not need to have a high price tag to be effective

Leadership

Leadership in the design of flexible and adaptable spaces that can adapt to 21C solutions.

Highlights

K-12 design and program management experience

Featured Projects

2021 Capital improvement Program, Program Management Services, Fort Worth ISD

Focused primarily on middle school renovations and additions plus 3 elementary school replacement/modernization projects

2021 Facility Assessment and Education Adequacy and Equity Study, Fort Worth ISD

Study done in preparation of the 2021 Capital Bond to identify campus needs and assist the district with prioritization of projects and budgets.

2017 Capital Improvement Program, Program Management Services, Fort Worth ISD

Oversight for $749m bond working with 19 architectural firms on 33 projects which included major renovations and additions to 14 high schools, 1 middle/high school, and renovations to select elementary schools.

2025 Technical Design Guidelines, Irving ISD

Creation of new District Technical Design Guidelines for future Capital Projects within the district.

Nine Secured Vestibules, Irving ISD

Renovations to select middle and high schools plus district administration building to enhance security at main entrance to facility.

Stadium Additions and Renovations, Midlothian ISD

New 6,700 SF athletic office building, renovation and reconfiguration of four existing concession buildings, press box, and field house, addition of bleachers to seat 350.

Thomas Marsalis Elementary School, Dallas ISD

Additions and renovations to a 71,800 SF elementary school.

Security Fencing, Garland ISD

Perimeter Fencing at 42 elementary schools, 12 middle schools, three high schools, three PK campuses and one CTE Classroom.

Eladio Martinez Learning Center Renovations, Dallas ISD

Library renovations to existing campus to provide group learning space.

Lyon County Facility Assessment
Lyon County SD

Facility Assessments, Educational Adequacy Audit for 18 schools.

.

Education

Bachelor of Science in Interior Design
Arizona State University Tempe, Arizona, 1994

Experience

With GHC | Orcutt Winslow since 2017
31 Years of Experience

Registration

Registered Interior Designer TX #11909
NCIDQ #015541
LEED Accredited Professional

Associations

TASBO, TASA/TASB, Fast Growth Schools Coalition
Associations for Learning Environments (A4LE)



Brian Harlan AIA

Project Manager

Brian has over 33 years of experience in the field of architecture with the last 24 years strictly dedicated to the design of educational facilities. Recent experience includes: renovation, new construction as well as replacement campuses throughout the state of Texas. Brian works closely with each client, ensuring client objectives are well translated throughout the project.

Project Impact

30+ years of K-12 Educational Experience
A portfolio of New, Expansion, and Renovation Design.

Unique Perspective
Brian brings knowledge of educational facility design in the Texas market through decades of experience.

Project Management
Oversight for $749m bond
Working with 19 Educational Design architects in a project management role for Fort Worth ISD—day-to-day interaction and understanding of peer input and solutions for high schools, 1 middle/high school, and select elementary schools and middle school replacement and expansion.

Unique Perspective
Minimizing Disruption on Occupied Campuses --30 years of insight and experience in working on occupied campuses with local contractors.

Featured Projects

Stadium Additions and Renovations, Midlothian ISD
New 6,700 SF athletic office building, renovation and reconfiguration of four existing concession buildings, press box, and field house, addition of bleachers to seat 350.

2017 Capital Improvement Program, Program Management Services, Fort Worth ISD

Oversight for $749m bond working with 19 architectural firms on 33 projects which included major renovations and additions to 14 high schools, 1 middle/high school, and renovations to select elementary schools.

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Thomas Marsalis Elementary School, Dallas ISD

Additions and renovations to a 71,800 SF elementary school.

Security Fencing, Garland ISD
Perimeter Fencing at 42 elementary schools, 12 middle schools, three high schools, three PK campuses and one CTE.

Eladio Martinez Learning Center Renovations, Dallas ISD

Library renovations to existing campus to provide group learning space.

Baxter Elementary School Renovations, Midlothian ISD

Kitchen upgrades.

Benbrook Middle-High School, Fort Worth ISD*

Williams High School Science Classroom Addition, Plano ISD*

Hendrick Middle School Renovations Plano ISD*

Denton High School Press Box Denton ISD*

Heritage High School, Midlothian ISD*

John H. Guyer High School Denton ISD*

* Prior to joining Orcutt | Winslow

Education

Bachelor of Environmental Design
Texas A&M University, 1990

Experience

With GHC | Orcutt Winslow since 2018
33 Years of Experience

Registration

Registered Architect TX #19569

Associations

American Institute of Architects
Associations for Learning Environments (A4LE)



Janie Garner AIA

orcutt | winslow
DRIVEN BY DESIGN. JOINED BY PURPOSE.

Project Architect

Janie's passion is to deeply understand a client's goals, aspirations and history and work with the design team to develop thorough documents that result in tight construction bids and a smooth build-out. Her attention to detail and easy-going attitude make Janie a huge asset to the team, Janie will serve as Project Manager, coordinating the day-to-day details of the renovations for NISD. She will also manage the design and consultant team, keeping a watchful eye on budget and schedule, ensuring that neither one slips.

Featured Projects

W.C. Stripling Middle School Addition and Renovation, Fort Worth ISD

149,992 SF Renovation and addition on existing campus

Paschal High School, Fort Worth ISD

257,298 of renovations and upgrades on an existing active campus

Arlington Heights High School Renovations, Fort Worth ISD

225,649 SF of major renovations of an existing high school.

Maverick Hall, University of Texas at Arlington

205,638 SF new facility

Education

Master of Architecture, University of Houston
Bachelor of Fine Arts, Visual Studies, University of Texas at Austin

Experience

GHC | Orcutt Winslow since 2017
8 Years of Experience

Registration

Registered Architect TX #23413



David Stanford AIA, NCARB

orcutt | winslow
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Project Designer

With 38 years of experience, David brings a deep understanding of the industry and a collaborative approach to every project. He is a valued team player, working seamlessly with colleagues and clients to develop thoughtful design solutions. His expertise spans a variety of project types, including community-centered spaces. David's extensive background allows him to navigate complex challenges with ease, ensuring that each project is both functional and impactful.

Featured Projects

Arlington Heights High School Renovations, Fort Worth ISD

Herbert Marcus Elementary School, Dallas ISD

Central Elementary School, Dallas ISD

Innovation Center Fort Worth ISD

Lily B. Clayton Elementary School, Fort Worth ISD

Basswood Elementary School, Keller ISD

Marilyn V. Miller Elementary School, LakeWorth ISD

Brewer Middle School, White Settlement ISD

W.C. Stripling Middle School Addition and Renovation, Fort Worth ISD

Education

Bachelor of Science, Architectural Engineering, University of Texas at Austin, 1979

Experience

With GHC | Orcutt Winslow since 2023
39 Years of Experience

Registration

Registered Architect TX #9806
Registered Interior Designer TX #5863
American Institute of Architects (AIA)



Jeffery Sanders NCIDQ

Interior Designer

Jeff began his career in design that focused on the architectural scope of projects. As he developed as a designer, he realized his passion lies in interior educational environments that engage and inspire students and teachers. Since working in the K-12 design market, Jeff has worked on a variety of projects involving new constructions, renovations, FF&E packages, and CTE (Career Technical Education) programs. Each project presented their own challenges that helped Jeff evolve as an interior designer. Creating a diversity of spaces that sparks the interest of all kinds of learners drives Jeff's passion for education design. Currently, he is on the production team to prepare renderings, design and construction documents.

Featured Projects

Maple Lawn Elementary School Renovation, Dallas ISD

Maple Lawn Elementary is a historic school renovation in the Dallas Independent School District.

Central High School Renovation and Additions, Central Community School System

New 200,000 SF high school renovation.

Compass Rose Harvest, Compass Rose Public Schools

Rebuilt from an old office and retail building, features barn-style sliding doors, wood accents, and rural-inspired wall coverings, with artificial turf creating a playful makerspace.

Compass Rose Legacy, Compass Rose Public Schools

The Commons, designed to be a Shark Tank- like space, is where students come up with ideas.

Education

Bachelor of Arts, Architecture, Auburn University, 2013
Bachelor of Arts, Interior Architecture, Auburn University, 2013

Experience

With GHC | Orcutt Winslow since 2021
12 Years of Experience

Registration

National Council for Interior Design Qualifications (NCIDQ)



Eric Hahnfeld AIA

Quality Assurance / Quality Control

With over 40 years of experience, Eric Hahnfeld has overseen specifications and quality control across various projects. He initially joined his father's firm in 1983 and later became a key figure in managing the construction administration department within GHC. Eric has been actively engaged in the North Texas civic and architectural communities.

Featured Projects

Arlington Heights High School Renovations, Fort Worth ISD

225,649 SF of major renovations of an existing high school.

W.C. Stripling Middle School Addition and Renovation, Fort Worth ISD

149,992 SF Renovation and addition on existing campus.

Paschal High School Additions & Renovations, Fort Worth ISD

257,298 SF of renovations and upgrades on an existing active campus

Central Elementary School Seagoville Dallas ISD

54,000 SF of additions of nine classrooms and staff support space..

Education

Bachelor of Science Building Construction Texas A&M University, 1983

Experience

GHC | Orcutt Winslow since 1984
41 Years of Experience

Registration

Registered Architect TX #13978



Susana Regalado Espana

orcutt | winslow
DRIVEN BY DESIGN. JOINED BY PURPOSE.

Technical Staff

Susana is a project designer monitoring process consistency of design ideas. She ensures compliance of construction detail documentation and secures government approval on varied aspects of a project.

Susana has demonstrates her design talents on every project, being a strong team member in our studio. She is always a team player and an excellent communicator.

Featured Projects

Leonides G. Cigarroa Elementary School Renovations, Dallas ISD

Margaret B. Henderson Elementary School Additions and Renovations, Dallas ISD

Benbrook Middle-High School, Fort Worth ISD*

Flower Mound Founders Classical Academy, Responsive Education Solutions*

iSchool High, Responsive Education Solutions*

Founders Classical Academy of Mesquite (Sanctuary), Responsive Education Solutions

Preschool Prototype, Fueling Brains

Softball Complex Renderings, Weatherford College*

*Prior to joining Orcutt | Winslow

Education

Bachelor of Art in Architectural Design University of Colorado - Boulder, 2001
Associate in Architectural Technology, Northampton Community College, 1999
Bachelor of Music, Real Conservatorio Superior de Musica de Madrid, Spain, 1990

Experience

With GHC | Orcutt Winslow since 2021
19 Years of Experience



Andy Hoover

orcutt | winslow
DRIVEN BY DESIGN. JOINED BY PURPOSE.

Technical Staff

Andy Hoover has recently supported the renovation of Hickman and Northlake Elementary Schools and Garland ISD's Proposition B Phase 2 projects, providing precise drafting to enhance security and modernize learning spaces. Andy's expertise ensures clear project documentation and effective design solutions for the team.

Featured Projects

Security Fencing, Garland ISD
Perimeter Fencing at 42 elementary schools, 12 middle schools, three high schools, three PK campuses and one CTE.

Four Prototype Elementary Schools Renovations, Garland ISD

Multiple schools sharing the same plan are receiving much needed security and privacy updates, involving separating shared classrooms from one another and ensuring that each classroom can be entered from its own single, secure door.

Education

Bachelor of Arts in Architecture, Miami University of Ohio, 2018
Bachelor of Arts in Classical Humanities, Miami University of Ohio, 2018
Master of Architecture, Texas A&M University, 2023

Experience

GHC | Orcutt Winslow since 2023
2 Years of Experience



Micky Patterson

Construction Administration

Micky brings over 20 years of construction administration experience, offering technical expertise and seamless coordination on job sites. He is skilled at managing complex projects across multiple sectors, with a focus on education work. Micky ensures quality, efficiency, and successful project delivery through his detailed oversight and deep industry knowledge.

Featured Projects

W.C. Stripling Middle School Addition and Renovation, Fort Worth ISD

Paschal High School Additions and Renovations, Fort Worth ISD

Timberview Middle School, Keller ISD

Mary Couts Burnett Library, Texas Christian University

Annie Richardson Bass Building, Texas Christian University

Neeley School of Business, Texas Christian University

Don Allen Health Science Building, Weatherford College

Walsh Physical Performance Complex, Texas Christian School

Music Center, Texas Christian University

Maverick Hall, University of Texas at Arlington

Experience

GHC | Orcutt Winslow since 2010
24 Years of Experience



Scott Sowinski AIA, NCARB, ALEP, WELL AP, LEED AP

K-12 Thought Leader / Visioning / Design

Scott has spent a substantial portion of his career with a focus on design and community engagement. The driving force in his career is the creative process, finding inspiration in everything from native American and classical architecture to modern pop culture. In addition, as a WELL Accredited Professional, Scott brings a strong focus on building occupant health and well-being to all of his projects. He will use his participation as an Accredited Learning Environment Planner and architect with GHC | Orcutt Winslow specializing in educational facility design as an added element of engagement for this project.

Featured Projects

Mesa High School Modernization, Mesa Public Schools

500,000 SF campus-wide high school modernization.

Master Capital Plan, Gilbert Public Schools

Master Plan for district of 4,778,563 SF and 42 buildings.

Next Gen Renovations at Villa de Paz Elementary School & Desert Horizons Elementary School, Pendergast ESD

Renovation of multiple classroom buildings into next generation learning studios and collaboration suites.

CJ Jorgensen Next Generation Renovations, Roosevelt ESD

Next generation upgrades for an elementary campus

Education

Master of Architecture
Montana State University, 2005
Bachelor of Environmental Design
Montana State University, 2004

Experience

With GHC | Orcutt Winslow since 2018
17 Years of Experience

Registration

Registered Architect AZ #61157

Associations

Associate AIA
LEED AP
NOMA
Member International Code Council



Ashley Mulhall RA, AIA, LEED AP BD+C, WELL AP, EDAC, LFA

HpBr & Sustainability Auditor

Ashley is passionate about LEED and the Living Building Challenge and is a Living Building Challenge Ambassador Presenter and a member of the Living Building Challenge Sonoran Collaborative. A LEED accredited professional, Ashley holds degrees in both architecture and anthropology, offering experience in the promotion of sustainability within individual cultures and the societies in which they serve.

Featured Projects

Sunland STEAM Academy Replacement School Phase 1, Roosevelt ESD

63,000 SF replacement elementary school

Galveston Service Learning Academy, Chandler USD

72,000 SF replacement PK-6 for 750 students

Sanborn Elementary School Next Gen Renovations, Chandler USD

Re-imagined the current outdoor PE programs and expanded the outdoor infrastructure for the performing arts program, including AV upgrades, turning a storage into a green room, shaded amphitheater seating, and a sensory walk area with painted graphics and textures.

Conley Elementary School Next Gen Renovation, Chandler USD

New 9,000 SF media center features a home education makerspace adjacent to an outdoor garden, flexible instructional spaces, tech labs, breakout spaces, reflective spaces, and a literacy center

Education

Master of Architecture, Arizona State University, 2005
Bachelor of Arts in Anthropology, University of Florida, 2002
Bachelor of Design in Architecture, University of Florida, 2002

Experience

With GHC | Orcutt Winslow since 2007
21 Years of Experience

Registration

Registered Architect AZ #46943, LEED Accredited Professional, WELL Accredited Professional, Evidence-Based Design Accreditation and Living Future Accreditation



Mike Nandin

Graphics and Wayfinding

As a Senior Associate and Graphics leader in the Creative Services Studio, Mike brings a wealth of knowledge and expertise in information architecture, project management, and business development. His expertise is multi-faceted; encompassing wayfinding, corporate identity, packaging, print collateral, advertising, annual reports, web design, and branding synthesis. Mike places particular emphasis on conceptual design and communication goals, showcasing a keen eye for detail in his work.

Featured Projects

Mesa High School Modernization, Mesa Public Schools

500,000 SF campus-wide high school modernization.

Cherokee Elementary School, Scottsdale USD

80,000 SF replacement campus.

Kiva Elementary School, Scottsdale USD

New 83,000 SF elementary school.

CJ Jorgensen Next Generation Renovations, Roosevelt ESD

Next generation upgrades for an elementary campus.

Education

Bachelor of Fine Arts, Communications, Northern Arizona University, 1999

Experience

GHC | Orcutt Winslow since 2004
27 Years of Experience



Kristine Millar CPSM

orcutt|winslow
DRIVEN BY DESIGN. JOINED BY PURPOSE.

Community Engagement

Kristine has a passion for culture advancement and how her firm can excel in creating dynamic relationships and engaging experiences for those she encounters in both her personal and professional spheres of influence. As a Principal at GHC | Orcutt Winslow, with 30+ years within the AEC industry, she is a Marketing Leader and pushes for bigger ideas in experiential design, business development and marketing strategy. She offers a global perspective on the markets she serves. It is her passion to find great ideas within other industries and apply them to the practice of architecture and design—implementing marketing excellence into architectural design and promotion.

Featured Projects

Bond Planning and Marketing, Queen Creek Unified School District

- School Logo Design
- Project Milestone Events
- Foundation Event Participation
- Bond Graphics

Bond Planning and Marketing, Pendergast Elementary District

- Design for Districtwide Rebrand
- Project Milestone Events
- District Override Assistance
- Foundation Event Participation
- Foundation Branding
- STEAM classroom redesign graphics/ strategy

Bond Planning and Marketing, Glendale Union High School District

- District Centennial Branding
- Citizens for Quality Education Volunteer/ Graphics

Education

Bachelor, Bachelor in Journalism | Marketing, Arizona State University, 1991

Experience

With GHC | Orcutt Winslow since 1992
34 Years of Experience

Registration

Certified Professional Services Marketer

Firm/Responsibility	Key Staff Members	Qualifications
Civil Engineering & Landscape Design	**Mike Wilson, P.E.** Principal	**Teague Nall and Perkins, Inc. (TNP)** is a consulting firm that provides professional civil engineering, surveying, landscape architecture, and planning services to municipalities, counties, and other governmental entities across Texas. Serving governmental entities in North Texas since 1976. Full-service civil engineering, surveying, landscape architecture, right of way acquisition services, construction engineering inspection, and subsurface utility engineering divisions in-house.
Structural Engineering	**Lucas Ponce, P.E.** Principal **Raul "Rene" Avila, PE, Leed AP** Associate Principal	**Ponce-Fuess Engineering (PFE)** is a certified, minority–owned structural engineering consulting firm specializing in the design of institutional and commercial buildings. PFE was founded in 2009 by Lucas Ponce in association with L.A. Fuess Partners, Inc., and is rooted in four decades of industry excellence and a commitment to provide responsive service; creative, thorough, and accurate structural engineering designs; and timely and thoughtful construction-phase consultation. Our firm offers diverse and complex project experience, spanning multiple building types, including new facilities and major structural modifications and retrofits.
MEP Engineering and Technology	**Kenneth Roland, PE**	**Jones-DBR** was formed in 2010 to provide Mechanical, Electrical, and Plumbing (MEP) Engineering Services for the built environment in Texas. The firm grew out of a relationship between Jones Engineers, LP and DBR Engineering Consultants, Inc. Together we are built on trust, quality, and innovation. Jones/DBR Engineering Company, LLC is certified as a State of Texas Historically Underutilized Business (HUB) and is currently eligible to pursue work as a Texas HUB firm. Texas HUB Certificate No. 80881
Food Service	**Lance Brooks** President	**Foodservice Design Professional, LLC** is a premier consulting firm specializing in the design and planning of efficient, functional, and innovative foodservice facilities. The firm's expertise spans conceptual design, equipment specification, and project management, offering clients a seamless experience from start to finish. As a certified Historically Underutilized Business (HUB), Foodservice Design Professional, LLC proudly partners with organizations to support diversity and inclusivity while driving impactful, long-lasting solutions.
Cost Estimating	**Aravind Kallahally PMP** Senior Cost Estimating	**OCMI, Inc.** is an SBE-certified Service-Disabled Veteran Owned Small Business (SDVOSB) that provides full-service project and construction management services. Regardless of location, we have served our clients nationwide and have an excellent reputation throughout the industry. Our primary focus is to independently protect the best interests of our clients by managing risk and bringing value to the design and construction process. We pride ourselves on our responsiveness to client needs, attention to detail, and accuracy.
Accessibility	**Bonnie Anderson** Accessibility Specialist	Founded in 2009, **BDA Accessibility Services** is dedicated to facilitating universal access by providing expert ADA compliance consulting throughout Texas. Our certified team collaborates closely with clients to deliver customized solutions that ensure all facilities meet stringent accessibility standards, thereby enhancing inclusivity and compliance.
Roofing	**H. Ray Stinger** Roofing Consultant	**Armko Industries, Inc.** is a Texas based Architectural/Engineering firm incorporated in January 1983. Armko is a full-service organization which specializes in roof consulting and the building envelope, qualified to take a project from the initial inspection to the specifications, plans and details, bid package, and provide quality assurance to the final completion of the project. Over 40 years we have specified over 350 million square feet of roofing in Texas.
Acoustical Consulting as needed	David Ewell	Salas O'Brien is recognized as one of the best in design and consulting for acoustics, sound isolation, and noise control. From the high-end design of venues for music to solving challenging environmental noise issues, we are leaders in acoustic modeling, planning, design, and construction.

Mike Wilson PE

Principal | Civil Engineering

Mr. Wilson began his civil engineering career in 2000. He serves as Director of Engineering Services and oversees TNP's site development team. His project experience includes client management, utility coordination, paving, water, sanitary sewer, storm drain, and grading design, preparation of plans and specifications, and construction administration/coordination.

Featured Projects

New Schools and Renovations, Aledo ISD

7 schools and renovations districtwide

New Schools and Renovations, Aubrey ISD

5 Schools and Renovations for Aubrey ISD

New Schools, Cleveland ISD

3 new schools across the district

Renovations, Carrollton Farmers Branch ISD

7 campus improvements at Carrollton

New Elementary School, Community ISD

New Elementary School

Athletic Improvements, Copperas Cove ISD

Copperas Cove High School Track Improvements

Campus Improvements, Crowley ISD

12 campus improvements and renovations

Renovations, Denison ISD

5 renovations at the district

Additions, Denton ISD

18 campus additions at the district

Education

Master of Business Administration
University of Texas at Arlington
Bachelor of Science in Civil Engineering
Texas Tech University

Experience

24 years of experience

Registration

Registered Professional Engineer TX #95959

Lucas Ponce PE

Principal

Lucas Ponce is the founder and president of Ponce-Fuess Engineering, whose 25+ year career includes the structural design of a variety of building types, including K-12 and higher educational facilities, corporate offices, healthcare facilities, municipal and recreational buildings, aviation facilities, parking structures and more.

Over the years, Lucas has delivered many successful K-12 projects across North Texas and has long-standing partnerships with Hanhfeld Hoffer Stanford and Orcutt Winslow – now GHC companies. His deep experience in educational design and consistent collaboration with these teams have made him a trusted structural engineering partner in the K-12 sector.

Featured Projects

Arlington Heights High School New Field House, Fort Worth ISD

Arlington Heights High School Additions and Renovations, Fort Worth ISD

Luella Merret Elementary School Additions and Renovations, Fort Worth ISD

Ph2 BP2: Renovations to 14 Elementary Schools, Arlington ISD

Paschal High School Additions and Renovations, Fort Worth ISD

New Van Zandt Guinn Elementary School, Fort Worth ISD

Amon Carter Riverside High School Additions and Renovations, Fort Worth ISD

Riverside High School New Field House, Fort Worth ISD

STEM and Fine Arts Academy and New Performance Hall at I.M. Terrell, Fort Worth ISD

North Side High School Culinary Addition, Fort Worth ISD

North Side High School Mariachi Addition, Fort Worth ISD

Young Women's Leadership Academy Phases 1 and 2, Fort Worth ISD

Education

Bachelor of Science in Civil Engineering Instituto Tecnológico y de Estudios Superiores de Monterrey, 1995
Master of Science in Civil Engineering (Structures)
The University of Texas at Austin, 1997

Experience

25+ years of experience

Registrations/Certifications

Registered Professional Engineer TX #91119

Raul "Rene" Avila PE, LEED AP

PONCE-FUESS ENGINEERING

Associate Principal | Senior Project Manager

Rene has over 20 years of experience in a variety of building and construction types. As a LEED Accredited Professional, he is also experienced with the best use of sustainability in structural components for building designs.

Rene has served as Structural Engineer of Record on over 200 building projects with construction budgets ranging from less than $1M to over $100M. He is involved in all phases of projects from schematic design to construction administration and works closely with architects and other design disciplines to fully coordinate projects during the design phase. Rene's expertise includes use of Revit (BIM) in coordinating structural building models with models from other disciplines.

Featured Projects

Herbert Marcus Elementary School Replacement, Dallas ISD

Martin High School Additions and Renovations, Arlington ISD

W.H. Atwell Middle School Replacement, Dallas ISD

Victor Hexter Elementary School Replacement, Dallas ISD

PK-12 International STEAM School, Dallas ISD

Winnetka Elementary School Renovations, Dallas ISD

Intermediate School Additions and Renovations, Fort Stockton ISD

Middle School, High School, and Administration Building Additions and Renovations, Mount Vernon ISD

2nd to 5th Grade Elementary School, Pecos Barstow Toyah ISD

Education

BS Civil Engineering Texas A&M University, 1997
M Eng Structural Engineering Texas A&M University, 1999

Experience

20 years of experience

Registrations/Certifications

Registered Professional Engineer TX #92630

Kenneth Roland PE

JONES*DBR

Senior Project Engineer

Kenneth will oversee all aspects of MEP design. He will guide and direct his mechanical, electrical, and plumbing team to produce your designs with exceptional accuracy. He will attend design meetings and act as messenger and enforcer of plan specifications. Kenny will work shoulder to shoulder with his and your team, to ensure Jones DBR is producing the best work for you.

Featured Projects

Casa View Elementary School Renovation, Dallas ISD

Benjamin Franklin Middle School Addition and Renovation, Dallas ISD

Yvonne A. Ewell Townview Center Renovation, Dallas ISD

Lake Dallas High School, Roof and HVAC Replacement, Lake Dallas ISD

Lake Dallas Middle School Addition and Renovations, Lake Dallas ISD

Lake Dallas Administration Building Roof and HVAC Replacement, Lake Dallas iSD

Corinth Elementary School Additions and Renovations, Lake Dallas ISD

Wedgwood Middle School Facility Assessment, Fort Worth ISD

6th Grade Center Facility Assessment, Fort Worth ISD

George Middle School Additions and Renovations, Technology, Iowa Park CISD

Iowa Park High School Additions and Renovation, Technology, Iowa Park ISD

Education

Master's in Fire Protection Engineering
University of Maryland, 2012
Bachelor of Science in Architectural Engineering
Kansas State University, 2008

Experience

With JonesDBR since 2010
14 Years Total Experience

Registration

Registered Professional Engineer TX #116001

Aravind Kallahally PMP

Senior Cost Estimator

Aravind is a Senior Cost Estimator with over 20 years of experience in the construction industry. He has worked on more than 400 projects related to cost estimation and validation at various stages of design. He has a strong foundational knowledge in plumbing, HVAC, fire protection and site work disciplines and the phases associated with each. Aravind has delivered estimates at all levels of design for various capital improvement projects and building additions for municipalities, detention centers, healthcare, and various other government facilities where phasing is required to allow the existing site to conduct daily operations.

Featured Projects

City of Carrollton: Detention Center Renovations

Carrollton, TX
Aravind and the OCMI team provided Conceptual, SD, DD and CD cost estimates for modifications and renovations to an existing 25,922 SF facility.

City of Frisco: City Hall Renovation

Frisco, TX
Aravind provided conceptual design cost estimates for renovations of the basement, and first through fifth floors (127,650 GFA in all) of the Frisco city hall. Renovations included MEP upgrades throughout the building.

City of Wilmer: Public Works, Police, City Hall

Wilmer, TX
DD and CD level cost estimates and Value Engineering support for the design of a public works facility and on-site improvements, including landscape and hardscape for this 15,047 SF facility

Denton County: Facilities HVAC Equipment Replacement

Denton, TX
Development of 95% design Level cost estimates for HVAC equipment replacement at four separate government facilities.

Education

MBA, Operations and Finance (University of Texas Dallas);
MS, Industrial Engineering (University of Texas Dallas)

Experience

20 years of experience

Associations

Project Management Professional (PMI); Six Sigma Green Belt (American Society for Quality)

Lance Brooks

Principal | Food Service Design

Mr. Brooks, Principal-In-Charge of our Dallas office, has over 20 years with the firm. A member of TASN, FCSI, and A4LE, he holds a B.S. in Construction Science and Environmental Design from Texas A&M University. He oversees project design, coordination, and final compliance review. His portfolio includes K-12, corporate, healthcare, higher education, and retail foodservice projects, with district-wide work for Aledo, Grapevine-Colleyville, Dallas, Arlington, Lewisville, Rockwall, Duncanville, Little Elm, and Lancaster ISDs.

Featured Projects

New Schools and Renovations Argyle ISD

Argyle HS Renovation, Argyle ES, Argyle HS Phase II, Argyle HS Snack Bar, Hilltop ES, Argyle Intermediate School, Argyle ES 4

Facility Assessment and Renovations, Denton ISD

Facility Assessments, New Denton HS, Bistro and Concessions, Renovation to Braswell HS, Guyer HS Athletic, Braswell HS Carrico Athletic Field, La Grone ATC, Denton ES #26, 27 & 28.

New Schools and Renovations Eagle-Mountain Saginaw ISD

New High School, Eagle Mountain Saginaw ES, #16, 17 & 18, Saginaw HS Renovations, Eagle Mountain HS Concessions and Bistro, Eagle Mountain Saginaw Admin Bistro Market, Eagle Mountain Saginaw Middle School Counter replacement

New Schools Richardson ISD

Elementary Schools; White Rock, Brentfield, Mohawk; Jr. High/Middle Schools; White Rock, Lake Highlands, Forest Meadows; High Schools; JJ Pearce HS, Lake Highlands HS, Richardson HS, Renovations; Culinary Arts: Richardson HS

Education

Bachelor of Science, Construction Science and Management Texas A&M University, 1997
Bachelor of Environmental Design, Architecture and Construction Texas A&M University, 1997

Experience

23 years of experience

Associations

FCSI
School Nutrition Industry
CEFPI Central Texas North

Bonnie Anderson

Accessibility Specialist

Bonnie Anderson is the founder of BDA Accessibility Services. The firm specializes in consulting on Texas (TAS) and federal accessibility standards (ADA). BDA offers a wide range of services, tailored to meet the client's specific needs. Bonnie's career began in 2007. She has extensive experience with renovation and new construction, plus a wide variety of commercial and educational facilities. She enjoys sharing her vast experience, as a continuing education provider.

Featured Projects

District Wide Facility Assessment, Aledo, Denton & Northwest ISD

Facility assessment to identify areas of non-compliance with state and federal accessibility standards, along with development of a priority list to aide in creating a plan for barrier removal. These assessments covered all district schools, in addition to athletic and administration facilities.

New Construction, Sherman ISD

Selected to provide comprehensive access consulting for construction of Sherman ISD's new high school and athletics complex. Services included pre-construction consulting, review of design drawings, construction drawings, and final construction inspection to ensure compliance with ADAAG and TAS standards.

Renovations, Arlington ISD

Performed Texas Accessibility Standards (TAS) plan reviews and inspections for renovations of multiple schools, in the Arlington school system. Evaluations included Berry, Blanton, Crow, Rankin and Roark, elementary schools, along with Carter Junior High School.

New Construction Indoor Aquatic Center, Arlington ISD

Registered Accessibility Specialist for construction of a new indoor aquatic center. The facility provides multiple pools, indoor slides, a lazy river, party rooms and concessions. Services include review of construction drawings, preliminary and final on-site inspections to ensure compliance with ADAAG and TAS standards.

Education

Bachelor of Science in Architectural Engineering, The University of Texas

Experience

With BDA Accessibility since 2008
17 Years of Experience

Registrations/Certifications

Registered Accessibility Specialist - Certified by the Texas Department of Licensing and Regulation to provide TAS architectural plan reviews and inspections.
Continuing Education Provider – Certified by the Texas Department of Licensing and Regulation to provide continuing education for Registered Accessibility Specialists.
Committee Member - Accessibility Professionals Association (APA)

H. Ray Stinger

Corporate Architect & Chief Operating Officer

Mr. Stringer is the Corporate Architect for Armko Industries, Inc. with heavy commercial experience in the architectural field since 1991. He is proficient in design and production of all major components of construction, involving new construction as well as renovations and additions to all types of existing facilities. He serves as Armko's Chief Operating Officer.

Early in his career, he was trained as a journeyman mason and carpenter with commercial and residential construction experience. Ray now specializes in extensive building envelope evaluations for Architects and Building Owners, which includes review of sub grades, walls, doors, windows, roofs, and roof details.

Featured Projects

Roof Replacements, Allen ISD

- Multi-Facility Roof Replacements

Facility Assessments, Little Elm ISD

- Multi-Facility Assessments

Roof Replacements, Denton ISD

- Multi-Facility Roof Replacements

Facility Assessments, Denton ISD

- Multi-Facility Assessment

Roof Replacements, Plano ISD

- 4 year Multiple Campus Roof Replacements

New Elementary School, Arlington ISD

- Goodman Elementary School

New High School, Arlington ISD

- Sam Houston High School

Roof Replacements, Frisco ISD

- Multiple Campus Roof Replacements

Roof Replacements, Dallas ISD

- Multi-Facility Roof Replacements

Renovations, Brock ISD

- Renovations and Additions to the Jr High and High School

Education

Bachelor of Architecture
Texas Tech University, 1991

Experience

With ARMKO since 2004
30 Years of Experience

Registration

Registered Engineer TX #16711, OK #01931, LA #7805, NM #5260, FL #AR93693, VA #0401016742, NCARB No. 53069

Brian Elwell PE, RCDD, INCE BD CERT

Salas O'Brien

Senior Vice President, Acoustics & Technology

Brian Elwell has an impressive 33 year career that includes designs for multiple professional sports facilities, performance venues and complex mixed-use developments in major cities. Brian works with toptier architects on large-scale construction projects that have elevated commercial and political stakes.

Featured Projects

Baylor University Clyde Hart Track and Field Stadium

Baylor University Foster Pavilion; McLane Stadium

Baylor University Welcome Center

Boston College Alumni Stadium

Georgia Gwinnett College Gateway Project

Georgia State University Convocation CenterHarvard Business School Klarman Hall

TCU Amon Carter Stadium Expansion

TCU D Tandy Hall Renovation; ECH Student

TCU Housing; Human Resources (Berry

S TCU treet; Intercultural Center (ICC); Meyer

TCU Martin Athletic Complex; Sadler Hall

TCU Building; School of Medicine; The Harrison

TCU Administration Building

Education

Bachelor of Science in Electrical Engineering
University of Maine

Experience

With Salas O'Brien since 1999
33 Years of Experience

Registration

Registered Professional Engineer TX #112829, CA #E20581, MN #51073, PA #PE081921, NC #056458

d. Provide information regarding three (3) school district projects of similar size and scope to the ones for which services are requested herein, that your firm acted as the design architect and provided project administration, on which you are currently working or completed in the last five (5) years.

Fort Worth Independent School District

Arlington Heights High School Renovations



A Campus for Collaboration and Growth

This project included a major renovation of interior spaces within the existing high school campus, along with new facilities for the Science and Agricultural Science programs. The renovations to the existing campus provide modern learning spaces for a number of different programs, including Career & Technical Education, Fine Arts, JROTC, Special Education, and core curriculum courses (Mathematics, History, Foreign Language, etc.), as well as multiple spaces for social and collaborative interactions. At the heart of the existing campus, the courtyard and library spaces have seen major renovations to create updated diverse and dynamic spaces for collaboration and interaction. The new addition blends seamlessly into the existing campus by incorporating the historic Georgian character that identifies Arlington Heights. This building houses 17 new classrooms, 8 new labs and a tiered seating area for collaboration.

Graphics at the collaboration areas on each floor depict various scientific aspects of the Yellow Jacket mascot, including the anatomy, lifecycle, and the chemical makeup of their defense mechanisms.

Location
Fort Worth, TX

Services Provided
Architectural and Design Services

Date of completion
10/14/2022

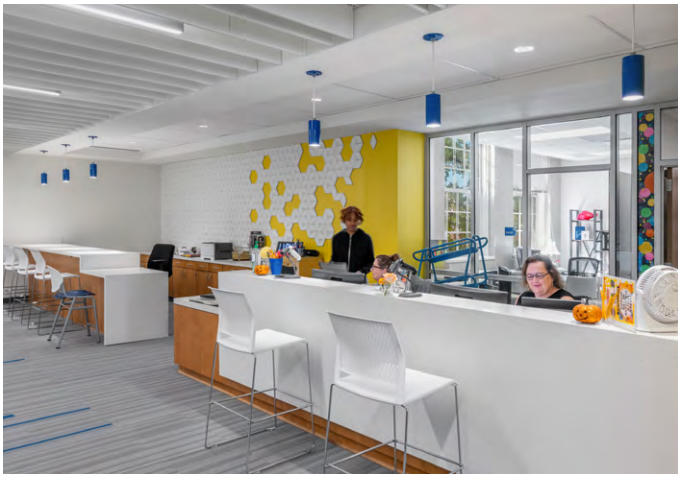
Original Budget
$38,956,877

Actual Project Costs
$39,896,334

*Increases in Scope

Client Reference
Dr. Kent Scribner, Fort Worth ISD Retired Superintendent
602.565.5968
kentpscribner@gmail.com











Dallas Independent School District

Thomas L. Marsalis Elementary School Additions & Renovations



Spaces That Inspire, Serve, and Sustain

GHC | Orcutt Winslow understands the importance of providing a safe, functional, and aesthetically pleasing learning environment for students. The additions and renovations to Thomas L. Marsalis Elementary School include a 3,000 SF cafeteria expansion and a 3,000 SF kitchen addition.

The cafeteria expansion and kitchen addition will provide much-needed space for students to dine comfortably and for the school to prepare meals efficiently. We worked closely with the school administration and staff to ensure that the design of the cafeteria and kitchen meets their specific requirements, including food service equipment, seating capacity, and flow of students and staff.

In addition to the cafeteria and kitchen, we will also focus on campus-wide improvements, including new windows, interior finishes, HVAC system replacement, LED lighting, technology upgrades, and re-roofing of existing buildings. These improvements will not only enhance the functionality of the school, but also improve energy efficiency, comfort, and aesthetics.

Location
Dallas, TX

Services
Planning, Architect of Record, Interior Design

Completion Date
09/2024 est.

Original Budget
$ 8,031,102

Actual Project Costs
$ 8,289,403

Budget was readjusted to the selected GC bid

Reference
Mr. Murtuza Kachwala
Project Manager for Dikita
Dallas Independent School District
972.925.7200
c99133@dallasisd.org


Before


After



Midlothian Independent School District

Athletic Offices and Stadium Renovations



Bridging New Construction & Overall Stadium Improvements

These additions and renovations to MISD's existing stadium was part of a larger bond program. The design of the new athletic building included offices and a professional development room for 150. Our team worked closely with the athletic department to ensure the design met their specific requirements, including space utilization, technology integration, and accessibility.

In addition to the new athletic office building, the four existing concession buildings, press box, and field house were revamped. Our design approach prioritized functionality, aesthetics, and accessibility to create a cohesive and visually appealing environment. We integrated technology, such as new fiber optics cable, to improve the fan experience and enhance the overall functionality of the stadium

The concrete repair at the existing stadium included repainting of existing concrete, ensuring that the stadium looks fresh and modern. The project also included the addition of a section of concrete bleachers to accommodate 350 occupants on both the home and visitor sides. Our team worked closely with the stadium administration to ensure that the new bleachers met safety and accessibility standards and integrated seamlessly with the existing bleachers.

Location
Midlothian, TX

Services
Planning, Architect of Record, Interior Design

Completion Date
04/30/2023

Original Budget
$3,500,000

Actual Project Costs
$3,466,595

Reference
Ms. Rola Fadel, Former Midlothian ISD Director of Construction, now Keller ISD Executive Director of Construction Services
817.233.2627
rola.fadel@kellerisd.net


HALL OF HONOR


MIDLOTHIAN ISD ATHLETICS



Section C

Project Approach and Resources

a. Provide a description of your firm's overall approach to project administration, how you view your firm's role in protecting the interests of the District and explain how this approach will benefit the District.

Overall Management

GHC | Orcutt Winslow and our expert consultants are ready to partner with Mineral Wells ISD on this exciting endeavor.

Our senior-level team was hand-selected for their relevant experience, collaborative approach, and proven ability to deliver creative, cost-effective solutions while staying on schedule and budget.

We remain dedicated advocates through every phase of design and construction.

Step 1

Project Initiation and Planning

This phase lays the groundwork for a successful project by establishing clear objectives, defining the scope, and setting expectations with all District stakeholders.

Early alignment ensures that everyone is on the same page regarding project goals, timelines, and deliverables. The team will identify potential risks and develop strategies to address them proactively, setting the stage for a smooth project journey from day one.

Key Activities

- ✔ Conduct a kickoff meeting to clarify objectives, scope, and communication protocols.
- ✔ Develop a comprehensive project management plan with deliverables, milestones, and risk mitigation strategies.

Step 2

Team Organization and Communication

A well-structured team and open communication channels are essential for project efficiency and accountability. Roles and responsibilities will be clearly defined, ensuring that every team member and sub consultant understands their part in the process.

Regular updates and a centralized document management system will keep all parties informed and engaged, reducing misunderstandings and delays. Brian Harlan will serve as the main point of contact, providing consistent leadership and a direct line for District communication.

Key Activities

- ✔ Assign Brian Harlan as the dedicated project manager and District liaison.
- ✔ Define team structure, including discipline leads and subconsultants.
- ✔ Schedule regular progress meetings and utilize a centralized document management system.

Step 3

Design and Pre-Construction Phase

This phase emphasizes thorough site analysis, collaborative design development, and meticulous documentation. By engaging stakeholders early and often, the team ensures that the final designs reflect the District's needs and vision. Coordination with engineering disciplines and adherence to codes and standards will result in high-quality, build-able construction documents that set the project up for success.

Key Activities

- ✔ Perform site assessments and feasibility studies.
- ✔ Develop schematic and detailed designs with stakeholder input.
- ✔ Coordinate with engineering disciplines and prepare construction documents.

Step 4

Procurement and Bidding Support

A transparent and competitive procurement process is vital for selecting the right construction partners. The team will prepare clear bid packages and technical specifications, respond promptly to contractor questions, and participate in pre-bid meetings. This approach helps attract qualified bidders and ensures the District receives the best value for its investment.

Key Activities

- Prepare bid packages and technical specifications.
- Respond to contractor inquiries and participate in pre-bid meetings.
- Support bid evaluation and contractor selection.

Step 5

Construction Administration

Active oversight during construction safeguards quality, safety, and adherence to project requirements. The team will conduct pre-construction meetings, perform regular site visits, and review all submittals and RFIs. By managing change orders and addressing issues quickly, the team helps keep the project on track and within budget, while maintaining high standards of workmanship.

Key Activities

- Conduct pre-construction meetings and regular site observations.
- Review submittals, shop drawings, and RFIs.
- Manage change orders and ensure contractor compliance.

Step 6

Project Closeout

A smooth closeout process ensures the District can transition seamlessly to occupancy and operation. The team will oversee final inspections, manage punch list completion, and deliver all required documentation, including as-built drawings and warranties. Training for District staff and post-occupancy evaluations will help maximize the value and longevity of the new or renovated facilities.

Key Activities

- Oversee final inspections and punch list completion.
- Deliver as-built drawings, warranties, and O&M manuals.
- Provide staff training and conduct post-occupancy evaluations.

Step 7

Quality Assurance and Compliance

Quality and compliance are woven into every phase of the project. The team will conduct internal reviews, maintain strict adherence to all applicable regulations, and document processes for transparency. This commitment to quality ensures that the District's standards are met and that the project stands up to scrutiny now and in the future.

Key Activities

- Conduct internal quality reviews at each phase.
- Maintain compliance with federal, state, and local regulations, including CHRI and procurement policies.
- Document all processes for transparency.

Step 8

Continuous Improvement

The team is dedicated to learning and evolving with each project. By gathering feedback from District stakeholders at key milestones and after completion, the team identifies opportunities for improvement and documents best practices. This culture of continuous improvement ensures that each project is better than the last, benefiting the District in the long term.

Key Activities

- Gather stakeholder feedback at key milestones and after project completion.
- Document lessons learned and best practices.

Benefits to Mineral Wells ISD

This comprehensive project management approach, led by Brian Harlan as the main point of contact, delivers clear communication, proactive risk management, and rigorous quality assurance at every stage. Mineral Wells ISD will benefit from minimized disruptions, enhanced transparency, and facilities that are delivered on time and on budget. The result is a collaborative process that maximizes value for students, staff, and the community—ensuring the District's resources are invested wisely for lasting impact.

What sets this process apart for a scope as comprehensive as Mineral Wells ISD's is the integrated, multidisciplinary approach required to deliver seamless results across a wide range of building systems and project types. Unlike single-focus projects, this scope demands close coordination between architectural, engineering, and specialty consultants from the earliest planning stages through project closeout.

Key unique aspects include:

Holistic Systems Integration

Every discipline—mechanical, electrical, plumbing, structural, and more—must be synchronized to ensure that upgrades or new installations work together efficiently and reliably. This is especially critical for systems like HVAC, controls, and energy management, where performance is interdependent.

Phased and Flexible Delivery

The process is designed to accommodate multiple, concurrent projects—such as roofing, renovations, and site improvements—while minimizing disruption to District operations. Flexibility in scheduling and resource allocation is essential. In addition, our team is committed to ensuring all MWISD technical design guidelines/standards are followed.

Regulatory and Safety Complexity

School environments require strict adherence to safety, accessibility, and code compliance, including CHRI background checks and specialized fire/life safety systems. The process incorporates rigorous checks and documentation at every step. In addition, our team has vast experience working on occupied campuses and well versed in the nuances related to that safety and security protocols needing to be adhered to in such instances.

Sustainability Approach

GHC | Orcutt Winslow has consistently delivered energy-efficient and sustainable projects, continuously pushing industry standards higher. Our proven track record reflects our dedication to integrating thoroughly researched strategies that result in innovative spaces harmonizing with nature and demonstrating environmental sensitivity, all while focusing on long-term sustainability and return on investment. We are committed to managing your budget responsibly, designing environments that are easy to maintain and engineered for longevity, leading to significant savings on operational and maintenance costs for your school. Partnering with us means implementing efficient infrastructure systems that incorporate innovative and sustainable practices, enhancing your bottom line. You can count on us to provide customized, innovative solutions tailored to meet your specific needs.

Stakeholder Engagement

With so many interconnected systems and user groups, ongoing communication with District staff, administrators, and end users is prioritized to ensure that solutions are practical, future-ready, and tailored to the District's evolving needs. Our team is committed to ensuring client reviews of progress throughout the design process, pulling in facilities and maintenance, safety and security, technology, and other key district stakeholders as identified to ensure scope and district standards are met. Client review times is built into the schedule early to ensure we have district approvals between design milestones.

By leveraging a collaborative, systems-oriented project management process, the team ensures that Mineral Wells ISD receives facilities that are not only code-compliant and efficient, but also adaptable, sustainable, and supportive of the District's educational mission.

b. List resources of the firm that would be made available to the District that would distinguish your firm as most qualified to perform the design, administration and closeout of the Projects.



Available Resources

GHC | Orcutt Winslow brings a process-driven, collaborative approach to the District's facility upgrades, ensuring that each scope item is addressed with technical rigor, stakeholder engagement, and seamless project management. Our national K-12 studio of 93 professionals is structured to provide both local responsiveness and national expertise, scaling resources to meet the needs of projects of any size.

Added Value

In-House Visualization & Graphics

3D Visualization

We firmly believe in the unparalleled power of visualization to thoroughly explore, communicate, and comprehend ideas, fostering a deep connection to the human experience through design. By infusing architectural concepts and spatial narratives into dynamic visual experiences, 3D visualization brings designs to life in ways that resonate deeply with audiences. Offering a multidimensional perspective that allows viewers to immerse themselves within the envisioned spaces.

Every detail, texture, and atmosphere is meticulously crafted to evoke emotions and intrigue, guiding viewers through a journey that unveils the essence of the design. Through the interplay of light, shadow, and movement, storytelling with 3D visualization transforms abstract ideas into tangible stories. This in turn enables a more profound understanding and connection to the architectural vision.

Fuel Project Momentum

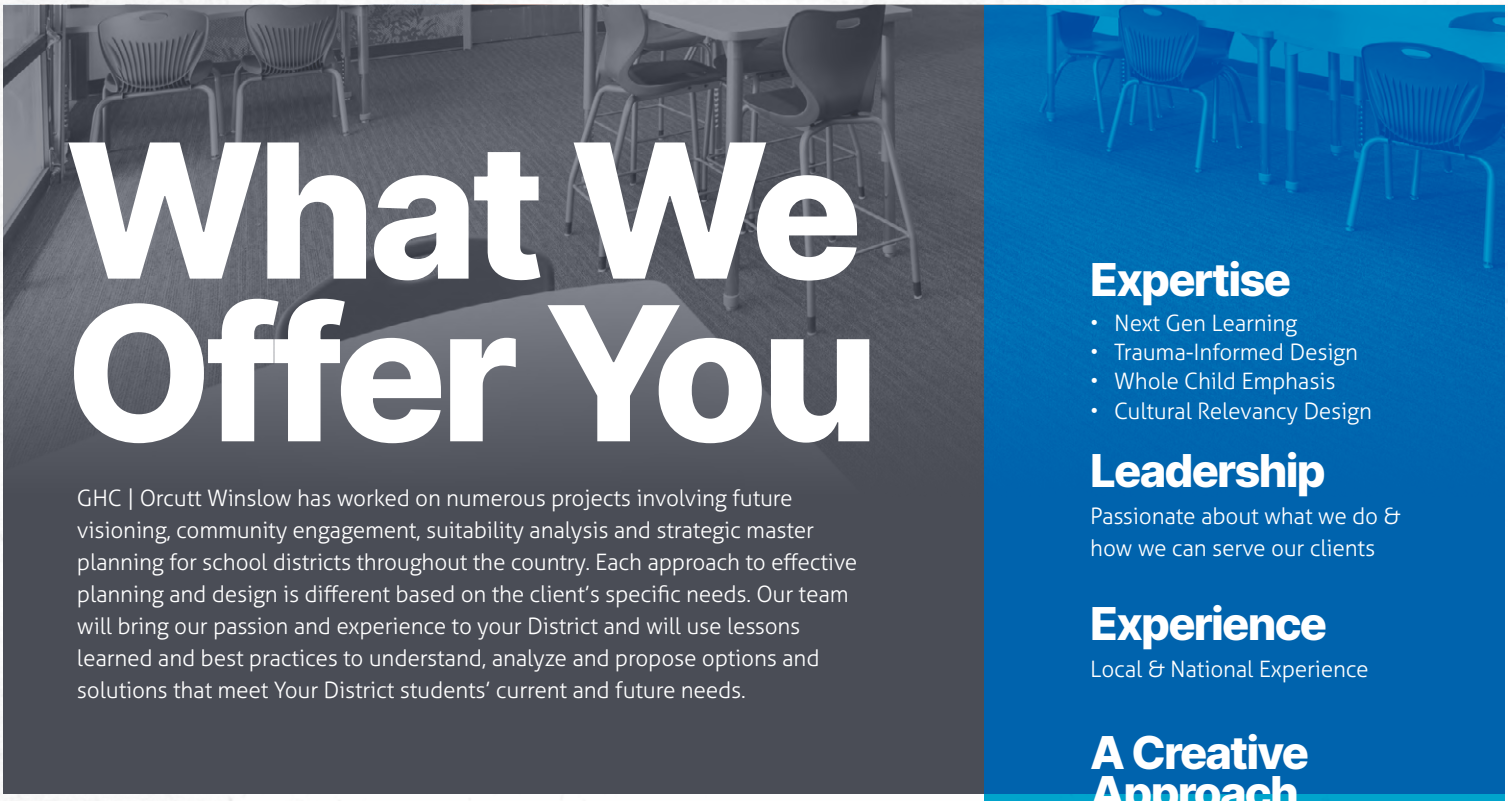
Leveraging the rich data set in the Virtual Building model in real-time allows us to collaborate seamlessly with architects, interior designers, engineering partners and consultants to create cinematic stories and capture your project's vision. This fuels project momentum and detailed communication that drives progress and clarity, enabling you to make informed decisions quickly, and increase project value at any phase

Real-time Stakeholder Collaboration

Global connectivity and real-time collaboration allows us to work in sync with the Virtual Building model and design team through each phase of design and construction. This facilitates seamless stakeholder engagement offering multiple touch points, while minimizing project uncertainties and extended schedules. This approach maximizes value, leading to tighter project budgets and fewer change requests.

Services

- Renderings+Animation
- Virtual Tours+Extended Reality (XR, VR, AR)
- Drone+Film
- Branding+Graphics
- Web+Interactive



What We Offer You

GHC | Orcutt Winslow has worked on numerous projects involving future visioning, community engagement, suitability analysis and strategic master planning for school districts throughout the country. Each approach to effective planning and design is different based on the client's specific needs. Our team will bring our passion and experience to your District and will use lessons learned and best practices to understand, analyze and propose options and solutions that meet Your District students' current and future needs.

Expertise

- Next Gen Learning
- Trauma-Informed Design
- Whole Child Emphasis
- Cultural Relevancy Design

Leadership

Passionate about what we do & how we can serve our clients

Experience

Local & National Experience

A Creative Approach

Inclusive & Collaborative

- *Experience in educational planning and design: facilities, capital and bond planning*
- *Local presence and expertise*
- *Expertise in Life Cycle Analysis and Long Range Capital Planning*
- *Expertise in Visioning, Community Engagement, Suitability Analysis and Strategic Master Planning*
- *Large Firm Resources with Personalized Expertise to Meet your Schedule*
- *An highly integrated and collaborative team atmosphere where all voices are heard*
- *A large firm that gives you "small" firm attention with a project manager and team that will work with you.*

Architecture that Inspires Learning

We are dedicated to providing exceptional experiences for our clients. Here are a few testimonials highlighting what your district can expect when working with us. We promise the same level of service to MWISD.

"We have discovered they have a true understanding of education design. They listen to our concerns and respond with innovative solutions."

Dr. Bernard Taylor, Former
Superintendent, East Baton Rouge Parish School System

Orcutt | Winslow has consistently demonstrated an exceptional ability to navigate the intricacies of occupied campuses, understanding the unique challenges they present while delivering innovative and practical solutions. Their team exhibits a through understanding of the dynamics involved within live environments, ensuring activities while carrying out construction and renovation work simultaneously.

Matt Belden
Glendale UHSD
Assistant Superintendent of Operations & Athletics

30

Proactive. Not Reactive.

Communication as a project specific exercise – capture project program accurately, quickly and efficiently, continue developing the design with ongoing and periodic check ins as needed during design. During construction, based on project needs ensure that effective communication is ongoing, with personnel assigned to work from the job site, if needed. Technology is used to effect good communication.

Ensuring that stakeholders have access to information and understand decisions being made can help to prevent issues from arising after the fact. Therefore, it is important to have a process for communication that is good for each teaming partner.

Team Member **Roles** at Each Phase

Tara Grenier-Ortiz
Partner-in-Charge
Executive oversight, ensures alignment with District goals, and provides leadership throughout all phases.

Brian Harlan
Project Manager
Manages schedules, deliverables, and communication; leads project administration and closeout.

David Stanford
Project Designer
Leads design development and documentation for all scope items

Janie Garner
Project Architect
Leads design development and documentation for all scope items

Jeffery Sanders
Interior Designer
Oversees interior design and finish selection, particularly for gym and support spaces.

Eric Hahnfeld
QA/QC
Conducts quality assurance reviews at all project milestones.

Susana Regaldo & Andy Hoover
Technical Support
Provide BIM management, document production, and technical coordination.

Micky Patterson
Construction Administration
Manages construction phase activities, site visits, and closeout.



Section D

Integrity and Business Ethics











Integrity And Business Ethics

Please indicate whether you, or any principal in your company, or any partner in your partnership:

a. Has committed fraud or a criminal offense in connection with obtaining or attempting to obtain a contract.

NO

b. Has violated Federal or state antitrust statutes.

NO

c. Has committed embezzlement, theft, forgery, bribery, falsification or destruction of records, or tax evasion.

NO

d. Has made false statements, in connection with a prior solicitation or contract.

NO

e. Has violated Federal criminal tax laws.

NO

f. Has received stolen property; Committed any other offense indicating a lack of business integrity or business honesty that seriously and directly affects the present responsibility of the contractor.

NO

g. Has been indicted for any of the offenses described in this Sub-paragraph 2 A-F.

NO

h. Has delinquent Federal or state taxes.

NO



Section E

Compliance with Public Policy





a. Please confirm that it is Proposer's policy to consistently comply with Equal opportunity and nondiscrimination laws and requirements of the Federal Government and state, local government and that and that it has complied with such laws and requirements on past construction projects.

Yes, GHC | Orcutt Winslow consistently complies with equal opportunity and nondiscrimination laws.

b. Please indicate which of the following affirmative steps Proposer has used on prior projects to assure participation by small and minority owned businesses and women's business enterprises where possible and which of these have been most successful for the Proposer in the past:

i. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;

Yes - Most RFQ/RFPs require some level of MWBE participation and even when not required, we as a firm, still attempt to include MWBE consultants where applicable.

ii. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources:

Yes.

iii. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;

No.

iv. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;

Yes.

v. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.

Yes.

vi. Requiring subconsultants to take the affirmative steps listed in paragraphs (i) through (v) of this section.

Yes.



Section F

Discipline and Services

Discipline And Services

GHC | Orcutt Winslow has assembled a full-service team comprised on our in-house architects and design professionals coupled with our external engineering consultants to address the various project types you are considering. Our team can address all design and engineering related services needed; however, we do not do offer any sort of installation services noted below.

A. Mechanical

- Heating, Ventilation and Air Conditioning (HVAC) repairs, upgrades and new installations
- Cooling tower replacements, boiler replacements, chiller replacements, air handler replacements, roof top unit replacements
- Building heat and cooling load analysis
- Installation of direct digital controls

B. Electrical

- Electrical system (supply and service) renovation, upgrade and new installations
- Lighting repairs, upgrades and new installations
- Backup power generators

C. Plumbing

- Plumbing repairs, upgrades, hookups, tie ins and new installations, including irrigation system upgrades, sewer line installations and upgrades, backflow preventers and necessary certifications and roof drains.

D. Elevators

- Elevator system analysis for cab replacement, digital controls, hoist motor design and replacement

E. Utilities (electric, gas, storm water, sewer, potable water, telephone, cable, etc.)

Not included in basic services

- Installations, tie ins, hookups and permits
- Telecommunication repairs and new installations
- Data processing cabling repairs and new installations

F. Structural and Waterproofing

- Structural and building foundation work including but not limited to slabs, steps, sidewalks, drives, parking lots
- Parking garage and parking lot repairs and replacements and new construction construction plan(s) and specification(s) for submission to MWISD's
- Structural analysis of building frames for floor loadings, building movements, dead and live loads
- Waterproofing of deck surfaces, roof tops and the building exterior
- Expansion joint controls and analysis

G. Building Envelopes

- Masonry repairs and new installations
- Provide building envelope analysis for weather tightness (deck coatings, sealants, waterproofing, weather stripping, door and window gaskets and glazing)

H. Building Renovations and New Construction

- Design renovations, additions and possible new building construction. Prepare detailed constructions plan(s) and specifications(s) for submission to MWISD's
- Procurement Staff, and for subsequent construction purposes.
- Procurement Phase: Provide technical support during the procurement process including preparation of all addenda as necessary, answering potential questions, and participation in the construction pre-submittal meeting as well as providing technical assistance as necessary for evaluation purposes.
- Interior and exterior renovation projects
- Facility, infrastructure and project design.
- Development of as-built plans, feasibility and comparative cost reviews

I. Site Analysis

- Site preparation and excavation
- Feasibility studies
- Provide property, geotech and topography surveys
- Provide as built surveys
- Environmental Planning
- Design and Engineering Services for Parking lot
- Storm and sanitary sewers
- Well closures
- Landscape Architecture

J. Building Access Systems and Building Management Systems

- Building security and card control access system
- Parking lot and parking garage security system
- Building Management Systems
- Building System evaluations

K. Fire Safety Systems

- Fire alarm and fire sprinkler system repairs, upgrades and new installations
- Fire suppression system repairs, upgrades and new installations
- Ability and experience to design and draft in compliance with all fire codes

L. Roofs

- New installations of Roof Systems (various types)
- Roof repairs

M. LEED and Energy Conservation

- Design and certify Leadership in Energy and Environmental Design (LEED) projects
- Provide Commissioning Services for LEED certification of Mechanical, Electrical and
- Plumbing (MEP) designed systems and construction components
- Provide Energy Modeling of Building Components and Equipment for LEED certification
- Conduct surveys, analysis and Energy Modeling of existing buildings and systems for adaptation to LEED standards
- Energy management systems, designs, and certification in compliance with the State Energy Conservation Design Standards

N. Space Planning and Interior Design

- Provide space planning, exterior/interior design renderings and sample boards
- Oversee the design and installation of modular furniture
- Provide estimating services for fixtures, furnishings and equipment systems, components and installation

O. Additional Services Not Listed

Please indicate and describe any other or additional services that your firm qualifies for and proposes to perform as a Licensed A/E under the requirements Chapter 1001 or 1051of the Occupations Code.

- Strategic and Master Planning
- High Performance Design
- Architecture
- Interior Design
- Placemaking
- AEC Forensics
- Branding/Graphics
- Post-Occupancy Evaluations

P. Continuum of Offered Services

See table below.

Services Provided	Services Provided (Indicated by checked box)
Facilities Conditions Assessment Master Facility Plans	✔
Building Renovations and New Construction	✔
Feasibility Studies	✔
Site Analysis and Planning	✔
Civil Engineering	TNP
Landscape Design	TNP
Structural Engineering & Waterproofing	Ponce-Fuess Engineering
MEP Engineering	Jones-DBR
Interior Design	✔
Utilities *(electric, gas, storm water, sewer, potable water, telephone, cable, etc.)*	
Technology Infrastructure Design	Jones-DBR
Communication Systems Design	Jones-DBR
Acoustical Evaluation	Salas O'Brien
Space Planning and Interior Design	✔
Energy Audits	
Environmental / hazardous materials inspections	
Life Safety System / Fire Safety Systems	Jones-DBR (Performance Specs Only)
Americans with Disabilities Act audit/review ADA	BDA Accessibility Services
Roofing	Armko Industries, Inc.
Food Service	Foodservice Design Professional, LLC



Appendix

Required Forms

RFQ EXHIBIT B

CONFLICT OF INTEREST QUESTIONNAIRE

FORM CIQ

For vendor doing business with local governmental entity

This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.

This questionnaire is being filed in accordance with Chapter 176, Local Government Code, by a vendor who has a business relationship as defined by Section 176.001(1-a) with a local governmental entity and the vendor meets requirements under Section 176.006(a).

By law this questionnaire must be filed with the records administrator of the local governmental entity not later than the 7th business day after the date the vendor becomes aware of facts that require the statement to be filed. *See* Section 176.006(a-1), Local Government Code.

A vendor commits an offense if the vendor knowingly violates Section 176.006, Local Government Code. An offense under this section is a misdemeanor.

OFFICE USE ONLY

Date Received

1 **Name of vendor who has a business relationship with local governmental entity.**

Grace Hebert Curtis Architects, LLC.

2 ☐ **Check this box if you are filing an update to a previously filed questionnaire.**

(The law requires that you file an updated completed questionnaire with the appropriate filing authority not later than the 7th business day after the date on which you became aware that the originally filed questionnaire was incomplete or inaccurate.)

3 **Name of local government officer about whom the information in this section is being disclosed.**

N/A

Name of Officer

This section (item 3 including subparts A, B, C, & D) must be completed for each officer with whom the vendor has an employment or other business relationship as defined by Section 176.001(1-a), Local Government Code. Attach additional pages to this Form CIQ as necessary.

A. Is the local government officer named in this section receiving or likely to receive taxable income, other than investment income, from the vendor?

☐ Yes ☒ No

B. Is the vendor receiving or likely to receive taxable income, other than investment income, from or at the direction of the local government officer named in this section AND the taxable income is not received from the local governmental entity?

☐ Yes ☒ No

C. Is the filer of this questionnaire employed by a corporation or other business entity with respect to which the local government officer serves as an officer or director, or holds an ownership interest of one percent or more?

☐ Yes ☒ No

D. Describe each employment or business and family relationship with the local government officer named in this section.

4

Signature of vendor doing business with the governmental entity

5/20/2025

Date

Adopted 8/7/2015

RFQ EXHIBIT C
Felony Conviction Notification

The Texas Education Code, Section 44.034, Notification of Criminal History, Subsection (a), states "a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony."

Subsection (b) states "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

This notice is not required of a Publicly-Held Corporation.

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony conviction has been received by me and the following information furnished is true to the best of my knowledge.

Proposer's Business Name: Grace Hebert Curtis Architects, LLC

Authorized Company Official's Name (Printed): Adam Fishbein

A. My firm is a publicly-held, stock-exchange corporation; therefore this requirement is not applicable.

Signature of Company Official:

Date Signed:

B. My firm is not owned or operated by anyone who has been convicted of a felony.

Signature of Company Official:

Date Signed: 5/20/2025

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony (printed name and general description of type of felony or felonies):

1.
2.
3.
4.

Signature of Company Official:

Date Signed:

RFQ EXHIBIT D
Non-Collusion Statement

Adam Fishbein, being first duly sworn, deposes and says this:

(1) She/He is Partner / OFFICER. of Grace Hebert Curtis Architects, LLC
(a partner or officer) (the firm of, etc.)

the Proposer who has submitted the attached Statement of Qualifications.

(2) She/He is fully informed respecting the preparation and contents of the attached Statement of Qualifications and of all pertinent circumstances respecting such Statement of Qualifications.

(3) That Statement of Qualifications is genuine and is not a collusive or sham response.

(4) Neither the said Proposer nor any of its officers, partners, owners, agents, representatives, employees or parties in interest, including this affiant, has in any way colluded, conspired, connived or agreed, directly or indirectly, with another Proposer, firm or person, to submit a collusive or sham. Response in connection with the Contract for which the attached Statement of Qualifications has been submitted or to refrain from proposing in connection with such Contract, or has in any manner, directly or indirectly, sought by agreement or collusion, or communication or conferences, with any other Proposer, firm or person to secure through any collusion, conspiracy, connivance or unlawful agreement any advantage against the Mineral Wells Independent School District of Mineral Wells, Texas or any person interested in the proposed contract; and,

(5) The price or prices which will be offered if selected as the successful Proposer in connection with this Request for Qualifications will be fair and proper and will not tainted by any collusion, conspiracy, connivance or unlawful agreement on the part of the Proposer or any of its agents, representatives, owners, employees, or parties in interest, including this affiant.

(Proposer's Business Name): Grace Hebert Curtis Architects, LLC

(Proposer's Representative Signature)

(Proposer's Representative Title) SEC.- TRES

Subscribed and sworn to before me on this 20 day of May, 2025.

Carrie Alexander
NOTARY PUBLIC, STATE OF TEXAS

CARRIE ALEXANDER
Notary Public, State of Texas
Comm. Expires 07-22-2028
Notary ID 4188961

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY
CERTIFICATION OF FILING

Certificate Number:
2025-1311991

Date Filed:
05/19/2025

Date Acknowledged:

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.
Grace Hebert Curtis Architects, LLC
Fort Worth, TX United States

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.
Mineral Wells Independant School District

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.
RFQ #2025-01
Professional Architectural Services

4 Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
		Controlling	Intermediary

5 Check only if there is NO Interested Party. [X]

6 UNSWORN DECLARATION

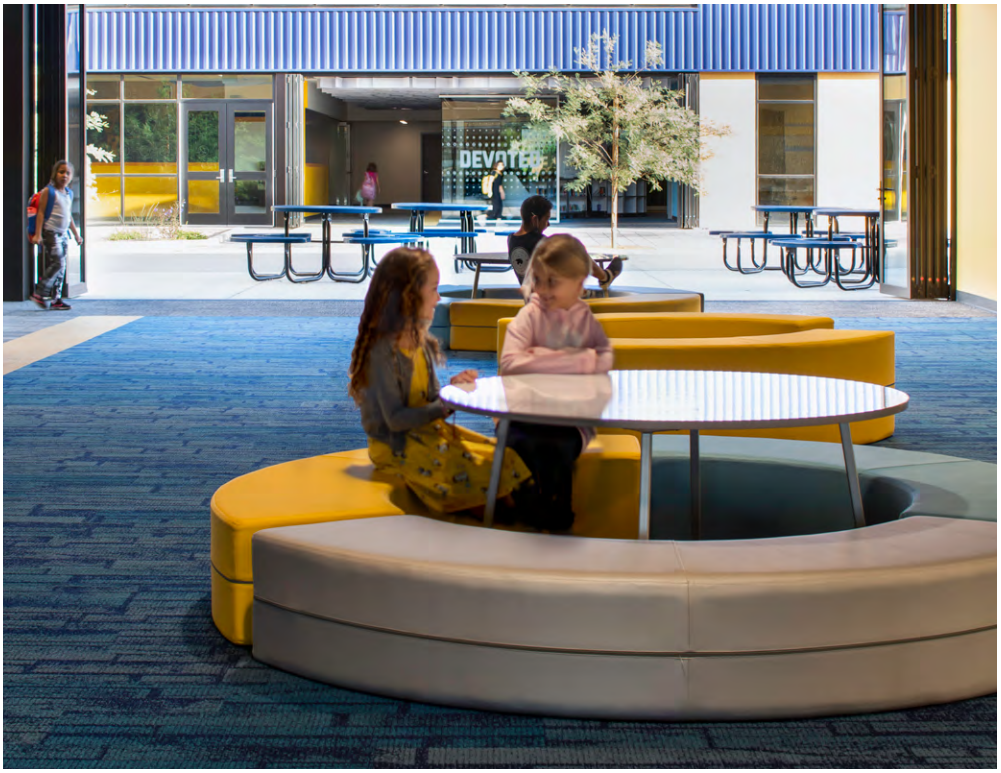
My name is Adam Fishbein, and my date of birth is 4/27/1969.

My address is 5000 Quorum Drive suite 500 (street), Dallas (city), TX (state), 75254 (zip code), US (country).

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Dallas County, State of Texas, on the 20 day of May (month), 2025 (year).

Signature of authorized agent of contracting business entity
(Declarant)









orcutt | winslow

DRIVEN BY DESIGN. JOINED BY PURPOSE.

Arizona | Florida | Indiana | Kentucky | Louisiana | Missouri
Tennessee | Texas | Maryland | South Carolina | North Carolina

200 Bailey Avenue, Suite 200
Fort Worth, Texas 76107
817-921-5928
ghc-arch.com

Huckabee



MINERAL WELLS INDEPENDENT SCHOOL DISTRICT

Qualifications for Professional Architectural Services Pool
RFQ #2025-01

May 29, 2025

Huckabee

OUR MISSION

We are *all in* as a team of experts, serving communities to create environments that inspire.

OUR WHY

We believe education can *change the world.* That's why we do what we do. We believe that by empowering *all* students, *all* educators, *all* taxpayers, and *all* communities, we can make a difference.

OUR MOONSHOT

We aim to *inspire* a movement that makes learning the universal priority.

LEARN MORE AT **WE**ARE**MORE**.COM.

Dear Trey Evans and the Mineral Wells ISD Selection Committee,

Thank you for the opportunity to share our qualifications for architectural services. We are excited about the possibility of working with Mineral Wells ISD, and we know we can bring great value and collaboration to your district and community!

Huckabee is committed to the success of all students and the profound impact it has on all of us. It is this philosophy that has guided us through ***58 years of experience exclusively serving public education***. Our partners have turned to us time and again because they know that we are more than architects; we are advocates who have invested in the success of all students. In the past decade, Huckabee has ***designed more than $14 billion in K-12 projects in Texas***. We have also completed numerous award-winning and community-focused facilities that expand district capacity and enhance learning opportunities for all students. Regardless of scope, our team endeavors to design ***highly efficient and durable learning spaces*** that respect the taxpayer dollar and deliver excellence to local communities.

Our design and project management process brings together ***talented, high-caliber architects*** with the latest technologies. Huckabee's investment in technology provides higher quality documents, greater efficiency, and improved collaboration with consultants and contractors. It starts with 3D scanning, a tool that allows us to ***quickly assess a building, generate as-builts*** and translate those visuals into a model that is used as the basis for design. Technology integration continues throughout design and documentation using the latest in generative design, BIM tools, clash detection for engineering disciplines, and ***collaborative tools that enhance project delivery***.

Huckabee is pleased to provide ***a range of services*** that support architectural design. These include bond planning, community engagement, educational research, safety and security, furniture planning, environmental graphics and wayfinding, and construction administration. Team members from these disciplines are integrated into the design process, resulting in ***a more holistic solution*** that addresses educational delivery, school culture, social learning, sustainability, and long-term operational needs.

Consistency is important. ***As Principal-in-Charge, Marcos Rodriguez will lead the team and be your point of contact.*** He will be supported by Erin Evans, Associate Principal, and Brian Green, Managing Principal. Additional lead team members include Holly Teague and Casey McCausland, who bring expertise in educational planning and programming; Casey Casstevens, Sr. Designer, who will facilitate charrettes and be responsible for executing your vision through design. Rich Govlik, Sr. Construction Observer, will be involved in design to provide constructibility reviews and will meet with MWISD before construction starts and throughout the construction period, ensuring quality delivery at all levels.

It is an honor to submit our qualifications to Mineral Wells ISD. We are ready to listen, lend expertise, and be ***a partner you can depend on***. Thank you for your consideration, and we look forward to discussing your ideas further.

Sincerely,





Marcos Rodriguez, AIA, Principal-in-Charge
(m) 708.927.7698
marcos.rodriguez@huckabee-inc.com

Brian Green, AIA, Managing Principal
(m) 817.583.3455
brian.green@huckabee-inc.com

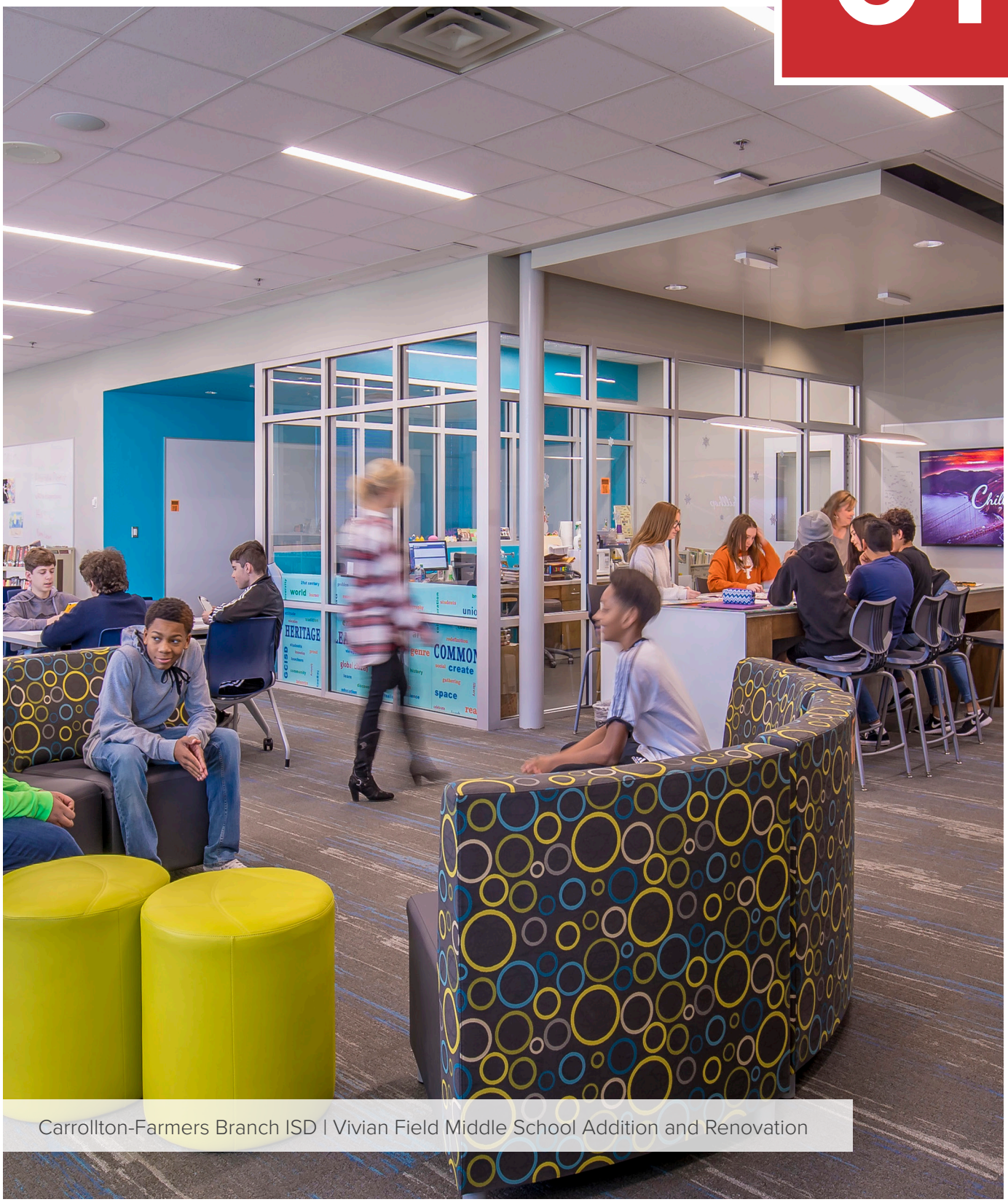
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SECTION

01

PROPOSER'S QUESTIONNAIRE FORM



Carrollton-Farmers Branch ISD | Vivian Field Middle School Addition and Renovation

RFQ EXHIBIT A-3
PROPOSER'S QUESTIONNAIRE

SECTION A - GENERAL INFORMATION

1. **Company Information:** Provide the following information regarding your company.

   Name/Name of Organization/Company: Huckabee
   Address 801 Cherry Street, Suite 500, Fort Worth, TX 76102
   State: Texas Zip Code: 76102 Telephone: 888.801.6673 Fax: N/A
   Please attach the following information regarding business Organization (Corporation, Partnership, Individual, Joint Venture, Other): (1) the state where chartered; (2) names of all principals (officers, directors, partners, general or managing partners etc.); and (3) if your organization was chartered outside of the state of Texas, a statement regarding whether are you registered to do business in Texas.

2. **Contact Information:** List the person who the District may contact concerning your proposal or setting dates for meetings.

   Name: Brian Green, Managing Principal
   Address 801 Cherry Street, Suite 500, Fort Worth, TX 76102
   State: Texas Zip Code: 76102 Telephone: 888.801.6673 Fax: N/A

3. Does your Company anticipate any mergers, transfer of organization ownership, management reorganization, or departure of key personnel within the next twelve (12) months that may affect the organization's ability to carry out its proposal?

   Yes ☐ No ☒

4. Is your Company authorized and/or licensed to do business in Texas?

   Yes ☒ No ☐

5. Provide any other names under which your business has operated within the last 5 years.

6. **Debarment/Suspension Information:** Has the Company or any of its principals been debarred or suspended from contracting with any public entity?

   Yes ☐ No ☒

   If yes, identify the public entity and the name and current phone number of a representative of the public entity familiar with the debarment or suspension, and state the reason for or circumstances surrounding the debarment or suspension, including but not limited to the period of time for such debarment or suspension.

7. **Bankruptcy Information:** Have you or the Company ever been declared bankrupt or filed for protection from creditors under state or federal proceedings?

   Yes ☐ No ☒

   If yes, state the date, court, jurisdiction, cause number, amount of liabilities and amount of assets.

8. **ARCHITECT/ENGINEER DEFAULT/TERMINATION.** Have you or the Company defaulted and been terminated from a Project in the last ten (10) years.

   Yes ☐ No ☒

   If yes, state the name and address of the individual or entity with whom the Project was contracted, the name of the Project, the date of removal and the reason for removal.

SECTION B – QUALIFICATIONS, TEAM, AND EXPERIENCE

a. Describe your organization's background and experience in each discipline and licenses held related to professional services offered and related pre-planning, planning, assessment, design and administration of public works and an overview of the services your firm proposes to provide the District which address the specified services and disciplines

b. Provide an organizational chart and summary of not more than one page per person on the capabilities, experience, qualifications of the firm management and each team member who would handle any of the requested services for the District. These summaries should include the team member's name, title, and education, a brief overview of professional experience and licensure information, if any.

c. Provide qualifications information for subconsultants you propose to be used on the Projects, if any, including the location of their offices, capabilities, experience, qualifications of the firm management and team member(s) who will work directly on the Project including name, title, and education, a brief overview of professional experience and licensure information.

d. Provide information regarding **three (3) school district projects** of similar size and scope to the ones for which services are requested herein, that your firm acted as the design architect and provided project administration, on which you are currently working or completed in the last five (5) years. For each, provide the following:
   - Project name and location
   - Services provided
   - Date of completion or project status
   - Original Budget and Actual Project Costs for the Project – provide any relevant information regarding a discrepancy.
   - Whether the Project was completed on schedule (if not, what were the issues)
   - Client name, address and telephone number(s) for contact persons that may provide information regarding the quality of your service on the Project and your qualifications.

SECTION C – PROJECT APPROACH AND RESOURCES

a. Provide a description of your firm's overall approach to project administration, how you view your firm's role in protecting the interests of the District and explain how this approach will benefit the District.

b. List resources of the firm that would be made available to the District that would distinguish your firm as most qualified to perform the design, administration and closeout of the Projects.

SECTION D - INTEGRITY AND BUSINESS ETHICS. Please indicate whether you, or any principal in your company, or any partner in your partnership:

a. Has committed fraud or a criminal offense in connection with obtaining or attempting to obtain a contract. Yes ☐ No ☒

b. Has violated Federal or state antitrust statutes. Yes ☐ No ☒

c. Has committed embezzlement, theft, forgery, bribery, falsification or destruction of records, or tax evasion. Yes ☐ No ☒

d. Has made false statements, in connection with a prior solicitation or contract.

   Yes ☐ No ☒

e. Has violated Federal criminal tax laws. Yes ☐ No ☒

f. Has received stolen property; Committed any other offense indicating a lack of business integrity or business honesty that seriously and directly affects the present responsibility of the contractor. Yes ☐ No ☒

g. Has been indicted for any of the offenses described in this Sub-paragraph 2 A-F,

   Yes ☐ No ☒

h. Has delinquent Federal or state taxes. Yes ☐ No ☒

If the answer to any of the questions in this Section C is "yes" please provide additional information.

SECTION E - COMPLIANCE WITH PUBLIC POLICY

a. Please confirm that it is Proposer's policy to consistently comply with Equal opportunity and nondiscrimination laws and requirements of the Federal Government and state, local government and that and that it has complied with such laws and requirements on past construction projects.

b. Please indicate which of the following affirmative steps Proposer has used on prior projects to assure participation by small and minority owned businesses and women's business enterprises where possible and which of these have been most successful for the Proposer in the past:

   i. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;

   ii. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;

iii. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;

iv. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;

v. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.

vi. Requiring subconsultants to take the affirmative steps listed in paragraphs (i) through (v) of this section.

SECTION E – DISCIPLINE AND SERVICES

X	Provided by Huckabee
+	Provided by consultants

A. Mechanical

- + Heating, Ventilation and Air Conditioning (HVAC) repairs, upgrades and new installations
- + Cooling tower replacements, boiler replacements, chiller replacements, air handler replacements, roof top unit replacements
- + Building heat and cooling load analysis
- + Installation of direct digital controls

B. Electrical

- + Electrical system (supply and service) renovation, upgrade and new installations
- + Lighting repairs, upgrades and new installations
- + Backup power generators

C. Plumbing

- + Plumbing repairs, upgrades, hookups, tie ins and new installations, including irrigation system upgrades, sewer line installations and upgrades, backflow preventers and necessary certifications and roof drains.

D. Elevators

- X Elevator system analysis for cab replacement, digital controls, hoist motor design and replacement

E. Utilities (electric, gas, storm water, sewer, potable water, telephone, cable, etc.)

- + Installations, tie ins, hookups and permits
- + Telecommunication repairs and new installations
- + Data processing cabling repairs and new installations

F. Structural and Waterproofing

- + Structural and building foundation work including but not limited to slabs, steps, sidewalks, drives, parking lots
- + Parking garage and parking lot repairs and replacements and new construction

- ☐ Structural analysis of building frames for floor loadings, building movements, dead and live loads
- ☒ Waterproofing of deck surfaces, roof tops and the building exterior
- ☒ Expansion joint controls and analysis

G. Building Envelopes

- ☐ Masonry repairs and new installations
- ☐ Provide building envelope analysis for weather tightness (deck coatings, sealants, waterproofing, weather stripping, door and window gaskets and glazing)

H. Building Renovations and New Construction

- ☒ Design renovations, additions and possible new building construction. Prepare detailed construction plan(s) and specification(s) for submission to MWISD's Procurement Staff, and for subsequent construction purposes.
- ☒ Procurement Phase: Provide technical support during the procurement process including preparation of all addenda as necessary, answering potential questions, and participation in the construction pre-submittal meeting as well as providing technical assistance as necessary for evaluation purposes.
- ☒ Interior and exterior renovation projects
- ☒ Facility, infrastructure and project design.
- ☒ Development of as-built plans, feasibility and comparative cost reviews

I. Site Analysis

- ☐ Site preparation and excavation
- ☒ Feasibility studies
- ☐ Provide property, geotech and topography surveys
- ☒ Provide as built surveys
- ☐ Environmental Planning
- ☐ Design and Engineering Services for Parking lot
- ☐ Storm and sanitary sewers
- ☐ Well closures
- ☐ Landscape Architecture

J. Building Access Systems and Building Management Systems

- ☐ Building security and card control access system
- ☐ Parking lot and parking garage security system
- ☐ Building Management Systems
- ☐ Building System evaluations

K. Fire Safety Systems

- ☐ Fire alarm and fire sprinkler system repairs, upgrades and new installations
- ☐ Fire suppression system repairs, upgrades and new installations
- ☐ Ability and experience to design and draft in compliance with all fire codes

L. Roofs

- ☒ New installations of Roof Systems (various types)

- ☒ Roof repairs

M. LEED and Energy Conservation

- ☐ Design and certify Leadership in Energy and Environmental Design (LEED) projects
- ☐ Provide Commissioning Services for LEED certification of Mechanical, Electrical and Plumbing (MEP) designed systems and construction components
- ☐ Provide Energy Modeling of Building Components and Equipment for LEED certification
- ☐ Conduct surveys, analysis and Energy Modeling of existing buildings and systems for adaptation to LEED standards
- ☐ Energy management systems, designs, and certification in compliance with the State Energy Conservation Design Standards

N. Space Planning and Interior Design

- ☒ Provide space planning, exterior/interior design renderings and sample boards
- ☒ Oversee the design and installation of modular furniture
- ☒ Provide estimating services for fixtures, furnishings and equipment systems, components and installation

O. ADDITIONAL SERVICES NOT LISTED

Please indicate and describe any other or additional services that your firm qualifies for and proposes to perform as **a Licensed A/E** under the requirements Chapter 1001 or 1051 of the Occupations Code.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

P. Continuation of Offered Services

Services Provided	**Services Provided – Indicate by checking Appropriate Boxes**
Facilities Conditions Assessment	**X**
Master Facility Plans	**X**

Services Provided	**Services Provided – Indicate by checking Appropriate Boxes**
Building Renovations and New Construction	x
Feasibility Studies	x
Site Analysis and Planning	x
Civil Engineering	+
Landscape Design	+
Structural Engineering & Waterproofing	+
MEP Engineering	+
Interior Design	x
Utilities (electric, gas, storm water, sewer, potable water, telephone, cable, etc.)	x
Technology Infrastructure Design	+
Communication Systems Design	+
Acoustical Evaluation	+
Space Planning and Interior Design	x
Energy Audits	+
Environmental / hazardous materials inspections	+
Life Safety System / Fire Safety Systems	+
Americans with Disabilities Act audit/review ADA	+

SECTION A - GENERAL INFORMATION

1. Please attach the following information regarding business Organization (Corporation, Partnership, Individual, Joint Venture, Other): (1) the state where chartered; (2) names of all principals (officers, directors, partners, general or managing partners etc.); and (3) if your organization was chartered outside of the state of Texas, a statement regarding whether are you registered to do business in Texas.

Organization
Huckabee is a C Corporation.

State Where Chartered
Texas

Names of All Principals
A chart of firm leadership is provided on the following page.

5.Provide any other names under which your business has operated within the last 5 years.

Company Name	Year Established
Riherd & Huckabee	1967
Riherd, Huckabee & Donham	1976
Huckabee & Donham	1977
Huckabee & Associates	1990 (present)



EXECUTIVE LEADERSHIP

LaShae Baskin
Chief Executive Officer

Chris Huckabee
Founder, Executive Officer

Kari Humphrey
Chief Human Resources Officer

Nicole Mangino
Chief Legal Officer

Sanford Tassel
Chief Financial Officer

Nick Gurov
Sr. Executive Director, Corporate Resources

Devin Wilson
Sr. Executive Director, Education

Marty Massey
Sr. Executive Director, Construction Services

REGIONAL / OFFICE LEADERSHIP

Jeremy Bartz
Executive Director, Southeast

Erica Bish
Executive Director, West

Micah R. Henry
Executive Director, Southwest

Brendon Hoffman
Executive Director, South Texas

PRINCIPALS

Richard Ingrassia
Sr. Principal, Los Angeles

Andrew Ulmen
Sr. Principal, Los Angeles

Paul Dragescu
Principal, Los Angeles

Jenny Harrison
Principal, Los Angeles

Rudy Monico
Principal, Los Angeles

LaTonya Whitfield-Horhn
Principal, Los Angeles

PRINCIPALS

Andre Brackens
Managing Principal, Dallas

Kate Dunfee
Sr. Principal, Dallas

Mark Berg
Principal, Dallas

Tim Brennan
Principal, Dallas

Idaliza Camacho
Principal, Dallas

Ken Kessler
Principal, Dallas

Joe Tremblay
Principal, Dallas

Brian Green
Managing Principal, Fort Worth

Paul Thompson
Sr. Principal, Fort Worth

Corrie Hood Howard
Principal, Fort Worth

Joshua Cogburn
Principal, Fort Worth

Aubrey Moses
Principal, Fort Worth

Marcos Rodriguez
Principal, Fort Worth

PRINCIPALS

Mike Boyle
Sr. Principal, Austin

Jason Andrus
Principal, Austin

Karla Castillo
Managing Principal, Houston

Derek Bankston
Principal, Houston

Tim Barnes
Principal, Houston

Stuart Campbell
Principal, Houston

Blake Clements
Principal, Houston

Caitlin Munch
Principal, Houston

Susan Wisa
Principal, Houston

Steve Aloway
Principal, Houston / Boulder

Casey Annunzio
Sr. Principal, San Antonio

Alex Araujo
Principal, San Antonio

Linda Ghazawi
Principal, San Antonio

Jeff Rodriguez
Principal, San Antonio

SECTION B – QUALIFICATIONS, TEAM, AND EXPERIENCE

a. Describe your organization's background and experience in each discipline and licenses held related to professional services offered and related pre-planning, planning, assessment, design and administration of public works and an overview of the services your firm proposes to provide the District which address the specified services and disciplines.

Our Experience

Huckabee has exclusively served Texas school districts for 58 years. In the past five years, our work includes more than $7 billion in K-12 construction in the state. We know Texas school construction, we understand the challenges and opportunities faced by public education, and most importantly, our team is passionate about the incredible impact your work and ours has on students, educators, and communities.

Our Services

While Huckabee is primarily an architecture and engineering firm, we offer a range of services that focus on education and create a holistic approach to planning, design, construction, and more. These include bond planning, facility assessment, long-range and master planning, community engagement, branding, interior design, furniture coordination, safety and security planning, environmental graphics and wayfinding, cost estimating, jurisdictional review, and construction administration.

All in for All Students

We are more than architects. We are experts standing beside you as we work toward a common goal: the success of all students. This commitment takes shape in many forms, and it is through these efforts that we are able to provide a unique experience to our clients that keeps their students, communities, and priorities at the forefront.



Community Voice Matters

We stand beside our clients to design facilities that tell a community's story; to deliver on our promises with integrity, collaboration and transparency. Our project team is committed to listening to your community, shaping their ideas and designing an inclusive space that reflects each and every student.



Advocating for Texas Education

Second, we share a commitment to engage at the state and national level in support of efforts that keep the best interest of Texas public school districts in mind. We are leading and participating in committees focused on school safety and security, TEA standards for facilities, the International Building Code, educational research and more. This includes advocating through the Texas Legislature for priorities that our school district partners put forth.



MORE than Architects

Huckabee's commitment extends to each individual at our firm. We are proud to have a history of volunteerism, mentorship and financial support with a focus on education. Being involved in the communities we serve is a hallmark of our company.

b. Provide an organizational chart and summary of not more than one page per person on the capabilities, experience, qualifications of the firm management and each team member who would handle any of the requested services for the District. These summaries should include the team member's name, title, and education, a brief overview of professional experience and licensure information, if any.



Brian Green, AIA
Managing Principal

PROJECT LEADERSHIP



Marcos Rodriguez, AIA
Principal-in-Charge



Erin Evans, AIA
Associate Principal

PLANNING + DESIGN



Holly Teague
Director of Planning



Casey McCausland
Planner



Casey Casstevens, AIA
Sr. Designer



Matthew Perez, AIA
Director of Digital Practice



Luke Powell, RID
Director of Interior Design



Daniel Dain, AIA, LEED AP BD+C
Storm Shelter Design Expert



Tami O'Neal, RID
Furniture Specialist



Emmie Crosley
Environmental Graphics + Wayfinding

CONSTRUCTION ADMINISTRATION



Marty Massey
Sr. Executive Director of Construction Services



Rich Govlik
Construction Observer



Jake Patton
Sr. Cost Estimator



Sarah Briones
Construction Services Administration Manager



Crystal Vasquez
Jurisdictional Review + Permitting



Kendall Courville
Close-out + Warranty



BRIAN GREEN, AIA , MANAGING PRINCIPAL

Brian has dedicated his career to educational architecture. For the last 16 years, he's contributed to and led projects that serve a range of student needs—from academic facilities to specialized buildings that support fine arts, athletics, and administrative functions. He feels strongly that he can have a positive impact on students, and therefore our future, through his work.

EDUCATION

University of Texas at Arlington
Masters in Architecture

Texas A&M University
Bachelor of Environmental Design

REGISTRATIONS

Registered Architect
State of Texas
No. 24242

SELECT PROJECT EXPERIENCE

Abilene ISD
- The LIFT Center
- Austin Elementary School Replacement
- Taylor Elementary School Replacement
- Shotwell Stadium Renovations

Northwest ISD
- Northwest High School Additions and Renovations

Fort Worth ISD
- Western Hills High School Additions and Renovations

Georgetown ISD
- Georgetown High School Additions and Renovations
- Additions and Renovations to Multiple Campuses

Godley ISD
- New Godley High School



MARCOS RODRIGUEZ, AIA, NCARB, PRINCIPAL-IN-CHARGE

With 14 years of experience, Marcos' work is a testament to the care and respect he has for the cultural values of those he serves, and this commitment is evident in every project he undertakes. He has a unique talent for building meaningful relationships, striving for deep, genuine connections—whether with clients, mentors, or those he mentors. As Principal-in-Charge, Marcos will act as the day-to-day contact for the district and will oversee scope, schedule, budget, consultant relationships, and quality control for the projects you entrust us with.

EDUCATION

The Ohio State University
Master of Architecture

University of Illinois at Chicago
Bachelor of Architecture

REGISTRATIONS

Registered Architect
State of Texas
No. 30444

SELECT PROJECT EXPERIENCE

Brock ISD
- New Elementary School
- New Multi-Purpose Student Center

Krum ISD
- Krum High School Additions and Renovations
- New Krum Middle School
- New Phoenix House

Aspen Group*
- Grace City Church
- Benet Academy Preparatory School
- All Nations Worship Assembly
- Grace Fellowship Church

**Denotes work completed prior to joining Huckabee*



ERIN EVANS, AIA, ASSOCIATE PRINCIPAL

Erin has been on the Huckabee team for more than a decade. She is passionate about serving others, creating facilities that educate and bring communities together. Erin is quick to adapt to client needs, committed to excellence, and offers steady leadership, navigating challenges with grace and helping others grow along the way. As Associate Principal, Erin will also serve MWISD as a daily partner in executing project goals through oversight on scope, budget, schedule, consultant relationships, and quality control.

EDUCATION

University of Texas at Arlington
Masters in Architecture

Texas A&M University at
College Station
Bachelors in Environmental Design
Minor in Business

REGISTRATIONS

Registered Architect
State of Texas
No. 26967

SELECT PROJECT EXPERIENCE

Mansfield ISD

- Brooks Wester Middle School Additions and Renovations
- Danny Jones Middle School Additions and Renovations
- James Coble Middle School Additions and Renovations
- Rogene Worley Middle School Additions and Renovations
- TA Howard Middle School Additions and Renovations

Birdville ISD

- Birdville HIgh School Additions and Renovations

Northwest ISD

- New Daniel Elementary School
- New Lance Thompson Elementary School
- New Berkshire Elementary School
- New Haslet Replacement Elementary School



HOLLY TEAGUE, DIRECTOR OF PLANNING

Specializing in curriculum development and programming, Holly is a vital resource for our clients. She is a former teacher and principal and served in these roles for nearly 20 years before moving into administration as a Chief Academic Officer. Holly works in collaboration with school districts and our project teams to help plan for and evaluate instructional programs and how they are represented in design. She brings a unique perspective that is wholly focused on the educator.

EDUCATION

Texas A&M at Commerce
(73+ hours above Masters
Degree in Education)

University of North Texas
Masters in Elementary Education

University of North Texas
Bachelors in Elementary Education

SELECT PROJECT EXPERIENCE

Mansfield ISD

- New Dr. Sarah K. Jandrucko Academy for Early Learners
- New Brenda Norwood Elementary School
- New Alma Martinez Intermediate School

Kennedale ISD

- Intermediate Conversion to PK-1 Early Childhood Center

Aledo ISD

- Aledo Middle School Additions and Renovations
- New McAnally Middle School

Irving ISD

- New Barton STEM Elementary School
- Early Childhood Center Conversion Middle School Additions and Renovations



CASEY MCCAUSLAND, AIA, LEAD PLANNER

Casey believes that a building comes alive at the planning phase. She works closely with clients to understand their needs and translate them into a transformative built environment. As a Lead Planner with experience in every phase, Casey understands the full project life cycle. She uses this insight to help guide clients to the best solution for their students, staff, and community. Her analytical and purposeful approach creates exciting, student-centered solutions for your project.

EDUCATION

University of Houston
Masters of Architecture

Texas A&M University
Bachelor of Environmental Design in Architecture

REGISTRATIONS

Registered Architect
State of Texas
No. 27309

SELECT PROJECT EXPERIENCE

Brock ISD
New Elementary School

Mansfield ISD
Gideon Elementary School Science, Theater, Art and Recreation (STARS) Renovation

Keenan Elementary School Renovation

Phoenix Academy Relocation

Irving ISD
Barton STEM Elementary School Replacement

Allen ISD
Anderson Early Childhood School Renovation

Aubrey ISD
Aubrey High School Additions and Renovations



CASEY CASSTEVENS, AIA, RID, SR. DESIGNER

Casey has built his career at Huckabee. He's worked on 300+ projects for our clients, from small renovations and state-of-the-art performing arts centers to academic campuses and athletic facilities. His boundless enthusiasm and wealth of expertise in learning environments inspire students and teachers alike. Casey will guide MWISD through the design process—a creative, conceptual, engaging, and fully customized experience. Casey will help you realize your program goals through the built environment.

EDUCATION

University of Texas at Arlington
Bachelor of Science in Architecture

REGISTRATIONS

Registered Architect
State of Texas
No. 25645

Registered Interior Designer
State of Texas
No. 12307

SELECT PROJECT EXPERIENCE

Abilene ISD
The LIFT Center

Austin Elementary School Replacement

Taylor Elementary School Replacement

Aledo ISD
Aledo Middle School Additions and Renovations

New McAnally Middle School

Stephenville ISD
Stephenville High School Additions and Renovations

Fort Worth ISD
Western Hills High School Additions and Renovations

Midway ISD
Midway High School CTE Addition

Additional Team Members



LESLEY WEAVER, SR. DIRECTOR OF CLIENT COMMUNICATIONS

As a former teacher and school district communications director, Lesley uses her 20-plus years of professional experience to guide clients through branding, strategy, and community engagement. She fully understands the challenges that educators face and she uses this perspective to thoughtfully plan and execute comprehensive public relations campaigns. Lesley leads a team of talented, creative, and savvy professionals who have helped more than 50 Texas school districts pass nearly 100 propositions totaling $17.34 billion in the last five years. With a 100% win rate in the most recent May 2025 election, Lesley and her team are well positioned to support Mineral Wells ISD in its bond planning and community engagement efforts.



DANIEL DAIN, AIA, LEED AP BD+C, STORM SHELTER DESIGN EXPERT

Daniel brings extensive industry knowledge and experience as a licensed architect in New York and Texas having led educational projects of all sizes and scopes for over 21 years. He is a storm shelter subject matter expert, serves on the National Storm Shelter Association's Design Practices Committee, and works with the ICC 500 committee. Daniel helps clients navigate changes in code, lending a specialized expertise in construction management and a focus on technical excellence, quality assurance, and safety & security.



MATTHEW PEREZ, AIA, DIRECTOR OF DIGITAL PRACTICE

Matt manages our ACC specialists, supporting the integration of architectural documents with a collaborative and robust process of review for the district, design team, and consultants. He is dedicated to evolution in his craft and is at the forefront of new modeling software and collaborative tools that aid the design and review process. Matt can also support MWISD in the development of exciting visuals and animations to support informational campaigns, virtual reality experiences, and interactive presentations for district stakeholders and the community.



LUKE POWELL, RID, REGIONAL DIRECTOR OF INTERIOR DESIGN

Luke has served educational clients for more than 20 years, providing expertise in interior design for a variety of academic, workforce development, and athletic facilities. He will be responsible for the comprehensive interior design of the project, connecting planning, programming, branding, and facility management. Luke works collaboratively with school districts and the design team to create spaces that foster connectivity, encourage engagement, and represent your culture.



TAMI O'NEAL, RID, FURNITURE SPECIALIST

Tami brings a strategic and creative mindset to Huckabee. She works with clients and project teams to coordinate furniture selection for learning facilities. Tami believes that the right furniture can enable the permeation of a district's culture through the learning and social experience. When administrators and educators have the right tools, they can achieve more.



EMMIE CROSLEY, ENVIRONMENTAL GRAPHICS + WAYFINDING

Emmie helps clients create eye-catching visuals to enhance the physical environment, working with design teams to add visual impact through environmental graphics, wayfinding, and signage. She brings a background in graphic design and branding, combined with technical expertise in detailing to support successful installation. Emmie has worked with clients to develop a range of graphic solutions including logo and mascot development, wayfinding systems on large and small scales, building facades and signage, supergraphics, and more.



MARTY MASSEY, SR. EXECUTIVE DIRECTOR OF CONSTRUCTION SERVICES

Marty provides construction leadership and has a hand in every project at Huckabee. With over four decades of industry experience, Marty leverages his knowledge of Texas construction markets and his relationships with industry members to deliver excellent construction services to our clients.



RICH GOVLIK, SR. CONSTRUCTION OBSERVER

As a construction observer, Rich will evaluate plans and specifications for constructability and review conformance with requirements, regulations, and construction standards. He will also play a key role in the field, conducting observations related to progress, quantity and quality of work completed, reporting daily construction activities, and overseeing general conformance of the work.



JAKE PATTON, SR. COST ESTIMATOR

Jake will support cost estimating efforts using our school construction cost database, based on years of data accumulated on unit costs and market trends of actual school construction projects. He works in tandem with the district and general contractor to provide data during planning and design, which is used to make transparent and informative decisions about design program choices.



SARAH BRIONES, CONSTRUCTION SERVICES ADMINISTRATION MANAGER

Sarah will manage document control, providing administrative support to the construction observer and project team throughout the life of the project. She will coordinate submittal review with the project team, issue notices to proceed, distribute post-contract AIA-related documents, evaluate and obtain certification for Applications for Payment, and monitor overall project compliance.



CRYSTAL VASQUEZ, JURISDICTIONAL REVIEW AND PERMITTING

Crystal assists in acquiring building permits, ADA reviews, and filing registration forms with appropriate agencies. She will meet with AHJs for updates on city and county code requirements as they relate to your project and will set a meeting with the city, county, and project team to review ADA compliance, ordinances, submittal requirements, health codes, shelter requirements, and fire codes.



KENDALL COURVILLE, CLOSE-OUT AND WARRANTY

Kendall will serve as your resource during close-out and warranty, making sure your close-out documents are reviewed and working with you to proactively address warranty issues should they arise.

c. Provide qualifications information for subconsultants you propose to be used on the Projects, if any, including the location of their offices, capabilities, experience, qualifications of the firm management and team member(s) who will work directly on the Project including name, title, and education, a brief overview of professional experience and licensure information.

Below is an overview of the proposed subconsultants with office locations, capabilities, experience, and qualifications. The following pages include each firm's lead team members resumes.

INNOVATIVE ENGINEERING GROUP,

MEP + STRUCTURAL ENGINEERING

Innovative Engineering Group is a mechanical, electrical, plumbing, and structural engineering firm with the expertise and creativity to exceed client expectations. For over 20 years, IEG has been recognized as a leader in engineering for our outstanding work in collaboration with architects and other engineering disciplines. IEG offers a menu of world-class services in MEP and structural engineering. Today, they are creating generational impact through the design of education, healthcare, and public facilities that strengthen our communities.

For several decades, IEG has partnered with Huckabee focused on designing K-12 projects, ranging from new construction to expansions and renovations. Their team is prepared to jump into your projects, lend guidance on proper maintenance, and provide professional opinions through the project's lifespan. IEG has offices based in Fort Worth, Plano, Austin, Houston, and San Antonio.

LANGAN, CIVIL ENGINEERING + LANDSCAPE ARCHITECTURE + ENVIRONMENTAL AND HAZARDOUS MATERIALS INSPECTION

Langan provides an integrated mix of engineering and environmental consulting services in support of land development projects, corporate real estate portfolios, and the energy industry. Their clients include institutions, developers, property owners, public agencies, corporations, and energy companies around the world. They have an experienced, Texas-based team comprised of 170+ employees located across six regional offices located in Dallas, Celina, Tyler, Austin, San Antonio, and Houston. For additional support, their staff is backed by a national workforce of 1,850 in 50+ offices across the country. They routinely mix local knowledge with the firm's formidable national expertise to provide the best possible solution for their client's challenges.

WJE, BUILDING ENVELOPE + ROOFING

WJE was founded in 1956 on the principle that delivering better solutions requires a better understanding of the problem. From the start, WJE has brought a “hands-on” technical approach, comprehensive testing capabilities, and an enthusiasm for problem-solving to each building challenge. WJE’s primary areas of expertise include the building’s structural components and envelope systems such as above and below-grade waterproofing, all exterior wall systems, and roofs. WJE’s strong background, expertise, and broad knowledge base of structural, exterior envelope, waterproofing, LEED, and building systems, as well as, our ability to provide unique, cost-effective solutions to our clients, sets them above and beyond other engineering consulting firms. WJE has 19 offices nationwide including Dallas, Houston, and San Antonio.

WJHW, TECHNOLOGY + SAFETY AND SECURITY

Founded in 1990, WJHW is a 90+ person firm offering best-in-class design services and consulting in audio, visual, video and scoring displays, acoustics and noise control, video surveillance and access control, and tele/data structured cabeling. WJHW has provided services on a diverse range of K-12 and higher education project types from athletic facilities, to classrooms, to performing arts centers. Their understanding of facility function and its users, coupled with their ability to apply this experience to meeting the needs and goals of the client creates the cornerstone of their success. WJHW has offices in Dallas, Houston, San Antonio, and Denver.

INNOVATIVE ENGINEERING GROUP | MEP + STRUCTURAL ENGINEERING



GABRIEL GARCIA, PE, VICE PRESIDENT OF MECHANICAL ENGINEERING / MECHANICAL ENGINEER OF RECORD

Serving as a technical lead and engineer of record, Gabriel ensures design excellence and technical precision for the mechanical department. His comprehensive experience in HVAC systems, combined with active engagement in industry organizations, enables him to translate client needs seamlessly from design to construction, delivering projects with exceptional quality and performance.

EDUCATION

University of Texas Arlington
Bachelor of Science in Mechanical Engineering

REGISTRATIONS

Professional Engineer
State of Texas
No. 125068

SELECT PROJECT EXPERIENCE

Aubrey ISD
- Aubrey High School Additions and Renovations
- Aubrey High School Field House Additions and Renovations
- New Multipurpose Facility

Irving ISD
- New Barton Elementary School

Sulphur Springs ISD
- New Elementary School #1
- New Elementary School #2

Everman ISD
- New Multipurpose Activity Center

Fort Worth ISD
- O.D. Wyatt High School Renovations



B.KYLE HASKOVEC, PE, ELECTRICAL PROJECT ENGINEER / ELECTRICAL ENGINEER OF RECORD

Kyle helps reinforce the electrical processes and standards across the electrical design team. He brings almost a decade of engineering experience and will serve as the electrical engineer of record. Kyle's extensive experience with electrical systems across many different market sectors gives him the expertise to lead an array of projects. .

EDUCATION

Texas A&M University
Bachelor of Science in Electrical Engineering

REGISTRATIONS

Professional Engineer
State of Texas
No. 143448

SELECT PROJECT EXPERIENCE

Dallas ISD
- New Nathaniel Hawthorne Elementary School
- New Urban Park Elementary School

Kennedale ISD
- Delaney Elementary School Renovations

Fort Worth ISD
- New Overton Park Elementary School
- Rosemont 6th Grade & Middle School Restroom Renovations
- McLean 6th Grade & Middle School Restroom Renovations
- Tangelwood Elementary School Library Additions and Renovations

INNOVATIVE ENGINEERING GROUP | MEP + STRUCTURAL ENGINEERING



BRANDON ADAMS, PE, NSSA AP, VICE PRESIDENT OF MECHANICAL ENGINEERING / PLUMBING ENGINEER OF RECORD

Brandon leads the plumbing department with a focus on enhancing mechanical and plumbing standards across the firm. Acting as the technical lead and engineer of record for plumbing projects, he applies his extensive expertise in plumbing and HVAC systems to deliver tailored engineering solutions. Brandon's specialization in storm shelter design further distinguishes his ability to meet complex project requirements while prioritizing client satisfaction.

EDUCATION

Southern Methodist University
Bachelor of Science in Mechanical Engineering

REGISTRATIONS

Professional Engineer
State of Texas
No. 142295

SELECT PROJECT EXPERIENCE

Aubrey ISD

- Aubrey High School Additions and Renovations
- Aubrey High School Field House Additions and Renovations
- New Multipurpose Facility

Dallas ISD

- New Nathaniel Hawthorne Elementary School

Fort Worth ISD

- New Amon Carter Riverside High School
- New Overton Park Elementary School
- Tangelwood Elementary School Library Additions and Renovations
- Rosemont 6th Grade & Middle School Restroom Renovations



JEFF BRYANT, PE, VICE PRESIDENT OF STRUCTURAL ENGINEERING / STRUCTURAL ENGINEER OF RECORD

Jeff sets the technical standards and processes for the structural team with a focus on the design, integrity, and safety of buildings. He has extensive design and detailing knowledge in steel, concrete, masonry, and wood as well as in extremely challenging designs for new buildings, renovations, additions, and retrofits. He stays at the forefront of structural engineering technology by consistently evaluating new products and methods for use on future projects.

EDUCATION

University of Texas, Arlington
Bachelor of Science in Civil Engineering

REGISTRATIONS

Professional Engineer
State of Texas
No. 125672

SELECT PROJECT EXPERIENCE

Dallas ISD

- Moises E Molina High School Additions and Renovations

Everman ISD

- Joe C. Bean High School Additions and Renovations
- Powell Early Learning Center Additions and Renovations

Frisco ISD

- CTE Expansion

Hurst-Euless-Bedford ISD

- Bedford Junior High School Addition and Renovations
- Central Junior High School Addition and Renovations
- Harwood Junior High School Addition and Renovations

LANGAN | CIVIL ENGINEERING + LANDSCAPE ARCHITECTURE + ENVIRONMENTAL CONSULTING



G. ROBERT ADAMS, PE, CPESC, SR. PRINCIPAL

Robert has designed and managed countless private and public projects including site design, grading, water and wastewater plans. His proved success is a testimony to his capabilities implementing and executing corporate processes. His days involve cost and margin controls; sales and revenue growth; project teaming and personnel coaching; as well as ensuring systems are up to date to allow timely completion of projects.

EDUCATION

Texas A&M University
Bachelor of Science in Civil Engineering

REGISTRATIONS

Professional Engineer
State of Texas

SELECT PROJECT EXPERIENCE

Mineral Wells ISD
Various Projects

Breckenridge ISD
New Fine Arts and Athletic Complex

Canton ISD
High School Additions and Parking Expansion

Dallas ISD
New Jesse Owens Memorial Athletic Complex

Tyler ISD
New Tyler High School

Mansfield ISD
New Lake Ridge High School



BEN HENRY, PLA, LEED AP BD+C, LANDSCAPE ARCHITECT

Ben has 35 years of experience as a landscape architect and irrigator with diverse work experience in both the private and public sectors. He has worked with numerous districts and universities, and has successfully managed a wide range of projects including elementary schools, high schools, universities, and large athletic complexes. He insists that every project is unique and must respect the experience of the visitor and facilitate operation and maintenance efficiency.

EDUCATION

Texas A&M University
Bachelor of Science in Electrical Engineering

REGISTRATIONS

Professional Engineer
State of Texas
No. 143448

SELECT PROJECT EXPERIENCE

Alvarado ISD
Alvarado Junior High School Addition

Dallas ISD
Mount Auburn Elementary School Renovations

James Madison High School Addition

Jesse Owens Memorial Complex Addition

Godley ISD
New Pleasant View Elementary School

Godley High School Additions and Renovations

Elementary School #1 Landscape Enhancements

Practice Field Renovation

Florence ISD
High School Band Hall and Field House

WJE | BUILDING ENVELOPE + ROOFING



STEVEN ENTREKIN, SENIOR ASSOCIATE

Steven practices in the area of design and evaluation of curtain walls, window walls, storefront, and glazing. His services include peer review, building nclosure commissioning, design assistance construction/manufacturing observation, installation assessment, leak investigation, and field inspection. He has more than 42 years of experience in all types of glazing systems, working on hundreds of commercial projects, including office buildings, educational facilities, sports arenas, medical facilities, and government structures.

EDUCATION

University of Southern Mississippi
Bachelor of Science in Architectural Technology / Building Construction Technology

REGISTRATIONS

Building Enclosure Commissioning Process Provide Commissioning Authority + Building Enclosure

SELECT PROJECT EXPERIENCE

UT Southwestern Medical Center
Radiation / Oncology center

Wake Forest University
University Corporate Center

Walmart
Walmart Home Office Campus

AECOM
USAF Cadet Chapel

Manhattan Construction Company
Globe Life Field

Corgan
Princess Juliana International Airport



TAYLOR RIX, ASSOCIATE III

Taylor assists in a variety of projects that focus on the investigation, testing, analysis, and repair design of existing buildings and enclosures. Since joining WJE in 2018, he has gained experience in assessing building facades and water testing of building envelopes to determine leakage sources. He worked as the industrial engineer for a residential window manufacturing facility, where he was responsible for the testing and certification of all fenestration products, as well as the implementation of production line improvement flow and output.

EDUCATION

Texas A&M University
Bachelor of Science in Civil Engineering

SELECT PROJECT EXPERIENCE

City of Waco
Waco City Hall Facade Assessment

Frisco, TX
Toyota Stadium Roofing and Waterproofing Investigation

Baylor Scott + White Primary Care at the Star

Dallas, TX
Dallas Fire Station #2 Evaluation

Anita Martinez Recreationg Center Evaluation

Dallas Museum of Art Water Investigation

Hyatt Regency Dallas Pool Deck Waterproofing Investigation

Terminal Annex Federal Building Water Intrusion Investigation

WJHW | TECHNOLOGY + SAFETY AND SECURITY



PAUL COPENHAVER, SENIOR ASSOCIATE

Paul has enjoyed a diverse career in theatrical and event lighting design, high school theatre education and was a founding faculty member of the Stagecraft Institute of Las Vegas. His work in theatre rigging and lighting systems design and installations with architects and contractors helped to bring projects of all sizes to fruition. Paul's experience working on projects from all three sides – end user, designer and installer – provides valuable insight for our clients.

EDUCATION

Sam Houston State University
Bachelor of Fine Arts and Theater

SELECT PROJECT EXPERIENCE

Dallas ISD
- Roosevelt High School Black Box Theatre
- Oak Cliff Transformation Renovations and Upgrades

Keller ISD
- New Fossil Hill Middle School

Northwest ISD
- New High School #4

Aubrey ISD
- Aubrey High School Auditorium and Band Hall

Eagle Mountain Saginaw ISD
- New High School #4



JOEY HOSKISON, AUDIO-VISUAL DESIGN

Joey comes to WJHW with a vastly varied background in AV integration. He has worked on projects ranging from arenas and stadiums to corporate conference rooms and city council chambers. He has also performed as a project manager for more than 8 years during his integration background. With his specialty in commissioning systems and training end users, he has been a part of many aspects of the AV industry.

EDUCATION

Dallas Sound Lab

SELECT PROJECT EXPERIENCE

Frisco ISD
- Liberty High School Auditorium Renovation
- Wakeland High School Auditorium Renovation

Arlington ISD
- New Arlington High School
- New Bowie High School
- New Lamar High School

Dallas ISD
- New Bryan Adams High School
- New Pinkston High School
- Roosevelt High School Black Box Theatre
- New South Oak Cliff High School
- Thomas Jefferson High School Auditorium Renovation
- New PK-8 Cafetorium

WJHW | TECHNOLOGY + SAFETY AND SECURITY



STEVE STOGSDILL, SECURITY SYSTEM DESIGN

Steve brings 24 years of experience in the physical security industry, with 16 years operating his own security integration company in the DFW area. He has vast knowledge working with school districts regarding in video surveillance, access control, intrusion detection, and video intercom systems. Steve has extensive experience with ground up construction and renovations, working with architects, general contractors, and owners to ensure projects are designed, implemented, and completed as intended and in a timely manner.

EDUCATION

N/A

SELECT PROJECT EXPERIENCE

Dallas ISD
- New Global Prep Academy
- New Seagoville Middle School

Fort Worth ISD
- New Rosemont Middle School

Calallen ISD
- New Performing Arts Center

Arlington ISD
- New Bailey Junior High School
- New Boles Junior High School
- New Carter Junior High School
- New Gunn Junior High School
- New Nichols Junior High School
- New Ousley Junior High School

d. Provide information regarding three (3) school district projects of similar size and scope to the ones for which services are requested herein, that your firm acted as the design architect and provided project administration, on which you are currently working or completed in the last five (5) years.



ALEDO ISD

REFERENCE
Dr. Susan Bohn, Superintendent
817.441.8327
sbohn@aledoisd.org

PROJECT LOCATION
Aledo, TX

SERVICES PROVIDED
Full architectural design, interior design, environmental graphics, and construction observation services

DATE OF COMPLETION
06.22, Estimated
01.23, Actual
*Delays due to unforseen conditions and complications with COVID-19 pandemic

COSTS
$31,760,890, Budget
$32,141,223, Final
*Material escalation due to complications with COVID-19 pandemic

ALEDO MIDDLE SCHOOL ADDITIONS AND RENOVATIONS

Additions address aging conditions and support parity with a new middle school within this growing community.

Huckabee facilitated an extensive planning and design process that engaged AISD team members, students, and community stakeholders. As part of this process, a new set of educational specifications was developed.

Renovations include the reconfiguration of grade levels and improvements to all classrooms, enlarged science labs, removal of CMU walls to accommodate larger corridors and collaborative space, added shelter components to the gymnasium, re-purposing of the old gym for fine arts, and expansion of the cafeteria.

New construction offers new CTE spaces, 12 additional classrooms, SPED / life skills classrooms, teacher work centers, and a new field house.

BEFORE









AFTER













BROCK ISD

REFERENCE
Dr. Shannon Luis, Superintendent
817.594.7642
sluis@brockisd.net

PROJECT LOCATION
Weatherford, TX

SERVICES PROVIDED
Full architectural design, interior design, environmental graphics, and construction observation services

DATE OF COMPLETION
07.25, Estimated
Current Phase: Construction Administration

COSTS
$37,712,441, Budget

NEW ELEMENTARY SCHOOL

Brock ISD's ongoing population growth necessitates proactive planning for the current and future capacity of its facilities.

Driven by highly anticipated growth in the district, a new 2-4 elementary school is planned to complement the nearby existing Primary campus. Informed by tours of modern facilities, the design emphasizes efficient layouts and learning spaces on a 20-acre site with new sports fields.

The exterior will adopt a hill country aesthetic with sloped roofs, natural stone, and wood-look accents. Designed for a maximum of 750 students (expandable to 800), the two-story, 110,000 square foot facility will feature seven academic "houses," each with six flexible classrooms and collaborative learning areas, both indoor and outdoor. These houses will also include staff areas and secured access.

The central hub of the campus is the combined Center for Learning and Innovation (CL&I) and dining space, a flexible area for various activities, anchored by a stage and learning stair.

The facility also includes dedicated music and art rooms with access to an outdoor learning and performance space, and a gymnasium that doubles as a tornado shelter.


Visit our
BOOK
FAIR!


ROOM 421


Visit our
BOOK
FAIR!

GODLEY ISD

REFERENCE
Dr. Rich Dear, Superintendent
817.389.2536
cdear@godleyisd.net

PROJECT LOCATION
Godley, TX

SERVICES PROVIDED
Full architectural design, interior design, environmental graphics, and construction observation services

DATE OF COMPLETION
Phase 1
05.18, Estimated
05.18, Actual

Phase 2
01.24, Estimated
10.24, Actual
*Owner added scope and labor shortages

Phase 3
12.23, Estimated
12.23, Actual

COSTS
Phase 1
$29,739,311, Budget
$30,258,932, Final
*Owner added scope

Phase 2
$66,670,834, Budget
$81,402,834, Final
*Owner added scope and market escalation

Phase 3
$30,493,117, Budget
$30,493,117, Final



GODLEY HIGH SCHOOL, PHASES 1-3

A master planned campus that creates big impact through the creative blending of instructional, community and extracurricular spaces.

Phase 1 established the core of Godley High School with the creation of the Center for Learning & Innovation (CLI), academic wing, dining, and athletic facilities. The CLI serves as the heart of the campus, featuring a café, library, breakout rooms, and film room to support collaboration and student engagement. Flexible learning environments and integration of natural light promote student well-being and adaptability.

Phase 2 expanded the campus with a 4-story CTE building that also serves as the stadium's press box and home-side seating, enhancing both academic and event experiences. The addition supports programs in agriculture, health science, computer science, engineering, architecture, hospitality, A/V, and business. Dual-purpose spaces—including concessions and a future culinary lab—support both daily instruction and stadium functions. The competition arena features seating that doubles as instructional space.

Phase 3 focused on the fine arts, adding a new band suite, choir suite, and two visual arts labs. These spaces are located adjacent to the CLI and outdoor collaboration areas, encouraging students to create, present, and display their work in a dynamic and inspiring environment. The final phase completes the vision for a comprehensive and future-ready high school campus.

PHASE ONE







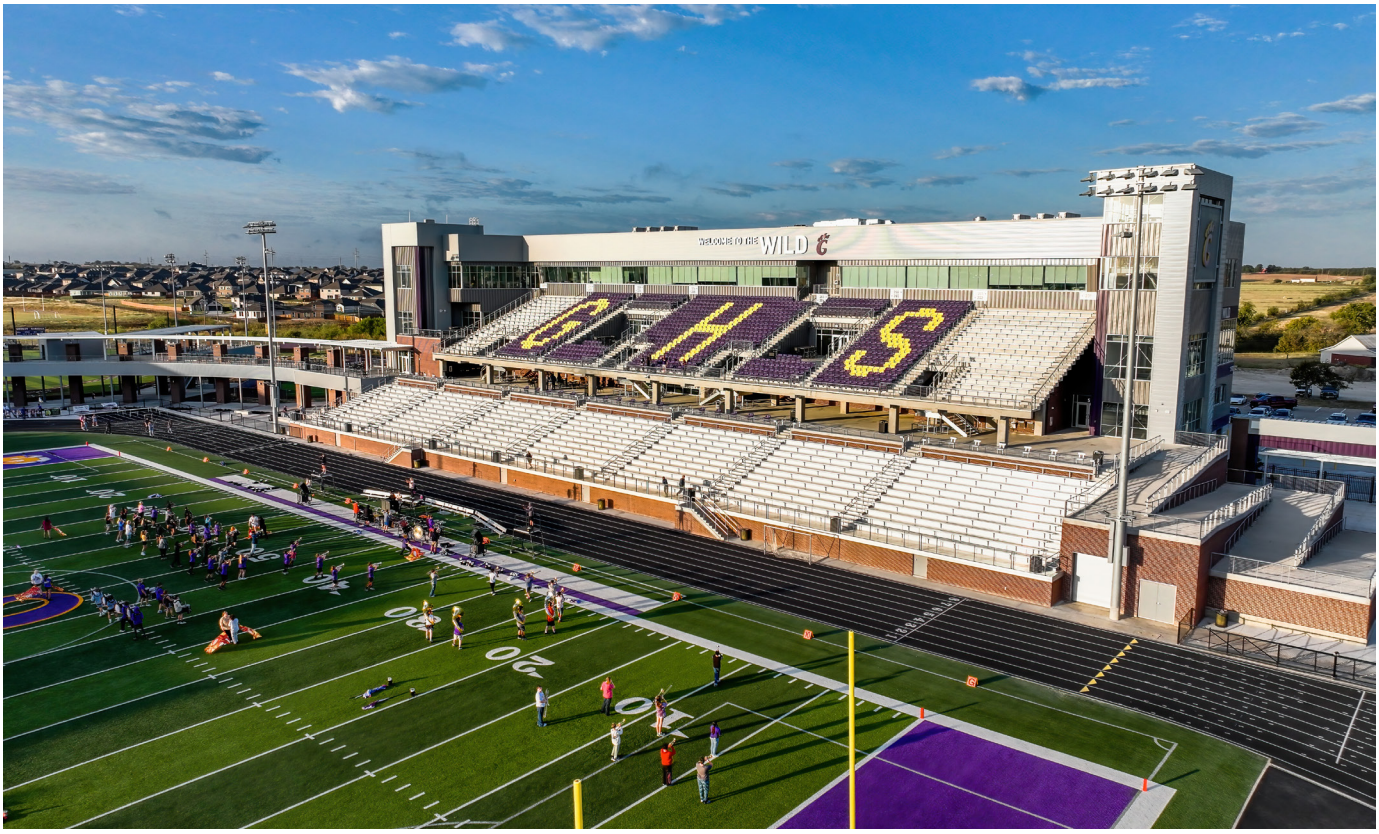




PHASE TWO











PHASE THREE






GODLEY HIGH SCHOOL
1899-1915
1916-1939
1940-1965
1965-2001


FINE ARTS


GODLEY HIGH SCHOOL

SECTION C – PROJECT APPROACH AND RESOURCES

a. Provide a description of your firm's overall approach to project administration, how you view your firm's role in protecting the interests of the District and explain how this approach will benefit the District.

At Huckabee, our approach to project administration is grounded in proactive leadership, transparency, and a deep commitment to collaboration. ***We understand the public nature of school projects***—in achieving district and student needs, meeting high community expectations and efficiently managing taxpayer funds. Our project management approach stresses this understanding and is designed to facilitate ***a collaborative and transparent relationship*** with the district and consultants.

We are MORE than architects. With nearly 75% of our work coming from repeat clients, we strive to be your trusted advisors and advocates who align our work with your district's mission, values, and long-term goals.

From the outset, we emphasize clear planning and intentional communication. Before design work begins, we engage with the district, consultants, and key stakeholders to align expectations, define roles, clarify scope and budget, and establish project priorities and milestone dates. ***This kick-off process creates shared ownership across the team and lays a strong foundation for success.*** Our leadership team, led by Marcos Rodriguez, Principal-in-Charge and Erin Evans, Associate Principal, is actively involved from beginning to end. Marcos provides high-level oversight and maintains a direct line of communication with the District, while Erin manages the day-to-day operations and ensures fidelity to the program and design intent. This structure ensures consistency, accountability, and swift response to emerging needs or challenges.

Throughout the life of the project, we act in the district's best interest by ***fostering an environment of open communication, rigorous quality control, and responsive service.*** We conduct regular design reviews, cost reconciliation meetings, and formal presentations at each phase of design to ensure alignment with the district's expectations. Our use of immersive tools—such as virtual reality simulations, 360-degree tours, and animated fly-throughs—enables the district and community to visualize and interact with the design in real-time, reducing ambiguity and preventing costly surprises during construction.

Huckabee brings extensive experience managing both new construction and modernization projects on active school campuses. ***We understand the complexities of maintaining daily operations while executing construction,*** and we prioritize solutions that minimize disruption to students and staff. Our ability to manage multiple concurrent projects while maintaining schedule and budget discipline is a direct result of the systems and processes we have refined over decades of successful work in educational environments.

This approach benefits the district by ***ensuring each project is grounded in the needs of the district and your community, educational purpose, and delivered with integrity.*** By remaining focused on the district's goals, engaging stakeholders in meaningful ways, and delivering high-quality, cost-effective solutions, Huckabee consistently protects our clients' interests, helping districts realize their project's full potential.

b. List resources of the firm that would be made available to the District that would distinguish your firm as most qualified to perform the design, administration and closeout of the Projects.

Huckabee has served public school districts, both small and large, urban and suburban, rural, and those undergoing growth and transition, for 58 years; this includes the planning, design, and construction of K-12 projects, long range and master planning efforts, and the successful passage of more than $30 billion in school bond referendums.

Much like how Mineral Wells ISD partners with parents to provide rigorous and relevant learning experiences for students, Huckabee partners with clients to gain holistic understanding of the needs of their district and community.

What we do is more than a job, more than a building, more than four walls. It's about setting the stage for life-changing experiences ***for all students.*** Our notable subject matter expertise includes:

Experiential Learning

Huckabee is a pioneer in experiential learning—a research-backed approach that recognizes students learn best when they are actively engaged in exploration, investigation, and problem-solving. These experiences build a stronger foundation for comprehension throughout a student's journey.

For example, in primary years, experiential learning could look like a themed environment, similar to a hands-on museum exhibit, that serves as a hub for interaction, curiosity, and collaboration. Huckabee has successfully integrated these types of spaces into early learning, and our clients' work is being replicated across the nation as a result of its efficacy in enhancing student engagement and success.







Huckabee has invested in technologies that enhance project delivery and quality control, kick-start design, create efficiencies in the timeline, and allow architectural and engineering disciplines to collaborate.

Real World Experiences

For secondary students, facility design plays a pivotal role in connecting theoretical concepts with real-world experiences. From STEM academies and middle school career and technology programs, to high schools that double as business incubators, our Huckabee team understands the evolving needs of education and the power that real-world experiences bring to students each step of the way.

21st Century Learning

We design the full spectrum of spaces for today's learners, teachers, and administrators. We create optimal learning environments for any methodology, from traditional to problem-based, project-based, challenge-based, flipped classroom, blended learning, virtual, and hybrid instruction. Flexible furniture, equipment, and technology are central to the adaptability of our designs.

Educational Guidebook

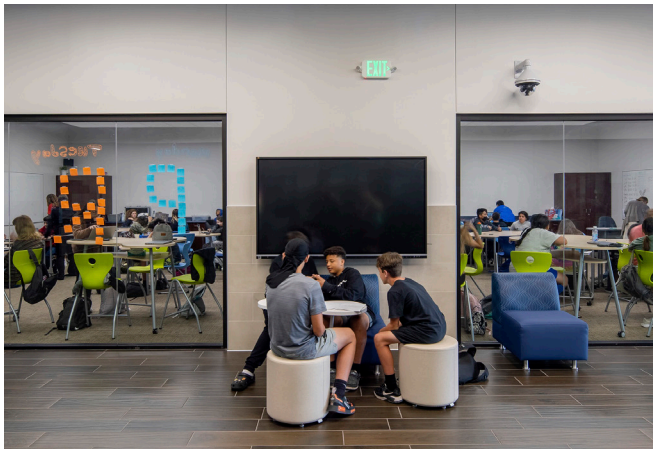
Our educational practice has served the industry for more than 58 years and has created a platform that is hyper-focused on the holistic needs of our clients. By bringing educators onto our team, we are able to better understand how great environments and compelling curriculum intersect to generate rich learning experiences.

Our Educational Guidebook outlines the methodology we use to capture the vision of educators, document that vision, and apply it to the function of a space—ultimately creating a blueprint for how to achieve instructional and academic goals within a given facility.

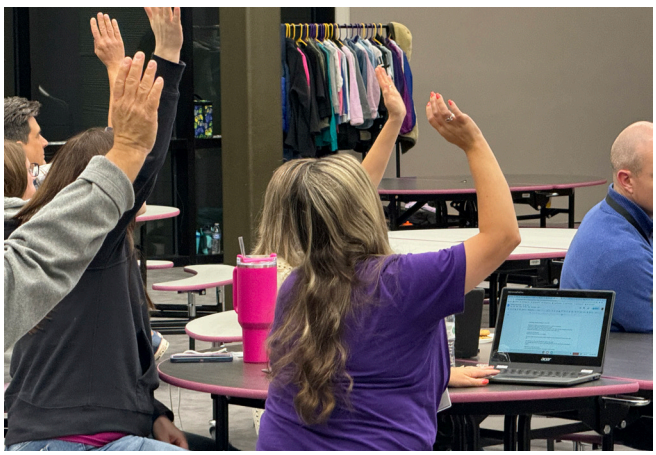
Community Engagement

Huckabee has the in-house capability to help the district facilitate progress updates to the community—above and beyond the formal reports prepared for the Board. This includes the development of multi-media updates and visual story-telling that can be shared through social media, the district website, media outlets and more.









Safety and Security

School safety and security has many facets; the strength of our team is our ability to facilitate a well-rounded and open discussion on how the community, district, and campus wish to approach this important topic. Our team considers brain research, emergency management, and trauma-informed care to meet occupants where they are and adapt space to their needs.

Our education practice is proud to represent our clients in national forums where topics of building codes, storm shelter requirements, facility standards, and more are being discussed and formalized. Our goal is to advocate for our clients in these arenas to ensure their voices are represented.

Capital Improvement Projects

Huckabee has designed hundreds of renovation projects for elementary, middle, and high school facilities in recent years. For each project, Huckabee utilizes a comprehensive planning process to validate the program, review educational delivery, develop phasing schedules, and ensure all needs are addressed in the scope.

In addition, we have successfully managed large-scale district-wide capital improvements for small and large school districts. Example scope includes American with Disabilities Act renovations; MEP system upgrades; access controls, cameras, and fire alarms; secure entry vestibules; windows and HVAC replacements; equity improvements; awnings, lighting, fixtures, casework, and finishings; kitchen, locker room, and restroom improvements; classroom additions; infrastructure upgrades; and comprehensive additions and renovations.

The complex nature of such projects requires careful coordination with client and engineering disciplines, as well as on-site administration and facilities teams, to keep the schedule and the budget on target and to minimize disruption to learning.







Huckabee's collaborative, hands-on approach allows us to successfully complete all types of capital improvement projects.

Environmental Graphics + Wayfinding

Our environmental graphics team engages your audience through campus branding, graphic design, and spatial wayfinding within the built environment, using these visuals as a platform for communicating information, shared values, and school pride. Huckabee's in-house graphic designers work with Mineral Wells ISD to ensure each space is exciting, engaging, and easy to navigate while reinforcing your unique culture through artistic elements, school spirit, color, signage, wayfinding, and branded graphics.



Furniture Planning

Huckabee has in-house experts on furniture design for public schools. Our furniture coordinators have helped clients find the right solution to fit their culture, learning styles, and budget. Our approach integrates furniture planning with architectural design decisions. For schools of all sizes, we have seen that when designed correctly, the use of furniture contributes to the development of campus culture, social and emotional learning, and student success.



Construction Observation

Huckabee's construction administration services are a trademark strength of our firm. We hire senior-level construction personnel who partner with our clients and the general contractor during construction to facilitate communication, remove road blocks, and manage documentation. They participate in the design process and in constructibility reviews to ensure a holistic and client-centered approach from beginning to end.



Other Areas of Expertise

- Storm / Tornado Shelter Design
- Choice-Based Campuses
- Career + Technology Centers
- Comprehensive High Schools
- Multi-purpose Athletic Centers
- Multi-purpose Stadiums + Event Venues
- Performing Arts Centers
- Dynamic Administration Buildings
- Prototypes
- Modernizations
- Large-Scale Phased Construction
- Adaptive Reuse

SECTION E - COMPLIANCE WITH PUBLIC POLICY

a. Please confirm that it is Proposer's policy to consistently comply with Equal opportunity and nondiscrimination laws and requirements of the Federal Government and state, local government and that and that it has complied with such laws and requirements on past construction projects.

Yes. Huckabee confirms that it is our policy to consistently comply with equal opportunity and nondiscrimination laws and requirements at the federal, state, and local levels, and that we have fully complied with these laws on all past construction projects.

b. Please indicate which of the following affirmative steps Proposer has used on prior projects to assure participation by small and minority owned businesses and women's business enterprises where possible and which of these have been most successful for the Proposer in the past:

i. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;	
ii. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;	X
iii. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;	
iv. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;	
v. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.	
vi. Requiring subconsultants to take the affirmative steps listed in paragraphs (i) through (v) of this section.	

SECTION

02

ADDITIONAL FORMS



Fort Worth ISD | Western Hills High School Additions and Renovations

THE FORM OF CONTRACT

The form of Agreement utilized for all projects shall be the Standard American Institute of Architects agreement between Owner and Architect as amended by Owner. The final contract is subject to review and approval of the District's legal counsel.

Huckabee agrees to these terms.

CONFLICT OF INTEREST QUESTIONNAIRE

RFQ EXHIBIT B

CONFLICT OF INTEREST QUESTIONNAIRE — **FORM CIQ**

For vendor doing business with local governmental entity

This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.

This questionnaire is being filed in accordance with Chapter 176, Local Government Code, by a vendor who has a business relationship as defined by Section 176.001(1-a) with a local governmental entity and the vendor meets requirements under Section 176.006(a).

By law this questionnaire must be filed with the records administrator of the local governmental entity not later than the 7th business day after the date the vendor becomes aware of facts that require the statement to be filed. *See* Section 176.006(a-1), Local Government Code.

A vendor commits an offense if the vendor knowingly violates Section 176.006, Local Government Code. An offense under this section is a misdemeanor.

OFFICE USE ONLY

Date Received

1 **Name of vendor who has a business relationship with local governmental entity.**

Huckabee

2 ☐ **Check this box if you are filing an update to a previously filed questionnaire.**

(The law requires that you file an updated completed questionnaire with the appropriate filing authority not later than the 7th business day after the date on which you became aware that the originally filed questionnaire was incomplete or inaccurate.)

3 **Name of local government officer about whom the information in this section is being disclosed.**

N/A

Name of Officer

This section (item 3 including subparts A, B, C, & D) must be completed for each officer with whom the vendor has an employment or other business relationship as defined by Section 176.001(1-a), Local Government Code. Attach additional pages to this Form CIQ as necessary.

A. Is the local government officer named in this section receiving or likely to receive taxable income, other than investment income, from the vendor?

☐ Yes ☐ No

B. Is the vendor receiving or likely to receive taxable income, other than investment income, from or at the direction of the local government officer named in this section AND the taxable income is not received from the local governmental entity?

☐ Yes ☐ No

C. Is the filer of this questionnaire employed by a corporation or other business entity with respect to which the local government officer serves as an officer or director, or holds an ownership interest of one percent or more?

☐ Yes ☐ No

D. Describe each employment or business and family relationship with the local government officer named in this section.

4

Signature of vendor doing business with the governmental entity

05.29.25

Date

FELONY CONVICTION NOTIFICATION

RFQ EXHIBIT C
Felony Conviction Notification

The Texas Education Code, Section 44.034, Notification of Criminal History, Subsection (a), states "a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony."

Subsection (b) states "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

This notice is not required of a Publicly-Held Corporation.

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony conviction has been received by me and the following information furnished is true to the best of my knowledge.

Proposer's Business Name Huckabee

Authorized Company Official's Name (Printed) Brian Green

A. My firm is a publicly-held, stock-exchange corporation; therefore this requirement is not applicable.

Signature of Company Official: _____

Date Signed: _____

B. My firm is not owned or operated by anyone who has been convicted of a felony.

Signature of Company Official: _____

Date Signed: 05.29.25

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony (printed name and general description of type of felony or felonies):

1. _____
2. _____
3. _____
4. _____

Signature of Company Official: _____

Date Signed: _____

NON-COLLUSION AFFIDAVIT

RFQ EXHIBIT D
Non-Collusion Statement

Brian Green, being first duly sworn, deposes and says this:

(1) She/He is Managing Principal (a partner or officer) of Huckabee (the firm of, etc.)

the Proposer who has submitted the attached Statement of Qualifications.

(2) She/He is fully informed respecting the preparation and contents of the attached Statement of Qualifications and of all pertinent circumstances respecting such Statement of Qualifications.

(3) That Statement of Qualifications is genuine and is not a collusive or sham response.

(4) Neither the said Proposer nor any of its officers, partners, owners, agents, representatives, employees or parties in interest, including this affiant, has in any way colluded, conspired, connived or agreed, directly or indirectly, with another Proposer, firm or person, to submit a collusive or sham. Response in connection with the Contract for which the attached Statement of Qualifications has been submitted or to refrain from proposing in connection with such Contract, or has in any manner, directly or indirectly, sought by agreement or collusion, or communication or conferences, with any other Proposer, firm or person to secure through any collusion, conspiracy, connivance or unlawful agreement any advantage against the Mineral Wells Independent School District of Mineral Wells, Texas or any person interested in the proposed contract; and,

(5) The price or prices which will be offered if selected as the successful Proposer in connection with this Request for Qualifications will be fair and proper and will not tainted by any collusion, conspiracy, connivance or unlawful agreement on the part of the Proposer or any of its agents, representatives, owners, employees, or parties in interest, including this affiant.

(Proposer's Business Name): Huckabee & Associates, Inc.

(Proposer's Representative Signature) _____

(Proposer's Representative Title) Managing Principal

Subscribed and sworn to before me on this 5th day of May, 2025.

LOGANN TOLLESON
Notary ID #134288830
My Commission Expires
April 4, 2027

Logann Rhodes
NOTARY PUBLIC, STATE OF TEXAS

Digitally signed by Logann Tolleson
DN: CN=Logann Tolleson, dnQualifier=A01410D000001912957 51E4000D5B45, O=Unaffiliated, C=US
Date: 2025.05.21 14:47:45-05'00'

DISCLOSURE OF INTERESTED PARTIES - FORM 1295

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY
CERTIFICATION OF FILING

Certificate Number:
2025-1313214

Date Filed:
05/21/2025

Date Acknowledged:

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.
Huckabee & Associates, Inc.
Fort Worth, TX United States

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.
Mineral Wells Independent School District

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.
RFQ# 2025-01
Professional Architectural Services

4 Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
		Controlling	Intermediary
MOREgroup Holdings, Inc.	Fort Worth, TX United States	X	
Baskin, LaShae	Austin, TX United States	X	
Huckabee, Christopher	Fort Worth, TX United States	X	
Brown, Nathan	Chicago, IL United States	X	
Armstrong, Louis	Chicago, IL United States	X	
Lischke, Sean	Chicago, IL United States	X	
Tassel, Sanford	Fort Worth, TX United States	X	
Mangino, Nicole	Fort Worth, TX United States	X	

5 Check only if there is NO Interested Party. ☐

6 UNSWORN DECLARATION

My name is LaShae Baskin, and my date of birth is November 28, 1982.

My address is 11501 Alterra Parkway, Building 7, Suite 120 (street), Austin (city), TX (state), 78758 (zip code), USA (country).

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Parker County, State of Texas, on the 21st day of May (month), 2025 (year).

LaShae Baskin
Signature of authorized agent of contracting business entity
(Declarant)

CRIMINAL HISTORY RECORDS CHECK

Texas Education Code Chapter 22 requires entities that contract with school districts ("Contractor") to obtain criminal history record information ("CHRI") on Covered Employees. Covered Employees with Disqualifying Criminal Histories are prohibited from serving at a school district. Contractor will be required to certify to the District that it has complied and will be required to obtain similar information from its employees, subcontractors of every tier and independent contractors, to the extent they are, or employ, Covered Employees. "Covered Employees" are defined as all employees of a Contractor, or its subcontractors of any tier, and individuals who are independent contractors, who have or will have continuing duties related to the service to be performed at the District and have, or will have, direct contact with students. The District will be the final arbiter of what constitutes continuing duties and direct contact with students. A "Disqualifying Criminal History" includes existence of one of the following offenses in the CHRI Report, if at the time of the offense, the victim was under 18 or enrolled in a public school: (a) a felony offense under Title 5, Texas Penal Code; (b) an offense for which a defendant is required to register as a sex offender under Chapter 62, Texas Code of Criminal Procedure; or (c) an equivalent offense to (a) or (b) under federal law or the laws of another state By submission of a response to this RFQ Proposer agrees that prior to commencement of its performance under the awarded Contract, it will timely obtain CHRI on Covered Employees, if required by the circumstances of the Project, at its sole expense.

Huckabee confirms our compliance with the requirements of Texas Education Code Chapter 22 and will obtain criminal history record information on Covered Employees, as defined.

SIGNATURE PAGE AND DECLARATION OF COMPLIANCE

RFQ EXHIBIT F
Signature Page and Declaration of Compliance

Check (✓) the box that indicates business structure of Proposer.

☐ Individual/Sole Proprietorship ☐ Partnership or Joint Venture ☒ Corporation ☐ Other Entity (State Type)_____

The undersigned certifies that (s)he is Managing Principal (title) of the Proposer entity named below; that (s)he is authorized to sign this Statement of Qualifications (if a Corporation then by resolution with Certified Copy of resolution attached) for and on behalf of the entity, if any, named below, and that (s)he is authorized to execute same for and on behalf of and bind said entity to the terms and conditions provided for in the Proposal as required by this RFQ, and has the requisite authority to execute an Agreement on behalf of Proposer, if awarded, and that the 11-digit Comptroller's Taxpayer Number for the entity, if any, is:

30115651587
11-digit Comptroller's Taxpayer Number

75-2406640
Employer Identification No.

Huckabee
Proposer Organization Name

By: _____
Printed Name: Brian Green
Title: Managing Principal

By: _____
(If Proposer is a Joint Venture, an authorized signature from a representative of each party is required.)
Printed Name: _____
Title: _____

By signing this Signature Page and Declaration of Compliance, I do hereby declare that I have read the Request for Qualifications, on which our Qualifications Statement is submitted with full knowledge of the requirements, and do hereby agree to furnish all services in full accordance with the requirements outlined in the Request for Qualifications.

By signing and executing this Qualifications Statement, I further certify on behalf of my organization and represent to the Mineral Wells Independent School District that Proposer has not offered, conferred or agreed to confer any pecuniary benefit, as defined by **TEXAS PENAL CODE ANN. § 218**, or any other thing of value, as consideration for the receipt of information or any special treatment or advantage relating to this Qualifications Statement; the Proposer also certifies and represents that Proposer has not offered, conferred or agreed to confer a pecuniary benefit or other things of value as consideration for the recipient=s decision, opinion, recommendation, vote or other exercise of discretion concerning this proposal; the Proposer certifies and represents that Proposer has neither coerced nor attempted to influence the exercise of discretion by any officer, trustee, agent or employee of the Mineral Wells Independent School District concerning this Qualifications Statement on the basis of any consideration not authorized by law; the Proposer also certifies and represents that Proposer has not received any information not available to other Proposer so as to give the undersigned a preferential advantage with respect to this proposal; the Proposer further certifies and represents that Proposer has not violated any state, federal or local law, regulation or ordinance relating to bribery, improper influence, collusion or the like and that Proposer will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of the Mineral Wells Independent School District in return for the person having exercised the person's official discretion, power or duty with respect to this Qualifications Statement; the Proposer certifies and represents that it has not nor and will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of

the Mineral Wells Independent School District in connection with information regarding this Proposal, the submission of this Qualifications Statement, the award or performance of a contract in connection with this RFQ.

Huckabee

a MOREgroup brand

Huckabee is the founding brand of MOREgroup.

MOREgroup consists of architecture, design, and engineering brands that collaborate with passion and purpose to serve communities across the nation. We are proud to focus on spaces that make a profound contribution to a strong social infrastructure where generations thrive.

Our brands—including E4H Environments for Health Architecture, Huckabee, Innovative Engineering Group, and TSK—work with healthcare, education, and public architecture clients to create environments that inspire!

To learn more, visit: wearemore.com.

WE ARE MORE.

WE
ARE
MORE.

WEAREMORE.COM

JACOB MARTIN



GENERAL STATEMENT OF QUALIFICATIONS

PROFESSIONAL ARCHITECTURAL SERVICES POOL | RFQ #2025-01











MINERAL WELLS I.S.D.

Mineral Wells Independent School District

3465 Curry Lane
Abilene, TX 79606
325.695.1070

908 S. Main Street, Suite 100
Boerne, TX 78006
325.695.1070

4920 S. Loop 289, Suite 106
Lubbock, TX 79414
806.368.6375

1925 Fort Worth Highway
Weatherford, TX 76086
817.594.9880

www.jacobmartin.com | info@jacobmartin.com | TBPE Firm #: 2448 | TBPELS Firm #: 10194493 | TBAE Firm #: BR 2261

INTEGRITY
EXCELLENCE
TRUST

05-29-2025

Mineral Wells ISD
Attn: Trey Evans, Maintenance Director
906 SW 5th Ave
Mineral Wells, Texas 76067

RE: RFQ #2025-01 | Professional Architectural Services Pool

Members of the Selection Committee:

JACOB | MARTIN is pleased to respond to the Request for Qualifications for Mineral Wells ISD's Professional Architectural Services Pool Project. We understand the significance of this project and the importance to "deliver a return on investment" to Mineral Wells ISD on this high-visibility project. We understand clearly the scope of services the school district requires. We feel that we are uniquely qualified to deliver a successful and effective project, while becoming a true partner in your work.

Since 1948, our firm has been providing engineering, surveying, and more recently architectural services to local governmental entities throughout the area. We pride ourselves on providing our clients with projects which are on time and under budget. We are committed to delivering "best in class" engineering, architectural, and surveying services using the latest technologies and the most efficient processes for the given project.

We take our client's trust seriously. The basis of this trust is: 1) Our proven record of producing excellence in design, 2) consistently providing cost-effective value for our clients, and 3) effectively delivering projects from concept to construction. Our role is to assist you in finding the right strategy and equip Mineral Wells ISD with the information necessary to make the critical decisions that will impact your students, faculty, and campus programs for years to come. Our team of experts are based in Abilene, with locations in Weatherford, Lubbock, Boerne, and San Angelo, and have a knowledge of local construction practices, procedures, regulations, and soil/environmental conditions. Since all our architectural and engineering discipline experts are local, we will put the right experts on site when necessary to get the answers we need in an efficient manner.

JACOB | MARTIN is large enough to have a proven track record with countless successful projects. We are committed to delivering "best in class" engineering, architectural, and surveying services using the latest technologies and the most efficient processes for the given project. Our bench is deep enough to ensure continuity and depth of expertise. Yet, we are small enough to remain true to our core values. Success requires strong communication and teamwork. We build personal relationships with clients and invest in their communities. We feel the qualifications of our team, our proven track record, local expertise, and our approach give you the best chance to make your project a success!

JACOB MARTIN

INTEGRITY
EXCELLENCE
TRUST

Thank you again for considering our Statement of Qualifications. If you have any questions regarding our company, feel free to call us. I will be available at your convenience to meet with you to discuss our submittal and answer any questions you might have concerning our qualifications. We are excited about this opportunity and are confident we can help Mineral Wells ISD make these projects a success for its students and every campus. Take a minute and hear what our clients have to say by scanning the QR code below with your phone's camera. Our general Statement of Qualifications is also attached for additional information. Please contact me directly if you have any questions.

Regards,

Client Testimonials

Tim Hopkins, AIA, RID
Professional Architect and Project Manager
thopkins@jacobmartin.com
817.594.9880

William R. Duncan II, AIA, NCARB
Principal Architect – Director of Architectural Services
wduncan@jacobmartin.com
325-695-1070

DEDICATED MINERAL WELLS ISD TEAM

Tim Hopkins, AIA, RID - Project Manager
William R. Duncan, AIA - Principal Architect
Tal Fillingim, PE - Senior Principal Engineer
Tyser Robertson, AIA - Architectural Team
David Watkins, PE - Structural Engineer
Cole Carpenter, PE - MEP Engineer
Barry Fowlkes, PE - Materials Testing Engineer
David Hudson & Charles Keith - Environmental Team
Lee Rosenbaum, RPLS - Surveying Team
Ronny Koehn- Inspection Team

Firm Information

Firm Legal Name: **JACOB & MARTIN, LLC**

Office Locations:

Abilene: 325.695.1070 (Main Office)
3465 Curry Lane
Abilene, TX 79606

Weatherford: 817.594.9880
1925 Fort Worth Highway
Weatherford, TX 76086

Boerne: 325.965.1070
908 S Main St. Ste. 100
Boerne, TX 78006

Lubbock: 806.368.6375
4920 S Loop 289, Suite 106
Lubbock, TX 79414

San Angelo: 325.695.1070
12 E Twohig, Ste. 200-S95
San Angelo, TX 76903

Primary Contact:

Will Duncan, AIA, NCARB
Principal Architect
email: wduncan@jacobmartin.com
325.695.1070

Tim Hopkins, AIA, RID
Project Architect/Project Manager
email: thopkins@jacobmartin.com
817.594.9880



Organizational Description

JACOB | MARTIN is a multi-disciplinary firm comprised of architects and engineers dedicated to turning your vision into a reality. We assist our clients in finding the right balance between functionality, aesthetic value and cost impact while ensuring regulatory compliance and mitigating Owner's risk. We take on a wide range of projects including K-12 and Higher Education, Commercial/Retail, Medical & Industrial Facilities and Public/Municipal Buildings. With all our experts "under one roof", we can increase the quality of our designs, save dollars, and achieve maximum impact for our clients. Our mission is to make sure each project is handled with the utmost care, attention, and expertise—providing solutions that are tailored specifically to your individual needs. Our commitment is to create innovative designs that bring your vision for any project into reality. We will work with you throughout the entire process, from conception to completion, ensuring that everything is done with quality and precision.

Firm's Educational Design Philosophy

We believe instructional facilities are an investment in the community and an investment in students. Teachers are designers of instruction. At **JACOB | MARTIN** we are designers of spaces. Our designs are inspired with the instruction and the learner in mind. We work to shape the educational spaces to meet the practical and functional demands of the district to maximize student engagement.

RFQ EXHIBIT A-3
PROPOSER'S QUESTIONNAIRE

SECTION A - GENERAL INFORMATION

1. **Company Information:** Provide the following information regarding your company.

   Name/Name of Organization/Company: Jacob & Martin, LLC
   Address 3465 Curry Lane Abilene
   State: Texas Zip Code: 79606 Telephone: 325-695-1070 Fax: N/A
   Please attach the following information regarding business Organization (Corporation, Partnership, Individual, Joint Venture, Other): (1) the state where chartered; (2) names of all principals (officers, directors, partners, general or managing partners etc.); and (3) if your organization was chartered outside of the state of Texas, a statement regarding whether are you registered to do business in Texas.

2. **Contact Information:** List the person who the District may contact concerning your proposal or setting dates for meetings.

   Name: Tim Hopkins, AIA, RID
   Address 1925 Fort Worth Highway Weatherford
   State: Texas Zip Code: 76086 Telephone: 817-594-9880 Fax: N/A

3. Does your Company anticipate any mergers, transfer of organization ownership, management reorganization, or departure of key personnel within the next twelve (12) months that may affect the organization's ability to carry out its proposal?

   Yes ☐ No ■

4. Is your Company authorized and/or licensed to do business in Texas?

   Yes ■ No ☐

5. Provide any other names under which your business has operated within the last 5 years.

6. **Debarment/Suspension Information:** Has the Company or any of its principals been debarred or suspended from contracting with any public entity?

   Yes ☐ No ■

   If yes, identify the public entity and the name and current phone number of a representative of the public entity familiar with the debarment or suspension, and state the reason for or circumstances surrounding the debarment or suspension, including but not limited to the period of time for such debarment or suspension.

7. **Bankruptcy Information:** Have you or the Company ever been declared bankrupt or filed for protection from creditors under state or federal proceedings?

   Yes ☐ No ■

   If yes, state the date, court, jurisdiction, cause number, amount of liabilities and amount of assets.

8. **ARCHITECT/ENGINEER DEFAULT/TERMINATION.** Have you or the Company defaulted and been terminated from a Project in the last ten (10) years.

   Yes ☐ No ■

   If yes, state the name and address of the individual or entity with whom the Project was contracted, the name of the Project, the date of removal and the reason for removal.

SECTION B – QUALIFICATIONS, TEAM, AND EXPERIENCE

a. Describe your organization's background and experience in each discipline and licenses held related to professional services offered and related pre-planning, planning, assessment, design and administration of public works and an overview of the services your firm proposes to provide the District which address the specified services and disciplines.

Please see the following attached pages:
About Us, Financial Stability, Range of Services, and Bond Planning Services

b. Provide an organizational chart and summary of not more than one page per person on the capabilities, experience, qualifications of the firm management and each team member who would handle any of the requested services for the District. These summaries should include the team member's name, title, and education, a brief overview of professional experience and licensure information, if any.

Organizational Chart and Resumes attached

c. Provide qualifications information for subconsultants you propose to be used on the Projects, if any, including the location of their offices, capabilities, experience, qualifications of the firm management and team member(s) who will work directly on the Project including name, title, and education, a brief overview of professional experience and licensure information.

d. Provide information regarding **three (3) school district projects** of similar size and scope to the ones for which services are requested herein, that your firm acted as the design architect and provided project administration, on which you are currently working or completed in the last five (5) years. For each, provide the following:

Please see the Project Showcases included for:
Jim Ned CISD New Intermediate School, Glen Rose ISD New Indoor Turf and CTE Facilities, Abilene ISD New High School Turf Facilities, Eula ISD Security Vestibule and Admin/Library Renovations, and Jim Ned CISD Multi-Sport Facility and Weight Room.

About Us



Our firm offers a wide scope of architectural, engineering, surveying, and specialized services to meet the needs of municipalities, counties, utility districts, and private organizations. We believe that direct and personal interaction and consultation with you, Mineral Wells ISD, is the most important component to the problem-solving process.

JACOB | MARTIN strives every day to deliver results. Even though we have had the privilege to work for some of our clients for decades, we strive to earn their business with each and every project. Our project managers' "hands-on approach" to design and construction administration ensure a successful project delivery while keeping Mineral Wells ISD informed every step of the way.



Our team of highly qualified professionals are the strength of **JACOB | MARTIN**. Each team member is uniquely gifted and contributes according to his or her area of expertise. Our employees bring experience, innovation, and a pledge to excellence every day. We encourage opportunities to grow professionally, personally, and spiritually. That's what makes us unique. That's what makes us strong.

What We Believe.

Integrity ● Excellence ● Trust

These principles define who we are and guide everything we do. We believe that relationships are built on a foundation of integrity, excellence, and trust. We believe that honesty and open communication are the keys to success for every relationship and every project. The services we make available, the designs we generate, and the method in which we deliver them are testimony to these principles.

Our Services

ENGINEERING

ARCHITECTURE

SURVEYING

CONSTRUCTION ADMINISTRATION

ENVIRONMENTAL

GIS

Financial Stability

JACOB | MARTIN holds a valid Certificate of Registration from the Texas Board of Professional Engineers and Land Surveyors. Our firm number is F-2448. Jacob & Martin also holds a valid Certificate of Registration for the Texas Board of Architectural Examiners. Our firm number is BR-2261. The Certificate of Filing with the State of Texas Office of the Secretary of State demonstrates our license to do business in the State of Texas. The Certificate of Conversion documents the Limited Partnership's conversion to a Limited Liability Corporation effective January 30, 2015.



Texas Board of Professional
Engineers and Land Surveyors

CERTIFICATE OF REGISTRATION

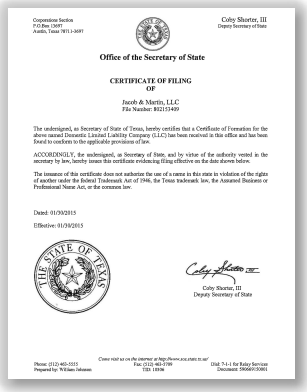
This acknowledges that

Jacob & Martin, LLC

has fulfilled the requirements of the Texas Board of Professional Engineers and Land Surveyors to offer and perform surveying services in the state of Texas.

Registration Number
10194493

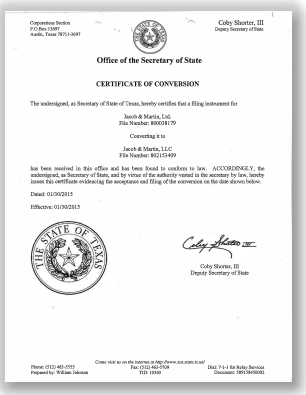
Expiration Date
12/31/2025



Office of the Secretary of State

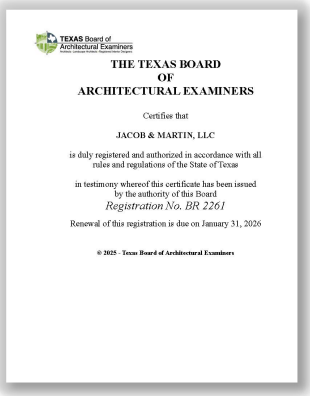
CERTIFICATE OF FILING
OF

Jacob & Martin, LLC
File Number: 802153499



Office of the Secretary of State

CERTIFICATE OF CONVERSION



THE TEXAS BOARD
OF
ARCHITECTURAL EXAMINERS

Certifies that

JACOB & MARTIN, LLC

is duly registered and authorized in accordance with all rules and regulations of the State of Texas

in testimony whereof this certificate has been issued by the authority of this Board

Registration No. BR 2261

Renewal of this registration is due on January 31, 2026

Statement of Existence

JACOB | MARTIN has operated an established office in the State of Texas since 1948.

Statement of Experience

JACOB | MARTIN employs numerous licensed architects and engineers with no less than five (5) years' experience licensed by the State of Texas.

Material Adverse Changes in Financial Position

JACOB | MARTIN, converted from a Limited Partnership to a Limited Liability Corporation in January 2015. This does not represent an adverse change in financial position. No other historical, existing, or anticipated changes in financial position exist.

Affirmative Action

JACOB | MARTIN is an Affirmative Action/Equal Opportunity Employer.

Bankruptcy

JACOB | MARTIN has never declared bankruptcy or filed for protection from creditors under state or federal proceedings.

Completion of Contracts

JACOB | MARTIN has completed all contracts within the determined schedule.

Violation of Laws

JACOB | MARTIN has not been convicted of any criminal conduct or been found in violation of any federal, state, or local statute, regulation, or court order.

Range of Services and Capabilities

CIVIL ENGINEERING

- Environmental Permitting
- Floodplain Management
- Land Development
- Paving Rehabilitation
- Regional Utility Studies
- Site Design
- Street and Roadway Design
- Storm Water Facilities
- Structural Design
- Thoroughfare Planning Studies
- Wastewater System Infrastructure
- Water System Infrastructure
- Water, Wastewater, and Storm Water Master Plans
- Water and Wastewater Treatment

ARCHITECTURE AND DESIGN SERVICES

- Campus Master Planning
- Commercial/Residential/Retail/Mixed-Use Design
- Design Guidelines
- Design Visualization Services
- Feasibility Studies
- K-12 Education/Higher Education
- Public Facilities
- Municipal Facilities
- Renovation and Additions
- Historic Preservation
- Adaptive Re-Use

GOVERNMENTAL CONSULTING

- Capital Improvement Planning
- Construction Standards and Specifications
- Corps of Engineers, TCEQ, and FEMA Requirements
- Grant/Loan Applications
- Plan, Site Plan, Zoning and Plat Reviews
- Roadway Alignment Studies
- Street Condition Evaluations
- Subdivision Ordinances
- Zoning and Platting Requirements

CONSTRUCTION ENGINEERING INSPECTION

- Bid Phase Services
- Constructability Analysis
- Construction Staking
- Contract Administration
- Field and Change Orders
- Materials QA/QC
- Project Records to support Agency Audits
- Project Survey Controls
- Quantity Accounting and Contractor Payments
- Record Drawings
- Value Engineering

RIGHT-OF-WAY ACQUISITION

- Property Acquisitions through Negotiations
- Route Feasibility Studies and Analysis
- Surveys, Right-of-Way Maps, Legal Descriptions

ELECTRICAL ENGINEERING

- Design and Analysis of Electrical Systems
- Power distribution system design
- Lighting System design
- Load calculations and demand analysis
- Equipment selection and specification
- Safety assessments and compliance with codes and standards
- System troubleshooting and diagnostics
- Efficiency and conservation measures
- Backup Power Design and Analysis

LANDSCAPE ARCHITECTURE AND PLANNING

- Comprehensive Master Plans
- Land Development Planning
- Landscape Design
- Park and Trail Design
- Parks, Recreation and Trails Master Plans
- Streetscape Design

LAND SURVEYING AND MAPPING

- Computerized Mapping
- Construction Staking
- Design and Topographic Surveys
- Geographic Information Systems (GIS)
- Global Positioning System Surveying (GPS)
- Land, Easement, and Right-of-Way Surveys
- Monumentation
- Platting
- Right-of-Way, Property, and Easement Document Preparation

WATER RESOURCES (H&H)

- Hydrologic Studies (HEC-HMS)
- Hydraulic Studies (HEC-RAS)
- Drainage Infrastructure Design
- Storm Water Master Plans/Studies
- Detention/Retention Pond Analysis and Design
- Stream Rehabilitation and Bank Stabilization
- Municipal Floodplain Administration
- FEMA Floodplain Mapping and Permitting
- NPDES Phase II Storm Water Compliance Permitting
- NPDES Stormwater Construction Inspection
- Water Supply Yield Studies

SITE AND LAND DEVELOPMENT

- On-Site and Off-Site Engineering
- Site Planning
- Site Assessments
- Grading
- Drainage Studies and Storm Drainage Design
- Parking Lot and Roadway Design
- Floodplain Studies and Reclamation
- Storm Water Pollution Prevention Plans
- FEMA Mapping and 404 Permitting
- Water and Sanitary Sewer Design
- Detention/Retention Pond Design
- Off-Site Water and Sanitary Sewer Extensions
- Perimeter Road and Drainage Improvements

Bond Planning Services

Every community is different. The right formula for one school district does not necessarily work in another. The process starts and ends with **YOU**! Having worked in countless small communities throughout Texas for over 75 years, we appreciate the unique perspectives and challenges that make each community and school district unique. As a multi-disciplinary firm, we offer a full suite of services tailored specifically to your needs.

We provide facility master planning, comprehensive facility assessments, bond planning and bond promotion services. We are committed to doing what is right for you community in every phase of the project. That starts with making good planning decisions. Facility and/or bond planning efforts should be straightforward, well thought out, forward looking, mindful of the past and financially responsible.

Our role is to help you find the right strategy for your community and equip the District with the information necessary to make the critical decisions that impact your students, your faculty and your taxpayers. Success requires strong communication and teamwork. We feel the qualifications of our team, our proven track record, local expertise and our approach give you the best chance to make this happen!

We will look at each challenge from every angle possible to guarantee the right decision for your community. We will evaluate strategies that include facility renovations, new construction, grade level realignment or something outside the box if we, the District and **JACOB | MARTIN**, believe it is worthy of exploration.

Together, we will develop a comprehensive plan and a clear message for community stakeholders. We will support the District in communicating that message with the highest level of transparency, addressing concerns with quantifiable information and effective presentations. Lastly, the team that will work with you through the bond planning process is comprised of the same design professionals that will design the projects that ultimately come out of this process.



BOND PLANNING SERVICES

- Pre-Bond Community Surveys
- Voter Analytics
- Facility Master Planning
- Construction Phasing Strategies
- Opinions of Probable Cost
- Communication Plan
- Bond Information Materials
- Website Development
- Bond Overview Video
- Town Hall Meetings
- Bond Promotion Materials
- Email and Text Messaging Campaigns
- Social Media Development and Monitoring
- Post-Bond Community Surveys
- Groundbreaking Events
- Construction Update Videos

JACOB MARTIN

Outstanding A&E firm! JM has awesome people who truly care about their clients & the people they serve—with excellent skills to match their high level of commitment! Cannot go wrong with this group!

-Glen Teal, Ed. D., Superintendent
Jim Ned CISD

MANAGEMENT TEAM

SENIOR PRINCIPALS

Derek Turner, PE, CFM
Kirt Harle, PE
Tal Fillingim, PE
Will Dugger

PRINCIPALS

Allen Phillips, PE
Clayton Farrow, PE
William Duncan, AIA

MUNICIPAL ENGINEERING TEAM

ABILENE OFFICE

Kirt Harle, PE
Senior Principal

Tristan King, PE - Associate Principal
Emma Meek, PE
Ken Martin, PE

WEATHERFORD OFFICE

Derek Turner, PE, CFM
Senior Principal

Nic Kirk, PE
Cruz Trujillo, EIT
Kristy Allen

LUBBOCK OFFICE

Allen Phillips, PE
Principal

Josh Baker, EIT
Sarah Davis
Jeff Burns

BOERNE OFFICE

Luke Van Diest, PE
Associate Principal

SAN ANGELO OFFICE

Andy Vecellio, PE
Team Leader

Kori Kirk, EIT

LAND DEVELOPMENT TEAM

Tal Fillingim, PE
Senior Principal

Clayton Farrow, PE
Principal

Jax Pimentel, EIT
Damon Butterfras, EIT
Ruben Madrid
Santiago Medina

ARCHITECTURAL TEAM

William Duncan, AIA
Principal Architect

Tyser Robertson, AIA - Associate Principal
Richard Flores, AIA
Tim Hopkins, AIA, RID
Mark Roberson, AIA
Priscila Ruiz-Beck, Assoc., AIA
Mariel Delgado, RID, NCIDQ
Natalie Loomis
Adelaide Hopkins
Jase Higgins

ENVIRONMENTAL TEAM

David Hudson
Team Leader

Charles Keith
Sarah Fernandez
Mark Lawrence

STRUCTURAL TEAM

David Watkins, PE
Team Leader

Braden Robertson, EIT

SURVEYING TEAM

Lee Rosenbaum, RPLS
Associate Principal

Mark Brown, RPLS
Logan Afshar, RPLS, EIT
Dustin Van Zandt
Toby Coomer
Brett Roberts
Nathaniel McCue
Michael Ehler
Ethan Wright
Justin Maddux

MECHANICAL, ELECTRICAL, AND PLUMBING ENGINEERING TEAM

Cole Carpenter, PE
Team Leader

Jerry Ramsey, PE

FIELD INSPECTION TEAM

Robert Cheek
Team Leader

Andrew Lopez - Licensed W/WW Operator
Ronny Koehn
Landon Jones
Andrew Dews
Tim McMurray
Chris Estes
Rick Mangum
Mike Hervey
Ryan Hill

MATERIALS TESTING AND ENGINEERING TEAM

Barry Fowlkes, PE
Team Leader

Blake Steen
Steven Romero
Chase Mann
Landon Jones
Coleton Davis
Edward Layne
Blas Hernandez

GEOGRAPHICAL INFORMATION SYSTEMS (GIS) TEAM

Chris Mayhall
Team Leader

Dave Browne

Timothy W. Hopkins, AIA, RID

Registered Architect and Interior Designer - Architectural Services



Education

Bachelor of Environmental Design
Texas A&M University
1989

Registrations

Registered Architect,
Texas, No. 23562

Registered Interior Designer,
Texas No. 12296

Affiliations

American Institute of Architects (AIA)

Expertise

- Feasibility
- Project Budgeting
- Design Renderings
- Schematic Design
- Construction Documents
- Construction Administration
- Project Management

Summary

Tim Hopkins graduated from Texas A&M University with a Bachelor of Environmental Design and then obtained his licensure as both an architect and an interior designer. The early part of his career was in High-end Custom Residential homes. Mr. Hopkins worked for HKS as a Project Architect and Construction Administration on healthcare projects in Texas, Nevada, and Florida from 2006-2015. He then joined Huckabee as an Associate Principal where the focus was on Texas K-12 public schools. In 2019, he opened Standing Stone Architectural Consultants, LLC where he was restoring the Crazy Water Hotel in Mineral Wells, Texas. Mr. Hopkins joined JACOB | MARTIN in 2023.

Project Specific Expertise

Mr. Hopkins has over 33 years of architectural experience in a range of project types including education, healthcare facilities, corporate spaces, national banks, public facilities, infrastructure projects and residential buildings. He also has experience with Integrated Project Delivery and LEAN Design principles.

Relevant Project Expertise

2023 – Glen Rose ISD – Agricultural Science Center
2023 – Glen Rose ISD – Multi-Purpose Indoor Turf Facility
2023 - Jim Ned CISD - New Intermediate School
2023 - Abilene ISD - New Indoor Turf Facilities at AHS & CHS
Previous Employer:
Mineral Wells, TX - Crazy Water Hotel Historic Rehabilitation Project
Tolar ISD – Tolar High School New Secondary Gym
Mineral Wells, TX - Palo Pinto County Annex Re-purpose of office space & courtroom of Downtown Poston's Dry Goods
Weatherford TX, - Ringo Building Resources, Inc - Design Build
Weatherford ISD - 2015 Bond Projects: Master Planning, Bowie Learning Center renovations, Support Services Building Renovation, New Replacement Middle School, New High School Career Tech Center, New High School Indoor Activity Center, New High School outdoor practice field & track, and New Baseball & Softball Complex
Northwest ISD - 2016 Bond Planning and Facility Assessment
Aubrey ISD 2017 Bond - New Elementary School, Existing Elementary Schools Additions & Renovations, MS Addition & renovation.
Denton ISD - 2018 Bond Planning and Facility Conditions Assessment
Abilene ISD - 2018 Bond Planning and Facility Conditions Assessment

William R. Duncan II, AIA, NCARB

Principal Architect - Director of Architectural Services



Education

Master of Architecture
Texas Tech University, 2002

Registrations

Architect,
Texas, No. 24968

NCARB Certification,
NCARB No. 81904

Affiliations

American Institute of Architects (President 2024)

Texas Society of Architects (TSA)

National Council of Architectural Registration Boards (NCARB)

Expertise

- Feasibility
- Project Budgeting
- Design Renderings
- Schematic Design
- Construction Documents
- Construction Administration
- Project Management

Summary

William Duncan graduated from Texas Tech University with a Master of Architecture in 2002. Mr. Duncan worked for Johnson Architects in Dallas, TX for 8 years performing design, construction documents and construction administration and then 6 years for JSA Architects in Odessa, TX performing design, construction documents and construction administration. Mr. Duncan joined JACOB | MARTIN in 2016.

Project Specific Expertise

Mr. Duncan's experience includes client relations, feasibility studies, programming, design, renderings, construction documents and construction administration services. His knowledge includes project delivery for K-12 schools, higher education, municipal, medical, medical office buildings, commercial, religious facilities, retail, general commercial and non-profit building types. He has over 18 years of experience coordinating teams of consultants, engineers and owner expectations to create successful, workable and efficient projects.

Relevant Project Expertise

2024 - City of Slaton - New Community Center
2024 - City of Abilene - New Fire Station #9
2023 - Jim Ned CISD - New Intermediate School
2023 - AYSA - New Clubhouse and Multi-Sport Athletic Field Complex
2023 - Abilene ISD - New Indoor Turf Facilities at AHS & CHS
2023 - Eula ISD - Master Bond Planning
2022 - Jim Ned CISD - Multi-Sport Athletic Facility
2022 - Condley and Company, LLC Renovations
2022 - Jim Ned CISD - Middle School Kitchen and Cafeteria Expansion
2021 - The Well Church - Interior and Exterior Renovation
2020 - Motis Investments - 202 Pine Street Building Renovation
2020 - City of Big Spring - Aquatic Center Rehabilitation
2020 - AYSA - New Dodge Jones Youth Sports Complex
2020 - Betty Hardwick Center - Interior Renovations
2017 - City of Abilene - Fire Maintenance Facility
Previous Employer projects:
2016 - City of Odessa - Special Vehicle Storage
2015 - University of Texas at Permian Basin - Police Department Renovations

Tal Fillingim, PE

Senior Principal Engineer - Civil Engineering Services



Education

B.S. in Civil Engineering
Texas Tech University, 2001

Registrations

Registered Professional Engineer,
Texas, P.E. No. 97395

Expertise

- Commercial Site Development
- Drainage Infrastructure
- Industrial Site Development
- Infrastructure Studies
- Phase I Site Assessments
- Structural Design
- Master Planning
- Residential Development
- Roadway & Paving Design
- Utility Infrastructure

Summary

Tal Fillingim graduated from Texas Tech University in December of 2001 with a Bachelor of Science in Civil Engineering. Mr. Fillingim joined JACOB | MARTIN in May of 2005. Since joining the JACOB | MARTIN team Mr. Fillingim has designed numerous residential subdivisions and commercial site developments within the state of Texas. Mr. Fillingim has also prepared a number of drainage studies and infrastructure projects.

Project Specific Expertise

Mr. Fillingim has served as Project Manager and Principal Engineer on multiple roadway and paving projects. Many of these projects include the initial horizontal alignments and layouts of proposed roadways as well as providing pavement section redesign. Over the years, Mr. Fillingim has overseen multiple paving rehabilitation projects for several municipalities and school districts across the state. These projects include an existing pavement analysis preparation of rehabilitation construction documents and construction management of the improvements.

Relevant Project Expertise

2024 - City of Abilene - Cypress Street Improvements
2024 - City of Tuscola - Jim Ned CISD Lift Station
2024 - City of Abilene - Maple Street Improvements, Phase II
2023 - City of Abilene - Redbud & Sears Park Trail Improvements
2023 - Taylor County - Potosi Drainage Improvements, Phase 1
2023 - City of Abilene - Maple Street Improvements, Phase I
2022 - City of Tuscola - Turner Lane Drainage Improvements
2022 - City of Abilene - Cedar Creek Trail Improvements
2021 - City of Abilene – Griffith Road Reconstruction
2021 - Ballinger ISD - New Baseball Complex
2021 - City of Abilene - Maple Street Improvements
2020 - AYSA - New Dodge Jones Youth Sports Complex
2019 - City of Abilene - Adventure Cove Aquatic Park Expansion
2019 - Hardin Simmons University – New Houston-Lantrip Center
2018 - City of Abilene - SODA Roadway Improvements
2018 - City of Abilene - Sidewalk Capital Plan - Phase I
2015 - Abilene ISD - Campus Paving and Circulation Improvements
2015 - City of Abilene - New Street Extension at Memorial Drive
2014 - Development Corp. of Abilene - Enterprise Drive Extension

Tyser Robertson, AIA, NCARB

Associate Principal Architect - Architectural Services



Education

Master of Architecture
Texas Tech University, 2014

Master of Business Administration
Texas Tech University, 2014

Registrations

Architect,
Texas, No. 28426

NCARB Certification,
NCARB No. 97394

Affiliations

American Institute of Architects (AIA)

National Council of Architectural Registration Boards (NCARB)

Expertise

- 3D Rendering
- Construction Administration
- Construction Documents
- Design Renderings
- Project Budgeting
- Project Management
- Schematic Design

Summary

Tyser Robertson graduated from Texas Tech University with a Master of Architecture and a Master of Business Administration in 2014. Mr. Robertson served in the Ministry for 2 years and as a Financial Advisor with MassMutual before joining the Architectural team at JACOB | MARTIN in 2017.

Project Specific Expertise

During his time with JACOB | MARTIN, Mr. Robertson has been responsible for providing plans, design renderings and construction documents for numerous municipal and commercial projects. He has experience coordinating teams of consultants, engineers and owner expectations to create successful, workable and efficient projects.

Relevant Project Expertise

2024 - Jim Ned CISD - HS Academic & Locker Room Addition
2024 - Anson ISD - Voc-Tech Building Renovation
2024 - Jim Ned CISD - New CTE Facility
2024 - Jim Ned CISD - HS Interior Renovation
2024 - Eula ISD - Elementary Renovation & Admin. Addition
2023 - Eula ISD A- HS Admin. & Library Renovation
2023 - Christoval ISD - Master Bond Planning
2023 - Jim Ned CISD - New Intermediate School
2023 - Abilene ISD - New Indoor Turf Facilities at AHS & CHS
2023 - Eula ISD - Security Vestibule
2023 - Eula ISD - Master Bond Planning
2022 - Stamford ISD - Fieldhouse Renovation Feasibility
2022 - Bronte ISD - Roof Replacement
2022 - Ballinger ISD - Science Lab Renovations
2023 -Motis Investments - 202 Pine Renovation
2020 -Abilene Youth Sports Authority - Dodge Jones Youth Sports Complex
2020 - Hamlin ISD - Accessibility and Security Renovations
2019 - Jim Ned CISD - 2018 Pre Bond Services
2019 - Hardin-Simmons University - New Houston Lantrip Center for Learning and Literacy

Lee Rosenbaum, RPLS

Associate Principal - Director of Surveying Services



Education

B.S.in Geography
Texas A&M University, 2005

Registrations

Registered Professional Land Surveyor,
Texas, R.P.L.S. No. 6394

Expertise

- ALTA Survey
- Boundary Survey
- Detention & Retention Facilities
- Construction Staking
- Easement Acquisition
- Elevation Studies
- Groundwater Development
- Master Planning
- Regulatory Assistance
- Topographic Survey
- Commercial Site Development
- Utility Infrastructure

Summary

Lee Rosenbaum has been licensed by the State of Texas as a Registered Professional Land Surveyor since December 2012. Mr. Rosenbaum joined JACOB|MARTIN in April of 2005. Since March of 2019, he has been our Chief Land Surveyor and Survey Department Supervisor. Mr. Rosenbaum oversees all survey operations which include land acquisition, platting, preliminary topographic mapping, and construction layout.

Project Specific Expertise

During his career at JACOB|MARTIN, Mr. Rosenbaum has served as a Survey Project Manager on multiple land development and building services projects. Additionally, Mr. Rosenbaum has worked with numerous municipalities, school districts, water supply corporations, water districts, and wastewater entities.

Relevant Project Expertise

2024 - City of Abilene - Cypress Street Renovation
2024 - City of Abilene - New Fire Station #9
2024 - AYSA - New Clubhouse & Multi-Sport Athletic Complex
2023 - Abilene ISD - New Indoor Turf Facilities at AHS & CHS
2023 - Jim Ned CISD - New Intermediate School
2022 - City of Abilene - Griffith Road Reconstruction
2022 - City of Coleman – Phase II Sidewalk Improvements
2021 - City of Post – Downtown Sidewalk Improvements
2020 - Abilene ISD – Transportation Maintenance Yard Paving Improvements
2019 - City of Willow Park – Side Street Improvements
2018 - City of Lueders - Water System Improvements
2018 - City of Abilene – SODA Roadway Improvements
2018 - City of Goldthwaite - TDA Sidewalk Improvements
2018 - City of Abilene - Sidewalk Capital Plan Phase 1
2017 - Zephyr WSC - Waterline Improvements
2016 - Town of Buffalo Gap - Water Line Improvements
2016 - Town of Buffalo Gap - First Time Sewer Project

Barry Fowlkes, PE

Professional Engineer - Materials Testing Services



Education

B.S.in Civil Engineering
Texas A&M University, 1983

Registrations

Registered Professional Engineer,
Texas, P.E. No. 98759

NICET
Civil Engineering Technology,
C.T. Certificate No. 509

NICET Level IV
Certified Engineering Technician, S.E.T.
Concrete, Soils & Asphalt
Certificate No. 68488

Expertise

- Construction Materials Engineering & Testing
- Geotechnical Engineering Services
- Investigation of Construction Design
- Foundation Investigations
- Pavement Design and Analysis
- Concrete and Asphalt Pavement Mix Design

Summary

Barry Fowlkes graduated from Texas A & M University in 1983 with a Bachelor of Science in Civil Engineering Technology. Mr. Fowlkes has 36 years of experience in materials testing and geotechnical engineering services. Mr. Fowlkes served 21 years with Trinity Engineering Corporation / Kleinfelder as an Area Manager. He was responsible for providing materials and geotechnical engineering services throughout Abilene, San Angelo, Brownwood and Wichita Falls area. Mr. Fowlkes joined JACOB | MARTIN in 2006 as Manager of JACOB | MARTIN's Geotechnical and Material Testing Division.

Project Specific Expertise

Mr. Fowlkes has directly supervised many government and private sector construction projects throughout Texas. He has provided interpretation and analysis for material investigations in which he issues reports stating whether the work and material met the specific project specifications. Mr. Fowlkes has developed and designed construction material engineering and testing programs for many projects.

Relevant Project Expertise

2024 - City of Abilene - Cypress Street Renovation
2024 - City of Abilene - New Fire Station #9
2024 - AYSA - New Clubhouse & Multi-Sport Athletic Complex
2023 - Abilene ISD - New Indoor Turf Facilities at AHS & CHS
2022 - City of Coleman - Sidewalk Improvements
2021 - City of Cross Plains -Multifamily Rental Development
2019 - City of Abilene - Water & Sewer Construction Projects
2019 - City of Big Spring - Water Line Replacements
2019 - City of Coleman - Water Treatment Improvements
2018 - Morton Valley WSC – Water System Improvements
2018 - City of Seymour - WTP Improvements
2017 - City of Baird - New Wastewater Treatment Plant
2017 - City of Early - New Wastewater Treatment Plant
2017 - City of Munday - NCTMWA Water Treatment Plant

David Watkins, PE

Professional Engineer - Structural Services



Education

B.S. in Civil Engineering
Texas Tech University, 2011

Registrations

Registered Professional Engineer,
Texas, P.E. No. 151186

Expertise

- Assessment and Remediation of Existing Structures
- Foundation Design
- Masonry Design
- Steel Design
- Structural Design
- Tilt-up and Cast-in-Place Concrete Design
- Wood Design

Summary

David Watkins graduated from Texas Tech University in May of 2011 with a Bachelor of Science in Civil Engineering. Before joining JACOB | MARTIN in 2024, Mr. Watkins worked for Cadco Architects - Engineering, Inc. in Abilene, where he performed design and analysis of structural components (i.e., foundations, columns, beams, joists, concrete walls, and CMU walls). Most of the projects involved structural design and analysis of new buildings for school districts. He also worked for Rentech Boiler Systems as an engineer where he performed calculations for sizing and selection of boiler system components and evaluated and analyzed major equipment for boiler systems.

Project Specific Expertise

Mr. Watkins has a background in a wide variety of project types including ground-up construction and renovation for both the public and private sectors. His experience includes retail, multi-family residential, commercial offices, warehouses, and public works buildings constructed from tilt-up concrete, cast-in-place concrete, steel, timber, and masonry structures. His role in these projects has been to produce plans, details, calculations, and specifications throughout the design and construction phases.

Relevant Project Expertise

2024 - Jim Ned ISD – Locker Room Addition

2024 – Midland Athletic Syndicate – New Multi-Sport Facility

2024 – City of Tuscola – Jim Ned CTE

Previous Employer

2023 - Veribest ISD – New Classroom Addition

2021 - City of Lamesa - Lamesa ISD – Competition Gym

2021 - City of Rankin - Rankin ISD – New Elementary School

2020 - City of Eden – Eden ISD – New K-12 School and Gym

2018 - City of Haskell - Haskell CISD – Competition Gym

2018 - City of Abilene - Wylie ISD – Wylie Junior High School

Cole Carpenter, PE

Professional Engineer - Electrical Engineering Services



Education

B.S. in Electrical Engineering
Tarleton State University, 2021

Registrations

Registered Professional Engineer, Texas, P.E No. 156124

Expertise

- Electrical Service Sizing & Design
- Energy Conservation
- Electrical Distribution & Transmission Systems
- Lighting Design
- Grounding
- Backup Power System Design
- MEP Design
- Electrical evaluations

Summary

Cole Carpenter joined the JACOB | MARTIN Engineering Team in June of 2021. He graduated from Tarleton State University in May of 2021 with a Bachelor of Science Degree in Electrical Engineering. Prior to joining Jacob & Martin in 2021, he worked as an Electrical Engineering Intern with Comanche Peak Nuclear Power Plant working on a wide variety of power projects.

Project Specific Expertise

During his time with JACOB | MARTIN, Mr. Carpenter has been responsible for providing design, drafting, specifications, and construction administration for a wide array of electrical projects. These projects include lighting, power, and generator designs for municipalities, water corporations, and commercial clients.

Relevant Project Expertise

2025 - Pecos County WCID – Water System Improvements
2025 - City of Abilene – Elevated Tank Improvements
2025 - City of Azle – Walnut Creek Lift Station
2025 - Town of Buffalo Gap – USDA Generators
2025 - Steamboat WSC – VFD Improvements
2024 - City of Abilene – Northwest Pump Station
2024 - City of Abilene – Zoo Parking Lot Improvements
2024 - Johnson County SUD – Generator Improvements
2024 - Millersview-Doole WSC – Veribest Pump Station
2024 - City of Abilene – Cypress Street Improvements
2024 - City of Willow Park – WWTP Improvements
2024 - City of Coleman – WWTP Evaluation
2024 - Cisco SAFE – Park Improvements
2024 - First Financial Bank – Parking Lot Improvements
2023 - Jim Ned CISD – New Intermediate School
2023 - City of Tuscola – New Lift Station
2023 - City of Throckmorton – Sidewalk Improvements
2022 - Kyle Paul – Colony Hills Multifamily Development
2022 - City of Idalou – Water Treatment Improvements
2022 - Spare Feet – Abilene Phase III Self Storage
2022 - City of San Saba – MCC Improvements
2022 - Brookesmith SUD – Generator Improvements

David Hudson

Environmental Coordinator – Environmental Services



Education

B.S. in Geography
Texas State University, 1988

Certifications

Certified OSHA Instructor
40 Hour Hazwoper
24 Hour Hazwoper Instructor
CLEAR Certified Investigator
Environmental Site Assessment
Ground Penetrating Radar

Expertise

- RCRA permitting, STEERS & manifests, CDX
- EPCRA Tier II reporting
- TPDES/NPDES permitting
- NEPA Environmental Assessments & Categorical Exclusions
- SPCC plans and training
- MSW Permits
- EPA Risk and Resilience Plans
- Oil spill clean up
- Air permits including Title V

Summary

David is a graduate of Texas State University earning a B.S. in Geography with a concentration in Resource & Environmental Studies and a Chemistry minor. Mr. Hudson provides wastewater permitting, adjudicated water rights amendments, NEPA environmental assessments, Phase 1 environmental assessments, industrial waste analysis and landfill compliance. Prior to joining Jacob & Martin, he owned various small businesses, was a solid waste and regional coordinator for a Council of Governments (COG), TCEQ Enviromentor, was an Environmental Health & Safety manager for Fortune 500, Fortune 100 and wind energy companies. Mr. Hudson has over 15 years of technical and professional State of Texas service with the TCEQ, DSHS and RRC.

Project Specific Expertise

Mr. Hudson has worked on projects regulated by every Texas state agency that oversees environmental concerns. This runs the gamut from endangered species with TPWD to remediation and technical support for TCEQ, archeology with THC, high risk wells and spill cleanup for RRC and various public health endeavors with DSHS. This provides a solid background and knowledge for proper wastewater permit applications, landfill permits, public drinking water (EPP, Risk & Resilience, Lead & Copper, Monitoring Plans), air permit applications, adjudicated water rights, NEPA filings (for USDA, TWDB and TXDOT), PUC filings (CCN and EPP) as well as Phase 1 investigations for banks and real estate transactions.

Relevant Project Expertise

2024 – SRM – Concrete batch plan discharge permit
2024 – Archer City – WWTP Renewal
2024 – City of Gorman – WWTP Renewal & Amendment
2024 – City of Anson – WWTP Renewal
2024 – City of Aspermont – WWTP Renewal
2024 – City of Gordon – WWTP Renewal
2024 – City of Carbon – PUC filings for CCN amendment
2024 – City of Alpine – WWTP permit amendment & renewal
2024 – Willow Park – new WWTP permit
2024 – Abilene Aero – SPCC Plan
2023 – City of Idalou – NEPA filings
2023 – Marathon WSC – NEPA filings USDA

Ronny Koehn

Resident Project Representative - Inspection Services



Expertise

- Construction Material Testing
- Construction Staking Easement Acquisition
- Geotechnical Engineering Services
- Investigation of Construction Design
- Permitting
- Project Inspection
- Water & Sewer Lines
- Water & Wastewater Treatment
- Building Services

Summary

Ronny Koehn joined JACOB | MARTIN in 2008 as a Resident Project Representative. During his tenure with JACOB | MARTIN, Mr. Koehn has provided project inspection on numerous projects involving water and wastewater improvements, street and roadway projects and airport improvement projects. Mr. Koehn has over sixteen years experience in construction management and project inspection. Mr. Koehn recently served as the Resident Project Representative for improvements to Abilene Regional Airport. His efforts were vital to a successful project and paramount to the implementation of the specifications as called out by architects and engineers.

Project Specific Expertise

Mr. Koehn's resume is full of relevant project experience in street and roadway construction and rehabilitation projects. Mr. Koehn has extensive experience with airport project including all type of pavement construction. Mr. Koehn's experience includes Abilene Regional Airport, Decatur Airport, and Kickapoo Airpark located in Wichita Falls, Texas.

Relevant Project Expertise

2024 - City of Slaton - New Community Center
2024 - City of Abilene - New Fire Station #9
2023 - Jim Ned CISD - New Intermediate School
2023 - Abilene ISD - New Indoor Turf Facilities at AHS & CHS
2023 - McMurry University - New Student Housing Complex
2022 - Abilene ISD - High School Fine Arts Renovations
2022 - Condley and Company, LLC - 302 Pine Renovations
2021 - City of Coleman-Water Treatment Plant Improvements
2021 - City of Cross Plains -Multifamily Rental Development
2021 - Betty Hardwick Center - Interior Renovations
2020 - Abilene ISD - Fine Arts Renovations & Additions
2020 - Cross Plains ISD - Cafeteria & Kitchen Renovations
2019 - Motis Investments - 202 Pine Street Renovations
2019 - JAR Land & Investments, LLC - 250 Cypress Renovations
2019 - Hardin Simmons University – Houston Lantrip Facility
2018 - Cross Plains ISD – New Elementary Gym/Storm Shelter
2018 - Abilene Youth Sports Association – New Sports Complex

NEW INTERMEDIATE SCHOOL | JIM NED CISD

Location: Tuscola, TX
JM Project Team:
Project Format: Design/Bid/Build
Project Manager: William Duncan, AIA, NCARB
Civil Engineer: Tal Fillingim, PE
Architect: William Duncan, AIA, NCARB
Electrical Engineer: Ed Wells, PE
Mechanical Engineer: Lance Lindley, PE
Structural Engineer: Sam Hurley, PE



Status: Completed August 2023
Design: Mar. 2021 - Dec. 2021
Design Budget: $19,248,500
Construction Budget: $19,000,000
Type of Construction: New Construction

Project Description: Project consists of a 69,870 SF new intermediate school; contains three academic pods with classrooms and collaborative spaces, fine arts and support classrooms, library, administrative offices, kitchen, cafeteria/commons including a stage, and a competition gym for basketball/volleyball. Scope also includes site development and site utilities including facility parking and drive lanes, landscaping and irrigation, sidewalks, and all required utilities (domestic water, sanitary sewer, natural gas, grease traps, and electric).





REFERENCES:
Dr. Glen Teal, Superintendent
325-554-7500
gteal@jimned.esc14.net
830 Garza Ave.
Tuscola, TX 79562

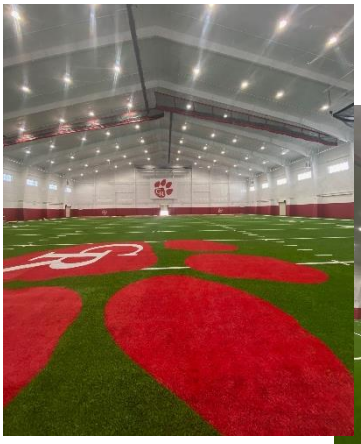
Cache Tankersley, Project Manager
Collier Construction 325-725-4175
cachetankersley@gmail.com
718 Cedar St
Abilene, TX 79601

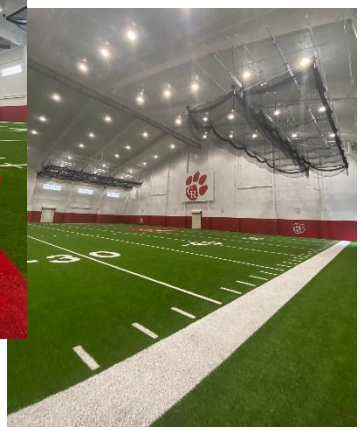
MULTI-PURPOSE INDOOR TURF FACILITY | GLEN ROSE ISD

Location: Glen Rose, TX
Date of Completion: April 2025
Budget: $7,600,000.00

JM Project Team:

Project Format: Design/Bid/Build
Project Manager: Tim Hopkins, AIA, RID
Architect: Tim Hopkins, AIA, RID
Civil Engineer: Tal Fillingim, PE
MEP Engineer: Romine, Romine, & Burgess Inc.
Structural Engineer: Sam Hurley, PE







Project Description: This is a 45,500 SF 60-yard Multi-purpose Turf Facility with baseball & softball batting cages, male and female restrooms and equipment storage. The eave height is 40'-0" with an inside ridge height of 65'-0".

NEW CTE FACILITY | GLEN ROSE ISD

Location: Glen Rose, TX
Date of Completion: June 2025
Budget: $6,150,000.00

JM Project Team:

Project Format: Design/Bid/Build
Project Manager: Tim Hopkins, AIA, RID
Architect: Tim Hopkins, AIA, RID
Civil Engineer: Tal Fillingim, PE
MEP Engineer: Romine, Romine, & Burgess Inc.
Structural Engineer: Sam Hurley, PE



Project Description: This project consists of a 23,500 SF Agriculture Science Center with 4 science labs with a mobile wall panel system. Large, shared office/ conference room. 10,000 SF shop with 8 welding bays, Tractor Shop and Finishing Shop.

REFERENCE:
Glen Rose ISD
Dr. Trig Overbo, Ed, D
Superintendent
254-898-3905
overtr@grisd.net

ABILENE HIGH SCHOOL & COOPER HIGH SCHOOL INDOOR TURF FACILITIES | ABILENE ISD



Location:	Abilene, Texas
Date of Completion:	July 2023
Type of Construction:	New
Design Budget:	$4,500,000 each

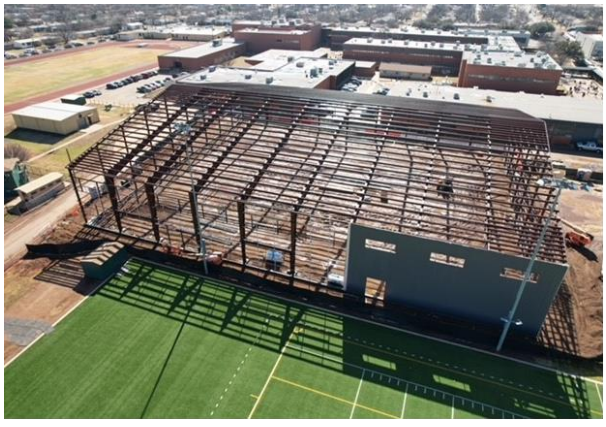
JM Project Team:



Project Format:	CMAR
Firm's Role:	Design
Project Manager:	William R. Duncan, AIA, NCARB
Architect:	William R. Duncan, AIA, NCARB
Civil Engineer:	Tal Fillingim, P.E., C.F.M.
Structural Engineer:	Sam Hurley, P.E.
MEP Engineer:	Bryan, Parks & Associates

General Contractor Reference:	Teinert Construction, JD Coffee (682) 262-8965 Dr. Joseph Waldron, Abilene ISD (325) 677-1444





Project Description:

New Construction at Cooper High School and Abilene High School for indoor turf facilities. The indoor turf facilities will be used for football, baseball, softball, soccer, band, and drill teams. Each facility is 42,750 sf and replicates the turf used on other competition fields in AISD.

HIGH SCHOOL ADMIN OFFICE & LIBRARY RENOVATION | EULA ISD



Location: Clyde, Texas
Date of Completion: 2023
Budget: $573,598
Type of Construction: Renovation

JM Project Team:



Project Format: Design/Bid/Build
Project Manager: Tyser Robertson, AIA, NCARB
Architect: Tyser Robertson, AIA, NCARB
MEP Engineer: Chad Leveritt and James S. Fuse (Summit Consultants)
General Contractor: Crowe Construction Group, Jed Crowe (325) 676-0132
Reference: Mr. Tim Kelley, Superintendent (325) 529-3186

Project Description:



This project consisted of a renovation to the existing 4,883 SF High School administrative offices and Library areas.

SECURITY VESTIBULE | EULA ISD

Location: Clyde, Texas
Date of Completion: 2023
Budget: $120,000
Type of Construction: Renovation



JM Project Team:

Project Format: Design/Bid/Build
Project Manager: Tyser Robertson, AIA, NCARB
Architect: Tyser Robertson, AIA, NCARB
Electrical Engineer: Richard Bryan, PE (BPA)

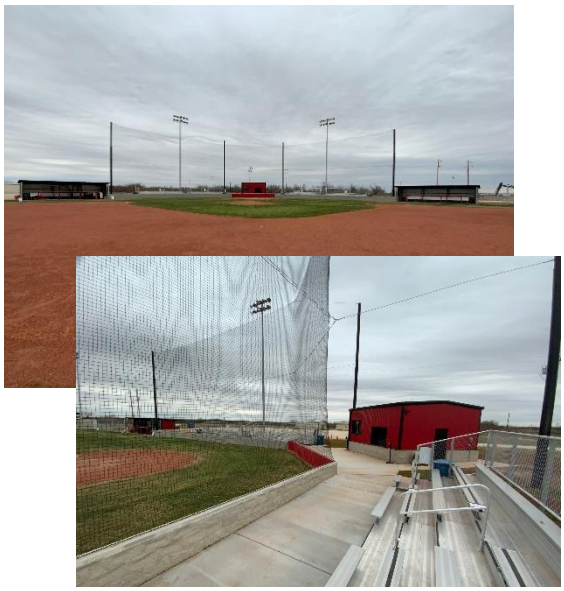


General Contractor: Crowe Construction Group, Jed Crowe (325) 676-0132
Reference: Mr. Tim Kelley, Superintendent (325) 529-3186

Project Description:

Renovation to existing 843 SF enclosing an existing porch at Eula ISD High School to create a new security vestibule.

NEW BASEBALL COMPLEX | BALLINGER ISD



Location: Ballinger, TX
Date of Completion: 2021
Budget: $1,000,000

JM Project Team:

Project Format: Design/Bid/Build
Project Manager: William Duncan, AIA, NCARB
Architect: William R. Duncan, AIA, NCARB
Civil Engineer: Tal Fillingim, P.E., C.F.M.
Electrical Engineer: Ed Wells, P.E.
Mechanical Engineer: Lance Lindley, P.E.
Structural Engineer: Sam Hurley, P.E.

Project Description: High school baseball field, bullpens, CMU & metal panel dugouts, metal bleachers, CMU & metal panel concession/restroom/score keeper building 440 SF

MULTI-SPORT FACILITY & WEIGHT ROOM RENOVATION | JIM NED CISD



Location: Tuscola, TX
Date of Completion: Fall 2022
Budget: $3,500,000

JM Project Team:

Project Format: Design/Bid/Build
Project Manager: William Duncan, AIA, NCARB
Civil Engineer: Tal Fillingim, P.E., C.F.M.
Architect: William Duncan, AIA, NCARB
Electrical Engineer: Ed Wells, P.E.
Mechanical Engineer: Lance Lindley, P.E.
Structural Engineer: Sam Hurley, P.E.

REFERENCE:
Glen Teal, Superintendent
325-554-7500

Project Description: multi-sports facility building is CMU & metal panel construction; contains coach offices, film room, training rooms/office, girls & boys locker rooms, and laundry/storage 11,925 SF

Weight room renovation is CMU & metal panel building; reskinning existing building, contains weight rooms, storage, restrooms, official's locker room, & storage 9,373 SF (existing)

SECTION C – PROJECT APPROACH AND RESOURCES

a. Provide a description of your firm's overall approach to project administration, how you view your firm's role in protecting the interests of the District and explain how this approach will benefit the District. **PROJECT APPROACH ATTACHED**

b. List resources of the firm that would be made available to the District that would distinguish your firm as most qualified to perform the design, administration and closeout of the Projects. **INNOVATIVE METHODS ATTACHED**

SECTION D - INTEGRITY AND BUSINESS ETHICS. Please indicate whether you, or any principal in your company, or any partner in your partnership:

a. Has committed fraud or a criminal offense in connection with obtaining or attempting to obtain a contract. Yes ☐ No ■

b. Has violated Federal or state antitrust statutes. Yes ☐ No ■

c. Has committed embezzlement, theft, forgery, bribery, falsification or destruction of records, or tax evasion. Yes ☐ No ■

d. Has made false statements, in connection with a prior solicitation or contract.

Yes ☐ No ■

e. Has violated Federal criminal tax laws. Yes ☐ No ■

f. Has received stolen property; Committed any other offense indicating a lack of business integrity or business honesty that seriously and directly affects the present responsibility of the contractor. Yes ☐ No ■

g. Has been indicted for any of the offenses described in this Sub-paragraph 2 A-F,

Yes ☐ No ■

h. Has delinquent Federal or state taxes. Yes ☐ No ■

If the answer to any of the questions in this Section C is "yes" please provide additional information.

SECTION E - COMPLIANCE WITH PUBLIC POLICY

a. Please confirm that it is Proposer's policy to consistently comply with Equal opportunity and nondiscrimination laws and requirements of the Federal Government and state, local government and that and that it has complied with such laws and requirements on past construction projects. **CONFIRMED**

b. Please indicate which of the following affirmative steps Proposer has used on prior projects to assure participation by small and minority owned businesses and women's business enterprises where possible and which of these have been most successful for the Proposer in the past:

i. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;

ii. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;

Project Approach



We are familiar with Mineral Wells ISD and the surrounding communities. Although we have not had the opportunity to work with Mineral Wells ISD yet, our local Architect, Tim Hopkins, is from the area and has called it home for many years. He has experience working with local School Districts on projects prior to working for **JACOB | MARTIN** and on projects with the City of Mineral Wells.

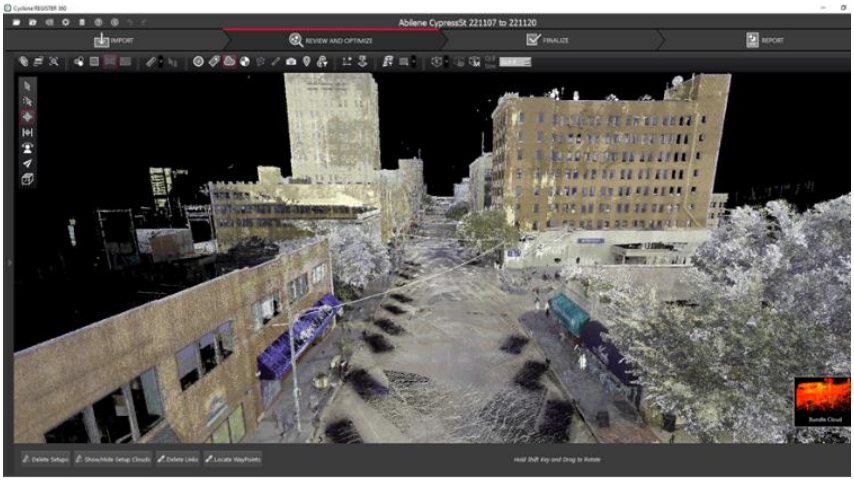
JACOB | MARTIN has a proven track record of delivering projects on time and under budget. Our delivery for every project will be provided entirely "IN-HOUSE" with **JACOB | MARTIN** experienced and proven personnel. This allows for a seamless line of communication between Owner and Architect/Engineer, which is paramount for the success of any project. We believe in a "flat organization", where the Project Manager works directly with the Owner and will be heavily involved in the actual design process. While you may work with several of our experts, the Lead Architect or Engineer "putting pen to paper" will be your primary contact throughout the project.

JACOB | MARTIN architects and engineers will meet with Mineral Wells ISD leadership to determine and refine scope. Our process will involve multiple review meetings with the Owner to ensure that your vision is fully satisfied in the final design. Our knowledge of local contractors will ensure that the opinions of cost provided during the design process serve as solid planning tools for Mineral Wells ISD. **JACOB | MARTIN** is well versed in many State and Federal grant processes. Our architects will work with our team of structural, electrical, and civil engineers to finalize construction plans, specifications, and contract documents for bidding purposes. We will provide bidding and award services to ensure that City, State, and Federal procurement procedures are met.

JACOB | MARTIN has an excellent track record delivering successful projects via many delivery methods including Design/Bid/Build, Construction Manager at Risk, Design/Build, and Competitive Sealed Proposal. We will assist Mineral Wells ISD in selecting the most qualified General Contractor and preparing all construction contracts. We will tailor our approach to project inspection based on Mineral Wells ISD's desires and objectives. We are staffed to provide periodic or full-time inspection of the project(s) to confirm the projects are built according to specifications. Lastly, our project management team will provide construction management throughout the project, coordinate efforts with the contractor, and provide construction plan interpretation. We take pride in managing the process while keeping you, our client, apprised of each milestone. We will utilize laser scanning, LIDAR technologies, and in-field measurements to produce an as-built drawing as needed. This technology has proven extremely valuable in dealing with complex renovation projects.



Innovative Techniques or Methodology



The size of our company (95 employees) has enabled us to keep pace with technology while still having the organizational structure to implement standards and best practices. We are technology forward, always aiming to deliver the highest quality products and services in the most expeditious and cost-effective way. For example, we are a fully "cloud-based" company. Our professional staff always has access to our network file system in the field. Our virtual computers are able to run resource intensive applications from the field, so it is not uncommon to run hydraulic models, bring up construction drawings or architectural models from the field using a laptop, iPad or even just a phone.

Our survey crews utilize a "field to finish" process incorporating technology that allows them to not just collect points in the field, but to create linework, making the data processing and office work more efficient. Our survey crews are equipped with the latest GPS and LIDAR scanning technology to generate the most accurate data sets. Our project inspection personnel use cloud-based software to document construction progress, making notes, marking drawings, attaching photos and submittals to the construction inspection records while in the field. We will tailor our approach for each engagement based on specific project elements, District defined goals, objectives & preferences along other project considerations in order to deliver the best value to Mineral Wells ISD. We have delivered projects where "just make it work" was the stated objective to projects with high-end finishes. We are capable of both. The real "genius" in the process is always found in working with the Owner to identify the "right tension" or "balance" between those two extremes.

With our primary office in Abilene, Texas, **JACOB | MARTIN** is prepared to deliver services locally, face to face, the way we believe business should be conducted. However, we also utilize technologies such screen shares, virtual meetings, and video teleconferencing to further enhance client collaboration and impromptu project meetings to communicate clearly and effectively. As a multi-disciplinary firm, **JACOB | MARTIN** is engaged in numerous markets across the region including: the municipal market, rural water districts and water supply corporations, K-12 and higher education markets, along with commercial interests and private development projects. As a result of such a wide engagement across the region, we have extensive knowledge of the contracting community (both general contractors and subcontractor trades) in almost every discipline including utility contractors, dirt work and paving contractors, steel erectors, concrete companies, electricians, plumbers, HVAC contractors, painters, carpenters, and other specialty trades.

iii. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;

iv. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;

v. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.

vi. Requiring subconsultants to take the affirmative steps listed in paragraphs (i) through (v) of this section. ****CHOSEN STEP**

SECTION E – DISCIPLINE AND SERVICES

A. Mechanical

- ☑ Heating, Ventilation and Air Conditioning (HVAC) repairs, upgrades and new installations
- ☐ Cooling tower replacements, boiler replacements, chiller replacements, air handler replacements, roof top unit replacements
- ☐ Building heat and cooling load analysis
- ☐ Installation of direct digital controls

B. Electrical

- ☑ Electrical system (supply and service) renovation, upgrade and new installations
- ☑ Lighting repairs, upgrades and new installations
- ☑ Backup power generators

C. Plumbing

- ☑ Plumbing repairs, upgrades, hookups, tie ins and new installations, including irrigation system upgrades, sewer line installations and upgrades, backflow preventers and necessary certifications and roof drains.

D. Elevators

- ☐ Elevator system analysis for cab replacement, digital controls, hoist motor design and replacement

E. Utilities (electric, gas, storm water, sewer, potable water, telephone, cable, etc.)

- ☑ Installations, tie ins, hookups and permits
- ☑ Telecommunication repairs and new installations
- ☑ Data processing cabling repairs and new installations

F. Structural and Waterproofing

- ☑ Structural and building foundation work including but not limited to slabs, steps, sidewalks, drives, parking lots
- ☑ Parking garage and parking lot repairs and replacements and new construction

- ☑ Structural analysis of building frames for floor loadings, building movements, dead and live loads
- ☐ Waterproofing of deck surfaces, roof tops and the building exterior
- ☐ Expansion joint controls and analysis

G. Building Envelopes

- ☐ Masonry repairs and new installations
- ☑ Provide building envelope analysis for weather tightness (deck coatings, sealants, waterproofing, weather stripping, door and window gaskets and glazing)

H. Building Renovations and New Construction

- ☑ Design renovations, additions and possible new building construction. Prepare detailed construction plan(s) and specification(s) for submission to MWISD's Procurement Staff, and for subsequent construction purposes.
- ☑ Procurement Phase: Provide technical support during the procurement process including preparation of all addenda as necessary, answering potential questions, and participation in the construction pre-submittal meeting as well as providing technical assistance as necessary for evaluation purposes.
- ☑ Interior and exterior renovation projects
- ☑ Facility, infrastructure and project design.
- ☑ Development of as-built plans, feasibility and comparative cost reviews

I. Site Analysis

- ☑ Site preparation and excavation
- ☑ Feasibility studies
- ☑ Provide property, geotech and topography surveys
- ☑ Provide as built surveys
- ☑ Environmental Planning
- ☑ Design and Engineering Services for Parking lot
- ☑ Storm and sanitary sewers
- ☑ Well closures
- ☑ Landscape Architecture

J. Building Access Systems and Building Management Systems

- ☑ Building security and card control access system
- ☑ Parking lot and parking garage security system
- ☑ Building Management Systems
- ☑ Building System evaluations

K. Fire Safety Systems

- ☑ Fire alarm and fire sprinkler system repairs, upgrades and new installations
- ☑ Fire suppression system repairs, upgrades and new installations
- ☑ Ability and experience to design and draft in compliance with all fire codes

L. Roofs

- ☑ New installations of Roof Systems (various types)

☑ Roof repairs

M. LEED and Energy Conservation

- ☐ Design and certify Leadership in Energy and Environmental Design (LEED) projects
- ☐ Provide Commissioning Services for LEED certification of Mechanical, Electrical and Plumbing (MEP) designed systems and construction components
- ☐ Provide Energy Modeling of Building Components and Equipment for LEED certification
- ☐ Conduct surveys, analysis and Energy Modeling of existing buildings and systems for adaptation to LEED standards
- ☐ Energy management systems, designs, and certification in compliance with the State Energy Conservation Design Standards

N. Space Planning and Interior Design

- ☑ Provide space planning, exterior/interior design renderings and sample boards
- ☑ Oversee the design and installation of modular furniture
- ☑ Provide estimating services for fixtures, furnishings and equipment systems, components and installation

O. ADDITIONAL SERVICES NOT LISTED

Please indicate and describe any other or additional services that your firm qualifies for and proposes to perform as **a Licensed A/E** under the requirements Chapter 1001 or 1051 of the Occupations Code.

1. Surveying Services
2. Construction Materials Services
3. Bond Planning Services
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

P. Continuation of Offered Services

Services Provided	**Services Provided – Indicate by checking Appropriate Boxes**
Facilities Conditions Assessment	X
Master Facility Plans	X

Services Provided	Services Provided – Indicate by checking Appropriate Boxes
Building Renovations and New Construction	X
Feasibility Studies	X
Site Analysis and Planning	X
Civil Engineering	X
Landscape Design	X
Structural Engineering & Waterproofing	X
MEP Engineering	X
Interior Design	X
Utilities (electric, gas, storm water, sewer, potable water, telephone, cable, etc.)	X
Technology Infrastructure Design	X
Communication Systems Design	X
Acoustical Evaluation	X
Space Planning and Interior Design	X
Energy Audits	
Environmental / hazardous materials inspections	X
Life Safety System / Fire Safety Systems	X
Americans with Disabilities Act audit/review ADA	X

RFQ EXHIBIT B

CONFLICT OF INTEREST QUESTIONNAIRE

FORM CIQ

For vendor doing business with local governmental entity

This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.

This questionnaire is being filed in accordance with Chapter 176, Local Government Code, by a vendor who has a business relationship as defined by Section 176.001(1-a) with a local governmental entity and the vendor meets requirements under Section 176.006(a).

By law this questionnaire must be filed with the records administrator of the local governmental entity not later than the 7th business day after the date the vendor becomes aware of facts that require the statement to be filed. *See* Section 176.006(a-1), Local Government Code.

A vendor commits an offense if the vendor knowingly violates Section 176.006, Local Government Code. An offense under this section is a misdemeanor.

OFFICE USE ONLY

Date Received

1 **Name of vendor who has a business relationship with local governmental entity.**

Jacob & Martin, LLC

2 ☐ **Check this box if you are filing an update to a previously filed questionnaire.**

(The law requires that you file an updated completed questionnaire with the appropriate filing authority not later than the 7th business day after the date on which you became aware that the originally filed questionnaire was incomplete or inaccurate.)

3 **Name of local government officer about whom the information in this section is being disclosed.**

N/A

Name of Officer

This section (item 3 including subparts A, B, C, & D) must be completed for each officer with whom the vendor has an employment or other business relationship as defined by Section 176.001(1-a), Local Government Code. Attach additional pages to this Form CIQ as necessary.

A. Is the local government officer named in this section receiving or likely to receive taxable income, other than investment income, from the vendor?

☐ Yes ☐ No

B. Is the vendor receiving or likely to receive taxable income, other than investment income, from or at the direction of the local government officer named in this section AND the taxable income is not received from the local governmental entity?

☐ Yes ☐ No

C. Is the filer of this questionnaire employed by a corporation or other business entity with respect to which the local government officer serves as an officer or director, or holds an ownership interest of one percent or more?

☐ Yes ☐ No

D. Describe each employment or business and family relationship with the local government officer named in this section.

4

Signature of vendor doing business with the governmental entity

05/27/2025

Date

Adopted 8/7/2015

RFQ EXHIBIT C
Felony Conviction Notification

The Texas Education Code, Section 44.034, Notification of Criminal History, Subsection (a), states "a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony."

Subsection (b) states "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

This notice is not required of a Publicly-Held Corporation.

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony conviction has been received by me and the following information furnished is true to the best of my knowledge.

Proposer's Business Name Jacob & Martin, LLC

Authorized Company Official's Name (Printed) William R. Duncan, AIA - Principal Architect

A. My firm is a publicly-held, stock-exchange corporation; therefore this requirement is not applicable.

Signature of Company Official: _____

Date Signed: _____

B. My firm is not owned or operated by anyone who has been convicted of a felony.

Signature of Company Official: _____

Date Signed: 5/27/25

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony (printed name and general description of type of felony or felonies):

1. _____
2. _____
3. _____
4. _____

Signature of Company Official: _____

Date Signed: _____

RFQ EXHIBIT D
Non-Collusion Statement

William R. Duncan, AIA, being first duly sworn, deposes and says this:

(1) She/He is Principal Architect (a partner or officer) of Jacob & Martin, LLC (the firm of, etc.)

the Proposer who has submitted the attached Statement of Qualifications.

(2) She/He is fully informed respecting the preparation and contents of the attached Statement of Qualifications and of all pertinent circumstances respecting such Statement of Qualifications.

(3) That Statement of Qualifications is genuine and is not a collusive or sham response.

(4) Neither the said Proposer nor any of its officers, partners, owners, agents, representatives, employees or parties in interest, including this affiant, has in any way colluded, conspired, connived or agreed, directly or indirectly, with another Proposer, firm or person, to submit a collusive or sham. Response in connection with the Contract for which the attached Statement of Qualifications has been submitted or to refrain from proposing in connection with such Contract, or has in any manner, directly or indirectly, sought by agreement or collusion, or communication or conferences, with any other Proposer, firm or person to secure through any collusion, conspiracy, connivance or unlawful agreement any advantage against the Mineral Wells Independent School District of Mineral Wells, Texas or any person interested in the proposed contract; and,

(5) The price or prices which will be offered if selected as the successful Proposer in connection with this Request for Qualifications will be fair and proper and will not tainted by any collusion, conspiracy, connivance or unlawful agreement on the part of the Proposer or any of its agents, representatives, owners, employees, or parties in interest, including this affiant.

(Proposer's Business Name): Jacob & Martin, LLC

(Proposer's Representative Signature) _____

(Proposer's Representative Title) Principal Architect

Subscribed and sworn to before me on this 27th day of May, 2025, ~~2023~~.

Amy Loudermilk

NOTARY PUBLIC, STATE OF TEXAS

AMY LOUDERMILK
Notary Public, State of Texas
Comm. Expires 08-16-2026
Notary ID 131685746

RFQ EXHIBIT E
Disclosure of Interested Parties

Under certain circumstances, the District is required to comply with Texas Government Code, Section 2252.908, Disclosure of Interested Parties. If the District is entering into a contract with a "business entity" (defined below) which requires action by the Board of Trustees or which has a value of the contract is at least $1 million, Section 2252.908, requires the District obtain a Disclosure of Interested Parties Form 1295 from the contracting business entity that, at the time the contract is signed binding the parties. The form requires disclosure of each "interested party" to the contract of which the contracting business entity is aware, and must be signed by an authorized agent of the contracting business entity acknowledging that disclosure is made under oath and under penalty of perjury.

Since the Proposer qualifies as a "business entity" and the contract to be entered for this solicitation is for a value greater than $1 Million or requires action or a vote by the Board of Trustees the selected Proposer will be required complete and submit Form 1295. **THE FORM MAY ONLY BE FILED ELECTRONICALLY.**

Form 1295 must be submitted on the form promulgated by the Texas Ethics Commission and in compliance with the Commission's rules, at the time the business entity submits the signed contract to the District. The form must be completed electronically and the process for doing so can be found at the Texas Ethics Commission website at: https://www.ethics.state.tx.us/whatsnew/elf_info_form1295.htm. The filing process will include:

1. **Completing Form 1295 electronically** with the Texas Ethics Commission using the online filing application. The portal for completion of Form 1295, instructions for completion and answers to Frequently Asked Questions can be found at the Texas Ethics Commission website: https://www.ethics.state.tx.us/whatsnew/elf_info_form1295.htm

2. **Printing a copy of the completed form** (make sure that it has a computer-generated certification number in the "Office Use Only" box)

3. Having an authorized agent of the business entity **sign the form before a notary public.**

4. **Submitting** the completed, signed and notarized Form 1295, showing the certification of filing with your signed contract.

The District will then acknowledge the receipt of the filed Form 1295 by notifying the Texas Ethics Commission of the receipt of the filed Form 1295 no later than the 30th day after the date the contract is executed by the District, binding all parties to the Contract. Within seven (7) business days after receiving acknowledgement from the District the Texas Ethics Commission will post the completed Form 1295 to its website.

A copy of the current Form 1295 is attached hereto for your reference. You are encouraged to contact your own legal counsel with any questions you may have about the process.

The following **definitions** apply:

1. ***"Business Entity"*** means an entity recognized by law through which business is conducted, including a sole proprietorship, partnership, or corporation. TEX. GOV'T CODE §2252.908(1).

2. ***"Interested Party"*** means a person:

   a) who has a *controlling interest* in a Business Entity with whom the District contracts; or

   b) who actively participates in facilitating the contract or negotiating the terms of the contract, including a broker, intermediary, adviser, or attorney for the Business Entity. TEX. GOV'T CODE § 2252.908(3).

3. ***"Controlling interest"*** means:

   a) an ownership interest or participating interest in a business entity by virtue of units, percentage, shares, stock, or otherwise that exceeds 10 percent;

b) membership on the board of directors or other governing body of a business entity of which the board or other governing body is composed of not more than 10 members; or

c) service as an officer of a business entity that has four or fewer officers, or service as one of the four officers most highly compensated by a business entity that has more than four officers.

4. ***"Intermediary"*** means a person who actively participates in the facilitation of the contract or negotiating the contract, including a broker, adviser, attorney, or representative of or agent for the business entity who:

a) receives compensation from the business entity for the person's participation;

b) communicates directly with the governmental entity or state agency on behalf of the business entity regarding the contract; and

c) is not an employee of the business entity. TEX. ETHICS COMM. RULE 46.3(e).

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY
CERTIFICATION OF FILING

Certificate Number:
2025-1315943

Date Filed:
05/28/2025

Date Acknowledged:

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.

Jacob & Martin, LLC
Abilene, TX United States

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.

Mineral Wells ISD

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.

JM No. 25277
Architectural Services for Mineral Wells ISD / RFQ #2025-01 Professional Architectural Services Pool

4 Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
		Controlling	Intermediary

5 Check only if there is NO Interested Party. [X]

6 UNSWORN DECLARATION

My name is William L. Dugger, and my date of birth is 08/18/71.

My address is 3465 Curry Lane (street), Abilene (city), TX (state), 79606 (zip code), USA (country).

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Taylor County, State of Texas, on the 28th day of May (month), 20 25 (year).

Signature of authorized agent of contracting business entity
(Declarant)

RFQ EXHIBIT F
Signature Page and Declaration of Compliance

Check (✓) the box that indicates business structure of Proposer.

☐ Individual/Sole Proprietorship ☐ Partnership or Joint Venture ■ Corporation ☐ Other Entity (State Type)_____

The undersigned certifies that (s)he is _____ (title) of the Proposer entity named below; that (s)he is authorized to sign this Statement of Qualifications (if a Corporation then by resolution with Certified Copy of resolution attached) for and on behalf of the entity, if any, named below, and that (s)he is authorized to execute same for and on behalf of and bind said entity to the terms and conditions provided for in the Proposal as required by this RFQ, and has the requisite authority to execute an Agreement on behalf of Proposer, if awarded, and that the 11-digit Comptroller's Taxpayer Number for the entity, if any, is:

17512857826
11-digit Comptroller's Taxpayer Number

75-1285782
Employer Identification No.

Jacob & Martin, LLC
Proposer Organization Name

By: _____

Printed Name: William R. Duncan, AIA

Title: Principal Architect

By: _____

(If Proposer is a Joint Venture, an authorized signature from a representative of each party is required.)

Printed Name: _____

Title: _____

By signing this Signature Page and Declaration of Compliance, I do hereby declare that I have read the Request for Qualifications, on which our Qualifications Statement is submitted with full knowledge of the requirements, and do hereby agree to furnish all services in full accordance with the requirements outlined in the Request for Qualifications.

By signing and executing this Qualifications Statement, I further certify on behalf of my organization and represent to the Mineral Wells Independent School District that Proposer has not offered, conferred or agreed to confer any pecuniary benefit, as defined by **TEXAS PENAL CODE ANN. § 218**, or any other thing of value, as consideration for the receipt of information or any special treatment or advantage relating to this Qualifications Statement; the Proposer also certifies and represents that Proposer has not offered, conferred or agreed to confer a pecuniary benefit or other things of value as consideration for the recipient=s decision, opinion, recommendation, vote or other exercise of discretion concerning this proposal; the Proposer certifies and represents that Proposer has neither coerced nor attempted to influence the exercise of discretion by any officer, trustee, agent or employee of the Mineral Wells Independent School District concerning this Qualifications Statement on the basis of any consideration not authorized by law; the Proposer also certifies and represents that Proposer has not received any information not available to other Proposer so as to give the undersigned a preferential advantage with respect to this proposal; the Proposer further certifies and represents that Proposer has not violated any state, federal or local law, regulation or ordinance relating to bribery, improper influence, collusion or the like and that Proposer will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of the Mineral Wells Independent School District in return for the person having exercised the person's official discretion, power or duty with respect to this Qualifications Statement; the Proposer certifies and represents that it has not nor and will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of

the Mineral Wells Independent School District in connection with information regarding this Proposal, the submission of this Qualifications Statement, the award or performance of a contract in connection with this RFQ.

JACOB MARTIN





GENERAL STATEMENT OF QUALIFICATIONS









PROFESSIONAL ARCHITECTURAL AND ENGINEERING SERVICES

3465 Curry Lane
Abilene, TX 79606
325.695.1070

908 S. Main Street, Suite 100
Boerne, TX 78006
325.695.1070

4920 S. Loop 289, Suite 106
Lubbock, TX 79414
806.368.6375

1925 Fort Worth Highway
Weatherford, TX 76086
817.594.9880

www.jacobmartin.com | info@jacobmartin.com | TBPE Firm #: 2448 | TBPELS Firm #: 10194493 | TBAE Firm #: BR 2261

JACOB MARTIN

INTEGRITY
EXCELLENCE
TRUST

Section 1:
Ability to Provide Service

3465 Curry Lane
Abilene, TX 79606
325.695.1070

908 S. Main Street, Suite 100
Boerne, TX 78006
325.695.1070

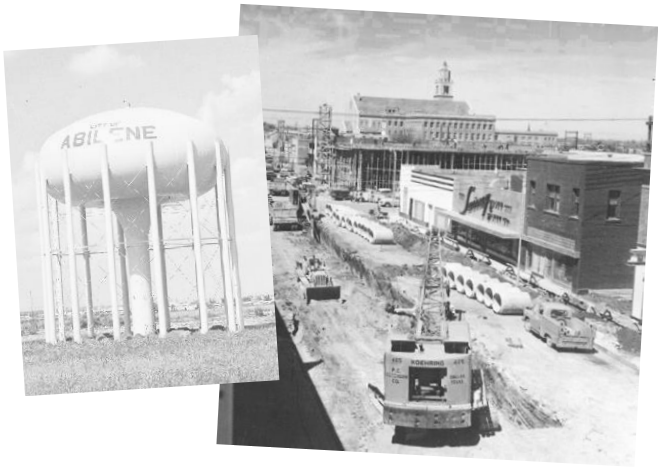
4920 S. Loop 289, Suite 106
Lubbock, TX 79414
806.368.6375

1925 Fort Worth Highway
Weatherford, TX 76086
817.594.9880

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Company History

JACOB | MARTIN can trace its roots back to Abilene, Texas in 1948 when a man named Earnest Yeatts began Yeatts Engineering. The company has seen only a handful of owners in the past 75+ years, providing excellent service to communities throughout Texas. The firm began as a civil design firm adding a surveying department back in 1956. While public infrastructure projects are still the core of our business, our service offering has expanded to include architecture, mechanical, electrical, plumbing, and structural design along with a full complement of support services. We also provide environmental services, project inspection, and geographic information system (GIS) services.



1948
Yeatts Engineering
Small Civil Design Firm
2 Employees

1975
Yeatts & Decker
Martin joined Yeatts & Decker
Small Civil Design Firm
~10 Employees

2003-2008
Jacob & Martin, Ltd.
Turner, Dugger, Fillingim and Harle joined management team
Opened Weatherford Office
Added Architecture and MEP&S
250 projects / year
~25 Employees

2015
Jacob & Martin, LLC
Full service design firm
Over 500 projects in 2015
Client driven
Technology focused
500 projects / year
~60 Employees

2018
JACOB | MARTIN
Opened Lubbock Office
~75 Employees

1940 1950 1960 1970 1980 1990 2000 2010 2018

Yeatts Engineering Small Civil Design Firm (1948)
Added Surveying (1956)
Yeatts Engineering becomes Yeatts & Decker (1960)
Billy Jacob joins firm (1971)
Ken Martin Joins firm (1974)
Yeatts & Decker becomes Decker, Jacob & Martin (1979)
Decker, Jacob & Martin became Jacob & Martin (1983)
JM designs First Reverse Osmosis WTP in Texas West of I-35 (1998)
O.H Ivie Pipeline Project (2000)
Added Project Inspection Dept. (2004)
Derek Turner joins Management Team (2003)
Added Architecture MEP&S (2008)
Will Dugger, Tal Fillingim & Kirt Harle join Management Team (2008)
Added Field to Finish Tech. (2013)
Added GIS Dept. (2012)
Asset purchase of Jones Engineering, LLC (2018)

Firm Profile

Legal Name
Jacob & Martin, LLC

Address
1508 Santa Fe Dr., Suite 203
Weatherford, Texas 76806

Date of Formation
1948

Legal Description
Limited Liability Corporation

Team Members
JACOB | MARTIN

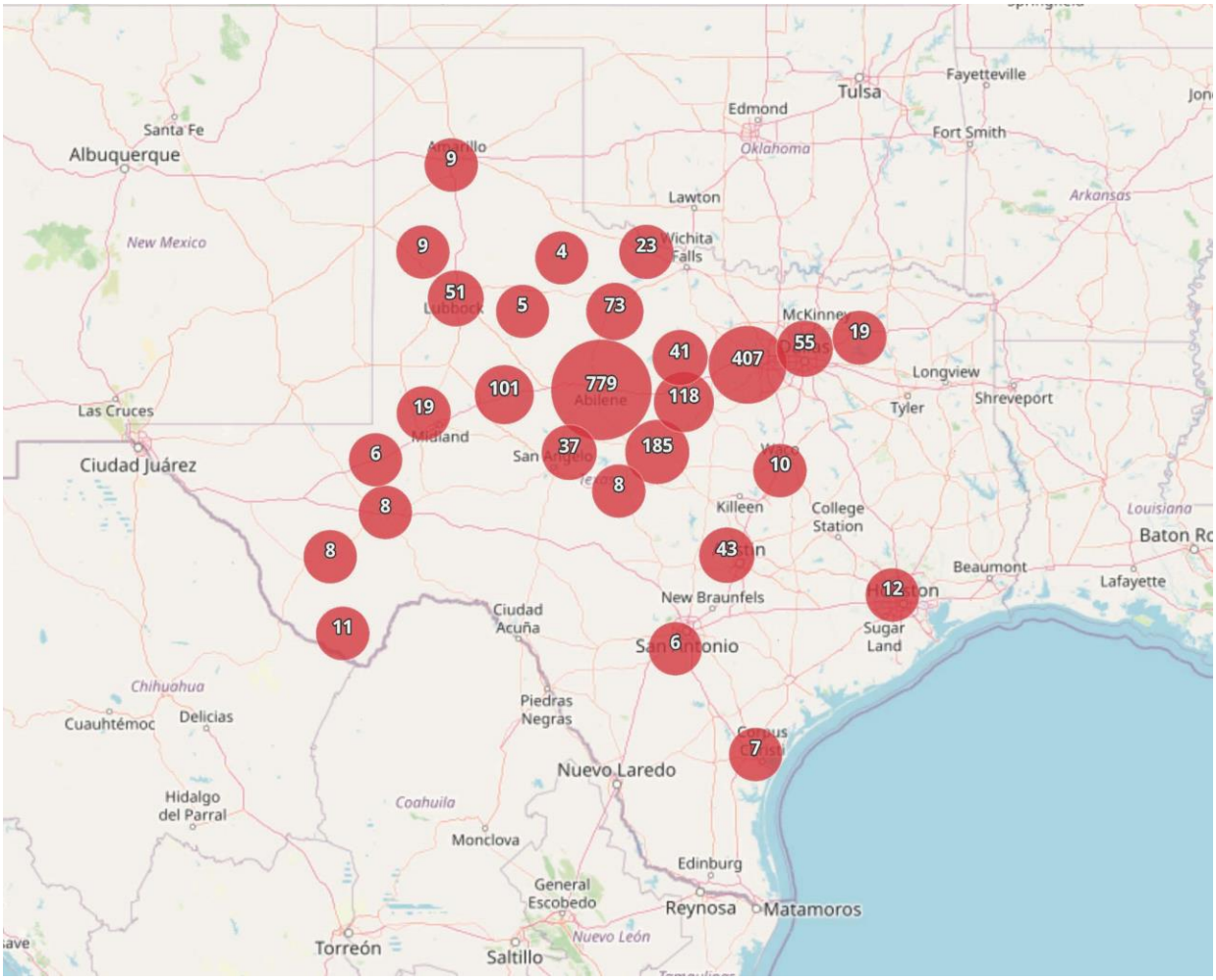
Corporate ID
DUNS #: 128010667
CAGE CODE: 5TYQ2

Point of Contact
Timothy Hopkins, AIA, RID
Architect and Interior Designer
(817) 594-9880
thopkins@jacobmartin.com

Firm Registrations TBPE Firm #: 2448 | TBAE Firm #: BR 2261 | TBPELS Firm #: 10194493

Regional Projects

JACOB | MARTIN understands the services required to execute this project successfully. For over 75 years, we have worked with municipalities and rural water systems to deliver successful projects for their communities. We have executed countless projects funded through Texas Department of Agriculture (TDA) programs, including CDBG, DRP, TCF, STEP, and Colonia as well as TWDB, ARPA, and USDA funded projects. We are also highly competent and efficient at the administrative procedures, contract documents, funding approval and construction administration requirements necessary to deliver a successful project for the Owner, other stakeholders, and funding agencies involved. **JACOB | MARTIN** has completed multiple state and/or federally funded construction projects across the State of Texas. Below is a sample of projects completed across Texas over the last several years (2015+). We are proud to say we are familiar with the West Texas region, but with offices in multiple locations, we are able to serve communities across the state.



JACOB MARTIN

INTEGRITY
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Section 2:
Project Approach

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Project Approach



We are familiar with Mineral Wells ISD and the surrounding communities. Although we have not had the opportunity to work with Mineral Wells ISD yet, our local Architect, Tim Hopkins, is from the area and has called it home for many years. He has experience working with local School Districts on projects prior to working for **JACOB | MARTIN** and on projects with the City of Mineral Wells.

JACOB | MARTIN has a proven track record of delivering projects on time and under budget. Our delivery for every project will be provided entirely "IN-HOUSE" with **JACOB | MARTIN** experienced and proven personnel. This allows for a seamless line of communication between Owner and Architect/Engineer, which is paramount for the success of any project. We believe in a "flat organization", where the Project Manager works directly with the Owner and will be heavily involved in the actual design process. While you may work with several of our experts, the Lead Architect or Engineer "putting pen to paper" will be your primary contact throughout the project.

JACOB | MARTIN architects and engineers will meet with Mineral Wells ISD leadership to determine and refine scope. Our process will involve multiple review meetings with the Owner to ensure that your vision is fully satisfied in the final design. Our knowledge of local contractors will ensure that the opinions of cost provided during the design process serve as solid planning tools for Mineral Wells ISD. **JACOB | MARTIN** is well versed in many State and Federal grant processes. Our architects will work with our team of structural, electrical, and civil engineers to finalize construction plans, specifications, and contract documents for bidding purposes. We will provide bidding and award services to ensure that City, State, and Federal procurement procedures are met.

JACOB | MARTIN has an excellent track record delivering successful projects via many delivery methods including Design/Bid/Build, Construction Manager at Risk, Design/Build, and Competitive Sealed Proposal. We will assist Mineral Wells ISD in selecting the most qualified General Contractor and preparing all construction contracts. We will tailor our approach to project inspection based on Mineral Wells ISD's desires and objectives. We are staffed to provide periodic or full-time inspection of the project(s) to confirm the projects are built according to specifications. Lastly, our project management team will provide construction management throughout the project, coordinate efforts with the contractor, and provide construction plan interpretation. We take pride in managing the process while keeping you, our client, apprised of each milestone. We will utilize laser scanning, LIDAR technologies, and in-field measurements to produce an as-built drawing as needed. This technology has proven extremely valuable in dealing with complex renovation projects.



JACOB MARTIN

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Section 3:
Staffing Capabilities

3465 Curry Lane
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Mark A. Roberson, AIA

Registered Architect - Architectural Services



Education

Master of Architecture 1989
Bachelor of Architecture 1988
University of Southern California
Bachelor of Science in Architecture 1985
University of Texas at Arlington

Registrations

Registered Architect, Texas, #32105
Registered Architect, California, #C 24436

LEED Green Associate #10613411

Affiliations

AIA - American Institute of Architects
AIACC - American Institute of Architects California Council
AIAIC - American Institute of Architects Inland California Chapter
ACSA - American Collegiate Schools of Architecture

Expertise

- Masterplanning
- Building Design
- Urban Design
- Sacred Architecture Design
- Higher Education Design
- Project Leadership

Summary

Mark Roberson graduated from the University of Texas at Arlington in 1985 with a Bachelor of Science in Architecture. He then went on to obtain his Bachelor and Master of Architecture from the University of Southern California. Mr. Roberson has worked at several firms in Texas and Southern California, including serving as the Vice President/Director of Design of Fender Architects in Fort Worth for 14 years. He was also the founding dean of the College of Architecture, Visual Arts + Design at California Baptist University. He is a published author, has made presentations around the world on architecture and leadership, and has spent his career thinking deeply about the role of sacred architecture in the world today. Mr. Roberson joined the team at JACOB | MARTIN in 2024.

Project Specific Expertise

Mr. Roberson has over 35 years of architectural experience in a range of project types including church master planning and design, K-12 and higher education, institutional, corporate spaces, public facilities and high-end residential projects.

Relevant Project Expertise

2025 - Lawn Baptist Church – New Education Wing
2025 - First Methodist Church Anson – New Sanctuary
2025 - New Horizons Leadership and Training Center
2025 - New Horizons Audrey grace house Kitchen Addition
2025 - Hulen Street Church – Master Planning, Additions
2025 - Wylie Baptist Church – New Gym/Education Building
Previous Employer:
2021 - Pathway Church – Masterplan (Redlands, CA)
2018 - The Vine Church – Masterplan (Rancho Cucamonga, CA)
2017 - Immanuel Baptist Church – Masterplan (Ridgecrest, CA)
2011 - Hulen Street Church – New Entry Vestibule and Education Building (Ft Worth, TX)
2010 - All Church Home for Children – Group Home Campus (Ft. Worth, TX)
2010 - Gaines Residence (Ft. Worth, TX)
2009 - Inspire Insurance Headquarters – Interior Renovation (Ft. Worth, TX)

Richard J. Flores, AIA, NCARB

Registered Architect - Architectural Services



Education

B.S.in Architecture
Texas Tech University, 2003

Registrations

Architect,
Texas, AIA No. 24205

NCARB Certification,
Texas, NCARB No. 90563

Affiliations

TAC Advisory Trustee

American Institute of Architects (President 2018)

Expertise

- 3D Rendering
- Architecture
- Programming
- Schematic Design
- Construction Administration
- Construction Documents
- Project Management

Summary

Richard Flores graduated from Texas Tech University in 2003 with a Bachelor of Science in Architecture. Before graduating from Texas Tech University, Mr. Flores was an Architectural Intern for Parkhill, Smith, and Cooper in Abilene Texas and NPSR Architects in Carlsbad New Mexico. Upon graduation and licensure, Mr. Flores began working full-time at Parkhill, Smith, and Cooper in Abilene Texas. Mr. Flores joined JACOB | MARTIN in April 2017.

Project Specific Expertise

Mr. Flores has benefited from his experience in both small and large firms having worked on K-12, Higher Education, Civic, Outpatient Healthcare, Religious, Commercial, Retail, and Industrial building types. This variety of experience guides his approach to each project, while providing a grounded perspective and sensitivity to our client's programmatic needs and budget. Mr. Flores has helped multiple clients see their vision become a reality through Opinion of Probable Cost and Feasibility Studies, the use of 3D BIM project integration software, and the willingness to be a trusted advisor.

Relevant Project Expertise

2024 - City of Big Spring - Airpark Hanger Doors

2024 - Eastland County Appraisal District - New Building

2024 - City of Cross Plains - New Multi-Family Rental Development

2023 - McMurry University - New Student Housing Complex

2022 - Abilene ISD - High School Fine Arts Renovations

2021 - TxHHSC – 20-124-SGL Multiple Buildings Renovation

2021 - TxHHSC–18-129-SGL ADA Bathroom Additions and Renovations

2021 - McMurry University - Finch-Gray Science Lab Renovations

2021 - Abilene ISD - High School Stage Renovations

2021 - Abilene ISD – Middle School Fine Arts Renovations & Additions

2020 - Cross Plains ISD - Cafeteria and Kitchen Renovations

2020 - Abilene ISD – Athletic Additions

2019 - Western Texas College – Agricultural Renovations

2019 - Jim Ned CISD - Re - Roof and Mechanical Replacement

2019 - Cross Plains ISD - Elementary Gym & Storm Shelter

2019 - Jim Ned CISD - HVAC and Roof Replacement

JACOB MARTIN

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Section 4:
History of Successful Performance

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Abilene, TX 79606
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K-12 Projects by JM Personnel

"I enjoyed working with JACOB | MARTIN. During the time they helped me manage our small project, they never made us feel small. We always felt like we were their #1 priority, and they treated us as if we were their most important customer. "

-Mr. Dade Cosby, Superintendent Cross Plains ISD

Year	Client	Project Description	Architect/Engineer	Design Firm
2025	Cranfills Gap ISD	HS Gym and Restroom Renovations Elementary School Renovation (Design)	William R. Duncan, AIA, NCARB	JACOB MARTIN
2024	Abilene ISD	Abilene High School FCS Renovations	William R. Duncan, AIA, NCARB	JACOB MARTIN
2024	Jim Ned CISD	HS & MS Campus Circulation & Paving Improvements	Tal Fillingim, P.E.	JACOB MARTIN
2024	Eula ISD	Campus Wide Circulation Improvements & New Parking	Tal Fillingim, P.E.	JACOB MARTIN
2024	Glen Rose ISD	HS Campus Circulation & Stormwater Improvements & New Inter. Parking	Tal Fillingim, P.E.	JACOB MARTIN
2024	Eula ISD	Elem. Renovation & Admin Addition	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2024	Jim Ned CISD	HS Exterior Façade Improvements	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2024	Bronte ISD	Re-Roof Phase I and Phase II	William R. Duncan, AIA, NCARB	JACOB MARTIN
2024	Jim Ned CISD	HS Academic & Locker Room Additions	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2024	Anson ISD	Voc-Tech Building Renovation	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2024	Jim Ned CISD	New CTE Facility	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2024	Jim Ned CISD	HS Interior Renovations – Restrooms and Culinary Arts	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2024	Jim Ned CISD	Intermediate Locker Room Addition	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2023	Christoval ISD	Bond Planning	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2023	Glen Rose ISD	Bond Planning	William R. Duncan, AIA, NCARB	JACOB MARTIN
2023	Glen Rose ISD	Multi-Purpose Indoor Turf Facility	Timothy W. Hopkins, AIA, RID	JACOB MARTIN
2023	Glen Rose ISD	Agricultural Science Center	Timothy W. Hopkins, AIA, RID	JACOB MARTIN
2023	Eastland ISD	Bond Planning	William R. Duncan, AIA, NCARB	JACOB MARTIN
2023	Eula ISD	HS Admin & Library Renovation	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2023	Jim Ned CISD	New Intermediate School	William R. Duncan, AIA, NCARB	JACOB MARTIN
2023	Anson ISD	CTE Renovations (Design)	William R. Duncan, AIA, NCARB	JACOB MARTIN
2023	Brookesmith ISD	Re-Roof (Design)	William R. Duncan, AIA, NCARB	JACOB MARTIN
2023	Winters ISD	CTE Feasibility	William R. Duncan, AIA, NCARB	JACOB MARTIN
2023	Abilene ISD	AHS & CHS New Indoor Turf Facilities	William R. Duncan, AIA, NCARB	JACOB MARTIN
2023	Coleman ISD	HS HVAC Renovations (Design)	William R. Duncan, AIA, NCARB	JACOB MARTIN
2023	Eula ISD	Security Vestibule	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2023	Eula ISD	Master Bond Planning	William R. Duncan, AIA, NCARB Tyser Robertson, AIA, NCARB	JACOB MARTIN
2022	Hawley ISD	Master Plan (Design)	William R. Duncan, AIA, NCARB	JACOB MARTIN
2022	Jim Ned CISD	Multi-Sport Facility & Weight Room Renovation	William R. Duncan, AIA, NCARB	JACOB MARTIN
2022	Stamford ISD	Fieldhouse Renovations Feasibility	William R. Duncan, AIA, NCARB	JACOB MARTIN
2022	Ballinger ISD	Science Lab Reno Feasibility (Design)	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2022	Bronte ISD	Roof Replacement Feasibility	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2022	Abilene ISD	Warehouse Expansion Feasibility	William R. Duncan, AIA, NCARB	JACOB MARTIN
2022	Jim Ned CISD	Cafeteria Expansion	William R. Duncan, AIA, NCARB	JACOB MARTIN
2021	Jim Ned CISD	Middle School Renovations	William R. Duncan, AIA, NCARB	JACOB MARTIN

2021	Abilene ISD	High School Fine Arts Renovations	Richard Flores, AIA, NCARB	JACOB MARTIN
2021	Jim Ned CISD	Circulation & Paving Improvements	William R. Duncan, AIA, NCARB	JACOB MARTIN
2020	Anson ISD	Stadium Restroom Expansion	William R. Duncan, AIA, NCARB	JACOB MARTIN
2020	Abilene ISD	High School Stage Renovations	Richard Flores, AIA, NCARB	JACOB MARTIN
2020	Abilene ISD	Admin Building Renovations	William R. Duncan, AIA, NCARB	JACOB MARTIN
2020	Abilene ISD	Transportation Yard Paving Improvements	Tal Fillingim, P.E.	JACOB MARTIN
2020	Abilene ISD	Weight Rooms	Richard Flores, AIA, NCARB	JACOB MARTIN
2020	Abilene ISD	Middle School Fine Arts Renovations	Richard Flores, AIA, NCARB	JACOB MARTIN
2020	Hamlin ISD	Security & ADA Improvements Restroom and Office Renovations	William R. Duncan, AIA, NCARB Tyser Robertson, AIA, NCARB	JACOB MARTIN
2020	Ballinger ISD	New Baseball Field	Tal Fillingim, P.E. William R. Duncan, AIA, NCARB	JACOB MARTIN
2020	Cross Plains ISD	Cafeteria & Kitchen Renovations	Richard Flores, AIA, NCARB	JACOB MARTIN
2020	Tolar ISD	HS New Secondary Gym	Timothy W. Hopkins, AIA, RID	Huckabee, Inc.
2019	Jim Ned CISD	HVAC and Roof Replacement	Richard Flores, AIA, NCARB	JACOB MARTIN
2018	Denton ISD	Bond Planning & Facility Assessment	Timothy W. Hopkins, AIA, RID	Huckabee, Inc.
2018	Abilene ISD	Bond Planning & Facility Assessment	Timothy W. Hopkins, AIA, RID	Huckabee, Inc.
2017	Cross Plains ISD	Gymnasium/Storm Shelter	Richard Flores, AIA, NCARB	JACOB MARTIN
2017	Aubrey ISD	2017 Bond Projects	Timothy W. Hopkins, AIA, RID	Huckabee, Inc.
2016	Northwest ISD	Bond Planning & Facility Assessment	Timothy W. Hopkins, AIA, RID	Huckabee, Inc.
2016	Abilene ISD	Paving & Circulation Imp. (Jackson, Reagan)	Tal Fillingim, P.E. Roy Wright, P.E.	JACOB MARTIN
2016	Compass Academy	New Elementary Building	William R. Duncan, AIA, NCARB	JSA Architects
2015	Abilene ISD	Paving & Circulation Imp (Clack, AHS, Jefferson, Shotwell, Thomas, Woodson)	Tal Fillingim, P.E., C.F.M. Roy Wright, P.E.	JACOB MARTIN
2015	Weatherford ISD	Master Planning and Bond Projects	Timothy W. Hopkins, AIA, RID	Huckabee, Inc.
2015	Ector Co ISD	Odessa High New Performing Arts Center	William R. Duncan, AIA, NCARB (Design Team Member)	JSA Architects
2015	Clyde ISD	Junior High School Addition & Renovations	Tal Fillingim, P.E.	JACOB MARTIN
2014	Ector Co ISD	Odessa High Gymnasium	William R. Duncan, AIA, NCARB (Design Team Member)	JSA Architects
2014	Ector Co ISD	Odessa High New Academic Building	William R. Duncan, AIA, NCARB (Design Team Member)	JSA Architects
2014	Ector Co ISD	Odessa High New Science Building	William R. Duncan, AIA, NCARB (Design Team Member)	JSA Architects
2014	Ector Co ISD	Odessa High Main Building Renovations	William R. Duncan, AIA, NCARB (Design Team Member)	JSA Architects
2014	Ector Co ISD	Odessa High Kitchen/Cafeteria Expansion	William R. Duncan, AIA, NCARB (Design Team Member)	JSA Architects
2014	Abilene ISD	Paving & Circulation Imp. (Bassetti, Ortiz, Austin, Clack, Dyess, Ward, Cooper)	Tal Fillingim, P.E. Roy Wright, P.E.	JACOB MARTIN
2014	Abilene ISD	Safety & Security Projects – District	Richard Flores, AIA, NCARB	PSC
2014	Jim Ned ISD	Lawn Elementary Wastewater Treatment Plant	Kirt Harle, P.E.	JACOB MARTIN

AISD MIDDLE SCHOOL FINE ARTS RENOVATIONS | ABILENE ISD



Location:	Abilene, Texas
Date of Completion:	August 2021
Type of Construction:	Renovation/New Build
Design Budget:	$2,700,000

JM Project Team:

Project Format:	Design / Bid / Build
Firm's Role:	Design
Project Manager:	William R. Duncan, AIA, NCARB
Architect:	Richard Flores, AIA, NCARB
Civil Engineer:	Tal Fillingim, P.E., C.F.M.
Structural Engineer:	Sam Hurley, P.E.
MP Engineer:	Jeremy Dickson, P.E.
Electrical Engineer:	Ed Wells, P.E.
General Contractor	Collier Construction, Cache Tankersly (325) 271-4175
Reference:	Dr. Joseph Waldron, Abilene ISD (325) 677-1444

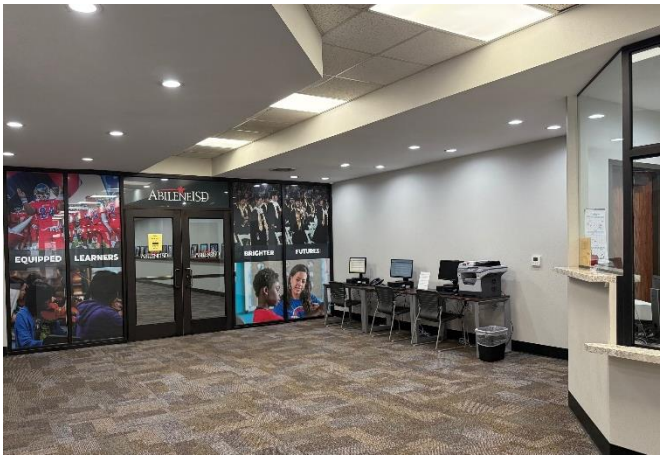


Project Description: – Design, bidding, and construction phase services for a 3,500 sf addition and renovations of existing fine arts spaces at Madison Middle School and Mann Middle School. The addition is located on the West side of each of the buildings and includes a new Band Rehearsal space, 2 offices, a music library, and instrument storage. The renovations to the Choir and original Band rehearsal spaces include new finishes, acoustical treatments, and storage options. The Orchestra program is to be relocated to the original Band rehearsal space and the Orchestra room will be repurposed into a new ensemble room. Renovations to the Art program include updated millwork, plumbing, and a renovated space for a ceramics kiln and storage area. Other renovations to include the updating and refinishing of three existing practice rooms, as well as the addition of two new practice rooms.



CENTRAL ADMIN OFFICE RENOVATIONS | ABILENE ISD

Location: Abilene, Texas
Date of Completion: December 2020
Budget: $165,000
Type of Construction: Renovation



JM Project Team:

Project Format: Design/Bid/Build
Project Manager: William R. Duncan, AIA
Architect: William R. Duncan, AIA

General Contractor: Collier Construction, Cache Tankersly (325) 271-6185
Reference: Dr. Joseph Waldron, Deputy Superintendent (325) 677-1444

Project Description: This project consisted of renovating the Pine Street entry of ONE AISD to the main entry of the building. This included a main lobby with security doors to separate the remainder of the building from the main lobby. A secured reception desk was also created along with all new finishes for the area.





HIGH SCHOOL STAGE RENOVATIONS | ABILENE ISD



Location: Abilene, Texas
Date of Completion: April 2021
Budget: $1,800,000
Type of Construction: Renovation

JM Project Team:

Project Format: Design/Bid/Build
Project Manager: William R. Duncan, AIA, NCARB
Architect: Richard Flores, AIA, NCARB
Electrical Engineer: Ed Wells, P.E.

General Contractor: Crowe Construction Group, Jed Crowe (325) 676-0132
Reference: Dr. Joseph Waldron, Abilene ISD Deputy Superintendent
(325) 677-1444

Project Description:

Renovation to existing stages at Abilene High School and Cooper High School. This work included replacing the existing theatrical rigging with new motorized rigging, updated theatrical lighting, and audio-visual systems upgrades.

SECURITY VESTIBULE | EULA ISD



Location: Clyde, Texas
Date of Completion: 2023
Budget: $120,000
Type of Construction: Renovation

JM Project Team:

Project Format: Design/Bid/Build
Project Manager: Tyser Robertson, AIA, NCARB
Architect: Tyser Robertson, AIA, NCARB
Electrical Engineer: Richard Bryan, PE (BPA)

General Contractor: Crowe Construction Group, Jed Crowe
(325) 676-0132
Reference: Mr. Tim Kelley, Eula ISD Superintendent
(325) 529-3186



Project Description:

Renovation to existing 843 SF enclosing an existing porch at Eula ISD High School to create a new security vestibule.

AISD MIDDLE SCHOOL WEIGHT ROOMS | ABILENE ISD

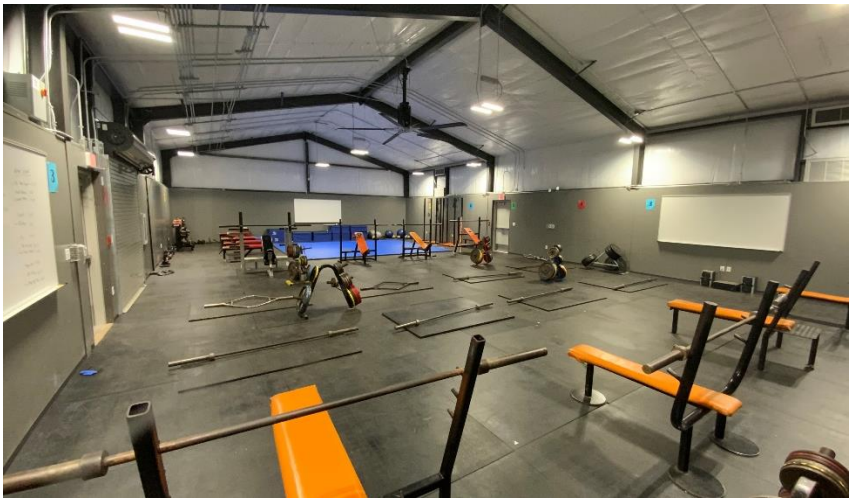


Location:	Abilene, Texas
Date of Completion:	October 2020
Budget:	$1,459,300
Type of Construction:	New Construction

JM Project Team:

Project Format:	Design/Bid/Build
Project Manager:	William R. Duncan, AIA, NCARB
Architect:	Richard Flores, AIA, NCARB
Civil Engineer:	Tal Fillingim, P.E., C.F.M.
MP Engineer:	Jeremy Dickson, P.E.
Electrical Engineer:	Ed Wells, P.E.
Structural Engineer:	Sam Hurley, P.E.
General Contractor:	The Crowe Group Jed Crowe 325-676-0132

REFERENCE:
Dr. Joseph Waldron
Deputy Superintendent
325-677-1444



Project Description: New Construction – Design, bidding, and construction phase services for a 3,230 sf metal building with masonry wainscoting at each of the four AISD Middle Schools. Each building contains a weight room to be used by Boys and Girls Athletics and provides storage for outdoor athletic equipment.

CAFETERIA AND KITCHEN RENOVATIONS | CROSS PLAINS ISD



Location: Cross Plains, Texas
Date of Completion: October 2020
Type of Construction: Renovation/New Build
Design Budget: $650,000

JM Project Team:
Project Format: Design / Bid / Build
Firm's Role: Design
Project Manager: William R. Duncan, AIA, NCARB
Architect: Richard Flores, AIA, NCARB
Civil Engineer: Tal Fillingim, P.E., C.F.M.
Structural Engineer: Sam Hurley, P.E.
MP Engineer: Jerry Ramsey, P.E.
Electrical Engineer: Ed Wells, P.E.
General Contractor: Teinert Construction – JD Coffee (325) 704-1211
Reference: Jason Henry, Superintendent Cross Plains ISD (254) 725-6121

Project Description: An interior renovation and expansion of the existing cafeteria to provide double the seating capacity. The cafeteria was expanded into an adjacent portion of the building with a lower floor elevation, this area was raised to meet the elevation of the existing cafeteria. Large windows were added to provide natural light for students as well as a large multi-user restroom facility. Renovation work started once school was dismissed for the summer and all work was completed prior to the start of the new school year.

NEW ELEMENTARY GYM/COMMUNITY STORM SHELTER | CROSS PLAINS ISD



Location: Cross Plains, Texas
Date of Completion: 2019
Budget: $1,800,000
Type of Construction: New Construction

JM Project Team:
Project Format: Design/Bid/Build
Project Manager: William R. Duncan, AIA, NCARB
Architect: Richard Flores, AIA
Civil Engineer: Tal Fillingim, P.E., C.F.M.
MEP Engineer: Ed Wells, P.E.
Structural Engineer: Jerry Ramsey, P.E., R.A.
General Contractor: Justice Construction
Contact: Steve Justice 325-695-0427

REFERENCE:
Mr. Jason Henry, Superintendent
254-725-61212

Project Description: Project consists of a 6,300 sf elementary gym on the campus of the existing Cross Plains Elementary School. The gym also acts as a FEMA Community Safe Room for approximately 1,000 people, with command center and back-up generator. Scope also includes site development and site utilities.

Facility Assessment Experience

Year	Client	Project Description	Architect/Engineer	Design Firm
2024	Roscoe Collegiate ISD	Facility Assessment/Bond Planning	William R. Duncan, AIA, NCARB	JACOB MARTIN
2024	Snyder ISD	Facility Assessment/Bond Planning	William R. Duncan, AIA, NCARB	JACOB MARTIN
2024	Hamilton ISD	Facility Assessment/Bond Planning	William R. Duncan, AIA, NCARB	JACOB MARTIN
2023	Christoval ISD	Facility Assessment/Bond Planning	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2023	Glen Rose ISD	Facility Assessment/Bond Planning	William R. Duncan, AIA, NCARB	JACOB MARTIN
2023	Jim Ned CISD	Facility Assessment/Bond Planning	William R. Duncan, AIA, NCARB	JACOB MARTIN
2023	Eastland ISD	Facility Assessment/Bond Planning	William R. Duncan, AIA, NCARB	JACOB MARTIN
2023	Winters ISD	CTE Feasibility	William R. Duncan, AIA, NCARB	JACOB MARTIN
2023	Eula ISD	Facility Assessment/Bond Planning	William R. Duncan, AIA, NCARB Tyser Robertson, AIA, NCARB	JACOB MARTIN
2022	Hawley ISD	Facility Assessment/Master Plan	William R. Duncan, AIA, NCARB	JACOB MARTIN
2022	Stamford ISD	Fieldhouse Renovations Feasibility	William R. Duncan, AIA, NCARB	JACOB MARTIN
2022	Ballinger ISD	Science Lab Reno Feasibility (Design)	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2022	Bronte ISD	Roof Replacement Feasibility	Tyser Robertson, AIA, NCARB	JACOB MARTIN
2022	Abilene ISD	Warehouse Expansion Feasibility	William R. Duncan, AIA, NCARB	JACOB MARTIN
2020	Hamlin ISD	Security & ADA Improvements	William R. Duncan, AIA, NCARB Tyser Robertson, AIA, NCARB	JACOB MARTIN
2020	Jim Ned CISD	Facility Assessment/Bond Planning	William R. Duncan, AIA, NCARB	JACOB MARTIN
2018	Denton ISD	Facility Assessment/Bond Planning	Timothy W. Hopkins, AIA, RID	Huckabee, Inc. Previous Employer
2018	Abilene ISD	Facility Assessment/Bond Planning	Timothy W. Hopkins, AIA, RID	Huckabee, Inc. Previous Employer
2017	Aubrey ISD	Facility Assessment/Bond Planning	Timothy W. Hopkins, AIA, RID	Huckabee, Inc. Previous Employer
2016	Northwest ISD	Facility Assessment/Bond Planning	Timothy W. Hopkins, AIA, RID	Huckabee, Inc. Previous Employer
2015	Weatherford ISD	Master Planning and Bond Projects	Timothy W. Hopkins, AIA, RID	Huckabee, Inc. Previous Employer

DODGE JONES YOUTH SPORTS CENTER | ABILENE YOUTH SPORTS AUTHORITY



Location:	Abilene, Texas
Start Date:	December 2018
Date of Completion:	February 2020
Type of Construction:	New Construction
Design Budget:	$10,170,000
Design Start/Finish:	Nov. 2017-Dec. 2018

JM Project Team

Firm Role:	Planning/Design/Construction Administration
Project Format:	Construction Manager at Risk
Project Managers:	Tal Fillingim, PE (Site), William R. Duncan, AIA, NCARB (Building)
Project Designer:	William R. Duncan, AIA, NCARB
Architect:	William R. Duncan, AIA, NCARB
Civil Engineer:	Tal Fillingim, PE
Structural Engineer:	Sam Hurley, PE
MEP Engineers:	Ed Wells, PE Jeremy Dickson, PE

REFERENCE:
Brandon Osborne, Executive Director
325-692-2972

Project Description: Project consists of approximately a 50,000 sq ft multi-court basketball and volleyball indoor facility, spectator viewing areas, atrium, concessions, conference room and training areas, locker rooms and office space for AYSA. Site improvements included all required utilities including domestic water, sanitary sewer, natural gas, grease traps, and electric. Street improvements to Transformer Lane, facility parking and drive lanes, landscaping and irrigation, sidewalks, and connectivity to adjacent park facilities are all included in the Project. Professional services were provided for all disciplines including architectural, mechanical, electrical, plumbing, structural, civil engineering, topographic survey and material testing. These professional services were provided through all phases of the project including programming, schematic design, design development, construction documents, bidding/award and construction adminstration.





MULTI-SPORT FIELD COMPLEX | ABILENE YOUTH SPORTS AUTHORITY



Location:	Abilene, Texas
Est Start Date:	January 2024
Est Date of Completion:	June 2025
Type of Construction:	New Construction
Design Budget:	$28,000,000

JM Project Team

Firm Role:	Planning/Design/Construction Administration
Project Format:	Construction Manager at Risk
Project Managers:	Tal Fillingim, PE (Site), William R. Duncan, AIA, NCARB (Building)
Project Designer:	William R. Duncan, AIA, NCARB
Architect:	William R. Duncan, AIA, NCARB
Civil Engineer:	Tal Fillingim, PE
Structural Engineer:	Sam Hurley, PE
MEP Engineers:	Ed Wells, PE

REFERENCE:
Brandon Osborne, Executive Director
325-692-2972

Project Description: Project consists of 10 soccer fields (four artificial turf and six natural grass) , field lighting, a Clubhouse facility (atrium, concessions, restroom facilities, pro shop, offices, referee lounge and training facility, indoor playground, patio/pavilion), gate and ticketing facilities, a trail system, ten team huddle spots (shade structures), outdoor playground, splash pad, maintenance facilities, a storm water detention pond, parking for 974 vehicles, public and private roadway improvements and all site utilities. Site improvements include all required utilities including domestic water, sanitary sewer, natural gas, grease traps, and electric. Street improvements to public roads within Nelson Park, facility parking and drive lanes, landscaping and irrigation, sidewalks, and connectivity to adjacent park facilities are all included in the Project. Professional services were provided for all disciplines including architectural, mechanical, electrical, plumbing, structural, civil engineering, topographic survey and material testing. These professional services were provided through all phases of the project including programming, schematic design, design development, construction documents, bidding/award and construction adminstration.





NEW DIAMONDBACK ENERGY ATHLETIC COMPLEX | MIDLAND ATHLETIC SYNDICATE



Location:	Midland, Texas
Start Date:	Fall 2024
Date of Completion:	Spring 2026
Type of Construction:	New
Design Budget:	$37,700,000

JM Project Team

Firm Role:	Planning/Design/Construction Administration
Project Format:	Construction Manager at Risk
Project Managers:	William R. Duncan, AIA, NCARB
Architect:	William R. Duncan, AIA, NCARB
Civil Engineer:	Tal Fillingim, PE
Structural Engineer:	David Watkins, PE
MEP Engineers:	Summit Consultants

REFERENCE:
Austen Campbell, President
432-352-8701
acampbell@ogxresources.com

Project Description: Project consists of an approximately 115,000 SF multi-court basketball, volleyball, and indoor soccer facility, with spectator viewing areas, atrium, concessions, conference room and training areas, locker rooms and office space for Midland Athletic Syndicate. Site improvements included all required utilities including domestic water, sanitary sewer, natural gas, grease traps, electric, facility parking and drive lanes, landscaping and irrigation, sidewalks, and connectivity to adjacent facilities are all included in the Project. Professional services were provided for all disciplines including architectural, mechanical, electrical, plumbing, structural, civil engineering, topographic survey and material testing. These professional services were provided through all phases of the project including programming, schematic design, design development, construction documents, bidding/award and construction adminstration.





Higher Education Projects by JM Personnel

Year	Client	Project Description	Architect/Engineer	Design Firm
2023	McMurry University	New Student Housing Complex	Richard Flores, AIA, NCARB	JACOB MARTIN
2022	Texas Tech University System	Parking and Drainage Improvements	Tal Fillingim, PE	JACOB MARTIN
2021	McMurry University	Finch-Gray Science Building Renovations	Richard Flores, AIA, NCARB	JACOB MARTIN
2019	Hardin Simmons University	Houston-Lantrip Building	William R. Duncan, AIA, NCARB	JACOB MARTIN
2019	Texas State Technical College	Fire Loop Project	Kirt Harle, PE	JACOB MARTIN
2018	Western Texas College	Agricultural Renovations at WTC Farm	Richard Flores, AIA, NCARB	JACOB MARTIN
2017	Hardin Simmons University	GIS & Master Planning	Will Dugger	JACOB MARTIN
2016	University of Texas Permian Basin	Stem Academy Expansion	William R. Duncan, AIA, NCARB	JSA Architects
2015	University of Texas Permian Basin	Athletic Building Renovations	William R. Duncan, AIA, NCARB	JSA Architects
2015	University of Texas Permian Basin	Police Department	William R. Duncan, AIA, NCARB	JSA Architects
2015	University of Texas Permian Basin	Accounting Department Renovations	William R. Duncan, AIA, NCARB	JSA Architects
2015	Abilene Christian University	Feasibility Study for Dillard Hall	Jerry Ramsey, PE, RA	JACOB MARTIN
2015	Odessa College	E.T. Building Classroom Renovations	William R. Duncan, AIA, NCARB	JSA Architects
2015	Hardin Simmons University	Woodward Dellis Recital Hall Renovations	Richard Flores, AIA, NCARB	PSC
2015	Abilene Christian University	Renovations to Teague Special Events Center	Richard Flores, AIA, NCARB	PSC
2015	Abilene Christian University	Onstead Building Reroofing	Richard Flores, AIA, NCARB	PSC
2015	Abilene Christian University	Campus Center Admin. Office Renovations	Richard Flores, AIA, NCARB	PSC
2014	Hardin Simmons University	Welcome Center Interior Design Support	Richard Flores, AIA, NCARB	PSC
2013	Hardin Simmons University	Parking Lot Improvements	Tal Fillingim, PE	JACOB MARTIN
2013	Odessa College	Welding Lab	William R. Duncan, AIA, NCARB	JSA Architects
2012	Odessa College	Athletic Fields	William R. Duncan, AIA, NCARB	JSA Architects

HOUSTON-LANTRIP CENTER FOR LITERACY AND LEARNING | HARDIN SIMMONS UNIVERSITY



Location:	Abilene, Texas
Start Date:	Oct. 2018
Date of Completion:	Oct. 2019
Budget:	$4,532,000
Type of Construction:	New Construction
Design Start/Finish:	Aug. 2017-Aug. 2018

JM Project Team:

Project Format:	Construction Manager at Risk
Project Manager:	William Duncan, AIA, NCARB
Project Designer:	William Duncan, AIA, NCARB
Civil Engineer:	Tal Fillingim, P.E., C.F.M.
Architect:	William R. Duncan, AIA, NCARB
MEP Engineer:	Ed Wells, P.E.
Structural Engineer:	Jerry Ramsey, P.E., R.A.

REFERENCE:
Andrew Briscoe
Construction Manager
325-670-1692

Project Description: Project consists of a 14,900 sf facility that offers a clinical area for the therapy related to dyslexia and autism, while also housing the graduate program for dyslexia and autism therapy. This facility also contains a large conference area for training of teachers and parents. Scope also includes site development and site utilities. Professional services were provided for all disciplines including architectural, mechanical, electrical, plumbing, structural, civil engineering, topographic survey and material testing. These professional services were provided through all phases of the project including programming, schematic design, design development, construction documents, bidding/award and construction adminstration.





FINCH – GRAY SCIENCE LAB RENOVATIONS | MCMURRY UNIVERSITY

Location: Abilene, Texas
Date of Completion: 2021
Budget: $220,000
Type of Construction: Renovation
JM Project Team:
Project Format: Design/Bid/Build
Project Manager: William R. Duncan, AIA, NCARB
Architect: Richard Flores, AIA, NCARB
Civil Engineer: Tal Fillingim, PE
MP Engineer: Lance Lindley, PE
Electrical Engineer: Ed Wells, PE
Structural Engineer: Sam Hurley, PE

General Contractor: Don Faulkner Construction, LLC
Contact: Joel Faulkner
(325) 673-8171
Reference: Jeff Moore, McMurry University
(325) 793-4861

Project Description: An interior renovation of an existing area to accommodate an updated physics area. New and renovated areas included physics lab, classroom, secured storage, and meeting areas. Physics lab included a laser cutting machine and laser optics table.

NEW STUDENT HOUSING COMPLEX | MCMURRY UNIVERSITY

Location: Abilene, Texas
Date of Completion: August 2022 – Release for Bid / December 2023 - Construction complete
Budget: $6,400,000
Type of Construction: New Construction



JM Project Team:
Project Format: Design/Bid/Build
Project Manager: William R. Duncan, AIA, NCARB
Architect: Richard Flores, AIA, NCARB
Civil Engineer: Tal Fillingim, PE
MP Engineer: Richard Bryan, PE (Bryan Parks and Associates)
Electrical Engineer: Ed Wells, PE
Structural Engineer: Sam Hurley, PE



Project Description: A 94-bedroom student housing development organized into 24 apartment units distributed across two three-story buildings. This development doubles the size of the University's existing apartment-style student housing and includes such amenities as an on-site laundry facility, outdoor gazebo, landscaping and irrigation, and on-site parking.

JACOB MARTIN

INTEGRITY
EXCELLENCE
TRUST

Section 5:
Additional Information

3465 Curry Lane
Abilene, TX 79606
325.695.1070

908 S. Main Street, Suite 100
Boerne, TX 78006
325.695.1070

4920 S. Loop 289, Suite 106
Lubbock, TX 79414
806.368.6375

1925 Fort Worth Highway
Weatherford, TX 76086
817.594.9880

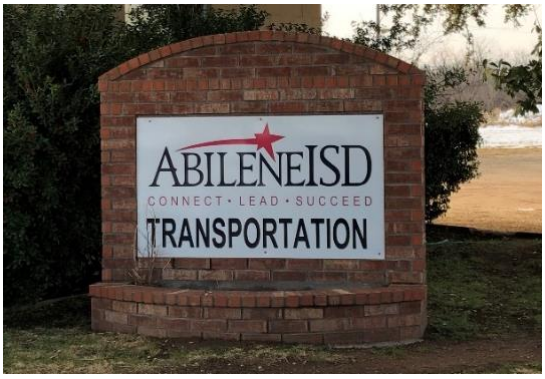
www.jacobmartin.com | info@jacobmartin.com | TBPE Firm #: 2448 | TBPELS Firm #: 10194493 | TBAE Firm #: BR 2261

Client References

Client	Contact	Phone/Email
Abilene Independent School District	Dr. Joseph Waldron, Ed.D. Deputy Superintendent	325-677-1444 ext. 3724 joseph.waldron@abileneisd.org
Midland Athletic Syndicate	Mr. John Scharbauer Vice President	432-416-0280 Johnscharbauer5@yahoo.com
Jim Ned Consolidated Independent School District	Dr. Glen Teal Ed., D. Superintendent	325-554-7500 gteal@jimned.esc14.net
Glen Rose Independent School District	Dr. Trig Overbo Ed., D. Superintendent	254-898-3905 overtr@grisd.net
Christoval Independent School District	Mr. Clint Askins Superintendent	325-896-2520 clint.askins@christovalisd.org
Cross Plains Independent School District	Mr. Jason Henry Superintendent	254-725-6122 jhenry@cplains.esc14.net
Eula Independent School District	Mr. Tim Kelley Superintendent	325-529-3186 kelleyt@eulaisd.net
Ballinger Independent School District	Ms. Caroline Toliver Superintendent	325-365-3588 caroline.toliver@ballingerisd.net
Bronte Independent School District	Mr. Tim Siler Superintendent	325-473-2511 tim.siler@bronteisd.net
Anson Independent School District	Mr. Troy Hinds Superintendent	325-823-3671 troy.hinds@ansontigers.com
Hamlin Collegiate Independent School District	Dr. Chanda Bloch Superintendent	325-576-2722 ext. 2000 cbloch@hamlin.esc14.net
Coleman Independent School District	Mr. Brandon McDowell Superintendent	325-625-3575 brandon.mcdowell@colemanisd.net
Hardin Simmons University	Mr. Andrew Briscoe Construction Manager	325-670-1692 andrew.briscoe@hsutx.edu
McMurry University	Mr. Jeff Moore	325-793-4861
Abilene Youth Sports Authority	Mr. Brandon Osborne Executive Director	325-692-2972

Materials Testing and Engineering

PROJECT EXAMPLE: TRANSPORTATION MAINTENANCE YARD PAVING IMPROVEMENTS | ABILENE ISD



Location:	Abilene, Texas
Start Date:	July 2020
Date of Completion:	October 2020
Budget:	$ 750,000
Type of Construction:	Pavement Rehabilitation
Design Start/Finish:	April 2020 - June 2020
JM Project Team:	
Project Format:	Competitive Sealed Proposal
Project Manager:	Tal Fillingim, P.E.
Project Designer:	Tal Fillingim, P.E.

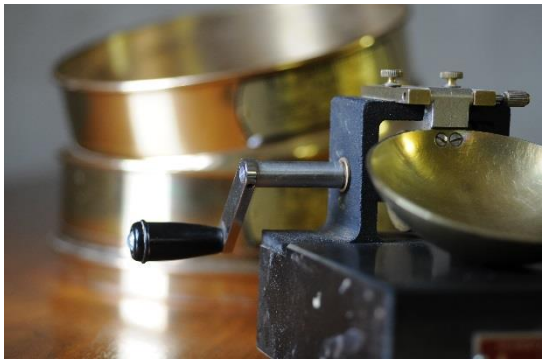


Project Description: Project consisted of pavement improvements for Abilene ISD Transportation Maintenance Yard which houses all the district buses and passenger vehicles. The scope included pavement rehabilitation utilizing pulverizing and cement stabilizing existing base and recycled asphalt pavement with a Hotmix asphalt overlay. The project also included a small amount of concrete paving at drive entrances as well as several concrete valley gutters and improving existing drainage conveyance structures.

Scope of Services Provided on Example Projects

SOILS:

- Field Sampling
- Atterberg Limits
- Sieve Analysis
- Developed Moisture Density Curves
- Field Compaction Tests of the soils



CONCRETE:

- Sampling Freshly Mix Concrete
- Temperature of Concrete
- Slump Test of Concrete
- Entrained Air Content of Concrete
- Made and Cured Concrete Test Specimens
- Tested Compressive Strength Concrete Specimens

ASPHALT PAVING:

- Sampling Hot Mix Pavement
- Rice Theoretical Specific Gravity of HMA
- Established Roller Patterns for HMA using Nuclear Density Gauge
- Drilled core samples
- Laboratory Density of Compacted HMA samples

Certifications



Barry Fowlkes, PE, CT, SET

- Registered Professional Engineer in Texas
- Certified Engineering Technologist, CT
- Certified Senior Engineering Technician, SET, Level IV, Asphalt, Concrete, Soils

Employee	Certification	Issuing Agency
NICET		
Barry Fowlkes, PE	Certified Engineering Technologist in Civil Engineering, C.T.	NICET
Barry Fowlkes, PE	Certified Senior Engineering Technician, Level IV Asphalt	NICET
Barry Fowlkes, PE	Certified Senior Engineering Technician, Level IV Concrete	NICET
Barry Fowlkes, PE	Certified Senior Engineering Technician, Level IV Soils	NICET
American Concrete Institute		
Blake Steen	ACI Concrete Strength Testing Technician	ACI
Steve Romero	ACI Concrete Strength Testing Technician	ACI
Blake Steen	Concrete Field Testing Technician – Grade 1	ACI
Blas Hernandez	Concrete Field Testing Technician – Grade 1	ACI
Steve Romero	Concrete Field Testing Technician – Grade 1	ACI
Chase Mann	Concrete Field Testing Technician – Grade 1	ACI
Coleton Davis	Concrete Field Testing Technician – Grade 1	ACI
Edward Layne	Concrete Field Testing Technician – Grade 1	ACI
Landon Jones	Concrete Field Testing Technician – Grade 1	ACI
Nuclear Density/Moisture Gauge		
Barry Fowlkes, PE	Nuclear Gauge Radiation Safety Officer Training	Component Sales
Barry Fowlkes, PE	Nuclear Gauge Safety Certification	Component Sales
Blake Steen	Nuclear Gauge Safety Certification	Troxler
Steve Romero	Nuclear Gauge Safety Certification	Troxler
Blas Hernandez	Nuclear Gauge Safety Certification	Troxler
Chase Mann	Nuclear Gauge Safety Certification	Troxler
Coleton Davis	Nuclear Gauge Safety Certification	Troxler
Edward Layne	Nuclear Gauge Safety Certification	Troxler
Landon Jones	Nuclear Gauge Safety Certification	Troxler
Hazmat Certifications		
Barry Fowlkes, PE	Hazmat Certification	Component Sales
Blake Steen	Hazmat Certification	Troxler
Steve Romero	Hazmat Certification	Troxler
Blas Hernandez	Hazmat Certification	Troxler
Chase Mann	Hazmat Certification	Troxler
Landon Jones	Hazmat Certification	Troxler
Edward Layne	Hazmat Certification	Troxler
Coleton Davis	Hazmat Certification	Troxler
Texas Hot Mix Asphaltic Concrete Pavement Association		
Coleton Davis	Level 1A HMA Plant Specialist Certification	TxAPA
Coleton Davis	Level 1B HMA Roadway Specialist Certification	TxAPA
Chase Mann	Level 1A HMA Plant Specialist Certification	TxAPA
Chase Mann	Level 1B HMA Roadway Specialist Certification	TxAPA

SAM.GOV

Entity Workspace Results 1 Total Results

JACOB & MARTIN LTD

Unique Entity ID: CTY8LEQ1XA15

CAGE/NCAGE: 5TYQ2

Entity Status: Active Registration

Doing Business As:

Physical Address:
3465 CURRY LN
ABILENE , TX
79606-8217 USA

Expiration Date:
Jan 20, 2026

Purpose of Registration:
All Awards

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 11/27/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
Arthur J Gallagher Risk Management Services, LLC 3005 S Treadaway Blvd Abilene TX 79602	PHONE (A/C, No, Ext): 325-437-6916	FAX (A/C, No):
	E-MAIL ADDRESS:	

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Acuity, A mutual Insurance Company	14184
INSURER B : Texas Mutual Insurance Company	22945
INSURER C : Pacific Insurance Company, Limited	10046
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Jacob & Martin, LLC
3465 Curry Lane
Abilene, TX 79606

COVERAGES **CERTIFICATE NUMBER:** 231091650 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY** [ ] CLAIMS-MADE [X] OCCUR X CG2033R (06/13) X CG2010F (04/13) GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY [X] PRO-JECT [ ] LOC [ ] OTHER:	Y	Y	ZH3603	12/1/2024	12/1/2025	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG 	$ 1,000,000 $ 1,000,000 $ 25,000 $ 1,000,000 $ 3,000,000 $ 3,000,000 $
A	**AUTOMOBILE LIABILITY** X ANY AUTO X OWNED AUTOS ONLY [X] SCHEDULED AUTOS X HIRED AUTOS ONLY [X] NON-OWNED AUTOS ONLY	Y	Y	ZH3603	12/1/2024	12/1/2025	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) 	$ 1,000,000 $ $ $ $
A	X **UMBRELLA LIAB** [X] OCCUR **EXCESS LIAB** [ ] CLAIMS-MADE [ ] DED [ ] RETENTION $	Y	Y	ZH3603	12/1/2024	12/1/2025	EACH OCCURRENCE AGGREGATE 	$ 7,000,000 $ 7,000,000 $
B	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N: Y **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A	Y	0001185875	12/1/2024	12/1/2025	X PER STATUTE [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000
C	Professional Liability			83 OH 0557325-24	8/8/2024	8/8/2025	Per Claim Aggregate	$2,000,000 $2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

FOR INFORMATION ONLY

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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Parkhill

Mineral Wells ISD

RFQ for Professional Architectural Services Pool

RFQ #2025-01

THURSDAY, MAY 29, 2025 2PM CDT





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Parkhill

Letter of Interest

May 29, 2025

Mineral Wells ISD
Attn: Trey Evans
906 S.W. 5th Ave
Mineral Wells, TX 76067

Re: **RFQ for Professional Architectural Services Pool | RFQ #2025-01**

Dear Mr. Evans and Members of the Selection Committee:

Parkhill's educational practice is built on a deep understanding that successful solutions for districts, like Mineral Wells ISD, are only possible by continuously prioritizing the student, honoring the teacher's work, and respecting the value of instructional time, very much in line with your guiding principle of Every Student, Every Day, Whatever it Takes.

Relevant, Distinguishing Characteristics

Experience working for Mineral Wells ISD (MWISD) on Similar Engagements – Parkhill completed the last district-wide roofing projects in 2009 with Dr. Collins and Mr. Bradford. Significantly, we caught errors in the insurance company's engineering report and replacement value cost estimate, **and helped the District recoup an additional $452,000 in funds after the initial settlement.** We have highlighted this project in Section C (a) of this response and have included a copy of our 2009 report in the appendix. We already have roofing plans and details of Travis Elementary and the DSC that we can utilize to save MWISD time and effort.

Bond Planning Specialists in Smaller, Conservative Communities - We use peer benchmarking, predictive analytics, life-cycle cost analysis and explorative programming to help right-size facilities with a focus on long-term cost of ownership, while also delivering spaces that provide engaging and dynamic learning environments. Examples include Olney ISD, North Lamar ISD, Stephenville ISD, Abilene ISD, and San Angelo ISD, most recently, where we helped pass the first bond passed in 17 years, and only the second in the last nine tries.

Strong, Local Presence – Parkhill is one of the largest K-12 firms in Texas, with more than 120 full-time professionals in our regional offices that serve the DFW area. In addition to our Frisco Office, we recently moved our Arlington office to downtown Fort Worth, and several team members for this engagement office there, allowing more responsive service to Mineral Wells.

Client-Centered Approach, National K-12 Experience - Parkhill is different than other DFW area firms. Our firm started Lubbock and in other smaller cities working with rural districts. This success was only possible by focusing on a client relationship, not chasing a specific project. For 25 years, we have served the Department of Defense Education Activity completing O&M projects as small as $20,000 to eventually designing multiple, new schools in Alabama, North Carolina, Georgia, Germany, and Italy. Millsap ISD is a great example close to home. We have designed track and turf improvements, renovations and additions to the junior high, a small security vestibule addition at the high school, and are currently helping them relocate a greenhouse.

Key Team Members

- David Finley, AIA, Ed. D. leads our team and our K-12 Sector. David formerly served as Chief Operations Officer at Ector County ISD and Carrolton Farmers Branch ISD before returning to Parkhill, where he had begun his career in the mid 1990's.
- Mildred Bautista, PE will serve as our Project Manager and coordinate the work of all of our team members and consultants. Most recently, Mildred has performed in a similar role at Dallas ISD Ben Franklin Middle School, involving roof replacement and HVAC renovations, Carrolton Farmers Branch extensive renovation projects with roof replacement, and at Stephenville ISD, opening a new football stadium just last Friday. Mildred is also a structural engineer and will work with Melanie Letendre, PE, to evaluate foundation issues at your stadium and high school. Mildred and Melanie previously conducted a structural evaluation for Fort Worth ISD on numerous facilities in support of their 2019 Bond Program.

Letter of Interest

- Heath Swindler, AIA will be the Project Architect. Heath is known for his technical experience and precision, assisting with the Lubbock ISD roofing repairs project, an extensive renovation at Smith High School in Carrolton, and in construction documents for the new football stadium in Stephenville.
- Ron Brown, AIA will head up construction contract administration services, a role that Parkhill stresses. Ron works in Fort Worth and has been instrumental in multiple, successful, phased renovations in Fort Worth ISD and Dallas ISD. He also led construction administration efforts at Stephenville ISD.
- ***Multi-disciplinary Team, Experienced Working Together*** – The Parkhill team includes engineering and specialty support partners chosen specifically for MWISD. Jones DBR is our MEP Engineering consultant and have worked with Parkhill most recently at Dallas ISD and Fort Worth ISD. They bring a depth of resources and an emphasis on controls and maintainability of systems. TrueNorth, our Data, IT and Security consultant was chosen for their understanding of pre-planning technology backbones, recently helping Parkhill assess the long-term needs of Georgetown ISD for their recurring bond cycles. Foodservice Design Professionals (FDP) has worked for multiple Region 11 Districts performing kitchen equipment assessments and construction drawings. Finally, Armko, Inc. is our roofing and envelope consultant, chosen for their DFW experience, responsiveness during construction, and seamless integration with our design staff. We recently completed a district-wide roofing replacement with Armko in nearby Breckenridge ISD.

We are enthusiastic about the opportunity to serve Mineral Wells ISD again! We appreciate your consideration of our qualifications.

Sincerely,

David Finley, Ed.D., AIA, ALEP
Partner and Principal District Contact
dfinley@parkhill.com
972.987.1670

RFQ EXHIBIT A-3
PROPOSER'S QUESTIONNAIRE

SECTION A - GENERAL INFORMATION

1. **Company Information:** Provide the following information regarding your company.

   Name/Name of Organization/Company: Parkhill, Smith, & Cooper, Inc. dba Parkhill
   Address 640 Taylor Street, Suite 1900
   State: Texas Zip Code: 76102 Telephone: 817.649.3216 Fax: MBautista@Parkhill.com
   Please attach the following information regarding business Organization (Corporation, Partnership, Individual, Joint Venture, Other): (1) the state where chartered; (2) names of all principals (officers, directors, partners, general or managing partners etc.); and (3) if your organization was chartered outside of the state of Texas, a statement regarding whether are you registered to do business in Texas.

2. **Contact Information:** List the person who the District may contact concerning your proposal or setting dates for meetings.

   Name: Mildred Bautista Perez, Senior Associate | Project Manager
   Address 640 Taylor Street, Suite 1900
   State: Texas Zip Code: 76102 Telephone: 817.649.3216 Fax: MBautista@Parkhill.com

3. Does your Company anticipate any mergers, transfer of organization ownership, management reorganization, or departure of key personnel within the next twelve (12) months that may affect the organization's ability to carry out its proposal?

   Yes ☐ No ☑

4. Is your Company authorized and/or licensed to do business in Texas?

   Yes ☑ No ☐

5. Provide any other names under which your business has operated within the last 5 years.
   1945-2020: Parkhill, Smith, & Cooper, Inc.
   2020-Present: Parkhill

6. **Debarment/Suspension Information:** Has the Company or any of its principals been debarred or suspended from contracting with any public entity?

   Yes ☐ No ☑

   If yes, identify the public entity and the name and current phone number of a representative of the public entity familiar with the debarment or suspension, and state the reason for or circumstances surrounding the debarment or suspension, including but not limited to the period of time for such debarment or suspension.

7. **Bankruptcy Information:** Have you or the Company ever been declared bankrupt or filed for protection from creditors under state or federal proceedings?

   Yes ☐ No ☑

   If yes, state the date, court, jurisdiction, cause number, amount of liabilities and amount of assets.

8. **ARCHITECT/ENGINEER DEFAULT/TERMINATION.** Have you or the Company defaulted and been terminated from a Project in the last ten (10) years.

Yes ☐ No ☑

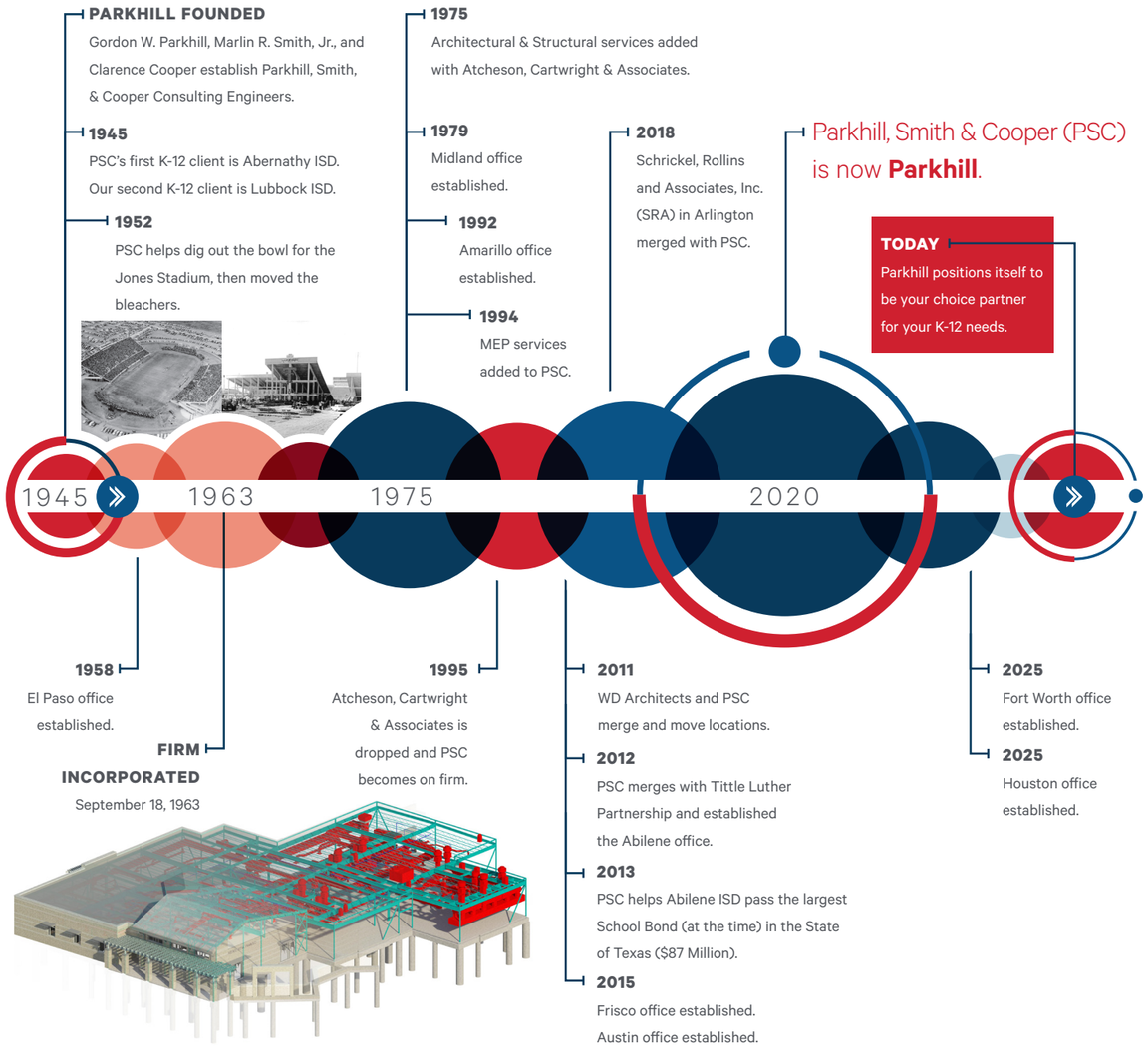
If yes, state the name and address of the individual or entity with whom the Project was contracted, the name of the Project, the date of removal and the reason for removal.

SECTION B – QUALIFICATIONS, TEAM, AND EXPERIENCE

a. Describe your organization's background and experience in each discipline and licenses held related to professional services offered and related pre-planning, planning, assessment, design and administration of public works and an overview of the services your firm proposes to provide the District which address the specified services and disciplines

Organization's Background

History of Our Firm



Organization's Experience

Parkhill started its first K-12 project in Texas, 1945. Building on that solid foundation, Parkhill established a tradition of personalized client service, technical experience, and innovative architectural and engineering design. This is at the heart of what we do and who we are. We are **Building Community** and sustaining relationships.

For decades, Parkhill has served Texas, New Mexico, and Oklahoma, from large, ground-up, new construction to complex facilities conditions assessments to renovations and additions. During this continuous professional practice, Parkhill has assembled an impressive portfolio. Each project and client is unique, so we customize our design services to meet these individual needs. We have provided building commissioning services for a variety of educational campuses as well as facilities commonly found on educational campuses including classrooms, activity centers, natatoriums, and laboratories. Approximately 85% of our active projects are with repeat clients.

TYPE OF OWNERSHIP

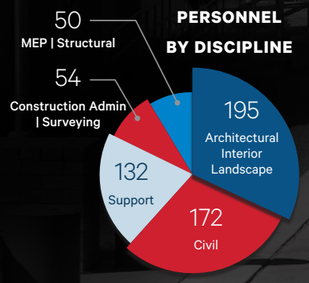
Corporation

79

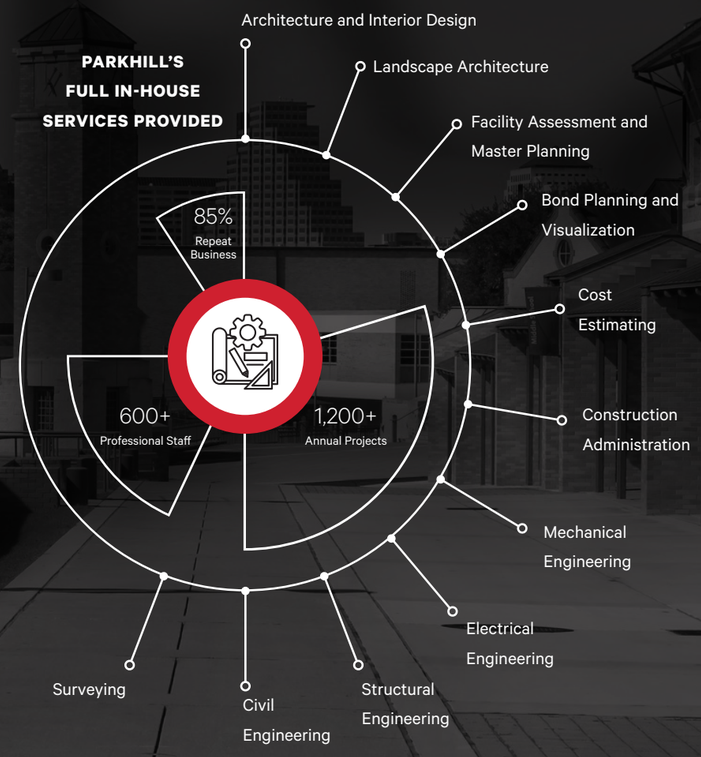
YEARS IN BUSINESS

1945-Present

PERSONNEL BY DISCIPLINE



PARKHILL'S FULL IN-HOUSE SERVICES PROVIDED



CONTACT PERSONS

David Finley, Ed.D., AIA, ALEP
Partner-in-Charge
E | DFinley@Parkhill.com
O | 469.200.7387
M | 432.770.4037

Mildred Bautista Perez, PE
Project Manager
E | MBautista@Parkhill.com
O | 469.200.7389
M | 972.654.6577

Principle Business Location.

Parkhill, Smith & Cooper, Inc. is now Parkhill. For 79 years, our communities have depended on us to provide innovative, collaborative, and relevant solutions for design services.

PRINCIPLE BUSINESS LOCATION

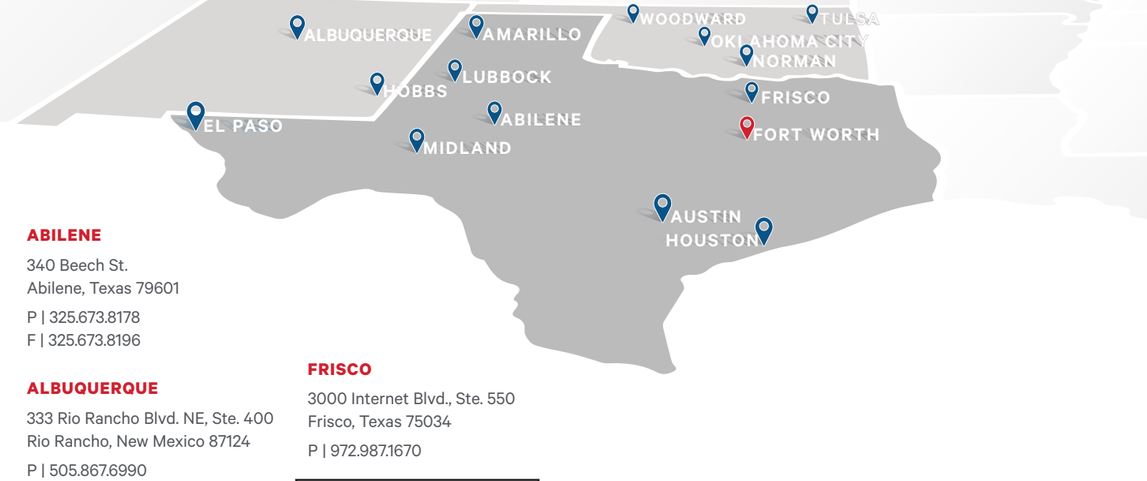
640 Taylor Street, Suite 1900
Fort Worth, Texas 76102
P | 817.649.7645

WEBSITE URL

https://parkhill.com/

Other Service Locations.

PARKHILL OFFICE LOCATIONS



ABILENE
340 Beech St.
Abilene, Texas 79601
P | 325.673.8178
F | 325.673.8196

ALBUQUERQUE
333 Rio Rancho Blvd. NE, Ste. 400
Rio Rancho, New Mexico 87124
P | 505.867.6990
F | 505.867.6991

AMARILLO
800 S. Polk St., Ste. 100
Amarillo, Texas 79101
P | 806.376.8600

ARLINGTON
255 N. Center St., Ste. 200
Arlington, Texas 76011
P | 817.649.3216
F | 817.649.7645

AUSTIN
11902 Burnet Road, Ste. 100
Austin, Texas 78758
P | 512.676.2100

EL PASO
501 W. San Antonio
El Paso, Texas 79901
P | 915.533.6811
F | 915.544.2059

FRISCO
3000 Internet Blvd., Ste. 550
Frisco, Texas 75034
P | 972.987.1670

FORT WORTH
640 Taylor Street, Suite 1900
Fort Worth, Texas 76102
P | 817.649.3216
F | 817.649.7645

HOUSTON
5340 Weslayan St., Suite 270127
Houston, Texas 77005
P | 800.400.6646

LUBBOCK
4222 85th St.
Lubbock, Texas 79423
P | 806.473.2200
F | 806.473.3799

MIDLAND
1700 W. Wall St., Ste. 100
Midland, Texas 79701
P | 432.697.1447
F | 432.697.9758

NORMAN
3226 Bart Conner Dr.
Norman, Oklahoma 73072
P | 405.366.8541
F | 405.366.8540

OKLAHOMA CITY
14101 Wireless Way, Ste. 350
Oklahoma City, Oklahoma 73134
P | 405.832.9900
F | 405.843.4687

TULSA
7060 S. Yale Ave., Ste. 603
Tulsa, Oklahoma 74136
P | 918.794.7828
F | 918.895.9768

WOODWARD
2220 Oklahoma Ave., Ste. 201
Woodward, Oklahoma 73801
P | 580.254.3514
F | 580.254.3518

List of Registered Personnel.

NAME	TITLE	REGISTRATION	LICENSE #
Aaron Rivera	Architect | Associate	Registered Architect | TX	25811
Abraham Galindo	Civil Engineer-in-Training	Engineer-in-Training | TX	80543
Adam Hillman	Senior Practice Leader	Registered Architect | TX	22116
Adrian Briones	Civil Engineer	Licensed Professional Engineer | TX	138501
Alan Holly	Civil Engineer | Associate	Licensed Professional Engineer | TX	94792
Alanna Watts	Mechanical Engineer | Associate	Licensed Professional Engineer | TX	129610
Alyssa Vance	Interior Designer | Associate	Registered Interior Designer | TX	11762
Amanda Benson	Civil Engineer	Licensed Professional Engineer | TX	134819
Amber Buscarello	Architect | Associate	Registered Architect | TX	25994
Amber Sanchez	Civil Engineer-in-Training	Engineer-in-Training | TX	69914
Ana Argueta Funes	Civil Engineer	Licensed Professional Engineer | TX	130307
Andre Lopez	Architect	Registered Architect | TX	30893
Ashlee Horsley	Architect | Associate	Registered Architect | TX	25058
Ashley Coco	Senior Architect | Senior Associate	Registered Architect | TX	15122
Aubrey Ovenshire	Electrical Engineer	Licensed Professional Engineer | TX	155567
Austen Mathews	Architect	Registered Architect | TX	29843
Austin Franklin	Civil Engineer-in-Training	Engineer-in-Training | TX	61939
Austin Moore	Architect	Registered Architect | TX	29692
Bailey Estes	Interior Designer	Registered Interior Designer | TX	13089
Ben Sanchez	Civil Engineer | Partner	Licensed Professional Engineer | TX	87889
Bijan Jamalabad	Civil Engineer	Licensed Professional Engineer | TX	88531
Bill Swain	Civil Engineer	Licensed Professional Engineer | TX	116417
Bradley Blount	Mechanical Engineer | Senior Associate	Licensed Professional Engineer | TX	115111
Brandon Autrey	Civil Engineer	Licensed Professional Engineer | TX	100971
Brandon Hartley	Architect | Associate	Registered Architect | TX	24018
Brendan Vasquez	Civil Engineer	Licensed Professional Engineer | TX	150872
Brittany Roberts	Interior Designer	Registered Interior Designer | TX	13074
Bruce Dunn	Civil Engineer	Licensed Professional Engineer | TX	152287
Bryan Sumruld	Senior Architect | Associate	Registered Architect | TX	19296
Caleb Martinez	Civil Engineer-in-Training	Engineer-in-Training | TX	73563
Caleb White	Structural Engineer-in-Training	Engineer-in-Training | TX	76183
Carey Dodson	Landscape Architect	Registered Landscape Architect | TX	3577
Carl King	Civil Engineer	Licensed Professional Engineer | TX	67157
Carter Brown	Mechanical Engineer	Licensed Professional Engineer | TX	149653
Casey Hadsall	Civil Engineer	Licensed Professional Engineer | TX	139380
Cason Cartwright	Civil Engineer-in-Training	Engineer-in-Training | TX	76067
Chip Whitlock	Senior Architect | Associate	Registered Architect | TX	30181
Chris Gregg	Civil Engineer-in-Training	Engineer-in-Training | TX	71205
Chris Mundell	Architectural Project Manager | Associate	Registered Architect | TX	18335
Chris Nance	Civil Engineer | Associate	Licensed Professional Engineer | TX	102283
Chris Schnitger	Civil Engineer	Licensed Professional Engineer | TX	84810
Claire Tulloch	Director of Marketing | Associate	Registered Interior Designer | TX	12559
Clay Kinney	Senior Architectural Project Manager | Associate	Registered Architect | TX	21024
Cliff Mitchell	Architect	Registered Architect | TX	31782
Clint Wofford	Landscape Architect | Senior Associate	Registered Landscape Architect | TX	1979
Cole Bond	Civil Engineer	Licensed Professional Engineer | TX	114041
Collin Zalesak	Architect | Associate	Registered Architect | TX	25960
Colton Gragg	Mechanical Engineer	Licensed Professional Engineer | TX	127900
Corey Branch	Architect | Associate	Registered Architect | TX	16997
Corey Lipps	Senior Practice Leader | Associate	Licensed Professional Engineer | TX	86311
Corky Neukam	Civil Project Manager	Licensed Professional Engineer | TX	102289
Craig Boyer	Civil Project Manager | Associate	Licensed Professional Engineer | TX	113849
Dan Searight	Senior Architect	Registered Architect | TX; Registered Interior Designer | TX	14896 (RA) 12442 (RID)
Daniela Shelley	Structural Engineer-in-Training	Engineer-in-Training | TX	77169
Danny Blake	Civil Engineer	Licensed Professional Engineer | TX	145557
David Autry	Architect	Registered Architect | TX	31548
David Kouth	Electrical Engineer | Associate	Licensed Professional Engineer | TX	89359
Deen Lara	Civil Engineer-in-Training	Engineer-in-Training | TX	83446
Dina Mohamed	Electrical Engineer-in-Training	Engineer-in-Training | TX	80722
Elizabeth Haley	Architect	Registered Architect | TX	24690
Ember Gonzalez	Architect	Registered Architect | TX	29377
Ephraim Strasser	Landscape Architect	Registered Landscape Architect | TX	3567
Ezra Taylor	Civil Engineer-in-Training	Engineer-in-Training | TX	72638
Faith Dominguez	Civil Engineer-in-Training	Engineer-in-Training | TX	75179
Garrett Jenkins	Civil Engineer	Licensed Professional Engineer | TX	151750
Gary Clark	Senior Project Manager | Arch	Registered Architect | TX	30413
Glenn Grant	Architect	Registered Architect | TX	30647
Guillermo Martinez	Structural Engineer-in-Training	Engineer-in-Training | TX	69689
Gus Sosa	Civil Engineer | Associate	Licensed Professional Engineer | TX	108895
Heath Swindler	Architect	Registered Architect | TX	25479
Henry Parker	Landscape Architect | Associate	Registered Landscape Architect | TX	2323
Jackson Vauthier	Civil Engineer-in-Training	Engineer-in-Training | TX	77622
James Njuguna	Architect	Registered Architect | TX	25011
James Williams	Landscape Architect | Senior Associate	Registered Landscape Architect | TX	2372
Jason Bennett	Architect	Registered Architect | TX	24107
Jason Robison	Mechanical Engineer	Licensed Professional Engineer | TX	138158
Jeff Olgin	Architect	Registered Architect | TX	27096
Jeff Reed	Architect | Senior Associate	Registered Architect | TX	23066
Jesse Bernard	Architect	Registered Architect | TX	29194
Jesse Ortiz	Civil Engineer-in-Training	Engineer-in-Training | TX	78027
Jessica Carothers	Civil Engineer-in-Training	Engineer-in-Training | TX	76045
Joe Bradley	Civil Engineer	Licensed Professional Engineer | TX	59235
Joey Krasner	Project Manager | Civil	Licensed Professional Engineer | TX	114366
John Hellinghausen	Civil Senior Practice Leader	Licensed Professional Engineer | TX	71948
John Morgeson	Control Systems Engineer	Licensed Professional Engineer | TX	95816
John Ogomo	Project Manager | Arch	Registered Architect | TX	29969
John Pass	Structural Engineer	Licensed Professional Engineer | TX	58070

NAME	TITLE	REGISTRATION	LICENSE #
Johna Anthony	Civil Engineer	Licensed Professional Engineer | TX	151678
Jordan Bell	Architect	Registered Architect | TX	28155
Jose de la Cruz	Client Manager	Registered Architect | TX	29287
Josh Prothro	Electrical Engineer	Licensed Professional Engineer | TX	150724
Josh Risley	Civil Engineer	Licensed Professional Engineer | TX	152543
Joshua Holder	Civil Engineer	Licensed Professional Engineer | TX	147468
Juan Ipina	Electrical Engineer-in-Training	Engineer-in-Training | TX	50644
Juanita Perez	Civil Engineer-in-Training	Engineer-in-Training | TX	71949
Julia Wortley	Civil Engineer-in-Training	Engineer-in-Training | TX	77022
Julie Vetter	Senior Architect	Registered Architect | TX	24369
Justin Gonzales	Civil Engineer-in-Training	Engineer-in-Training | TX	81350
Justin Sparks	Senior Landscape Architect	Registered Landscape Architect | TX	2968
Kaitlyn Jackson	Interior Designer	Registered Interior Designer | TX	12657
Karla Murillo Chico	Architect	Registered Architect | TX	31634
Kellie Ward Painter	Civil Engineer | Associate	Licensed Professional Engineer | TX	135784
Kelsey Campeau	Civil Engineer-in-Training	Engineer-in-Training | TX	80520
Kendra Hanfeld	Civil Engineer	Licensed Professional Engineer | TX	118983
Keven Willis	Mechanical Engineer	Licensed Professional Engineer | TX	90355
Kevin Ditto	Architect	Registered Architect | TX	20962
Kevin Krueger	Senior Civil Project Manager	Licensed Professional Engineer | TX	81997
Kim Hooker	Senior Architect | Associate	Registered Architect | TX	24224
Kim LaBree	Civil Engineer | Associate	Licensed Professional Engineer | TX	124512
Kimberly Nield	Civil Engineer	Licensed Professional Engineer | TX	117453
Kole Glover	Civil Engineer | Senior Associate	Licensed Professional Engineer | TX	137904
Kory Murphy	Architect | Associate	Registered Architect | TX	26578
Kristi Laverty	Civil Engineer | Senior Associate	Licensed Professional Engineer | TX	105058
Kyle Bodine	Architect	Registered Architect | TX	28643
Kyle Flusche	Professional Architect	Registered Architect | TX	29704
Kyle Hetzel	Civil Engineer-in-Training	Engineer-in-Training | TX	78111
Kyle Krueger	Civil Engineer | Associate	Licensed Professional Engineer | TX	122046
Kyle Norton	Architect	Registered Architect | TX	29816
Lacy Mangum	Interior Designer | Associate	Registered Interior Designer | TX	10924
Landon Allen	Civil Engineer | Associate	Licensed Professional Engineer | TX	134433
Landon Bell	Landscape Architect | Associate	Registered Landscape Architect | TX	3245
Larry Bell	Civil Engineer | Senior Associate	Licensed Professional Engineer | TX	80564
Larry Stone	Civil Engineer	Licensed Professional Engineer | TX	42252
Larry Valdez	Civil Engineer	Licensed Professional Engineer | TX	65358
Laura Nickell	Interior Designer	Registered Interior Designer | TX	10969
Laura Ruiz-Sanchez	Landscape Architect	Registered Landscape Architect | TX	3987
Layne Scott	Architect	Registered Architect | TX	29049
Leonard Nail	Civil Engineer | Senior Associate	Licensed Professional Engineer | TX	92642
Liz Morgan	Interior Designer | Senior Associate	Registered Interior Designer | TX	11693
Logan Derise	Civil Engineer-in-Training	Engineer-in-Training | TX	78368
Luke Fleenor	Mechanical Engineer	Licensed Professional Engineer | TX	152305
Luke Quebe	Architect	Registered Architect | TX	26893
Lynda Macias	Civil Engineer-in-Training	Engineer-in-Training | TX	47924

NAME	TITLE	REGISTRATION	LICENSE #
Madison Koceich	Civil Engineer-in-Training	Engineer-in-Training | TX	74454
Marc Martinez	Civil Engineer-in-Training	Engineer-in-Training | TX	56493
Margaret Ragain	Architect	Registered Architect | TX	30826
Marisa Estrada	Structural Engineer-in-Training	Engineer-in-Training | TX	82455
Mark Luehrs	Civil Project Manager	Licensed Professional Engineer | TX	141460
Mark Tomlinson	Business Development Manager	Licensed Professional Engineer | TX	62323
Marshall Belcher	Civil Engineer-in-Training	Engineer-in-Training | TX	78519
Martin Contreras	Civil Engineer-in-Training	Engineer-in-Training | TX	57536
Martin Degollado	Civil Engineer-in-Training	Engineer-in-Training | TX	81268
Mason Kerr	Architect	Registered Architect | TX	32287
Matt Laverty	Structural Engineer | Associate	Licensed Professional Engineer | TX	107487
Matthew Garcia	Structural Engineer-in-Training	Engineer-in-Training | TX	63530
Melanie Letendre	Structural Engineer	Licensed Professional Engineer | TX	121576
Melissa Walker	Architect	Registered Architect | TX	22755
Michael Krusing	Civil Engineer | Senior Associate	Licensed Professional Engineer | TX	111822
Michael Stills	Architect	Registered Architect | TX	24900
Miguel Jimenez	Electrical Engineer-in-Training	Engineer-in-Training | TX	70952
Mike Crepeau	Civil Engineer | Senior Associate	Licensed Professional Engineer | TX	137315
Mike Molter	Civil Engineer	Licensed Professional Engineer | TX	79765
Mike Westbrook	Senior Structural Engineer	Licensed Professional Engineer | TX; Registered Architect | TX	51601 (PE) 7072 (RA)
Mildred Bautista Perez	Senior Project Manager | Associate	Licensed Professional Engineer | TX	128133
Mindy Gregory	Architect	Registered Architect | TX	32097
Nash Crawley	Civil Engineer	Licensed Professional Engineer | TX	152038
Nicco Genzer	Architect | Principal	Registered Architect | TX	24160
Nichole Carroway	Architect	Registered Architect | TX	29298
Omar Elbagalati	Civil Engineer	Licensed Professional Engineer | TX	130040
Oscar Perez	Civil Engineer	Licensed Professional Engineer | TX	133346
Paul Hare	Architect | Principal	Registered Architect | TX	19104
Paul Krueger	Civil Engineer	Licensed Professional Engineer | TX	142393
Rachel Carroll	Interior Designer	Registered Interior Designer | TX	12641
Randy Stringer	Architect	Registered Architect | TX	13705
Ray Thomas	Project Manager	Registered Architect | TX	21101
Regan Ortiz	Interior Designer	Registered Interior Designer | TX	13044
Rhett Graham	Graduate Engineer	Engineer-in-Training | TX	33797
Richard Lundstrom	Architect	Registered Architect | TX	9764
Richard Multer	Civil Technology Manager	Licensed Professional Engineer | TX	105092
Robert Husbenet	Civil Engineer-in-Training	Engineer-in-Training | TX	76030
Rodrigo Vela	Civil Engineer-in-Training	Engineer-in-Training | TX	51822
Roland Holder	Structural Engineer | Senior Associate	Licensed Professional Engineer | TX=	93654
Ron Brown	Senior Architect	Registered Architect | TX	14293
Roy Haden	Civil Engineer-in-Training	Engineer-in-Training | TX	81346
Ruben Romo	Civil Engineer-in-Training	Engineer-in-Training | TX	74052
Rupert Mella	Civil Engineer	Licensed Professional Engineer | TX	153771
Ruth Traylor	Interior Designer	Registered Interior Designer | TX	11288
Saeed Naghian	Electrical Engineer	Licensed Professional Engineer | TX	138411

NAME	TITLE	REGISTRATION	LICENSE #
Salvador Sanchez	Architect	Registered Architect | TX	29255
Scott Hensley	Mechanical Engineer | Associate	Licensed Professional Engineer | TX	63736
Scott Reed	Architect | Senior Associate	Registered Architect | TX	18772
Scott Slagle	Vice President of Project Delivery	Registered Architect | TX	19921
Sean Ellis	Civil Engineer	Licensed Professional Engineer | TX	142387
Shalee Dane	Civil Engineer-in-Training	Engineer-in-Training | TX	81193
Shane Danley	Vice President of Design Technology	Registered Architect | TX	23571
Shaun Tidwell	Electrical Engineer | Senior Associate	Licensed Professional Engineer | TX	106911
Shelby Waagner	Mechanical Engineer-in-Training	Engineer-in-Training | TX	52337
Sonia Samir	Civil Engineer	Licensed Professional Engineer | TX	129340
Spencer Freeman	Landscape Architect | Associate	Registered Landscape Architect | TX	2517
Spenser Harvey	Civil Engineer	Licensed Professional Engineer | TX	138737
Steven Holmes	Architect	Registered Architect | TX	26330
Tanner Best	Civil Engineer	Licensed Professional Engineer | TX	155100
Tarek Redwan	Civil Engineer	Licensed Professional Engineer | TX	145301
Tessa Hazlett	Civil Project Manager	Licensed Professional Engineer | TX	105004
Thomas Hubert	Architect	Registered Architect | TX	30440
Thomas Kerr	Civil Engineer	Licensed Professional Engineer | TX	79746
Timothy Solberg	Project Manager | Construction	Licensed Professional Engineer | TX	151833
Tony Rylander	Project Electrical Engineer	Licensed Professional Engineer | TX	63401
Trenton Jones	Civil Engineer-in-Training	Engineer-in-Training | TX	78373
Troy Luedeker	Civil Engineer	Licensed Professional Engineer | TX	126257
Ty Sisco	Landscape Architect | Associate	Registered Landscape Architect | TX	2270
Tyler Knauss	Architect	Registered Architect | TX	29641
Tyler Krueger	Civil Engineer | Associate	Licensed Professional Engineer | TX	130015
Victoria Reventas	Senior Interior Designer	Registered Interior Designer | TX	13095
Vlad Gorbenko	Architect	Registered Interior Designer | TX	11366
Xie Tracz	Landscape Architect	Registered Landscape Architect | TX	3542
Yoosook Lee	Architect	Registered Architect | TX	24914
Zac Knight	Structural Engineer-in-Training	Engineer-in-Training | TX	62352
Zach Garrett	Structural Engineer | Associate	Licensed Professional Engineer | TX	127398
Zach Lindauer	Senior Structural Engineer	Licensed Professional Engineer | TX	120549

Overview of Services

Parkhill ranks in the **top 20** largest K-12 firms in the nation.

10+ Years of Recent Master Planning and Bond Planning Success

2013
- **GREENWOOD ISD | $52M** — MS Reno, Upgrades
- **LEVELLAND ISD | $39M** — Classrooms, Ag Farm
- **ABILENE ISD | $52M** — Add. Reno. Upgrades
- **MIDLAND ISD | $168M** — 2 ES
- **FORT STOCKTON ISD | $35M** — HS Addition, Natatorium

2014
- **O'DONNELL ISD | $16M** — JHS, Competition Gym, Ag
- **PLAINS ISD | $46M** — Competition Gym
- **REAGAN COUNTY ISD | $14M** — New ES

2015
- **CLINT ISD | $80M** — HS Add, CTE, ES Add
- **MCCAMEY ISD | $35M** — MS, Fieldhouse

2016
- **LUBBOCK-COOPER ISD | $208M** — MS, ES, Upgrades

2017
- **BORGER ISD | $41M** — Stadium
- **OLNEY ISD | $5.5M** — HS Additions

2018
- **CALDWELL ISD | $39M** — ES, HS Gym, CTE
- **JAL PS | $49M** — ES, JHS/HS Add., Natatorium
- **LUBBOCK ISD | $120M** — ES, AgriSTEM
- **LUBBOCK-COOPER ISD | $420M** — HS, MS, ES, Natatorium, Stadium
- **PALACIOS ISD | $125M** — ES, HS, CTE, Athletics

2019
- **BROWNFIELD ISD | $40M** — HS
- **FRIONA ISD | $35M** — PS, Band Hall, JHS Reno
- **PLAINVIEW ISD | $76.6M** — IS and MS Reno/Addition, three new ES
- **MWP ISD | $140M** — ES, HS Athletics, Fine Arts, CTE

2021
- **MELISSA ISD | $400M** — ES, MS, CTE, Add, Reno,
- **NORTH LAMAR ISD | $51M** — ES, MS/HS Add
- **SEMINOLE ISD | $25M** — HS Add
- **GREENWOOD ISD | $286M** — ES, IS, CTE, Gym, PAC
- **CRANE ISD | $69M** — MS, HS Reno, Upgrades

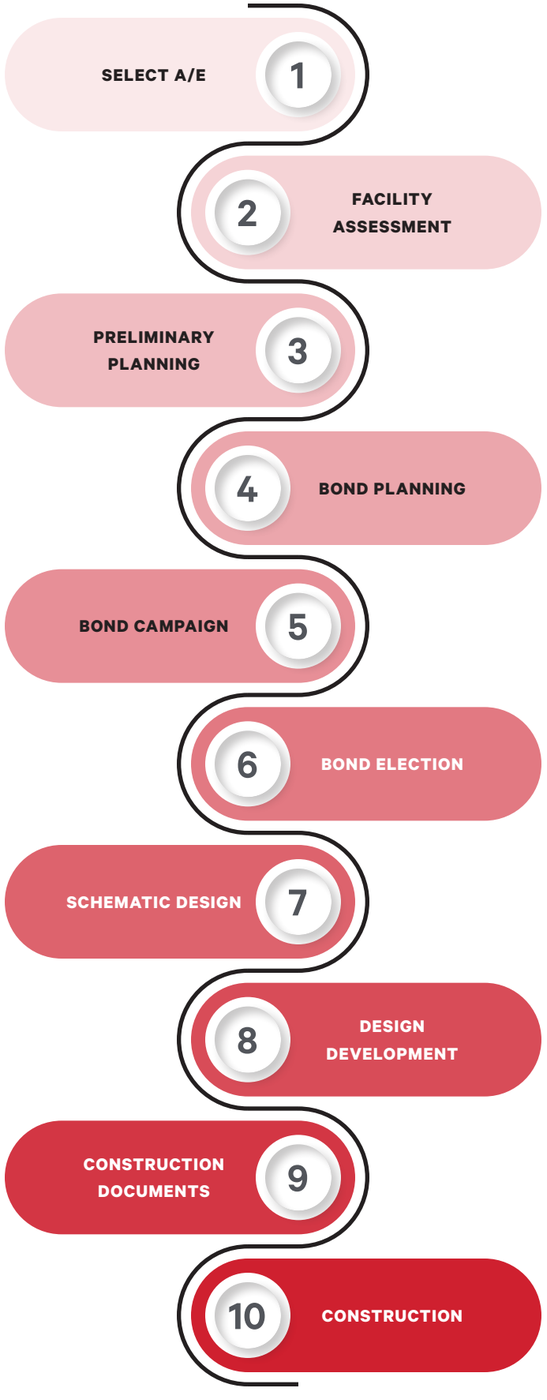
2022
- **MCCAMEY ISD | $76M** — HS, PAC
- **LITTLEFIELD ISD | $42M** — HS, CTE, JHS
- **STEPHENVILLE ISD | $40M** — Football and Soccer Stadium

2023
- **MIDLAND ISD | $1.4B** — 2 HS, ES, MS Reno
- **HASKELL MW ISD | $16.5M** — ES, MS, CTE, Add, Reno

2024
- **OLNEY ISD | $8.3M** — Safety Upgrades
- **BOLING ISD | $40M** — New ES
- **IRION COUNTY ISD | $55M** — ES, CTE, Transportation Facility

2025
- **SAN ANGELO ISD | $397M** — HS CTE/Fine Arts/Athletics New MS, ES Consolidation
- **EL CAMPO ISD | $81M** — Bond Planning 2024
- **LUBBOCK ISD | $290M** — 3 New ES, MS Reno, Renewal
- **STANTON ISD | $125M** — New MS, ES Addition/Reno

TODAY



ADDITIONAL SERVICES RELEVANT TO THE PROJECT

Mineral Wells ISD's project scope of work listed in the RFQ closely follows the steps we have found to be most successful in the school construction process. We have utilized the chart attached with our K-12 clients and found it an extremely useful one page summary that can be used by administrators, board members and citizen advisory committee members universally. The steps outlined in the chart are described briefly and summarized in example graphics from our past work with other districts using this process.

Facility Assessment

The data the District has already gathered on demographics and facility conditions is an excellent starting point for informing your decisions in the long-range plans. So often, these issues can drastically affect the cost of options developed for the Master Plan, particularly when most facilities are expected to receive some level of renovation. In addition to programmatic needs, the District may want to identify an amount for deferred maintenance and renewal as a component in the bond.

What is the benefit? For starters, data is reported in an easily understandable format called a dashboard, which summarizes the maintenance and operations costs and square foot per student ratios of similar peer districts. In one page, we can clearly communicate the magnitude of the need whether it involves capacity, operations or condition. We can provide further detail on space utilization by campus and by facility type. Many clients have found the graphical illustrations particularly helpful in communicating these needs to voters to help justify the need for new space or modernization of older facilities.

Parkhill can also work closely with your demographic data to plan and then communicate space needs to the public. We use predictive analytics to compare your needs to that of peer districts, which also helps establish context to justify improvements. Predictive analytics are statistical tools used by companies like Google and Coca-Cola, and by TRS to manage investments.

Master Planning/Long-Range Planning

The information gathered during the assessment phase provides a tremendous baseline for master planning. In several districts, we have blended our assessment and metrics data with previous facility condition assessments and master plans. Master planning can involve Board workshops and a series of citizen advisory meetings. This first meeting involves visioning using the facility assessment data as context for the discussion. Visioning helps participants voice concerns, but also provides a platform to dream.

In many cases, we help organize a citizen's advisory panel to get the perspective of the community. Depending on the size of the committee and the breadth of the existing conditions, we sometimes even set up subcommittees to address athletics, fine arts, career and technical education and technology. We facilitate the meetings of these groups and make presentations on behalf of the administration and school board. Often, we utilize design charrettes to scheme preliminary options and costs with a team of architects and engineers. Not only is this process fun, it provides buy-in to the process by the community, teachers, students and administrators and improves the quality of the alternatives developed.

Part of the process involves refinement and prioritization before determining a recommended bond amount and package. As options are narrowed, the focus can shift to campus grade configurations, tax rate and bond issuance scenarios, phasing and operational efficiencies, both from the maintenance/utilities side and the staffing side. Parkhill works with citizens' groups to produce a written and electronic Master Plan deliverable that is readily understandable by the public and culminates in a recommendation to the Board for action.

Prioritization

In our experience, the prioritization process for school district bonds includes an examination of the District's entire facility and educational needs. These needs include capital renewal and investment, new construction, additions, land acquisition and development costs, comprehensive renovations, safety and security upgrades, technology infrastructure and equipment upgrades, and site utility/paving infrastructure. Districts occasionally have the need to incorporate transportation purchases in their bond programs. Parkhill's experience with Abilene ISD, Ector County ISD, Lubbock ISD, Lubbock-Cooper ISD, and Midland ISD all reflect bond programs with this diversity.

In order to arrive at a bond amount, Parkhill works with community groups, school administration, campus administration, and administrators to develop consensus and rally action to address facility needs. Parkhill helps conduct public meetings and preparation of materials to explain needs so that an approved Master Plan can be adopted by the Board of Trustees. It is crucial that the master planning document be flexible enough so that it can be updated regularly as enrollment trends and legislative issues change. For example, several of our clients have adjusted their master planning activities to address House Bill 5 and the different endorsement fields available for career and technical education.

Bond Planning

Parkhill works closely with our school district clients and their financial advisors and bond counsel. We have excellent relationships with these firms and know when and how to involve them in the bond planning process. We have worked extensively with the major financial advisor firms.

We understand the importance of setting the bond amount and living within those means, we have experience helping fast growth clients plan regular bond referendums. But beyond our successful performance on bond programs, we take pride in structuring and packaging work to lessen the burden on your operations and maintenance side of the ledger.



Parkhill also has a talented group of professionals that help districts produce bond information materials. Examples include: brochures, posters, signage, postcards, web sites, social media, video animations and testimonials, billboards, radio and television, and many other types of communication tools. We routinely help educate citizens groups about laws concerning political action committees.

We have increased our capabilities recently in technical writing, video production and social media content. We have experienced writers and photographers that compliment our work and capabilities.

The Parkhill team has helped more than 50 districts pass bond elections in the last 10 years. We are proud of our bond passage rate of 95% and look forward to the opportunity to help Mineral Wells ISD create a successful package.

Programming

After bond passage and before Schematic Design, Parkhill typically conducts a programming phase to begin design. This team completed such a process for a new Dyess Elementary School in Abilene very successfully. While a visioning process was conducted prior to bond passage, a more thorough exploration of goals, educational delivery and site challenges is needed. So visioning with a broader group of educators, administrators, students and maintenance staff has been a valuable step. The deliverable from this initial step is determination of a revised or new space program. From the space program, the programming phase moves into concept generation. Many times this process utilizes charrettes where our architectural team sketches many options to meet the program and goals, all in an interactive environment. In a project for El Paso ISD on a new High School, Parkhill was able to use this process, in conjunction with the campus principal, to better align classroom space with the school schedule.

Schematic Design

Following the bond election, and during Schematic Design, the Design Team will work with the District maintenance and operations staff





to study and select the most cost effective and functional building systems. We work closely with the administration users, and committees on new construction and renovation projects to develop concepts for construction. During this collaborative process, we listen so we can match educational delivery needs with a space that compliments your program goals. Should the District opt to procure Construction Manager-at-Risk (CMAR) services, Parkhill can assist in that solicitation effort during this phase, or proceed forth with another bidding or proposal delivery method for construction. Parkhill will provide cost information for different building systems based upon options provided by the design team and District.

Design Development

During the Design Development Phase, the Parkhill design team will work with the District, staff, and the CMAR (if applicable) to finalize the building systems and materials. Visually, the District will see the building come alive with exterior elevations, building sections and colored renderings. Cost information for different building systems and materials is based upon options provided by the Design Team and District to determine the best value to the district within the construction budget. The CMAR or Parkhill will prepare a preliminary estimate of the project based upon the design development documentation and conversations with the design team engineers and architects. Parkhill will prepare independent opinions of probable cost for the Project to compare and discuss with the District.

Construction Documents

During the Construction Documentation Phase, the design team will begin detailed drawings for pricing/bidding and construction of the developed design work. Construction details are discussed and areas of concern are worked out with the District, design team, CMAR (if applicable) and potential subcontractors so that the documents reflect a coordinated approach to the construction of the facility. Each milestone within the Construction Documentation Phase is measured against the construction budget to avoid adding scope, materials and/or systems that cannot be supported by the bond program.

Bidding

Parkhill has thorough experience in all traditional bidding and delivery methods for construction, including CMAR, Competitive Sealed Proposal (CSP) process, or hard bidding. We will work with Mineral Wells ISD to identify what both you and Parkhill believe is the best solution for the project type based upon the current bid and construction climate, scope-of-work, and delivery schedule. Once bids are received, Parkhill and/or the CMAR will facilitate bid tabulation and bid recommendations for Parkhill and the District to review.

Construction Administration

During the course of construction, Parkhill will facilitate meetings, digital delivery and review coordination of submittals and construction specifications, execute frequent construction field observation visits by our architectural and engineering staff, and ensure that project substantial completion and close-out meets with the expectations of the Mineral Wells ISD. Having experience and leadership like Mildred Bautista available locally is an asset and will help Parkhill be responsive when coordination issues arise on site.





CASE STUDY



Roof Repairs

Mineral Wells ISD | Mineral Wells, Texas

Parkhill discovered the Insurance Company's Engineering report was incorrect and contained quantities and unit prices that were not consistent with that of Parkhill's investigation. Parkhill found that the Insurance Company's Engineer had not cored all of the roofs, potentially leading to the error. Parkhill identified the potential of $675,000 of shortfall in the estimate, and once bid, the amount was lower but still $452,000 of additional money that the District gained for repairs over the initial settlement from the insurance company. Parkhill helped the District negotiate getting their rightful proceeds. A copy of our report from 2009 is included in the appendix.





COST

Budget
$3,790,000

DATES

Completed
2010



PROJECT SPOTLIGHT
The Melissa High School indoor athletic facility supports athletes from 17 different sports and programs.

ORGANIZATIONAL CHART



David Finley, Ed.D., AIA, ALEP
Partner-in-Charge



Mildred Bautista, PE
Project Manager



Austen Mathews, AIA
Project Architect High School CTE and New ES



Heath Swindler, AIA
Project Architect Athletics and Elementary Renovations



Rachel Carroll, IIDA
Interior Designer



Landon Bell, RLA
Landscape Architect



Chris Schnitger, PE
Civil Engineer



Melanie Letendre, PE
Structural Engineer



Allan Wolf, PE, LEED AP
Programming and Budget Specialist



Kim Hooker, AIA, LEED AP, RAS
Accessibility



Ron Brown, AIA
Construction Administration

600+ Professional and Support Staff from Parkhill

Subconsultants

ARMKO Industries
Roofing | Building Envelope

Foodservice Design Professionals
Food Service

True North
Communications | Technology

WJHW
Acoustics



David Finley, Ed.D., AIA, ALEP

Partner-in-Charge

David is the ideal leader for the team working on the Mineral Wells ISD project due to his unique combination of experience as both an educator and an architect. **Dr. Finley's career has been dedicated to understanding how the built environment influences student engagement and achievement.** His extensive background includes leadership roles in Ector County ISD and Carrollton-Farmers Branch ISD, where he oversaw all operational aspects of the districts. With over 30 years of experience managing facility master plans, bond referendums, and construction projects totaling $1.0 billion and covering over 20 million square feet of educational space, David brings a deep understanding of educational systems and a proven track record of success to the Parkhill team. **His commitment to Texas public schools makes him uniquely qualified to lead this project for Mineral Wells ISD.**

EDUCATION

Texas Tech University
Doctor of Education
Master of Architecture
Bachelor of Architecture

REGISTRATION

Registered
Texas | No. 14688
Accredited Learning Environments Planner

EXPERIENCE

5 Years with Parkhill

35 Years in Education

21 Years as Chief Operating Officer in Ector County ISD

3 Years as Chief Operating Officer in Carrollton-Farmers Branch ISD

NOTABLE PROJECT EXPERIENCE

- Carrollton-Farmers Branch ISD
  - Smith High School Addition and Renovation
- Dallas ISD
  - Ben Franklin Middle School Addition and Renovation
- Fort Worth ISD
  - Southwest High School Addition and Renovation
  - Riverside Middle School Addition and Renovation
- Frisco ISD
  - Swim Facility Expansion
- Melissa ISD
  - Kenny Deel Stadium
  - High School Indoor Championship Center
- Midland ISD
  - Bond Program Management
- North Lamar ISD
  - New 2-5 Elementary School
- Plainview ISD
  - Middle School Addition and Renovation
- Stephenville ISD
  - Champions Stadium



San Angelo ISD Fanning Elementary School Addition and Renovation



North Lamar ISD New 2-5 Elementary School



Mildred Bautista, PE

Senior Project Manager

Mildred is the ideal choice to manage the Mineral Wells ISD projects due to her extensive background in project coordination and design across various sectors, including K-12 education. With over 20 years of experience, she has successfully led design teams to meet clients' visions while staying within budget and on schedule, ensuring clear communication throughout all project phases. Her background as a consulting structural engineer gives her a unique understanding of the coordination required for complex project delivery. Mildred's experience includes assisting clients in defining the scope of work, managing project phasing, overseeing construction, and commissioning buildings. Her proficiency in structural engineering design for materials like masonry, steel, concrete, precast, and tilt-up structures makes her well-suited to handle the diverse challenges of these projects.

EDUCATION

Universidad de Puerto Rico
Bachelor of Civil Engineering | Structural

REGISTRATION

Licensed Professional Engineer
Texas | No. 128133

EXPERIENCE

4 Years with Parkhill

25 Years in Industry

NOTABLE PROJECT EXPERIENCE

- Brownfield ISD
  - New High School
- Carrollton-Farmers Branch ISD
  - Smith High School Addition and Renovation
  - Bush Middle School Addition and Renovation
- Dallas ISD
  - Ben Franklin Middle School Addition and Renovation
- Ector County ISD
  - Transportation Facility Center
  - Permian High School Renovation
- Fort Worth ISD
  - Riverside Middle School
- Melissa ISD
  - Indoor Championship Center
  - Kenny Deel Stadium
- Plainview ISD
  - Intermediate School Addition and Renovation
  - Middle School Addition and Renovation
- Stephenville ISD
  - Art Brieles Stadium
- Midland College
  - Pre-Kindergarten Academy



Stephenville ISD Art Brieles Stadium



Brownfield ISD New High School



Heath Swindler, AIA

Project Architect | Athletics and Elementary School Renovation Projects

Heath's role as the project architect involves leading the production of architectural design services, document development, and construction administration for the stadium and elementary school renovations for Mineral Wells ISD. **His extensive experience with athletic facilities and elementary school renovation projects, coupled with his leadership in developing and managing over 1,000,000 SF of commercial and public buildings, makes him well-suited for this position.** Additionally, Heath's involvement with the ACE Mentor Program of America highlights his commitment to mentoring the next generation of architects and construction professionals.

EDUCATION

Kansas State University
Master of Architecture

REGISTRATION

Registered Architect
Texas | No. 25479

EXPERIENCE

2 Years with Parkhill

11 Years in Industry

NOTABLE PROJECT EXPERIENCE

- Abilene ISD
  - Cooper High School Entrance Renovation
- Carrollton-Farmers Branch ISD
  - Newman Smith High School Renovation
- Dallas ISD
  - Benjamin Franklin Middle School Addition and Renovation
- Lubbock ISD
  - District Roofing Replacements
  - High School AgriSTEM Complex
- Lubbock-Cooper ISD
  - Liberty High School Indoor Athletic Facility
- Melissa ISD
  - Kenny Deel Stadium
- Stephenville ISD
  - Art Brieles Stadium
- Midland College
  - Pre-Kindergarten Academy and Center for the Teaching Excellence



Melissa ISD Kenny Deel Stadium



Midland College Pre-Kindergarten Academy and Center for the Teaching Excellence



Rachel Carroll, IIDA

Interior Designer

Rachel's project experience in education, religious, municipal, and corporate markets. **Rachel's strengths in 3D modeling and design conceptualization help clients visualize their projects.** As a BIM Lead for Interiors, Rachel collaborates with Parkhill's Design Technology Sector to improve the efficiency, cohesiveness, and accuracy of our processes and procedures. Rachel works with clients to find solutions that meet the needs of the design aesthetic while maintaining project budgets and schedules. **As interior designer for Mineral Wells ISD, Rachel will play a crucial role in creating a functional, aesthetically pleasing, and conducive learning environment for the staff, students, and educators.**

EDUCATION

Texas Tech University
Bachelor of Interior Design

REGISTRATION

Registered Interior Designer
Texas | No. 12641

EXPERIENCE

7 Years with Parkhill

7 Years in Industry

NOTABLE PROJECT EXPERIENCE

- Alpine ISD
  - New High School
- Boling ISD
  - Newgulf Early Childhood Center
- Caldwell ISD
  - High School CTE and Gym
- Fort Worth ISD
  - Southwest High School Addition and Renovation
- Frisco ISD
  - Swim Facility Expansion
- Melissa ISD
  - Indoor Champions Center
  - Kenny Deel Stadium
- North Lamar ISD
  - New 2-5 Elementary School
- Plainview ISD
  - New Central Elementary School
- Prairiland ISD
  - Blossom Elementary School Addition and Renovation
- San Angelo ISD
  - Fannin Elementary School Addition and Renovation
  - McGill Elementary School Addition and Renovation
- Stephenville ISD
  - High School Football Stadium



Fort Worth ISD Southwest High School



Plainview ISD Central Elementary School



Landon Bell, RLA

Landscape Architect

Landon continues to push the envelope in playground design by keeping abreast of the latest physiological research, socio-emotional connections, equity in design, accessibility, and playground safety. His current work reflects this mantra by dynamically capturing the potential found in play spaces. Landon's design excellence and leadership set a standard in the firm that results in landscape and playground designs that exceed the expectations of our clients. **As landscape architect for Mineral Wells ISD, Landon will play a crucial role in ensuring that the outdoor spaces reflect the needs and preferences of the District.**

EDUCATION

Texas Tech University
Bachelor of Landscape Architecture

REGISTRATION

Registered Landscape Architect
Texas | No. 3245

Licensed Landscape Irrigator
Texas | No. 22353

EXPERIENCE

9 Years with Parkhill

9 Years in Industry

NOTABLE PROJECT EXPERIENCE

- Austin ISD
  - Hill Elementary School Addition and Renovation
- Borger ISD
  - Bulldog Stadium and Field House
- Caldwell ISD
  - PreK-3 Campus
  - High School CTE and Gym
- Clint ISD
  - CT Welch Elementary School
  - WD Surratt Elementary School
- Dallas ISD
  - Ben Franklin Middle School Addition
- Fort Worth ISD
  - Southwest High School Addition and Renovation
  - Riverside Middle School Addition and Renovation
- Melissa ISD
  - Indoor Championship Center
- North Lamar ISD
  - Everett Elementary School
  - New 2-5 Elementary School
- Socorro ISD
  - Student Activity Complex
- Stephenville ISD
  - High School Football Stadium



Melissa ISD Kenny Deel Stadium



Socorro ISD Student Activity Complex



Chris Schnitger, PE

Civil Engineer

In over 30 years of service, Chris has managed projects on the pillars of innovation and feasible designs. He has designed water, sanitary sewer, and storm drain lines along with roadway alignments, vertical and horizontal, for municipalities, school districts, and private developers. **Chris Schnitger will design and oversee site layout, infrastructure, and utilities for Mineral Wells ISD's projects, ensuring they meet regulatory requirements and function effectively. He will coordinate with other disciplines and manage construction to resolve any site-specific issues that arise.**

EDUCATION

Texas A&M University
Bachelor of Science Civil Engineering

REGISTRATION

Licensed Professional Engineer
Texas | No. 84810

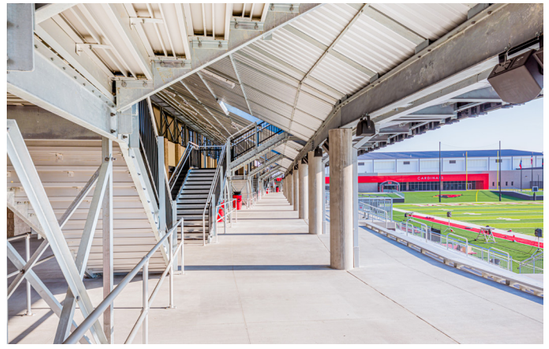
EXPERIENCE

5 Years with Parkhill

32 Years in Industry

NOTABLE PROJECT EXPERIENCE

- Alpine ISD
  - New High School
- Boling ISD
  - Newgulf Early Childhood Center
- Caldwell ISD
  - High School Ag Renovation
  - High School CTE and Gym
  - Intermediate School Field house and Weight room
  - PK-3 Campus
- Carrollton-Farmers Branch ISD
  - Ranchview High School
  - Outdoor Learning Projects
  - Landry Elementary School
- Frisco ISD
  - Marching Band Fields
- Melissa ISD
  - Indoor Championship Center
  - Kenny Deel Stadium
- Texas Facilities Commission
  - Texas School for the Deaf and School for the Blind and Visually Impaired Deferred Maintenance Program
- Williamson County
  - Expo Center



Melissa ISD Kenny Deel Stadium



Caldwell ISD New High School Gymnasium



Melanie Letendre, PE

Structural Engineer

Melanie Letendre will play a crucial role as a Structural Engineer for the Mineral Wells ISD projects. Her journey began as a structural steel fabricator, where she gained practical insights and valuable experience on job sites, working closely with contractors. **This hands-on background gives her a unique perspective on the construction process, allowing her to anticipate and address challenges effectively.**

After earning her degree from the University of Texas at Arlington, Melanie transitioned to structural engineering, where she has continued to build on her passion for creating durable and inspiring buildings. **Her combination of practical experience and formal education makes her an excellent fit for the Mineral Wells ISD team.** Melanie's deep understanding of both the design and construction phases ensures that she can deliver structural solutions that are both innovative and grounded in real-world application, making her an invaluable asset to the project.

EDUCATION

University of Texas at Arlington
Master of Science Civil Engineering
Bachelor of Science Civil Engineering

REGISTRATION

Licensed Professional Engineer
Texas | No. 121576

EXPERIENCE

4 Years with Parkhill

22 Years in Industry

NOTABLE PROJECT EXPERIENCE

- Albany ISD
  - Facility Needs Assessment
- Crane ISD
  - Crane Middle School
- Lubbock-Cooper ISD
  - Lubbock-Cooper High School Addition and Renovation
  - Liberty High School Football Stadium
- North Lamar ISD
  - Everett Elementary School Addition and Renovation
  - Frank Stone Middle School Renovation
- Plainview ISD
  - Intermediate School Addition and Renovation
  - Middle School Addition and Renovation
- Prairiland ISD
  - Junior High School Addition and Renovation
- Seminole ISD
  - Career and Technical Education Addition
- Southern Methodist University
  - Hughes-Trigg Student Center Renovation



Plainview ISD Junior High School Addition and Renovation



Lubbock-Cooper ISD High School Addition and Renovation



Allan Wolf, PE, LEED AP

Programming and Cost Specialist

Allan is an ideal choice as the programming and cost estimating specialist for Mineral Wells ISD, as he has served in the same role for projects in Melissa, Frisco, Fort Worth, Millsap, Stephenville, and Abilene. He has played a key role in helping 54 school districts in Texas pass bond referendums ranging from $3.6 million to $420 million, and his experience in managing multi-facility bond programs for K-12 schools in Texas and New Mexico demonstrates his ability to oversee complex projects.

He has used his experience as a college athlete and passion for engineering to support programming efforts in career and technical projects and athletics improvements, understanding the benefits both provide students. His proven track record in scoping and budgeting bond programs for numerous school districts makes him a strong fit for the programming and cost estimation needs of the Mineral Wells ISD project.

EDUCATION

Oklahoma State University
Master of Science Engineering and Technology Management
Texas Tech University
Bachelor of Science Civil Engineering
Baseball Letterman

REGISTRATION

Licensed Professional Engineer
Texas | No. 87086
LEED Accredited Professional

EXPERIENCE

28 Years with Parkhill
28 Years in Industry

NOTABLE PROJECT EXPERIENCE

- Abilene ISD
  - Dyess Elementary School
- Borger ISD
  - Intermediate and Middle Schools Addition and Renovation
  - High School Renovation
  - Bulldog Stadium and Indoor Practice Building
- Brownfield ISD
  - New High School and Competition Gym
- Caldwell ISD
  - PreK-3 Campus
  - High School CTE and Gym
- Frisco ISD
  - New Swim Center
- Fort Worth ISD
  - Southwest High School Renovation
- Greenwood ISD
  - New Elementary and Intermediate Schools
  - Student Event Center
  - Multi Purpose Center (Indoor)
- Melissa ISD
  - Championship Center
  - Kenny Deel Stadium
- Millsap ISD
  - New Turf and Track
  - Middle School Addition
- Stephenville ISD
  - Bond Support and New Football Stadium



Brownfield ISD New High School



Greenwood ISD Elementary and Intermediate Schools



Kim Hooker, AIA, LEED AP, RAS

Registered Accessibility Specialist

Kim has experience with facility and accessibility assessments, historic renovation, master planning, design of educational and corporate facilities, and will prove invaluable to the Mineral Wells ISD projects. Kim has facilitated public design workshops to listen to community needs and build project engagement. Kim chairs the Technical Standards Committee of the Accessibility Professionals Association. Kim is a Registered Accessibility Specialist (RAS) in the State of Texas. Kim will provide independent checking reviews for accessibility and life safety designs.

EDUCATION

University of New Mexico
Master of Architecture
University of Michigan
Bachelor of Science Architecture

REGISTRATION

Registered Architect
Texas | No. 24224
Registered Accessibility Specialist
Texas | No. 1368
LEED Accredited Professional

EXPERIENCE

7 Years with Parkhill
33 Years in Industry

NOTABLE PROJECT EXPERIENCE

- Borger ISD
  - Agricultural Facility Improvements
- Department of Defense Education Activity
  - Vicenza High School
- Texas Facilities Commission
  - Texas School for the Blind and Visually Impaired Assessment
- Amarillo College
  - Ware Commons Lab Renovation
  - Lab and Greenhouse Facility
- Clarendon College
  - Campus ADA Assessment
- Frank Phillips College
  - ADA Assessment
- Midland College
  - June and Frank Cowden Dining Hall
  - Softball Complex
- Texas Tech University
  - Psychology Building Renovation
- TTU Health Sciences Center
  - Midland Physician's Assistant Building Addition
- Wayland Baptist University
  - Moody Sciences Building
  - Gates Hall Renovation



Amarillo College Ware Commons Lab Renovation



Midland College Frank and June Cowden Dining Hall



Aubrey Ovenshier, PE

Electrical Engineer

Aubrey Ovenshire, PE, is an Electrical Engineer in Parkhill's MEP/Structural Sector. Aubrey has designed typical and specialty power and lighting in several K-12 educational facilities, as well as retail/office spaces, federal buildings, landscape architecture electrical amenities, and several other project types. She has designed and provided construction administration for many districts, including Frisco ISD, Keller ISD, Aubrey ISD, Pottsboro ISD, Killeen ISD, New Braunfels ISD, and assisted in design within many others. Her designs have including varying scope, and she is familiar with unique design challenges for both new, grounds-up projects as well as specialized renovations and additions with distinct Owner needs. She is familiar with coordinating and communicating with the Owner, Architect, and other disciplines to provide exact electrical requirements for specialized equipment and illumination devices. For example, but not limited to: providing ICC 500 Compliant electrical designs for Storm Shelters; providing circuits with specified voltage, amperage, and frequency with Owner's welding and machining equipment in CTE spaces; confirming aperture sizes, mounting hardware, lumen output, and zoning controls for architectural lighting; coordinating with theatrical lighting consultant to allow general lighting in lobbies adjacent to performing centers to dim to IECC-allowable and IESNA recommended levels during performances.

EDUCATION

Texas A&M University
Bachelor of Science
Electrical Engineering

REGISTRATION

Licensed Professional Engineer
Texas | No. 155567

EXPERIENCE

1 Year with Parkhill

5 Years in Industry

NOTABLE PROJECT EXPERIENCE

- L-CISD-Soccer Field
- ECISD - JROTC Facility Improvements
- San Angelo ISD Crockett ES Cafeteria/Kit
- San Angelo ISD - 2024 Master Planning
- Greenwood ISD Event Center
- Greenwood High School Additions
- Rankin ISD New Gymnasium



Stephenville ISD Champions Stadium



Brownfield ISD New High School



Carter Brown, PE

Mechanical Engineer

Carter Brown, PE, is a Mechanical Engineer in Parkhill's Fort Worth office. After graduating in 2019, he went on to provide HVAC and plumbing design services for numerous federal clients, including USACE, NAVFAC, and FAA. Throughout his career, Carter has garnered experience designing a multitude of HVAC and plumbing systems, specializing in hydronic system design, energy analysis, sustainable building design, and site condition assessment. He has served as a general member of the American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE) Fort Worth Chapter and American Society of Plumbing Engineers (ASPE) Fort Worth Chapter.

EDUCATION

University of Texas at Arlington
Bachelor of Science
Mechanical Engineering

REGISTRATION

Licensed Professional Engineer
Texas | No. 149653

EXPERIENCE

1 Year with Parkhill

6 Years in Industry

NOTABLE PROJECT EXPERIENCE

- NTECC - 911 Center
- TFC DPS Hurst HVAC
- DPS Building U 2nd Floor Renovation
- OMES-CAM-Facility Maintenance-Will Roger
- OMES-CAM-Facility Maintenance - Sequoyah
- City Church Melissa - Vineyard MP
- TFC DPS Canine Training Facility
- City of Coppell - Justice Center Additio
- DPS Headquarters Perimeter Fence
- San Angelo ISD - Data Center Relocation
- TDCJ SA013 Byrd Unit HVAC
- Irving - MDU Master Plan & Office
- Oakridge School Assessment & Master Plan
- Fellowship Grapevine Ministries Venue
- Coppell_Arts Center – Green Room
- TWU Margo Jones Music Room 304
- TDCJ Boyd Unit HVAC Commissioning SA008
- Stephenville ISD HS Football Stadium
- Denton County Morse Street Courtroom
- Tarleton FW - Exam Room Modifications
- Denton_Aquatics Renovation
- SSA Dexter Code2/Code 6 design
- Tarleton U - Presidential Suite Reno
- Stillwater-Airport Renovation/Expansion
- Coppell Council Chamber Upgrades
- TWU Woodcock Hall Reno
- Greenwood ISD ES & IS Schools
- BVO - TO4 - Box Hangar
- Covenant PET CT



Melissa ISD Kenny Deel Stadium



Socorro ISD Student Activity Complex



Ron Brown, AIA

Construction Administration

Ron has more than 30 years of experience in the field on K-12 schools, higher education, aviation, corporate, and religious facilities. **Because he has experience with every stage of planning and design, he brings a level of experience to a job site not ordinarily available.** Ron will participate with the design team during page turns and other QA/QC activities. Ron has the experience of producing construction documents for many years, but his sole responsibility now is in the field on construction sites. **We believe in putting experienced, seasoned team members on construction projects, and Ron's leadership, we hope, directly corresponds to the emphasis on construction administration that Mineral Wells ISD is seeking.** Ron will provide construction observation and field reports to document the progress of the work. Ron worked in a similar role on the two recent projects at Southwest High School in Fort Worth, where he also resides.

EDUCATION

University of Texas at Arlington
Bachelor of Science Architecture

REGISTRATION

Registered Architect
Texas | No. 14293

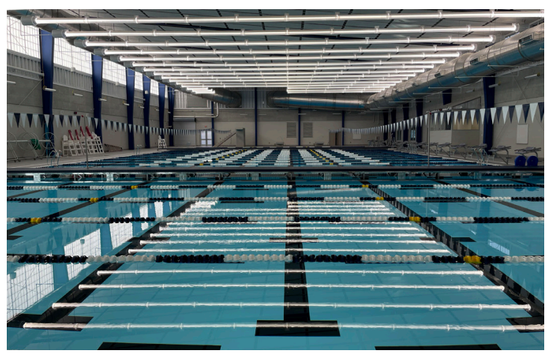
EXPERIENCE

6 Years with Parkhill

36 Years in Industry

NOTABLE PROJECT EXPERIENCE

- Fort Worth ISD
  - Southwest High School Addition and Renovation
- Frisco ISD
  - Swim Facility Expansion
- Melissa ISD
  - Kenny Deel Stadium
  - High School Indoor Championship Center
- North Lamar ISD
  - Frank Stone Middle School Renovation
- Plainview ISD
  - North Elementary School
- Prairiland ISD
  - Blossom Elementary School Addition and Renovation
  - Junior High School Addition and Renovation
- Socorro ISD
  - Student Activity Complex
- City of Frisco
  - Active Adult Center
  - City Hall Renovations
- City of McKinney
  - Indoor Tennis Center
- Parker County
  - East County Courthouse Annex



Frisco ISD Swim Facility Expansion



Fort Worth ISD Southwest High School Addition and Renovation



PROJECT SPOTLIGHT
Parkway Elementary School gave 900 students in Monahans a new and unique learning environment.

SECTION B – QUALIFICATIONS, TEAM, AND EXPERIENCE

c. Provide qualifications information for subconsultants you propose to be used on the Projects, if any, including the location of their offices, capabilities, experience, qualifications of the firm management and team member(s) who will work directly on the Project including name, title, and education, a brief overview of professional experience and licensure information.

CONSULTANTS

Parkhill proposes using the following firms for the listed services. We have worked with each of them for more than a decade on projects around Texas.

ARMKO INDUSTRIES, INC. | ROOFING

WE HAVE WORKED WITH THEM FOR 15+ YEARS

- Abilene ISD Dyess Elementary School
- Caldwell ISD High School CTE and Gym
- Caldwell ISD PreK-3 Campus
- Dallas ISD Ben Franklin Middle School Addition and Renovation
- Littlefield ISD New High School
- North Lamar ISD New 2-5 Elementary School
- Palacios ISD 6-12 Campus
- Palacios ISD PK-5 Campus

FOODSERVICE DESIGN PROFESSIONALS | FOOD SERVICE

WE HAVE WORKED WITH THEM FOR 15+ YEARS

- Littlefield ISD Junior High School Renovation
- Lubbock-Cooper ISD Liberty High School
- Lubbock ISD AgriSTEM Complex
- Lubbock ISD Anita Carmona-Harrison Elementary School
- North Lamar ISD New 2-5 Elementary School
- Palacios ISD 6-12 Campus
- Palacios ISD PK-5 Campus
- Plainview ISD Central Elementary School

TRUE NORTH CONSULTING GROUP | TECHNOLOGY

WE HAVE WORKED WITH THEM FOR 5+ YEARS

- Austin ISD Hill Elementary Addition and Renovation
- Crane ISD Middle School
- Fort Stockton ISD 2021 Facility Assessment
- Georgetown ISD Facility Assessment

WJHW | ACOUSTICS

WE HAVE WORKED WITH THEM FOR 16+ YEARS

- Dimmitt ISD Richardson Elementary School
- Greenwood ISD Student Event Center
- McCamey ISD High School Addition and Renovation
- Melissa ISD Kenny Deel Stadium
- Monahans-Wickett-Pyote ISD High School Addition and Renovation
- Monahans-Wickett-Pyote ISD Parkway Elementary School
- North Lamar ISD Fine Arts Addition



Javier Flores

Armko | Building Envelope Consultant

Experience was gained starting from preparing CAD drawings, providing condition assessments, conducting leak investigations, and performing thermal imaging scans to determine roof and wall conditions. This enabled him the ability to perform site walks, quality assurance visits, and final inspections; thus monitoring the process from start to finish. He has written specifications for roofing and waterproofing projects.

Javier can analyze roof, wall and window systems and make recommendations, providing solutions to infiltration problems, and prepare budget forecasts or long-range budgets for building envelope components and system maintenance.

EDUCATION

Instituto Tecnológico de Estudios Superiores
Bachelor of Science

EXPERIENCE

3 Years with Armko

7 Years in Industry

NOTABLE PROJECT EXPERIENCE

- Fort Worth ISD
  - Morningside Middle School
  - Riverside Middle School
  - Amon Carter Riverside High School
- Carrollton-Farmers Branch ISD
  - 10 Campus Roof Survey
  - Stark Elementary School Roof Replacement
  - Blanton Elementary School Roof Replacement
- Dallas ISD
  - Ben Franklin Middle School Roof Replacement
- Keller ISD
  - 16 School Roof Replacement Projects
- Duncanville ISD
  - Old Acton Conversion to Learning Center
  - Byrd Middle School
  - High School CTE Addition and Renovation
- McKinney ISD
  - New Elementary School #22
  - Boyd High School Additions
  - Scott High School Additions



Fort Worth ISD Riverside Middle School



Dallas ISD Ben Franklin Middle School



Lance Brooks

FDP | Food Service Design Consultant

Lance has been with Foodservice Design Professionals since 2001, managing designs of food service facilities within the K-12, higher education, corporate, healthcare, and retail markets. He focuses on creative designs, out-of-the-box solutions, and aligning scope to budget. Before starting with FDP more than 20 years ago, Lance worked as a food service contractor/fabricator. This gives him the foundation for understanding the construction process, equipment installation, and means/methods of stainless-steel fabrication.

Lance and his team provide clients with 3D modeling/virtual reality during the design phase of a project. This allows the client to walk through the design as an operator and customer to ensure it meets their needs. Additionally, it will enable them to visualize the corridors, equipment locations, and cross-relationship adjacencies. The virtual walk-through is as close to reality as possible without starting construction.

EDUCATION

Texas A&M University
Bachelor of Science
Environmental Design

EXPERIENCE

23 Years with FDP

23 Years in Industry

NOTABLE PROJECT EXPERIENCE

- Mineral Wells ISD
  - Smith Middle School Renovation
  - Cleburne High School
- Mansfield ISD
  - Charlene McKinzey Middle School
  - Mansfield High School Renovations
- White Settlement ISD
  - Liberty Elementary School Additions and Renovations
  - Brewer High School Concessions
  - FAC New Annex
  - New Administration Building
  - West Elementary School
  - Brewer Middle School
- Eagle Mountain Saginaw ISD
  - New Eagle Mountain Saginaw High School
  - Eagle Mountain Saginaw Elementary Schools 16, 17, and 18
  - Saginaw High School Renovations
- Crowley ISD
  - Central Administration Office
- Deer Creek Elementary School Renovation



Mineral Wells ISD Smith Middle School



Mansfield ISD Charlene McKinzey Middle School



Renee Edmondson, CTS, RCDD

True North | Project Manager

Renee is a seasoned professional with a remarkable 15-year career in technology systems design. Her experience extends across various domains, including voice, data, and video cabling infrastructure, as well as AV multimedia systems. Her proficiency in crafting detailed specifications has been a driving force behind the successful execution of numerous projects. Renee's commitment to excellence is evident in her ability to navigate the complexities of technology systems, ensuring optimal performance and reliability.

EDUCATION

The Pennsylvania State University
Bachelor of Science International
Business and Marketing

REGISTRATION

Registered Communications Distribution Designer

Certified Technology Specialist

EXPERIENCE

6 Years with True North

15 Years in Industry

NOTABLE PROJECT EXPERIENCE

- Plano ISD
  - Security Technologies Assessment
  - Districtwide Security Technology Upgrades
- Red Oak ISD
  - New Middle School
- Little Elm ISD
  - High School Additions/Renovations
- Royse City ISD
  - Bond Projects
- Sherman ISD
  - Bond Projects



Tyler Minnish, PSP®

True North | Senior Security Consultant

Tyler Minnish has been a prominent figure in the technology and security industry since 1999, bringing a wealth of experience to his roles. Specializing in Technology Systems Project Management, Tyler has a deep understanding of premise physical security systems, life safety systems, voice, data, and video cabling infrastructure, and fiber optic systems. His proficiency in program management further enhances his ability to deliver comprehensive and effective solutions. Tyler's extensive knowledge and skills make him an invaluable asset to the True North team, consistently driving success and innovation within the organization.

EDUCATION

McLennan Community College

REGISTRATION

Physical Security Professional

EXPERIENCE

2 Years with True North

25 Years in Industry

NOTABLE PROJECT EXPERIENCE

- Plano ISD
  - Security Technologies Assessment
  - District Wide Security Technology Upgrades
- Eustace ISD
  - Security Assessment
- Belton ISD
  - Districtwide Security Technology Upgrades
- Red Oak ISD
  - New Middle School



David Vieira, ASTC

WJHW | Principal Acoustics Consultant

Dave Vieira is a true believer in the power of Education. As a Principal and Project Manager for WJHW, he is fortunate enough to get to work on some of the most life-changing buildings in the world. Dave earned his master's degree studying a self-designed program blending Theater Design and Construction Project Management at UT Austin. His combination of design experience and construction project management knowledge makes him an ideal resource for project collaboration. Dave is known as the guy who shows up to everything for his projects and clients.

EDUCATION

University of Texas at Austin
Master of Fine Arts Theatre Design

Texas Christian University
Bachelor of Fine Arts
Theatre Production

REGISTRATION

American Society of Theatre Consultants

EXPERIENCE

10 Years with WJHW

18 Years in Industry

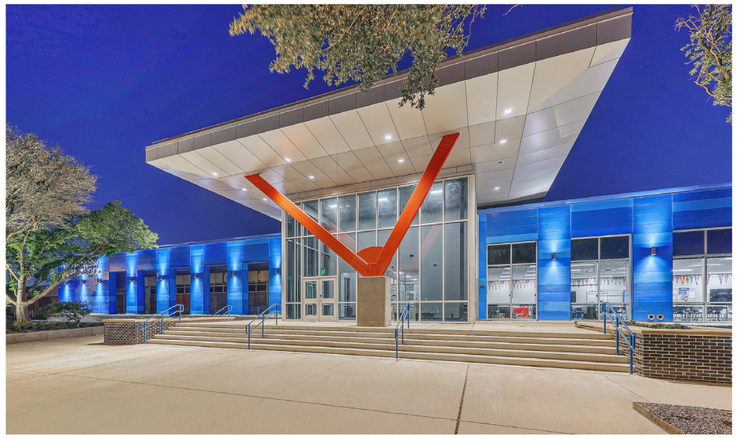
NOTABLE PROJECT EXPERIENCE

- Mineral Wells ISD
  - Cleburne High School
  - Don Smith Performing Arts Center
- Fort Worth ISD
  - Fort Worth VPA STEM
- Dallas ISD
  - Bryan Adams High School
  - New Tech High School at B.F. Darrell
  - Pinkston High School Expansion
  - South Oak Cliff High School
  - Sunset High School
  - Franklin D. Roosevelt High School
  - North Dallas High School
  - Thomas Jefferson High School
  - Sanger Elementary School
- Frisco ISD
  - Emerson High School
  - Panther Creek High School
  - Centennial High School
- Denton ISD
  - Guyer High School
  - New Denton High School
  - Ryan High School
  - Strickland Middle School

SECTION B – QUALIFICATIONS, TEAM, AND EXPERIENCE

d. Provide information regarding **three (3) school district projects** of similar size and scope to the ones for which services are requested herein, that your firm acted as the design architect and provided project administration, on which you are currently working or completed in the last five (5) years. For each, provide the following:

- Project name and location
- Services provided
- Date of completion or project status
- Original Budget and Actual Project Costs for the Project – provide any relevant information regarding a discrepancy.
- Whether the Project was completed on schedule (if not, what were the issues)
- Client name, address and telephone number(s) for contact persons that may provide information regarding the quality of your service on the Project and your qualifications.



Southwest High School Addition

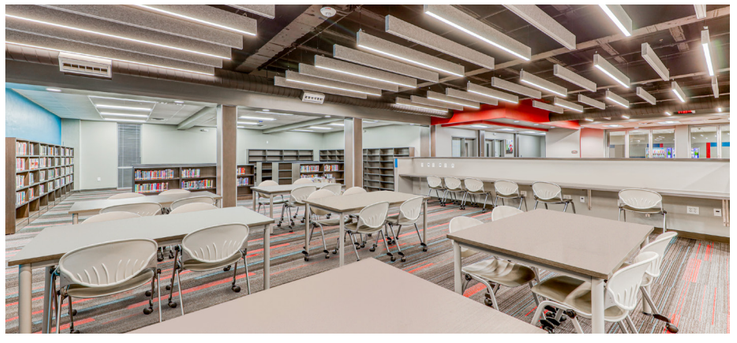
Fort Worth ISD | Fort Worth, Texas

Why ?

An excellent example of a heavy and complicated renovation project with CTE components.

To successfully complete a comprehensive high school renovation for an occupied campus required an extremely tight working relationship with the program manager and the District. **The project consisted of renovations and expansion to the high school, focusing on the aesthetic and academic modernization of the campus.** The team held to the aspiration of creating transformative spaces, highlighted by the improvements to Southwest High School's Tier 1 and Tier 2 CTE programs, and expansion to the administration and campus entrance.

Critical to this effort was the establishment of a non-negotiable critical work path and phasing plan. Clear documentation and communication became the keys to navigating these to complex components. **Ultimately, the success of the project was realized through our shared respect of instructional time, the minimalization of instructional disruptions, and the attention to the District's mission to "prepare students for success in college, career and community leadership."**



SERVICES

Prime Firm, Architecture, Interior Design, Landscape Architecture, and Structural Engineering.

COST

Initial Budget
$25,518,916
Final Construction Cost
$24,483,499

DATES

Year Design Began
2019
Final Substantial Completion
March 2022 (on time)

PROJECT TEAM

Parkhill
David Finley | Partner-in-Charge
Allan Wolf | QA/QC
Landon Bell | Landscape Architect
Ron Brown | Construction Admin

Consultants
MEPCE Inc. | MEP Engineering **HUB**
Dennehy Architect | Architecture
Jim Whitten Roof Consultants

HUB Percentage
31%

CONTRACTOR

Imperial Construction
Jon Jones, Vice President
817.996.2982

CLIENT REFERENCE

John Engel, Principal
Jon Jones, Vice President
4100 Altamesa Blvd.
Fort Worth, TX 76133
817.814.8000



Roofing Repairs

Lubbock ISD | Lubbock, Texas

Why ?

Quickly assessing and planning roofing repairs to three campus provided life cycle extensions and improve overall efficiencies to the facilities.

Lubbock ISD was faced with the difficult challenge of replacing roofing on several campuses as part of an insurance claim for hail. To complicate matters, the settlement left the replacement of rooftop units uncertain, so Parkhill inventoried them and ultimately had to remove and reinstall twenty-year old units on a new roof. Lots of miscellaneous metal and steel channel trim was rusted and Parkhill was able to document, detail and get it added to the insurance settlement. In addition, Parkhill helped the District get compensation for the additional roof insulation required by the current energy code. A bulleted summary follows on our project highlights:





SERVICES

Architecture, Mechanical Engineering, Electrical Engineering, Structural Engineering, Cost Estimating, and Construction Contract Administration.

COST

Initial Budget
$10,600,000
Final Construction Cost
$10,227,800

DATES

Year Design Began
December 2022
Initial Substantial Completion
June 2023
Final Substantial Completion
March 20, 2024

PROJECT TEAM

Parkhill
Chuck Shaw
Heath Swindler
Isaac Aguilar
Bradley Blount
Allan Wolf

Consultants
None

CONTRACTOR

Teinert Construction
Chad Henthorn
806.744.2801

CLIENT REFERENCE

Rick Rodriguez
Chief Operations Officer
Lubbock ISD
1628 19th Street
Lubbock, Texas 79401
806.219.0081
rick.rodriguez@lubbockisd.org



Track and Turf Replacement

Millsap ISD | Millsap, Texas

Why ?

Parkhill's first project with Millsap ISD was design of a new artificial turf field at their football stadium and a resurface of their existing track, which had been plagued by drainage problems on the northeast and south sides of the facility.

Funding for the project was through a private donor who pledged $2 million. Detailed field investigation and cost estimating was performed, and Parkhill identified the project cost to be nearer $2.3 million; the $2 million budget would only be possible if the existing asphalt under the track could be reused. Parkhill bid the asphalt replacement as an alternate and later, after the contractor exposed the asphalt surface, Parkhill executed a deductive change order, bringing the final cost very near to $2 million. The turf was completed in July 2024 stadium opened in time for the first practice in August. As an extra touch, Parkhill created a mini-field for young kids to play on during the game, complete with turf and a mini-logo.





SERVICES

Landscape Architecture, Civil Engineering, Cost Estimating, Construction Contract Administration.

COST

Initial Budget
$2,300,000

Final Construction Cost
$2,021,370

DATES

Year Design Began
2024

Final Substantial Completion
Turf - July 23, 2024
Track - Sept. 12, 2024

PROJECT TEAM

Parkhill
Chip Whitlock
Brent Clifford
Allan Wolf
Landon Bell

Consultants
Enprotec
Hibbs & Todd, Inc. Surveying and Geotechnical
Symmetry

CONTRACTOR

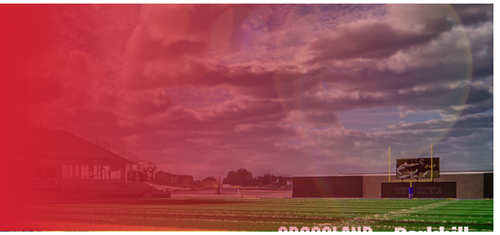
Teinert Construction
Chad Henthorn
806.744.2801

CLIENT REFERENCE

Jeff Clark
Executive Director of Operations
Millsap ISD
201 East Brazos,
Millsap, Texas 76066
940.682.4994
jclark@millsapisd.net

1

Stephenville ISD
Eric Cederstrom | Superintendent
P | 254968.7990
E | eric.cederstrom@sville.us



2

Melissa ISD
Duke Sparks | Director of Community Outreach
P | 972.837.2411
E | dsparks@melissaisd.org



3

Procedeo Group
Brian Johnson | Fort Worth Program Manager
P | 817.814.1400
E | bjohnson@procedeogroup.com



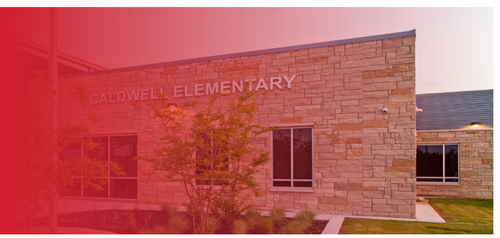
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Abilene ISD
Rickey Wallace | Director of Facilities
P | 325.692.7234 Ext. 8170
E | rickey.wallace@abileneisd.org



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Caldwell ISD
Dr. James Barton | Superintendent
P | 979.567.2400
E | jbarton@caldwellisd.net

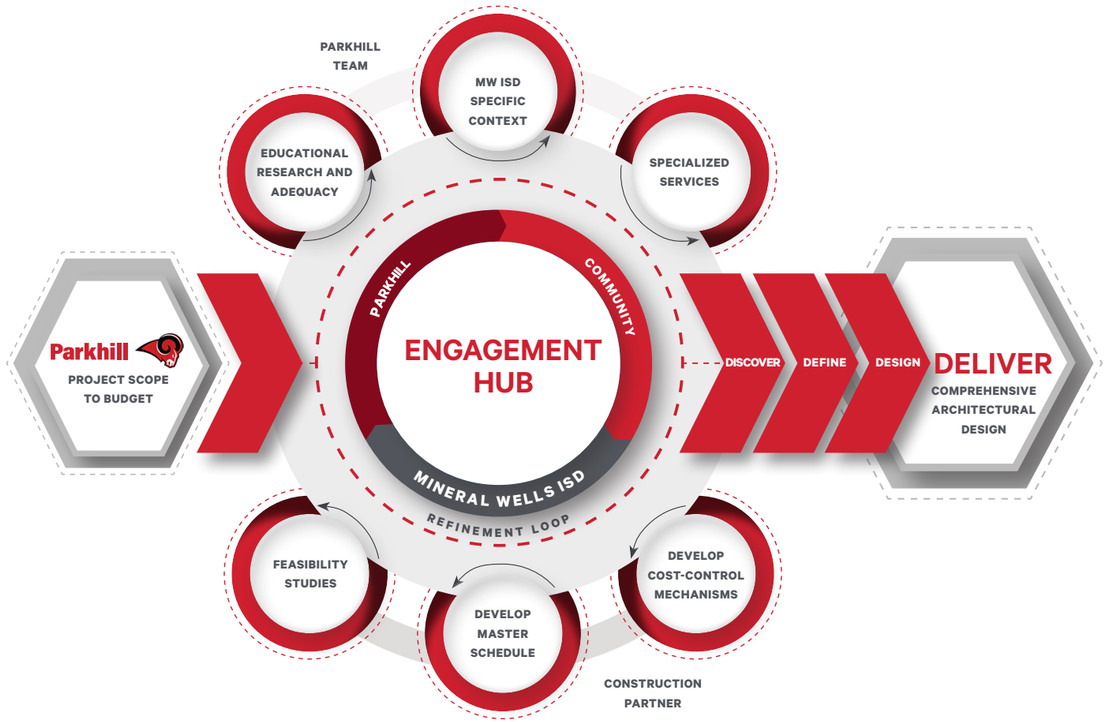


SECTION C – PROJECT APPROACH AND RESOURCES

a. Provide a description of your firm's overall approach to project administration, how you view your firm's role in protecting the interests of the District and explain how this approach will benefit the District.

Our Project Management Approach

Our project management approach is developed similar to educational models that utilize critical feedback as a formative improvement strategy. We apply this model to our design process, focusing on outcomes and Mineral Wells ISD's specific needs. The refinement loop shown below acts as a feedback cycle to capture and strengthen specific project information, which allows the team to refine the solutions throughout the project's life cycle.





PROJECT SCOPE TO BUDGET AND CONTRACT NEGOTIATION:

Our team's specialized experience includes:

- 30+ years of successful contract negotiation with ISD clients. We have in-house professionals in all AIA contract documentation and have worked diligently with ISD attorneys to develop reasonable and fair contract templates as a starting point for negotiation.
- Broad and successful experience in establishing project scope and budget alignment as a critical starting point for our project management approach.
- Through careful study of existing facilities and feasibility reports, we will ensure that every project meets the established and approved scope and budgetary requirements.



ACTIVATE THE ENGAGEMENT HUB

A component of our project management approach is to develop integrated and innovative feedback loop from contract language to performance rubrics to establish a dynamic partnership that shares responsibilities.

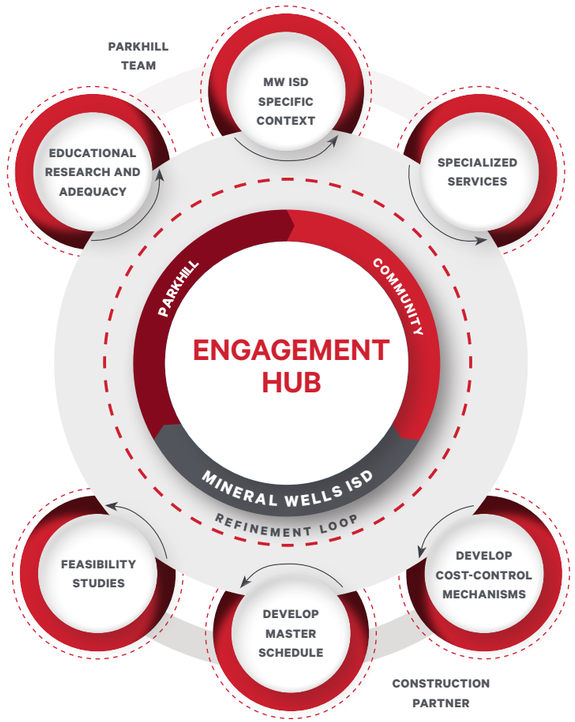
- Work with all stakeholders to unlock the potential of dynamic partnerships through facility design.
- Recognizing the work of this team is to build capacity and understanding through transparent and continual communications.
- Introduce the complexity inherent in public school capital budgeting, design and procurement.
- Work together to identify unique and creative processes that reflect the context of Mineral Wells ISD.

UTILIZING THE REFINEMENT LOOP

Transparent and open communication informs the design throughout our process. We test and retest design solutions in the context of research and alignment with your curriculum and educational delivery. Each milestone from schematic design to construction documents is improved through this feedback. Our team appreciates that a constructible final design is not a linear process. **This intentional and crucial communication flow ensures any established rubrics for success are reflected in the final design and ensures alignment with the mission and vision of Mineral Wells ISD.**

COMMUNICATION WITH CONTRACTORS

Parkhill will utilize electronic means to log, prioritize, direct and track of request for information. We pride ourselves in synthesized clear responses from those designers directly involved in the original design decisions. Each response is reviewed and logged by the project manager. Since Mineral Wells ISD wishes to utilize Projectmates for Project Management Software, we will use Projectmates. Ultimately, it comes down to the client and your needs come first.





COST CONTROL MECHANISMS

- Start the estimating process early and share data with Construction Partner
- Identify critical path milestones for opinions of cost
- Utilize Parkhill Mech/Elect/Structural/Civil engineers in early phases to augment Construction Partner estimating
- Clearly define Owner costs and allowances
- Design to 95% of budget until 95% complete with design
- Communicate with major subcontractors
- Demonstrate phasing and scheduling impacts in design
- Identify alternatives and methods for competitive pricing
- Review and compare current cost estimates to industry trends and markets
- Preserve instructional program and environment



FEASIBILITY STUDIES

The Parkhill team brings specialized experience, including:

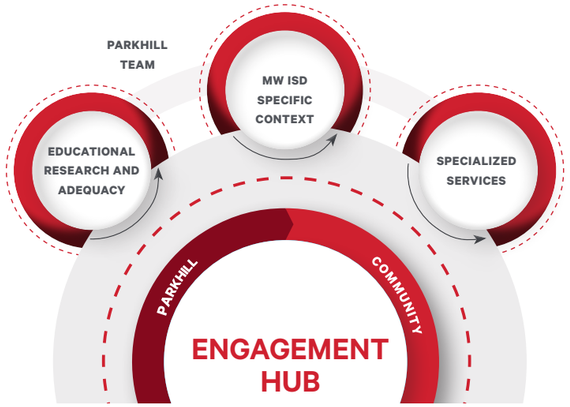
- Safety and security audits, design, implementation and commissioning
- Broad experience in district facility assessment, educational adequacy, and programming studies.
- Site and utility feasibility analyses.
- Life safety, accessibility, and energy audits.
- Project analytics: life cycle costs, utilization/capacity studies, ROE studies.



DEVELOP MASTER SCHEDULE

Parkhill understands that the development of a master schedule and project critical path is foundational to a successful project. As such we dedicate time in the development of the schedule and to ensure that it is followed with fidelity:

- Very early in the project development cycle we work closely with our contractor partner to establish important scheduling milestones
- Together we review the master schedule on a weekly basis to document deviations or scheduling impacts
- We establish an internal communication network to react quickly to changes in market, supply chains, or lead-time issues.
- We establish a communications plan with the Owner to regularly update the ISD and to provide collateral information for public consumption





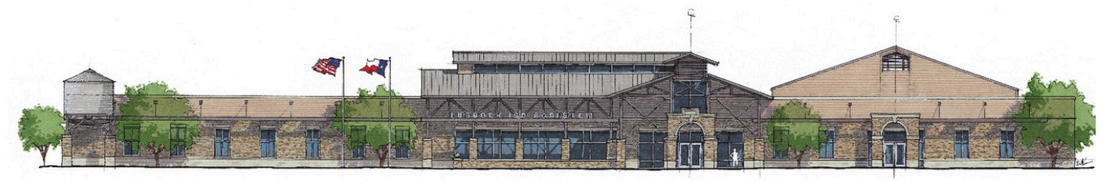
EDUCATIONAL RESEARCH AND ADEQUACY

- Our team actively engages with current educational research and the impact of educational modalities on our work as K-12 architects
- Our in-house legislative team, led by Dr. Finley, stay abreast of legal changes and TEA facility requirements that can impact the educational adequacy of a facility
- We deeply consider the difference between equality and equity throughout our management approach and project delivery in order to celebrate the diversity of the Mineral Wells community and student body



SPECIALIZED SERVICES: A powerful and unique component of Parkhill is the diversity of services found within our firm, as well as the trusted partnerships we have established with external consultants over our 75+ years of existence. These partnerships both internally and externally are grounded on the exact same principles:

- The creation of explicit communication channels and “rules”
- Through the project scope to budget exercises we:
  - Establish project expectations and deliverable time frames
  - Clearly delineate associated budgets and other project constraints
  - Develop cadence of consistent meetings with stakeholders
  - Ensure critical information is shared in a timely manner with the District
- Establish a consistent quality control process and mechanism to ensure the project deliverables exceed the project expectations
- The following services we can offer both in-house and out-of-house:
  - Civil Engineering
  - Structural Engineering
  - MEP Engineering
  - Energy Systems Engineering
  - Acoustical Engineering
  - Interior Design
  - Technology Infrastructure Design
  - Cost/Budgetary Estimating
  - Environmental/Hazardous Materials Inspections
  - Life Safety Systems
  - Americans with Disabilities Act Audits
  - Kitchen Design Services
  - Leadership in Energy and Environmental Design (LEED)



DISCOVER: Answer the ‘Why’ Question.

Successful projects start with a clear vision. Before diving into the ‘what’ of the project, we start by asking ‘why?’ That means activating the Engagement HUB early to determine how we will define project success and determine measurable outcomes needed to impact student achievement and operational efficiency. Key tasks during this phase include initial programming, a project kickoff, review of facility assessment, site analysis, and stakeholder visioning workshops.

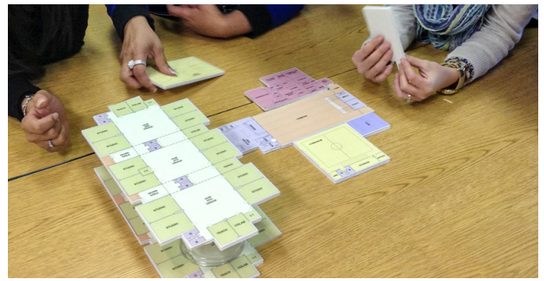
DEFINE: Determine Where You Want to Go.

In this step, we begin to define and quantify the physical spaces and attributes of the new facility. We will conduct programming workshops with stakeholders to establish both quantitative and qualitative aspects of the facility. Key tasks during this phase include initial code reviews, preliminary budget review and establishing the overall vision for instructional delivery.

DESIGN: Solve How We Get There.

The design phase is highly iterative and interactive, as shown in the refinement loop. Options are explored with consideration for project scope, budgets, schedules, and goals.



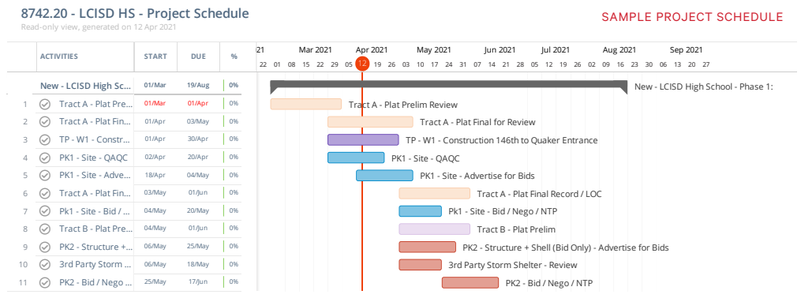




DELIVER: Realize the Vision.

Documentation begins once stakeholders have vetted and endorsed the final design solution and budget. Our production team led by Mildred Bautista will work in a highly collaborative manner with our in-house and out-of-house consultants, Mineral Wells ISD, and regulatory agencies to ensure construction details and specifications are coordinated. We are active in the bidding and negotiation phase to ensure that the selected contract is the right fit for the project. Once construction commences, we will assign a dedicated, in-house Construction Administrator for construction observation.

SAMPLE PROJECT SCHEDULE



Construction Administration

Parkhill appreciates the importance for consistent observations of a project, specifically with those systems that are critical to project progression and critical path. These observations will be coordinated with, and performed together with the contractor. Documentation will remain a critical component of this exercise and can include electronic notes, photo documentation, drone footage, etc,. Detailed construction administration activities including frequency and duration will be a component of the negotiated contract.



CHANGE ORDERS

a. For every change, the Parkhill team will review and advise, focusing first on validity, and then feasibility. This review will be the primary responsibility of the designer, or Design Team for the specific system. Any options or questions will be documented and forwarded to the appropriate Team member. The review will be monitored and tracked in through our project management methodology in order to provide a timely responses. The Owner will be apprised of any change orders under review.

b. The Parkhill Team in tandem with the contractor will work to ensure a valid and reasonable cost for any change order prior to Owner review. A detailed breakdown of change order costs will be vetted by the appropriate team member and any questions or comments will be documented and addressed. Lastly, the established cost will be weighed against any contingency amounts and/or current project costs.

c. The change order will be presented to the Owner for approval only after the above validation processes are completed and the constructibility and construction responsibilities are established, and documented.





A key component of our project management approach depends on full team collaboration, and engagement of all project stakeholders, and design consultants throughout all phases of the project.

Our solution to avoid delays starts on day one of the project. Our project team will work with Mineral Wells ISD officials to document project goals, resources, and timelines, then leverage Parkhill's **Square One** quality assurance program plan to ensure every schedule milestone is met with excellence. Parkhill's Design Team will then work with the selected Contractor to develop common schedules and coordinate with all subcontractors to ensure everyone is accountable for their part. At the forefront of everything, is clear, concise communication for all involved.

SQUARE ONE

Critical Milestones

Parkhill has a deep understanding of when projects should accelerate or decelerate. Below are the critical tasks or milestones which require focus and nimbleness:

Critical Milestones for Renovations:

- Programming
- Schematic Design/ Client approval
- Design Development/ Client approval
- Construction Documents/Client approval
- Bid/Build
- Post Occupancy

Critical Milestones for New Construction:

- Survey/Site eval/ Geotech
- Programming
- Schematic Design/Client approval
- Design Development/Client approval
- Construction Documents/Client approval
- Bid/Build
- Post Occupancy

b. List resources of the firm that would be made available to the District that would distinguish your firm as most qualified to perform the design, administration and closeout of the Projects.

Team Focus

Borrowing from current thinking regarding hierarchal versus distributed leadership in complex organization, Parkhill approaches our team's organization around a singular central focus: **The Student**. As the concentric rings move closer to this "center", so does the influence and impact of the specific team members.



EXTERNAL SUPPORT
- Mechanical/Electrical Engineers
- Technology Consultants
- Food Service
- Acoustical Consultants
- Cost Estimating
- ADA Consulting

PARKHILL INTERNAL SUPPORT
- Project Architect
- Interiors
- Landscaping
- Engineering
- LEED Leadership
- Life Safety Design
- Energy Modeling

PARKHILL LEADERSHIP
- Project Manager
- Partner-in-Charge
- Educational Strategist
- Engineering Lead

MINERAL WELLS ISD
- District Administration
- Board of Trustees
- Community at Large

STUDENTS
- Because the students are at the heart of everything we do, they will be the center of our focus, built on a foundation of support from every angle.

SECTION D - INTEGRITY AND BUSINESS ETHICS. Please indicate whether you, or any principal in your company, or any partner in your partnership:

a. Has committed fraud or a criminal offense in connection with obtaining or attempting to obtain a contract. Yes ☐ No ☑

b. Has violated Federal or state antitrust statutes. Yes ☐ No ☑

c. Has committed embezzlement, theft, forgery, bribery, falsification or destruction of records, or tax evasion. Yes ☐ No ☑

d. Has made false statements, in connection with a prior solicitation or contract.
Yes ☐ No ☑

e. Has violated Federal criminal tax laws. Yes ☐ No ☑

f. Has received stolen property; Committed any other offense indicating a lack of business integrity or business honesty that seriously and directly affects the present responsibility of the contractor. Yes ☐ No ☑

g. Has been indicted for any of the offenses described in this Sub-paragraph 2 A-F,
Yes ☐ No ☑

h. Has delinquent Federal or state taxes. Yes ☐ No ☑

If the answer to any of the questions in this Section C is "yes" please provide additional information. N/A

SECTION E - COMPLIANCE WITH PUBLIC POLICY

a. Please confirm that it is Proposer's policy to consistently comply with Equal opportunity and nondiscrimination laws and requirements of the Federal Government and state, local government and that and that it has complied with such laws and requirements on past construction projects. Confirm

b. Please indicate which of the following affirmative steps Proposer has used on prior projects to assure participation by small and minority owned businesses and women's business enterprises where possible and which of these have been most successful for the Proposer in the past:

   i. Placing qualified small and minority businesses and women's business enterprises on solicitation lists; Confirm

   ii. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources; Confirm

   iii. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises; Confirm

   iv. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises; Confirm

   v. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce. Confirm

   vi. Requiring subconsultants to take the affirmative steps listed in paragraphs (i) through (v) of this section. Confirm

HUB SUBCONTRACTING NARRATIVE

At Parkhill, we team up with historically under-utilized businesses, women-owned businesses, and small businesses in our commitment to assure opportunity for all and have a diverse group of professionals working in our projects. Our Business Diversity Plan includes, but is not be limited to, the following types of information: commitment in addressing diversity; activities to be taken to assure equal employment opportunity for all persons, regardless of race, color, religion, age, national origin, citizenship status, or disability; and institutional strategies to ensure the utilization of HUB subcontractors in every project.

SECTION E – DISCIPLINE AND SERVICES

A. Mechanical

- ☑ Heating, Ventilation and Air Conditioning (HVAC) repairs, upgrades and new installations
- ☑ Cooling tower replacements, boiler replacements, chiller replacements, air handler replacements, roof top unit replacements
- ☑ Building heat and cooling load analysis
- ☑ Installation of direct digital controls

B. Electrical

- ☑ Electrical system (supply and service) renovation, upgrade and new installations
- ☑ Lighting repairs, upgrades and new installations
- ☑ Backup power generators

C. Plumbing

- ☑ Plumbing repairs, upgrades, hookups, tie ins and new installations, including irrigation system upgrades, sewer line installations and upgrades, backflow preventers and necessary certifications and roof drains.

D. Elevators

- ☑ Elevator system analysis for cab replacement, digital controls, hoist motor design and replacement

E. Utilities (electric, gas, storm water, sewer, potable water, telephone, cable, etc.)

- ☑ Installations, tie ins, hookups and permits
- ☑ Telecommunication repairs and new installations
- ☑ Data processing cabling repairs and new installations

F. Structural and Waterproofing

- ☑ Structural and building foundation work including but not limited to slabs, steps, sidewalks, drives, parking lots
- ☑ Parking garage and parking lot repairs and replacements and new construction
- ☑ Structural analysis of building frames for floor loadings, building movements, dead and live loads
- ☑ Waterproofing of deck surfaces, roof tops and the building exterior
- ☑ Expansion joint controls and analysis

G. Building Envelopes

- ☑ Masonry repairs and new installations
- ☑ Provide building envelope analysis for weather tightness (deck coatings, sealants, waterproofing, weather stripping, door and window gaskets and glazing)

H. Building Renovations and New Construction

- ☑ Design renovations, additions and possible new building construction. Prepare detailed construction plan(s) and specification(s) for submission to MWISD's Procurement Staff, and for subsequent construction purposes.
- ☑ Procurement Phase: Provide technical support during the procurement process including preparation of all addenda as necessary, answering potential questions, and participation in the construction pre-submittal meeting as well as providing technical assistance as necessary for evaluation purposes.
- ☑ Interior and exterior renovation projects
- ☑ Facility, infrastructure and project design.
- ☑ Development of as-built plans, feasibility and comparative cost reviews

I. Site Analysis

- ☑ Site preparation and excavation
- ☑ Feasibility studies
- ☑ Provide property, geotech and topography surveys
- ☑ Provide as built surveys
- ☑ Environmental Planning
- ☑ Design and Engineering Services for Parking lot
- ☑ Storm and sanitary sewers
- ☑ Well closures
- ☑ Landscape Architecture

J. Building Access Systems and Building Management Systems

- ☑ Building security and card control access system
- ☑ Parking lot and parking garage security system
- ☑ Building Management Systems
- ☑ Building System evaluations

K. Fire Safety Systems

- ☑ Fire alarm and fire sprinkler system repairs, upgrades and new installations
- ☑ Fire suppression system repairs, upgrades and new installations
- ☑ Ability and experience to design and draft in compliance with all fire codes

L. Roofs

- ☑ New installations of Roof Systems (various types)
- ☑ Roof repairs

M. LEED and Energy Conservation

- ☑ Design and certify Leadership in Energy and Environmental Design (LEED) projects
- ☑ Provide Commissioning Services for LEED certification of Mechanical, Electrical and Plumbing (MEP) designed systems and construction components
- ☑ Provide Energy Modeling of Building Components and Equipment for LEED certification
- ☑ Conduct surveys, analysis and Energy Modeling of existing buildings and systems for adaptation to LEED standards
- ☑ Energy management systems, designs, and certification in compliance with the State Energy Conservation Design Standards

N. Space Planning and Interior Design

- ☑ Provide space planning, exterior/interior design renderings and sample boards
- ☑ Oversee the design and installation of modular furniture
- ☑ Provide estimating services for fixtures, furnishings and equipment systems, components and installation

O. ADDITIONAL SERVICES NOT LISTED

Please indicate and describe any other or additional services that your firm qualifies for and proposes to perform as **a Licensed A/E** under the requirements Chapter 1001 or 1051 of the Occupations Code.

1. Predictive Analytics and Peer District Benchmarking
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

P. Continuation of Offered Services

Services Provided	Services Provided – Indicate by checking Appropriate Boxes
Facilities Conditions Assessment	✓
Master Facility Plans	✓
Building Renovations and New Construction	✓
Feasibility Studies	✓
Site Analysis and Planning	✓
Civil Engineering	✓
Landscape Design	✓
Structural Engineering & Waterproofing	✓
MEP Engineering	✓
Interior Design	✓
Utilities (electric, gas, storm water, sewer, potable water, telephone, cable, etc.)	✓
Technology Infrastructure Design	Consultant
Communication Systems Design	Consultant
Acoustical Evaluation	Consultant
Space Planning and Interior Design	✓
Energy Audits	✓
Environmental / hazardous materials inspections	✓
Life Safety System / Fire Safety Systems	✓
Americans with Disabilities Act audit/review ADA	✓

RFQ EXHIBIT B

CONFLICT OF INTEREST QUESTIONNAIRE

For vendor doing business with local governmental entity

FORM CIQ

This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.

This questionnaire is being filed in accordance with Chapter 176, Local Government Code, by a vendor who has a business relationship as defined by Section 176.001(1-a) with a local governmental entity and the vendor meets requirements under Section 176.006(a).

By law this questionnaire must be filed with the records administrator of the local governmental entity not later than the 7th business day after the date the vendor becomes aware of facts that require the statement to be filed. *See* Section 176.006(a-1), Local Government Code.

A vendor commits an offense if the vendor knowingly violates Section 176.006, Local Government Code. An offense under this section is a misdemeanor.

OFFICE USE ONLY

Date Received

1 **Name of vendor who has a business relationship with local governmental entity.**

N/A – To the best of my knowledge, there is no conflict of interest between Parkhill Partners or associates and any officials of Mineral Wells ISD.

2 ☐ **Check this box if you are filing an update to a previously filed questionnaire.**

N/A

(The law requires that you file an updated completed questionnaire with the appropriate filing authority not later than the 7th business day after the date on which you became aware that the originally filed questionnaire was incomplete or inaccurate.)

3 **Name of local government officer about whom the information in this section is being disclosed.**

N/A

Name of Officer

This section (item 3 including subparts A, B, C, & D) must be completed for each officer with whom the vendor has an employment or other business relationship as defined by Section 176.001(1-a), Local Government Code. Attach additional pages to this Form CIQ as necessary. N/A

A. Is the local government officer named in this section receiving or likely to receive taxable income, other than investment income, from the vendor?

☐ Yes ☐ ✓ No

B. Is the vendor receiving or likely to receive taxable income, other than investment income, from or at the direction of the local government officer named in this section AND the taxable income is not received from the local governmental entity?

☐ Yes ☐ ✓ No

C. Is the filer of this questionnaire employed by a corporation or other business entity with respect to which the local government officer serves as an officer or director, or holds an ownership interest of one percent or more?

☐ Yes ☐ ✓ No

D. Describe each employment or business and family relationship with the local government officer named in this section.

N/A

4 David Finley, Ed.D., AIA, ALEP | Partner-in-Charge — May 29, 2025

Signature of vendor doing business with the governmental entity — Date

Adopted 8/7/2015

CONFLICT OF INTEREST QUESTIONNAIRE
For vendor doing business with local governmental entity

A complete copy of Chapter 176 of the Local Government Code may be found at http://www.statutes.legis.state.tx.us/Docs/LG/htm/LG.176.htm. For easy reference, below are some of the sections cited on this form.

Local Government Code § 176.001(1-a): "Business relationship" means a connection between two or more parties based on commercial activity of one of the parties. The term does not include a connection based on:

(A) a transaction that is subject to rate or fee regulation by a federal, state, or local governmental entity or an agency of a federal, state, or local governmental entity;
(B) a transaction conducted at a price and subject to terms available to the public; or
(C) a purchase or lease of goods or services from a person that is chartered by a state or federal agency and that is subject to regular examination by, and reporting to, that agency.

Local Government Code § 176.003(a)(2)(A) and (B):

(a) A local government officer shall file a conflicts disclosure statement with respect to a vendor if:

***

(2) the vendor:

(A) has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds $2,500 during the 12-month period preceding the date that the officer becomes aware that

(i) a contract between the local governmental entity and vendor has been executed; or

(ii) the local governmental entity is considering entering into a contract with the vendor;

(B) has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than $100 in the 12-month period preceding the date the officer becomes aware that:

(i) a contract between the local governmental entity and vendor has been executed; or
(ii) the local governmental entity is considering entering into a contract with the vendor.

Local Government Code § 176.006(a) and (a-1)

(a) A vendor shall file a completed conflict of interest questionnaire if the vendor has a business relationship with a local governmental entity and:

(1) has an employment or other business relationship with a local government officer of that local governmental entity, or a family member of the officer, described by Section 176.003(a)(2)(A);
(2) has given a local government officer of that local governmental entity, or a family member of the officer, one or more gifts with the aggregate value specified by Section 176.003(a)(2)(B), excluding any gift described by Section 176.003(a-1); or
(3) has a family relationship with a local government officer of that local governmental entity.

(a-1) The completed conflict of interest questionnaire must be filed with the appropriate records administrator not later than the seventh business day after the later of:

(1) the date that the vendor:

(A) begins discussions or negotiations to enter into a contract with the local governmental entity; or
(B) submits to the local governmental entity an application, response to a request for proposals or bids, correspondence, or another writing related to a potential contract with the local governmental entity; or

(2) the date the vendor becomes aware:

(A) of an employment or other business relationship with a local government officer, or a family member of the officer, described by Subsection (a);
(B) that the vendor has given one or more gifts described by Subsection (a); or
(C) of a family relationship with a local government officer.

Form provided by Texas Ethics Commission www.ethics.state.tx.us Revised 1/1/2021

RFQ EXHIBIT C
Felony Conviction Notification

The Texas Education Code, Section 44.034, Notification of Criminal History, Subsection (a), states "a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony."

Subsection (b) states "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

This notice is not required of a Publicly-Held Corporation.

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony conviction has been received by me and the following information furnished is true to the best of my knowledge.

Proposer's Business Name Parkhill, Smith, & Cooper, Inc. dba Parkhill

Authorized Company Official's Name (Printed) David Finley, Ed.D., AIA, ALEP | Partner-in-Charge

A. My firm is a publicly-held, stock-exchange corporation; therefore this requirement is not applicable.

Signature of Company Official: _____

Date Signed: _____

B. My firm is not owned or operated by anyone who has been convicted of a felony.

Signature of Company Official: _____ David Finley, Ed.D., AIA, ALEP | Partner-in-Charge

Date Signed: May 29, 2025

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony (printed name and general description of type of felony or felonies):

1. _____
2. _____
3. _____
4. _____

Signature of Company Official: _____

Date Signed: _____

RFQ EXHIBIT D
Non-Collusion Statement

David Finley, Ed.D., AIA, ALEP, being first duly sworn, deposes and says this:

(1) She/He is Partner-in-Charge (a partner or officer) of Parkhill (the firm of, etc.)

the Proposer who has submitted the attached Statement of Qualifications.

(2) She/He is fully informed respecting the preparation and contents of the attached Statement of Qualifications and of all pertinent circumstances respecting such Statement of Qualifications.

(3) That Statement of Qualifications is genuine and is not a collusive or sham response.

(4) Neither the said Proposer nor any of its officers, partners, owners, agents, representatives, employees or parties in interest, including this affiant, has in any way colluded, conspired, connived or agreed, directly or indirectly, with another Proposer, firm or person, to submit a collusive or sham. Response in connection with the Contract for which the attached Statement of Qualifications has been submitted or to refrain from proposing in connection with such Contract, or has in any manner, directly or indirectly, sought by agreement or collusion, or communication or conferences, with any other Proposer, firm or person to secure through any collusion, conspiracy, connivance or unlawful agreement any advantage against the Mineral Wells Independent School District of Mineral Wells, Texas or any person interested in the proposed contract; and,

(5) The price or prices which will be offered if selected as the successful Proposer in connection with this Request for Qualifications will be fair and proper and will not tainted by any collusion, conspiracy, connivance or unlawful agreement on the part of the Proposer or any of its agents, representatives, owners, employees, or parties in interest, including this affiant.

(Proposer's Business Name): Parkhill

(Proposer's Representative Signature) _____

(Proposer's Representative Title) Partner-in-Charge

Subscribed and sworn to before me on this 29th day of May, ~~2023~~ 2025.

_____
NOTARY PUBLIC, STATE OF TEXAS

BRANDY W. JACKSON NOTARY PUBLIC STATE OF TEXAS ID # 126394000 EXPIRES 03-19-2028

RFQ EXHIBIT E
Disclosure of Interested Parties

Under certain circumstances, the District is required to comply with Texas Government Code, Section 2252.908, Disclosure of Interested Parties. If the District is entering into a contract with a "business entity" (defined below) which requires action by the Board of Trustees or which has a value of the contract is at least $1 million, Section 2252.908, requires the District obtain a Disclosure of Interested Parties Form 1295 from the contracting business entity that, at the time the contract is signed binding the parties. The form requires disclosure of each "interested party" to the contract of which the contracting business entity is aware, and must be signed by an authorized agent of the contracting business entity acknowledging that disclosure is made under oath and under penalty of perjury.

Since the Proposer qualifies as a "business entity" and the contract to be entered for this solicitation is for a value greater than $1 Million or requires action or a vote by the Board of Trustees the selected Proposer will be required complete and submit Form 1295. **THE FORM MAY ONLY BE FILED ELECTRONICALLY.**

Form 1295 must be submitted on the form promulgated by the Texas Ethics Commission and in compliance with the Commission's rules, at the time the business entity submits the signed contract to the District. The form must be completed electronically and the process for doing so can be found at the Texas Ethics Commission website at: https://www.ethics.state.tx.us/whatsnew/elf_info_form1295.htm. The filing process will include:

1. **Completing Form 1295 electronically** with the Texas Ethics Commission using the online filing application. The portal for completion of Form 1295, instructions for completion and answers to Frequently Asked Questions can be found at the Texas Ethics Commission website: https://www.ethics.state.tx.us/whatsnew/elf_info_form1295.htm

2. **Printing a copy of the completed form** (make sure that it has a computer-generated certification number in the "Office Use Only" box)

3. Having an authorized agent of the business entity **sign the form before a notary public.**

4. **Submitting** the completed, signed and notarized Form 1295, showing the certification of filing with your signed contract.

The District will then acknowledge the receipt of the filed Form 1295 by notifying the Texas Ethics Commission of the receipt of the filed Form 1295 no later than the 30th day after the date the contract is executed by the District, binding all parties to the Contract. Within seven (7) business days after receiving acknowledgement from the District the Texas Ethics Commission will post the completed Form 1295 to its website.

A copy of the current Form 1295 is attached hereto for your reference. You are encouraged to contact your own legal counsel with any questions you may have about the process.

The following **definitions** apply:

1. ***"Business Entity"*** means an entity recognized by law through which business is conducted, including a sole proprietorship, partnership, or corporation. TEX. GOV'T CODE §2252.908(1).

2. ***"Interested Party"*** means a person:
   a) who has a *controlling interest* in a Business Entity with whom the District contracts; or
   b) who actively participates in facilitating the contract or negotiating the terms of the contract, including a broker, intermediary, adviser, or attorney for the Business Entity. TEX. GOV'T CODE § 2252.908(3).

3. ***"Controlling interest"*** means:
   a) an ownership interest or participating interest in a business entity by virtue of units, percentage, shares, stock, or otherwise that exceeds 10 percent;

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY
CERTIFICATION OF FILING

Certificate Number:
2025-1315094

Date Filed:
05/27/2025

Date Acknowledged:

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.
Parkhill
Abilene, TX United States

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.
Mineral Wells Independent School District

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.
2025-01
Professional Architectural Services Pool

4 Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
		Controlling	Intermediary
Edwards, Jay	Midland, TX United States	X	
Hart, Dan	Austin, TX United States	X	
Hamilton, John T.	Lubbock, TX United States	X	
Haberer, Mark	Lubbock, TX United States	X	
Finley, David	Frisco , TX United States	X	
Stills, Mary	El Paso, TX United States	X	
Ramirez, Mike	El Paso, TX United States	X	
Edwards, Zane	Lubbock, TX United States	X	
Nelson, Scott	Frisco, TX United States	X	

5 Check only if there is NO Interested Party. ☐

6 UNSWORN DECLARATION

My name is Daniel "Dan" S. Hart, FAIA, PE, and my date of birth is 11/12/1967.

My address is 11902 Burnet Rd. Ste 100 (street), Austin (city), TX (state), 78758 (zip code), USA (country).

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Travis County, State of Texas, on the 27 day of May (month), 2025 (year).

Signature of authorized agent of contracting business entity
(Declarant)

Forms provided by Texas Ethics Commission www.ethics.state.tx.us Version V4.1.0.e02d6221

RFQ EXHIBIT F
Signature Page and Declaration of Compliance

Check (✓) the box that indicates business structure of Proposer.

☐ Individual/Sole Proprietorship ☐ Partnership or Joint Venture ☑ Corporation ☐ Other Entity (State Type) S Corporation

The undersigned certifies that (s)he is Partner (title) of the Proposer entity named below; that (s)he is authorized to sign this Statement of Qualifications (if a Corporation then by resolution with Certified Copy of resolution attached) for and on behalf of the entity, if any, named below, and that (s)he is authorized to execute same for and on behalf of and bind said entity to the terms and conditions provided for in the Proposal as required by this RFQ, and has the requisite authority to execute an Agreement on behalf of Proposer, if awarded, and that the 11-digit Comptroller's Taxpayer Number for the entity, if any, is:

1-7511569364
11-digit Comptroller's Taxpayer Number

75-1156936
Employer Identification No.

Parkhill, Smith, & Cooper, Inc. dba Parkhill
Proposer Organization Name

By: _____
Printed Name: David Finley, Ed.D., AIA, ALEP
Title: Partner-in-Charge

By: _____
(If Proposer is a Joint Venture, an authorized signature from a representative of each party is required.)
Printed Name: _____
Title: _____

By signing this Signature Page and Declaration of Compliance, I do hereby declare that I have read the Request for Qualifications, on which our Qualifications Statement is submitted with full knowledge of the requirements, and do hereby agree to furnish all services in full accordance with the requirements outlined in the Request for Qualifications.

By signing and executing this Qualifications Statement, I further certify on behalf of my organization and represent to the Mineral Wells Independent School District that Proposer has not offered, conferred or agreed to confer any pecuniary benefit, as defined by **TEXAS PENAL CODE ANN. § 218**, or any other thing of value, as consideration for the receipt of information or any special treatment or advantage relating to this Qualifications Statement; the Proposer also certifies and represents that Proposer has not offered, conferred or agreed to confer a pecuniary benefit or other things of value as consideration for the recipient=s decision, opinion, recommendation, vote or other exercise of discretion concerning this proposal; the Proposer certifies and represents that Proposer has neither coerced nor attempted to influence the exercise of discretion by any officer, trustee, agent or employee of the Mineral Wells Independent School District concerning this Qualifications Statement on the basis of any consideration not authorized by law; the Proposer also certifies and represents that Proposer has not received any information not available to other Proposer so as to give the undersigned a preferential advantage with respect to this proposal; the Proposer further certifies and represents that Proposer has not violated any state, federal or local law, regulation or ordinance relating to bribery, improper influence, collusion or the like and that Proposer will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of the Mineral Wells Independent School District in return for the person having exercised the person's official discretion, power or duty with respect to this Qualifications Statement; the Proposer certifies and represents that it has not nor and will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of the Mineral Wells Independent School District in connection with information regarding this Proposal, the submission of this Qualifications Statement, the award or performance of a contract in connection with this RFQ.

MINERAL WELLS
R A M S

December 11, 2009

Dr. James R. "Ronny" Collins
Superintendent
Mineral Wells ISD
906 S.W. 5th Avenue
Mineral Wells, Texas 76067

Dear Dr. Collins:

On December 2, 2009, we received an electronic copy of Haag Engineering's roof assessment report dated November 18, 2008. We have reviewed that report and we have re-reviewed Jansen International's estimate, dated 10/13/08.

We disagree with some of Haag Engineering's assessments and recommendations regarding damage at Houston and Travis and their recommendations for repairs at Sections 1 and 2 at the DSC. Unless it was omitted from the report, it appears Haag did not core the roofs at the High School, Junior High, Houston or Travis. In our professional opinion, if Haag did not core the systems, Jansen should have cored the systems to determine the components, so their replacement costs could be properly estimated. Our reports assessing the damage and recommendation for repairs at Houston and Travis and Sections 1 and 2 at the DSC are attached.

Our review of Jansen's estimate, used to determine your insurance settlement, revealed that there are numerous quantity and unit cost errors. In our professional opinion, those errors resulted in MWISD potentially receiving less insurance settlement than it would have if the quantities and unit costs had been correct. Our review indicates Jansen's estimate was over a million dollars short. Based on the depreciation percentage used for each facility, the district potentially could have received approximately $675,000 additional insurance settlement. This dollar amount is based on the items shown on the attached Summary of Estimate Discrepancies. Additionally, after reviewing Haag's roof inspection report, there are some items the Haag report noted as being damaged that were not included in Jansen's estimate. Specifically, repair of damaged HVAC piping insulation covers and ridge repairs, all at Sections 1, 2, 14 and 15 of the DSC.

On two different occasions, including our meeting on December 1, 2009, Mr. Woodard stated he would look at any errors we discovered in his estimate and would be willing to discuss those errors with Ken Cruickshank of York SLA. He also stated that you might not want to go back to the insurance company and re-open the claim. So, we don't know if there is any risk to re-opening a discussion regarding the amount of your claim.

Since we do not have a contract with Jansen, we suggest that you send our estimate to Tim Woodard attached to a letter with the following language in the letter.

> Our Architects, Parkhill, Smith & Cooper, Inc. have made numerous site visits to inspect the roofs on our facilities and have reviewed your Insurance Settlement Estimate, dated October 13, 2008. They have also reviewed Haag Engineering's October 2, 2008 inspection report, which we provided them on December 2, 2009.

In their professional opinion, there are several items, included in Haag Engineering's report, that were noted as being damaged, but were omitted from your estimate. It is also their professional opinion that numerous items in Jansen's Insurance Settlement Estimate have the incorrect quantity and or unit costs associated with them. As a result of those errors, Mineral Wells Independent School District believes it received less settlement from their insurance carrier than they would have if the quantities and unit costs had been correct.

During our meeting on December 1, 2009, you indicated you would visit with York SLA regarding any and all errors in quantities and unit costs that are in your estimate. We are requesting that you provide us a written response to the items noted on Parkhill, Smith & Cooper's attached estimate and provide us, in writing, the pro's and con's to and proposed timeline for submitting these items to York SLA. Please note that Parkhill, Smith & Cooper did not include all of the items they felt were problematic, just those that are of major concern.

During our meeting, on December 1, 2009, you indicated if we disagreed with Haag Engineering's assessment of the damage at Houston and Travis, that we needed to submit a separate engineering report for those facilities. Parkhill, Smith & Cooper informed us that, since there is no "engineering" involved in assessing roof damage, there is no State of Texas requirement to have an engineer perform roof damage assessment. Please find attached, Parkhill, Smith & Cooper's report regarding Haag's recommendation for repairs at Sections 1 and 2 of the DSC and their report regarding damage at Houston and Travis Elementary.

Since we have a contract to perform the roof repairs to our facilities, the urgency of getting these settlement issues resolved, in a timely manner, are critical.

It might also be a good idea to run this past your Attorney.

Sincerely,

PARKHILL, SMITH & COOPER, INC.

By Paul A. Presson

Paul Presson, RA
Project Architect

Building | Community

Parkhill



PBK ORIGINAL

PBK K-12

PROFESSIONAL ARCHITECTURAL SERVICES POOL

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT ■ MAY 29, 2025



MAY 29, 2025

Trey Evans
Mineral Wells ISD
906 S.W. 5th Ave.
Mineral Wells, TX 76067

RE: MINERAL WELLS ISD PROFESSIONAL ARCHITECTURAL SERVICES POOL - RFQ #2025-01

Dear Mr. Evans and the Selection Committee:

On behalf of the entire PBK team, thank you for the opportunity to submit our qualifications for the Professional Architectural Services Pool for Mineral Wells ISD. We would be honored to begin what we hope will become a longstanding partnership with a district so deeply committed to ensuring "every student achieves success and is equipped for the future."

A DESIGN PHILOSOPHY DRIVEN BY YOUR MISSION

At PBK, your mission is more than an aspirational statement, it is the foundation of our design philosophy. For over 44 years, we have designed educational environments that reflect and support the values of the communities we serve. The belief that every student deserves a future-ready learning environment is what drives our team, from our initial planning conversations to final project delivery.

IN-HOUSE RESOURCES FOR STREAMLINED PROJECT DELIVERY

PBK offers a truly integrated team with in-house professionals in architecture, MEP, structural, civil, interior design, FF&E, landscape architecture, and building envelope consulting. We also bring dedicated expertise in athletic facility design—an advantage when addressing projects such as stadium turf replacement, gym renovations, and track improvements. This structure allows us to deliver efficient, responsive solutions across a range of project types, from small site repairs to large-scale facility improvements.

DEDICATED BUILDING ENVELOPE & ROOFING EXPERTISE

As part of our integrated team, BEAM Professionals serves as our dedicated division focused on roofing, waterproofing, building envelope consulting, and forensic investigations. Whether it's addressing roof replacement needs like the DSC Gym, investigating foundation issues, or evaluating long-term durability of building systems, BEAM offers the depth of experience necessary to provide high-performance, cost-effective solutions—particularly important for tax-funded public school projects. Their work ensures long-term value and protection for every facility investment.

VAST EXPERIENCE DELIVERING RESULTS FOR DISTRICTS LIKE YOURS

PBK is the nation's top-ranked architecture firm specializing in PreK-12 education and has partnered with over 150 districts across Texas, including Fort Worth ISD, Birdville ISD, Weatherford ISD, and many others in your region. Our portfolio includes:

- 130+ new high schools and 500+ high school additions/renovations
- 240+ new elementary schools and 600+ elementary additions/renovations
- 140+ new middle schools and 350+ middle school additions/renovations
- 45+ ag science centers, 100+ performing arts centers, and 130+ successful bond campaigns
- Extensive site and infrastructure projects including parking, paving, and drainage

COMMITTED TO BUILDING A STRONG PARTNERSHIP

We are eager for the opportunity to support MWISD through this IDIQ contract and to build a relationship rooted in trust, collaboration, and shared success. Whether it is roof repair, foundation evaluation, athletic upgrades, or future capital improvements, our team is ready to respond with the care, expertise, and efficiency your district deserves.

We sincerely appreciate your time and consideration. We look forward to the opportunity to collaborate with your team and discuss how PBK can best support the evolving architectural needs of Mineral Wells ISD. In the meantime, if you need any additional information from PBK, please do not hesitate to contact us at 817-332-4333 or via our direct cell numbers below.

Respectfully,

Lee Osborne, AIA, LEED AP
Managing Senior Principal-in-Charge
817-991-3020 // Lee.Osborne@pbk.com

Todd Spore
Education Practice Leader, Senior Principal
713- 805-2730 // Todd.Spore@pbk.com

ADDENDUM 1

RFQ # 2025-01

Professional Architectural Services Pool

ADDENDUM 1

1. Are we going to post answers to questions in the form of an addendum?
    a. Yes, they will be answered and posted on our website, and we will send emails out to all that responded to the RFQ.
2. Is this RFQ for deferred maintenance to include the roofing and track resurfacing, and does it also include potential capital projects from a future bond election?
    a. This RFQ is for projects that are in excess of $100,000 and could include projects from a bond election within the next 5 years.
3. How many copies of RFQ responses are necessary?
    a. We would like an electronic copy and three (3) paper copies. The electronic copy should be marked “Original” on a USB drive and the 3 paper copies as “copy”.
4. Projects planned are:
    a. DSC Gym roof
    b. Track resurfacing
    c. Foundation issues i.e. Stadium and High School
    d. Parking lots resurfaced at campuses.
    e. Football stadium turf replacement.
5. For the Proposer’s questionnaire, Exhibit A-3, may we format questions into our own template?
    a. Yes, you may format the questions into your own template as long as you follow the exact order that the questions are in.

INDUSTRY LEADING EXPERIENCE IN SCHOOL MODERNIZATIONS

ADDITIONS & RENOVATIONS MAKE UP 70% OF OUR WORKLOAD, WITH OVER 150 PROJECTS COMPLETED ANNUALLY





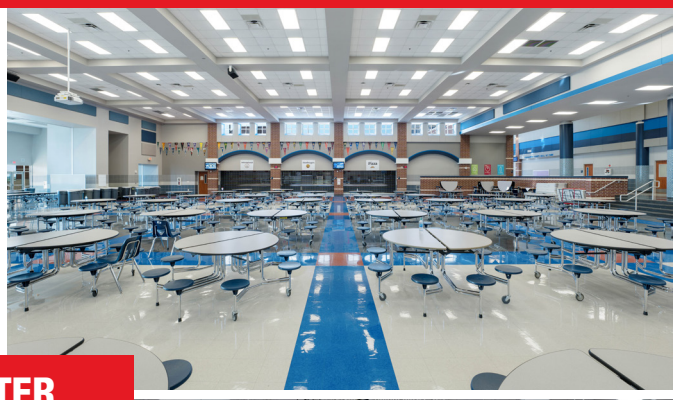
BEFORE





WYLIE ISD - WYLIE EAST HIGH SCHOOL ADDITIONS & RENOVATIONS





AFTER





140+

MIDDLE, JUNIOR HIGH, AND INTERMEDIATE SCHOOLS



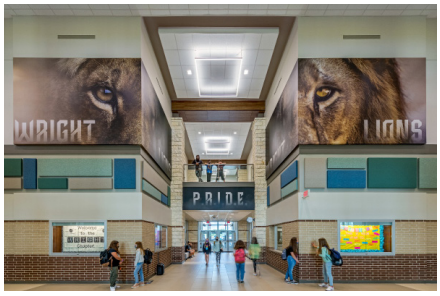
















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REQUIRED DOCUMENTS

pg.45-52

350+

HIGH SCHOOL ADDITION &
RENOVATION PROJECTS



















QUALIFICATION GENERAL
QUESTIONNAIRE

> *PBK has been our architect of choice for more than 20 years and will continue to be in the future. We are very happy with the service and value they provide to our district.*

– Executive Director for Operations
Wylie ISD









PROPOSER'S QUALIFICATION GENERAL QUESTIONNAIRE

SECTION A - GENERAL INFORMATION

Name of Company
PBK Architects, Inc.

Address, City, State, Zip
Local Office: 777 Main Street, Suite 3410,
Fort Worth, TX 76102
P: 817-332-4333 // F: Not Applicable

Type of Organization

_____Sole Proprietorship (individual)
_____Professional Corporation
_____Joint Venture
_____Partnership
__X__Corporation
_____Other

The State Where Chartered
PBK is native to Texas, established in 1981 in Houston.

Names of all Principals
See following page for full list.

Contact Information:
Name: Lee Osborne, AIA, LEED AP
Title: Managing Senior Principal in Charge
Telephone: 817-991-3020
Fax: N/A
Internet/E-mail address: Lee.Osborne@pbk.com
Texas Registration Number: #22212
Texas Board of Architectural Examiners Registration Number: BR 1808







PRINCIPALS/OFFICERS AND RESPONSIBILITIES

Corporate Leadership

Dan Boggio, Founder and Advisor
James Uhl, Chief Executive Officer
Roy Montalbano, President - Client Relations and Strategic Partnerships
Eric Smith, President - Architecture
Richard Chi, Chief Design Officer
Chris Cunico, Chief Operating Officer
Jason Sette | Chief Financial Officer
Brian Pursch, Chief People Officer
Betty Chapman, Chief Accounting Officer
Gerald van Benschop, Chief Technology Officer
Ali Dupnick, Chief Marketing Officer
Earnesto Cornejo, Corporate Director of Information Technology

Senior Principals-TX

Scott Adams
Ron Bailey
Daniel Berger, Managing Senior Principal - Dallas
Richard Chi, Chief Design Officer
Trace Cryer
Chris Cunico, Chief Operating Officer
Daniel De La Garza
Sofia Dusek
Michael Hessert
Juan Lopez
Roy Montalbano, President - Client Relations and Strategic Partnerships
Jason Mooney, Managing Senior Principal – The Woodlands
Daniel 'Lee' Osborne, Managing Senior Principal - Fort Worth
Sean Pantin
Lorin Pargoud, Managing Senior Principal – Fort Bend
Darrell Pearson, Managing Senior Principal – Austin
Sean Plunkett, Firmwide Sports Market Leader
Ian Powell
Greg Prince
Brandon Ross, Managing Senior Principal – Houston
Eric Smith, President - Architecture
Todd Spore, Education Practice Leader
Alan Stilts, Senior Principal
Jorge Tiscareno, National Planning & Design Leader
Manny Torres
Melissa Turnbaugh, National Education & Innovation Leader
Guillermo Viaud
Cliff Whittingstall, Managing Senior Principal – San Antonio

Principals-TX

Emilee Keith, Principal, Interiors
Jessica Brehm, Principal
Joaquin Abrego, Principal
Hannah Hayes, Principal, Director of Construction Services
Cody Boyd, Principal
Trace Cryer, Principal
Daniel de la Garza, Principal
Sofia Dusek, Principal
James Fauver, Principal
Rafael Ferreira, Principal
Jacob Galles, Principal
Rick LaPointe, Principal
Vandana Gupta, Principal
Edmund Ramirez, Principal
Donna Range, Principal
Phillip Rutter, Principal
Brian Sahrmann, Principal
Luis Salazar, Principal
Maria Sharifi, Principal
Philip Stewart, Principal
Guillermo Viaud, Design Principal
Ashley Kolar, Principal
Caroline Harris, Director of Facility Planning

15. KEY PERSONNEL AND RESPONSIBILITIES

Lee Osborne - Managing Senior Principal-in-Charge
Todd Spore - Education Practice Leader/ Community Engagement Specialist
Melissa Turnbaugh - PreK-12 Market Leader
Steven Cox, NCARB – Project Manager
Chris Upton - Project Architect
Judy Langford – Producton Lead
Sean Plunkett - Sports Facilities
Trace Cryer – Turf Expert
Sean Pantin - Design Director
Emilee Keith - Director of Interiors
Emily Roberts - Interior Designer
Trey Kelley - Job Captain
Paul Kamoski - Construction Services Manager
Amanda Ruja-Bean – Facilities Assessment
Brian Sahrmann AIA, NCARB - QA/QC





Does your company anticipate any mergers, transfer of organization ownership, management reorganization, or departure of key personnel within the next twelve (12) months that may affect the organization's ability to carry out its proposal?
No.

Is your company authorized and/or licensed to do business in Texas
Yes.

Provide any other names under which your business has operated within the last 5 years
PBK; PBK Architects; PBK Architects, Inc.

DEBARMENT/SUSPENSION INFORMATION: Has the Company or any of its principals been debarred or suspended from contracting with any public entity?
No.

BANKRUPTCY INFORMATION: Have you or the Company ever been declared bankrupt or filed for protection from creditors under state or federal proceedings?
No.

ARCHITECT/ENGINEER DEFAULT/TERMINATION: Have you or the Company defaulted and been terminated from a Project in the last ten (10) years?
No.

> *...the job has completely transformed this older building, giving our students a more modern, fresh, and inspiring place in which to learn. PBK has always performed exceptionally well with any project we've thrown at them, big or small.*

– Tony Pearson
Assistant Director of Facility Services
Plano Independent School District





SECTION B - QUALIFICATIONS, TEAM, AND EXPERIENCE

a. Describe your organization's background and experience in each discipline and licenses held related to professional services offered and related pre-planning, planning, assessment, design, and administration of public works and an overview of the services your firm proposes to provide the District which address the specified services and disciplines.

With 44+ years of K-12 professional architecture and engineering services to independent school districts across Texas, and with 1074+ employees who are certified, licensed, and experienced in all the various disciplines represented in educational design, planning, and architecture, PBK is a one stop shop able to provide the following services:

- Architectural/Planning
- Construction Administration
- Electrical Engineering
- Structural Engineering
- Acoustical Engineering
- Design
- Engineering
- Educational Specifications
- Civil Engineering
- District Facility Planning
- Mechanical Engineering
- Bond Referendum Packages
- Building Envelope & Roofing
- Interior Design
- Sports Architecture & Engineering
- Landscape Architecture
- Plumbing
- Engineering & Design
- Graphic Design
- Facility Consultin
- Technology Consulting
- Long-Range Master Planning
- Safety & Security Consulting
- Bond Planning & Promotion
- 3D & 4D Visualization

Our firm is able to respond to any need Mineral Wells requests of us.

b. Provide an organizational chart and summary of not more than one page per person on the capabilities, experience, qualifications of the firm management and each team member who would handle any of the requested services for the District. These summaries should include the team member's name, title, and education, a brief overview of professional experience and licensure information, if any.

The organization chart, and the resumes of the team we propose, are found on the following pages.



PROJECT LEADERSHIP

Lee Osborne, AIA, LEED AP
Managaing Senior Principal-in-Charge

DISTRICT RESOURCES

Todd Spore
Education Practice Leader, Senior Principal

Melissa Turnbaugh, AIA, NCARB
PreK-12 Market Leader, Senior Principal

ARCHITECTURE TEAM

Steven Cox, NCARB
Project Manager, Associate Principal

Chris Upton, AIA, NCARB
Project Architect

Judy Langford
Production Lead

Sean Plunkett, AIA, NCARB, RA LEED AP
Sports Facilities

Trace Cryer, PE
Turf Expert

Trey Kelley
Job Captain

Paul Kamoski
Construction Services Manager

Brian Sahrmann, AIA, NCARB
QAQC, Principal

FACILITY PLANNING & DESIGN TEAM

Sean Pantin, IIDA
Design Director, Senior Principal

Emilee Keith, RID
Director of Interiors & FFE, Principal

Emily Roberts, RID, IIDA
Interior Designer, Associate Principal

Amanda Ruja-Bean
Facilities Assessment

CONSULTANT TEAM

Shawn LeCrone RRC, RRO, REWO, CBECxP
Building Envelope & Roofing
— BEAM Professionals —

Harold Stephens, IIBEC
Building Envelope & Roofing
— BEAM Professionals —

Andrew Christiansen
MEP/T Engineering & Security
— LEAF Engineers —

Dylan Hedrick, PE
Civil Engineering
— DIG Engineers —

John Kubala, PE, LEED AP
Structural Engineering
— Kubala Engineers —

Jacob Galles, ASLA, PLA
Landscape Architecture
— Edgeland —



LEE OSBORNE AIA, LEED AP

MANAGING SENIOR PRINCIPAL-IN-CHARGE

BIO

Lee's architectural career spans more than 29 years and includes projects for school districts across Texas. He has extensive experience in design, long-range master planning, facility condition assessments, pre-planning, project management, preparation of contract documents, and construction administration. He has won multiple design awards including AIA and TASA/TASB School Design Awards including the Caudill, the highest award.

EDUCATION

University of Texas at Arlington
Bachelor of Architecture

REGISTRATIONS

Registered Architect
Texas #22212
LEED Accredited Professional

RELEVANT EXPERIENCE (PARTIAL LIST)

Aledo ISD - Annetta Elementary School
Aledo ISD - Lynn McKinney Elementary School
Aledo ISD - McAnally Intermediate School Conversion to Vandagriff Elementary School
Aledo ISD - Early Childhood Academy Additional Classrooms
Aledo ISD - High School Gymnasium/Tornado Shelter
Alvarado ISD - High School Gymnasium/Tornado Shelter
Argyle ISD - Argyle Elementary School Flooring Replacement
Arlington ISD - Bowie High School Renovation
Arlington ISD - Bowie Elementary School Renovation
Birdville ISD - Richland Middle School Replacement
Birdville ISD - Haltom Middle School Replacement
Birdville ISD - Various Athletics Projects
Birdville ISD - Professional Learning Center
Cleburne ISD - Cleburne High School Performing Arts Center
Cleburne ISD - Smith Intermediate School Additions & Renovations
Cleburne ISD - Wheat Middle School Additions & Renovations
Ennis ISD - Crockett Early Childhood Center Phase II
Fort Worth ISD - Wedgwood 6th Grade Center Renovations
Garland ISD - Long-Range Facilities Master Plan
Glen Rose ISD - Long-Range Facilities Master Plan
Glen Rose ISD - New Access Road
Irving ISD - New Student Transportation & Logistics Center
Millsap ISD - Long Range Facility Master Plan
Plano ISD - Williams High School Additions & Renovations (Phase I & II)
Tom Bean ISD - Tom Bean High School Track & Stadium Improvements
Weatherford ISD - Grizzard Regional Institute of Technology (Phase I)
Weatherford ISD - Transportation Center Expansion
Weatherford ISD - 9th Grade Building Renovations & Additions







TODD SPORE

EDUCATION PRACTICE LEADER | SENIOR PRINCIPAL

BIO

Todd has nearly 34 years of experience in managing a wide-range of K-12 projects, including new high schools, middle schools, elementary schools, comprehensive facility assessments and bond planning. In addition, he has served as Senior Principal of leading professional teams of architects and engineers in the specification, detailing, and coordination of modernization projects collectively exceeding more than 80 million square feet.

RELEVANT EXPERIENCE (PARTIAL LIST)

Aledo ISD - Annetta Elementary School
Aledo ISD - Lynn McKinney Elementary School
Aledo ISD - McAnally Intermediate School Conversion to Vandagriff Elementary School
Angleton ISD - Angleton High School Additions & Renovations
Arlington ISD - Bowie High School Renovation
Alvarado ISD - High School Gymnasium/Tornado Shelter
Birdville ISD - North Richland Middle School Replacement
Birdville ISD - Richland Middle School Replacement
Birdville ISD - Haltom Middle School Replacement
Birdville ISD - Watauga Elementary School Additions & Renovations
Birdville ISD - Professional Learning Center
Cleburne ISD - Cleburne High School Performing Arts Center
Cleburne ISD - Smith Intermediate School Additions & Renovations
Cleburne ISD - Wheat Middle School Additions & Renovations
Conroe ISD - Peet Junior High School
Conroe ISD - York Junior High School
Dallas ISD - David Carter High School Additions & Renovations
Dickinson ISD - Lobit Education Village
Dickinson ISD - Transportation Center
Garland ISD - Long-Range Facilities Master Plan
Houston ISD - Pin Oak Middle School
Katy ISD - Stockdick Junior High School
Katy ISD - Seven Lakes Junior High School
Lovejoy ISD - 2023 Facility Assessment & Long-Range Master Plan
Lovejoy ISD - Sloan Creek Middle School
Northwest ISD - Leo Adams Middle School
Plano ISD - Williams High School Additions & Renovations (Phase I & II)
Tom Bean ISD - Tom Bean High School Track & Stadium Improvements
Wylie ISD - Wylie East High School Additions & Renovations
Wylie ISD - Wylie High School Additions & Renovations
Wylie ISD - George W. Bush Elementary School
Wylie ISD - Burnett Junior High School Additions & Renovations
Wylie ISD - Cooper Junior High School Additions & Renovations

EDUCATION

Texas A&M University
Bachelor of Science,
Environmental Design
Continuing Education, Lecturer
at TASA/TASB







MELISSA TURNBAUGH AIA, NCARB

PREK-12 MARKET LEADER | SENIOR PRINCIPAL

BIO

Melissa brings more than 16 years of specialized expertise in the planning, design and management of educational facilities for both public and private institutions. She is driven by a belief that all students should have equitable access to innovative indoor and outdoor learning environments. With her role as the National Education and Innovation Leader, Melissa serves as a resource and advocate for research-based, student-centered, and purpose-driven learning environments. In her career she has worked on a variety of projects ranging from the youngest learners in early childcare centers to advanced academics in career and technical high schools all while building meaningful, long-term relationships with clients. Recently she has partnered with organizations such as The Nature Conservancy, Children & Nature Network and Google to re-imagine the educational environment of the future. She also serves on the Board of Directors for the Houston ACE Mentorship Program.

ADDITIONAL EXPERIENCE (PARTIAL LIST)

Alief ISD - Center for Advanced Careers
Alief ISD - Jefferson Early Learning Center
Angleton ISD - Career & Technical Center
Clear Creek ISD - Clear View High School Rebuild
Clear Creek ISD - Clear Lake High School Rebuild
Clear Creek ISD - Education Support Center Renovations
Clear Creek ISD - Brookside Intermediate School Storm Remediation
Clear Creek ISD - Clear Creek Intermediate School Additions & Renovations
Dickinson ISD - Junior High School #3
Fort Bend ISD - Dulles High School & Middle School Renovations
Fort Bend ISD - Alyssa Ferguson Elementary School
Fort Bend ISD - Mission Bend Elementary School Rebuild
Fort Bend ISD - Transportation Facility
Fort Bend ISD - Bhuchar Elementary School Environmental Design
Friendswood ISD - Cline Elementary School
Friendswood ISD - Friendswood Junior High School Vestibule Renovations
Houston ISD - Bellaire High School Rebuild
Houston ISD - Codwell Elementary School Interior Renovations
Humble ISD - Humble High School Additions & Renovations
Humble ISD - Kingwood High School Restoration
Humble ISD - Bear Branch Elementary School
Humble ISD - Groves Elementary School
Houston ISD - Mandarin Immersion Magnet School
Katy ISD - Nelson Junior High School
Spring Branch ISD - The Guthrie Center Replacement
Spring Branch ISD - Nottingham Elementary School Replacement

EDUCATION

Rice University
Bachelor of Architecture

REGISTRATIONS

Registered Architect
Texas #21779
American Institute of Architects
National Council Architecture Review Board







STEVEN COX NCARB

PROJECT MANAGER | ASSOCIATE PRINCIPAL

BIO

Steven assists in leading efforts in innovative educational design and exceptional client service. A registered architect in 12 states with over 14 years of expertise, Steven brings a wealth of architectural design knowledge to every project. Passionate about community impact, he is dedicated to building strong client relationships while fostering PBK's presence and contributing to the architectural landscape of North Texas. Through thoughtful, impactful design and a commitment to client satisfaction, Steven enhances PBK's reputation and its connection to the communities it serves.

RELEVANT EXPERIENCE (PARTIAL LIST)

Aledo ISD - Lynn McKinney Elementary School
Alvarado ISD - High School Gymnasium/Tornado Shelter
Dallas ISD - David Carter High School Black Box
Irving ISD - New Career & Technical Education Center
Plano ISD - Service Center Renovations
Plano ISD - Transportation Center Additions & Renovations
Wylie ISD - O.W. Hampton Intermediate School
Dallas College - Welcome Center
Texas Women's University - Multipurpose Classroom Laboratory Building Renovation
Texas Woman's University - Brackenridge Hall
Texas Woman's University - Doswell School of Aeronautics

EDUCATION

University of Texas at Arlington, Bachelor of Architecture

University of Texas at Arlington, Master of Architecture

REGISTRATIONS

Registered Architect:
Texas #30364









CHRIS UPTON AIA, NCARB

PROJECT ARCHITECT | ASSOCIATE PRINCIPAL

BIO

With over 22 years of experience Christopher brings his proven technical knowledge of building design and construction detailing. Christopher's has worked on K-12, HIED, Multifamily, and Student Housing projects all over the United States.

EDUCATION

Texas Tech University
Bachelor of Science,
Architecture

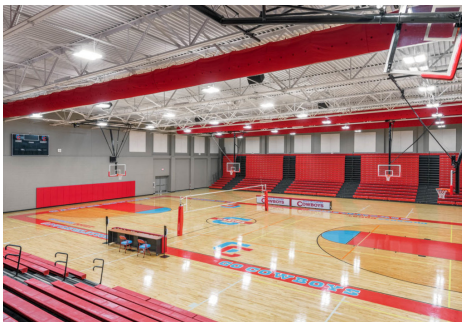
REGISTRATIONS

Registered Architect:
Texas #20936

RELEVANT EXPERIENCE (PARTIAL LIST)

Alvarado ISD - High School Gymnasium/Tornado Shelter
Arlington ISD - Various Additions & Remodels**
Big Springs ISD - Various Assessments & Renovations**
Birdville ISD - Various Courtyard Projects
Dallas ISD - School Bond**
Fort Worth ISD - Various Additions & Remodels**
Garland ISD - Network Operations Center
Grapevine Colleyville ISD - Construction Program Bond**
Irving ISD - New Career & Technical Education Center
Wylie ISD - Richard Parker Junior High School
Wylie ISD - O.W. Hampton Intermediate School
Collin College - Health & Science Center**
Collin College - Andrea-Mennen Welcome Center**
Dallas College - Cedar Valley Campus Early College**
Dallas Convention Center - The Black Academy of Arts & Letters
Midland College - Various JOC Projects**
Texas Women's University - Multipurpose Classroom Laboratory Building Renovation
Texas Woman's University - Brackenridge Hall
Texas Women's University - Business College**
Texas Women's University - Auditorium Renovation**
Washington Luxury Residential - Single Family Luxury Residential**
Texas Luxury Residential - Single Family Luxury Residential**

***Experience from previous employment*







JUDY LANGFORD

PRODUCTION LEAD

BIO

Judy is a seasoned Project Architect with over 33 years of experience in the architectural industry. She has worked across a variety of sectors, always prioritizing client satisfaction, efficiency, and professionalism. Her expertise spans all phases of a project, from initial concept development to construction administration, ensuring seamless coordination between consultants, city officials, and contractors.

ADDITIONAL EXPERIENCE (PARTIAL LIST)

Dallas Convention Center - The Black Academy of Arts & Letters
Dallas ISD - Carter Highschool Black Box
Garland ISD - Network Operations (NOC)
Little Elm ISD - High School Additions and Renovation
Plano ISD - Vines High School Renovation
Plano ISD - Williams High School Renovation Phase 2
Wylie ISD - Kreymer Elementary School
7.5MM SF Warehouse and Distribution Facilities*
Bridge Logistics/Clarion Grapevine, TX*
Bridge Logistics/Clarion Buildings 1 and 2, Coppell, TX*
Bridge Logistics Buildings 1 and 2, Grand Prairie, TX*
Sunridge Logistics Wilmer, TX*
Cushman Wakefield Mesquite, TX*
Southport Logistics Buildings 1 and 2, Wilmer, TX*
Landmark Properties Buildings 1 and 2, Mesquite, TX*
Landmark Properties Buildings 1 and 2, Sunnyvale, TX*
Prime Pointe Pleasant Run Hutchins, TX*
IDI Logistics Buildings 1 and 2, Dallas, TX*
Southland Corp Sunnyvale, TX*
EastGroup Properties Frisco, TX*
675K SF Build-To-Suit Manufacturing Facilities*
Petosky Plastics McKinney, TX*
McKinley Box Plan Lancaster, TX*
Grainger Arlington, TX*
Greenfield Partners - QPD Dallas, TX*
Flooring Services Buildings 1 and 2 Pflugerville, TX*
RPMX Corporate Headquarters McKinney, TX*

***Experience from previous employment*

EDUCATION

University of North Texas
Bachelor of Applied Science in Industrial Engineering







SEAN PLUNKETT AIA, NCARB, RA LEED AP

ATHLETIC DESIGN EXPERT | SENIOR PRINCIPAL

BIO

Sean has over 22 years of experience delivering client service focused architecture. Sean previously owned his own architecture firm with offices in multiple states delivering services, including architecture, interior design, land planning, and construction management to professional, collegiate and sports clients on projects ranging in size from 500k to 150 million dollars. His experience allows him to shepherd his clients through industry best practices in rec-facility design and procurement types, while advocating for design of the highest quality and a knowledge of construction management delivery that allows him to work with CM partners for scope verification and arriving at the best value for clients.

RELEVANT EXPERIENCE (PARTIAL LIST)

Hawken Athletics - Strength training / rehabilitation
Hawken Athletics - Trainer suite Lockers
Peters Township Gymnasium - Natatorium
Bethel Park Gymnasium - Natatorium
Penn State University A - Adler Rec Center
Cleveland State University - Rec Center
Penn State University B - Erie Hall Rec Center
Shippensburg University - Football Locker Rooms
Edinboro University - McComb Field House
Edinboro University - Press Box
Bowling Green - Ice Arena Study
Penn State - Jeffrey Field Study - Soccer Opps Center
Cleveland Indians - 9th Street Entrance Plaza
Cleveland Indians - Right Field Improvements
Cleveland Indians - First Aid Addition
Cleveland Indians - Player Parking Lot and Guardhouse Renovation
Cleveland Indians - Concourse Improvements
Cleveland Indians - Club Lounge
Cleveland Indians - Suites Renovations
Cleveland Indians - Spring Training Facility

EDUCATION

Syracuse University
Bachelor of Architecture

REGISTRATIONS

Registered Architect:
Virginia #VA-0401020023,
Ohio #OH-ARC1315862,
Arizona #AZ-62681
NCARB: 75740, LEED AP







TRACE CRYER PE

TURF EXPERT | SENIOR PRINCIPAL

BIO

Trace possesses a very diverse portfolio of experience in Civil Engineering and Athletic Facility design and project management, including infrastructure, site, and land development projects. This experience includes large-scale projects requiring creative problem solving and extensive coordination with large teams of consultants and end-users to produce successful projects for his clients.

RELEVANT EXPERIENCE (PARTIAL LIST)

Birdville ISD - Haltom Middle School Track Resurfacing
Birdville ISD - High School Track & Field Turf & Bleachers
Birdville ISD - Richland Midde School Replacement
Birdville ISD - Watauga Middle School Track Resurfacing
Clear Creek ISD - Synthetic Turf at Challenger Columbia Stadium
Clear Creek ISD - Synthetic Turf Veterans Memorial Stadium
Clear Creek ISD - High School Synthetic Turf Fields
Cypress-Fairbanks ISD - Berry Center Stadium Turf Replacement
Dickinson ISD - Sam Vitanza Stadium Synthetic Turf
Humble ISD - Atascocita High School Synthetic Turf
Humble ISD - Summer Creek High School Synthetic Turf
Humble ISD - Kingwood High School Synthetic Turf
Humble ISD - Kingwood Park High School Synthetic Turf
Klein ISD - Klein Cain High School Athletic Complex
Klein ISD - Klein Collins Synthetic Turf
Klein ISD - Klein Oak Synthetic Turf
Klein ISD - Klein Forest Synthetic Turf
Lamar CISD - Foster High School Synthetic Turf
Lamar CISD - Fulshear High School Synthetic Turf
Lamar CISD - George Ranch high School Synthetic Turf
Lamar CISD - Terry High School Synthetic Turf
Lamar CISD - Traylor Stadium
North East ISD - Sports Park Facilities Upgrade
Pflugerville ISD - Connally High School Tennis Court Expansion
Plemons-Stinnett-Phillips CISD - Multi-Sport Complex
City of College Station - Veterans Park Synthetic Turf Fields
Texas A&M University-College Station - Track & Field Stadium
Texas A&M University-College Station - Penberthy REC Sports Complex
Prairie View A&M University - Panther Stadium

EDUCATION

Texas A&M University
Master of Engineering, Water Resources;

Bachelor of Science, Civil Engineering

REGISTRATIONS

Registered Professional Engineer:
TX #143668







SEAN PANTIN IIDA

DESIGN DIRECTOR | SENIOR PRINCIPAL

BIO

With over 19 years of experience, Sean brings a practical, client-focused perspective to architectural challenges that support client expectations. His design work spans across Texas and state lines establishing a diverse portfolio of corporate, educational, and athletic facilities. His educational projects have achieved numerous TASA/TASB awards along with national recognition.

RELEVANT EXPERIENCE (PARTIAL LIST)

Aledo ISD - Annetta Elementary School
Aledo ISD - Lynn McKinney Elementary School
Aledo ISD - McAnally Intermediate School Conversion to Vandagriff Elementary School
Birdville ISD - North Richland Middle School Rebuild
Birdville ISD - Richland Middle School Replacement
Birdville ISD - Haltom Middle School Replacement
Cleburne ISD - Cleburne High School Performing Arts Center
Cleburne ISD - Smith Intermediate School Additions & Renovations
Cleburne ISD - Wheat Middle School Additions & Renovations
Dallas ISD - David Carter High School Additions & Renovations
Dickinson ISD - Kranz Junior High School
Garland ISD - Long-Range Facilities Master Plan
Irving ISD - New Career & Technical Education Center
Irving ISD - New Student Transportation & Logistics Center
Katy ISD - Stockdick Junior High School
Little Elm ISD - High School Additions and Renovations
Northwest ISD - Leo Adams Middle School
Plano ISD - Williams High School Additions & Renovations (Phase I & II)
Richardson ISD - Big Springs Elementary School Renovations
Weatherford ISD - Grizzard Regional Institute of Technology (Phase I)
Wills Point ISD - Long-Range Master Plan
Wylie ISD - Administration Additions & Renovations
Wylie ISD - CTE Expansion
Wylie ISD - Hartman Pre-K Renovation
Wylie ISD - New Kreymer Elementary School
Wylie ISD - Wylie East High School Additions & Renovations
Wylie ISD - Wylie High School Additions & Renovations
Wylie ISD - George W. Bush Elementary School
Wylie ISD - Groves Elementary School Additions & Renovations
Wylie ISD - Watkins Elementary School Additions & Renovations
Wylie ISD - McMillan Junior High School Additions & Renovations
Wylie ISD - Davis Intermediate School Additions & Renovations
Wylie ISD - Harrison Intermediate School Additions & Renovations

EDUCATION

University of Houston
Bachelor of Architecture
Bachelor of Science in
Environmental Design

REGISTRATIONS

IIDA Associate Membership

Turf & Bleachers







EMILEE KEITH RID

DIRECTOR OF INTERIORS | PRINCIPAL

BIO

Emilee is a licensed interior designer with 15 years of experience who believes every design is derived from a single thought. She leads the Interiors team and has a keen eye for space planning, design features, and furniture projects. She also manages budgets, specifications and furniture procurement. Emilee's experience includes the Higher Education, K-12, Healthcare, and Commercial Interiors markets. Her extensive knowledge of finishes and furniture is a key element while working through programming, design development, and construction document phases.

RELEVANT EXPERIENCE (PARTIAL LIST)

Alief ISD - Jefferson Early Learning Center
Bradley Education Center
Corpus-Christi ISD - Baker Middle School Replacement
Corpus-Christi ISD - South Park / Cunningham School Middle School
Cypress-Fairbanks ISD - Mark Henry Administration Building
Friendswood ISD - Furniture POD Selection
Judson ISD - Kirby Middle School Additions & Renovations
San Antonio ISD - 2020 Bond (Edison High School)
San Felipe-Del Rio CISD - Old North Heights CTE Conversion
Spring Branch ISD - Guthrie Center Replacement
Alamo Colleges - Public Services Training Facility
Angelo State University - Vanderventer Police Plaza
College of the Mainland - Doyle Administration Building
College of the Mainland - STEAM/Allied Health Innovation Building
Houston Community College System - New Katy Education Building
Houston Community College System - The West Houston Institute
Lamar Instiute of Technology - Truck Driving Academy & Welcome Center
Lone Star College-North Harris - Transportation & Logistics Institute
Texas A&M University - Student Services Center
Texas A&M University - McAllen Higher Education Center
Texas State Technical College - Fort Bend, Brazos Center
Texas State Technical College - Fort Bend, Faraday Center
Texas State Technical College - Waco, JB Connally Building
Texas Tech University - Mechanical Engineering North & South
Texas Woman's University - Brackenridge Hall

EDUCATION

Texas State University,
Bachelor of Science,
Family Consumer Science

REGISTRATIONS

Registered Interior Designer:
Texas #11681
NCIDQ #37165







EMILY ROBERTS RID, IIDA

INTERIOR DESIGNER | ASSOCIATE I

BIO

Emily has proven work experience in specifying furniture for a variety of educational spaces. From renovations to new construction, Emily focuses on creating interior spaces that are functional, safe, and visually pleasing through selected furniture. She is passionate about helping to create environments that are conducive to learning for today's modern student.

EDUCATION

University of North Texas
Bachelor of Arts

REGISTRATIONS

Registered Interior Designer
Texas #13159
IIDA Associate Member

RELEVANT EXPERIENCE (PARTIAL LIST)

Alvarado ISD - High School Gymnasium / Tornado Shelter
Aledo ISD - Lynn McKinney Elementary School
Aledo ISD - Early Childhood Academy Additions & Renovations
Burleson ISD - Clinic Renovation
Bryan ISD - Sadberry Intermediate School
Cypress-Fairbanks ISD - Phase 4-Cy-Fair High School Renovations
Cleburne ISD - Cleburne High School Performing Arts Center
Cleburne ISD - Smith Intermediate School
Cleburne ISD - Wheat Middle School Additions & Renovations
Dallas ISD - David Carter High School Addition & Renovation
Dallas ISD - Carter High School Black Box
Dallas ISD - 7th / 8th Campus (DESA)
Dallas ISD - DESA at West Dallas STEM
Dallas ISD - Comprehensive 7th & 8th Grade Middle School at Edison
Glen Rose ISD - Renovations / Junior High School & Elementary School
Glen Rose ISD - Long Range Facilities Master Planning
Little Elm ISD - High School Addition & Renovation
Millsap ISD - Long Range Facilities Master Plan
Plano ISD - Jupiter Center Renovation
Richardson ISD - Big Springs Elementary School Pass Expansion
Tom Beam ISD - Jesse Farrar Memorial Student Activity Center
Trinity Basin Preparatory School - Arlington Pre K-8
Trinity Basin Preparatory School - Grand Prairie Pre K-8
Weatherford ISD - Grizzard Regional Institute of Technology (Phase I)
Wylie ISD - Hartman Pre-K Renovation
Wylie ISD - Kreymer Elementary School







TREY KELLEY

JOB CAPTAIN

BIO

As a Dedicated Job Captain with a passion for creating fun spaces for educational purposes, Trey excels in innovative designs and cohesive features. Trey's expertise lies in digital modeling and virtual BIM production, coupled with effective communication in client consultant meetings.

EDUCATION

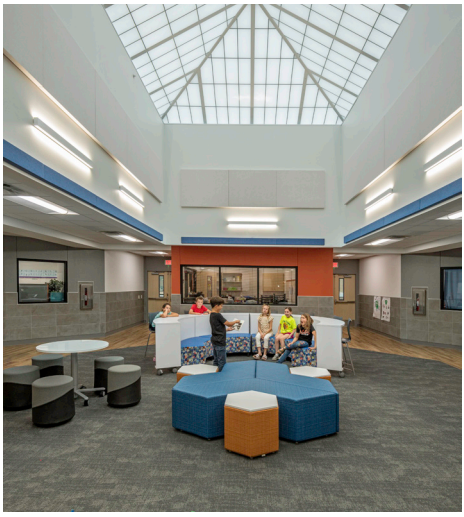
Texas Tech University, Bachelor of Science in Architecture

RELEVANT EXPERIENCE (PARTIAL LIST)

Alvarado ISD - High School Gym & Tornado Shelter
Aledo ISD - Lynn McKinney Elementary School
Burleson ISD - Clinic Renovation
Birdville ISD - Various Courtyard Projects
Carroll ISD - Miscellaneous Projects
Cleburne ISD - Planning Services
Galveston ISD - Ball South Building Re-Design, Master Plan, Gym & Natatorium
Garland ISD - Network Operations Center
Lamar CISD - New High School #8
Weatherford ISD - Grizzard Regional Institute of Technology (Phase I)
PBK Fort Worth - Office Renovation
Providence Children's School for Providence Church **
Stonebriar Preschool & Early Education for Stonebriar Church **
Harrisburg Medical Office Building for Atrium Health **

***Experience from previous employment*







PAUL KAMOSKI

CONSTRUCTION SERVICES MANAGER

BIO

Paul is a seasoned professional with over 16 years of experience in residential construction and general contracting, 14 years in commercial construction, and 12 years in architecture. His well-rounded background allows him to bring a practical and design-focused approach to every project. Paul's diverse expertise makes him a reliable and knowledgeable leader in both construction and architectural fields.

Paul has worked on a wide variety of developments, including high-rise hotels, apartments, office buildings, and retail spaces. He also has extensive experience with multi-family housing such as condominiums, senior living facilities, and mid-rise apartments. In the healthcare and medical sectors, Paul has been involved in projects like nursing homes, assisted living centers, surgical suites, radiology labs, and medical offices, ensuring compliance with industry standards and patient-focused design. Paul's experience also includes specialized industrial and technology facilities, such as pharmaceutical labs and secure computer labs for network operations centers (NOCs) and SCIFs (Sensitive Compartmented Information Facilities).

RELEVANT EXPERIENCE (PARTIAL LIST)

Dallas College - Welcome Center
Dallas ISD - DESA at West Dallas Stem
Dallas ISD - West Dallas 7th-8th Grade Middle School at Edison
Dallas ISD - Carter High School Elevator Addition
Garland ISD - Multipurpose Activity Center
Texas Women's Univeristy - Breckenridge Hall
Divco West Properties, Inc. - Parcel I **
Marcus Partners, Inc. - 200 Winter Street (Alkermes, Inc.) **
Crescent Heights, LLC - 399 Congress Street **
Boston Properties, Inc. - Boston Garden Podium **
Simon Property Group, Inc. - Copley Place: Southwest Corridor & Niemen Marcus Additions **
Boston Residential Group, LLC - Olmstead Place, Jamaica Plain, MA **
AvalonBay Communities, Inc. - 45 Stuart Street, Boston, MA **
Cresset Development, LLC - 411 D Street, Boston, MA **
The Community Builders, Inc. - Charlesview, Brighton, MA **
Boston Properties, Inc. - Bain Capital Offices At The John Hancock Tower **
Marcus Partners, Inc. - Verizon, Waltham, MA **
Boston Properties, Inc. - BioGen Idec, Weston, MA **
Brandeis University - Brandeis University Dormitories **
St. Joseph's Hospital, Inc. - Alterations To Saint Joseph's Hospital **

***Experience from previous employment*

EDUCATION

University of Massachusetts
Economics, Bachelor of Arts,
Applied Mathematics

Boston Architectural College
Bachelor of Architecture







AMANDA RUJA-BEAN

FACILITIES ASSESSMENT

BIO

Amanda brings more than 15 years of experience to the Facilities Planning team at PBK. She has extensive experience in the facilities assessment & master planning process and has personally been involved in more than 20 assessments and long-range master plans. Amanda's energetic personality, unwavering dedication to client service and keen attention to detail make her a valued member of all project teams.

EDUCATION

University of Texas Arlington
Bachelor of Sociology

RELEVANT EXPERIENCE (PARTIAL LIST)

Fort Worth ISD, Wedgwood Middle School
Northwest ISD, Leo Adams Middle School
Plano ISD, 2022 Safety & Security Audit
Plano ISD, Williams High School Renovations
Plugerville ISD, Athletics & Fine Arts Center
Wylie ISD, Administration Building Addition & Renovation

FACILITY ASSESSMENT & LRFMP EXPERIENCE

Aledo ISD
Birdville ISD
Bryan ISD
Cleburne USD
Conroe ISD
Corpus Christi ISD
Cypress-Fairbanks ISD
Dallas ISD
Ector County ISD
Elgin ISD
Friendswood ISD
Fort Bend ISD
Fort Worth ISD
Garland ISD
Hamshire-Fannett ISD
Huffman ISD
Humble ISD
Huntsville ISD
Jasper ISD
Katy ISD
Lamar CISD
La Vernia ISD
Lovejoy ISD
Millsap ISD
Salado ISD
Southside ISD
Uvalde CISD
Wylie ISD







BRIAN SAHRMANN AIA, NCARB

QUALITY ASSURANCE/QUALITY CONTROL | PRINCIPAL

BIO

Brian has 20 years of diverse experience. With strong leadership abilities, organizational skills, communication, building and construction knowledge, and problem solving skills. His work spans across Texas establishing a diverse portfolio of corporate, educational, and athletic facilities, having worked on 100+ projects worth over $1 billion.

ADDITIONAL EXPERIENCE (PARTIAL LIST)

Mineral Wells ISD - Lamar Elementary Facilities Assessment**
Aledo ISD - Early Childhood Academy Additions & Renovations
Cleburne ISD - Wheat Middle School Additions & Renovations
Dallas Convention Center - The Black Academy of Arts & Letters
Dallas ISD - 7th & 8th Grade Campus
Dallas ISD - David Carter High School Additions & Renovations
Dallas ISD - Performing Arts Center
Garland ISD - Acoustical Improvements to Secondary Campuses
Garland ISD - New Multipurpose Activity Center Addition at Seven High Schools
Garland ISD - Fieldhouse Addition at Seven High Schools
Garland ISD - Network Operations Center
Garland ISD - Naaman Forest Greenhouse
Garland ISD - Northlake Elementary School Structural
Garland ISD - Foundation Assessment
Garland ISD - Jackson & Lyles Middle School Fine Arts Additions & Renovations
Glen Rose ISD - Long Range Facilities Master Plan
Glen Rose ISD - New Access Road
Jefferson Parish Louisiana - St. Ville Elementary School
Little Elm ISD - High School Additions & Renovations Phases I & II
Millsap ISD - Long-Range Facilities Master Plan
Plano ISD - Williams High School Additions & Renovations Phases I & II
Plano ISD - Williams High School Natatorium Renovation
Plano ISD - Vines High School Renovations
Plano ISD - Jupiter Center Renovation
Plano ISD - Murphy Distribution Center Renovation
Plano ISD - 2022 Safety & Security Audit
Plano ISD - Shepard Elementary School Facade Renovations
Plano ISD - Service Center Renovations
Plano ISD - Transportation Center Additions & Renovations
Richardson ISD - Multi-Campus Baseball/Softball Turf Conversion
Richardson ISD - Big Springs Elementary School Renovations
Richardson ISD - Big Springs Elementary School Pass Expansion
Willis Point ISD - 2022 Long Range Master Planning & Bond Planning

***Experience from previous employment*

EDUCATION

Kansas State University
Bachelor of Architecture

REGISTRATIONS

Registered Architect
Texas #22491
National Council Architecture
Review Board #118993





c. Provide Qualifications information for the subconsultants you propose to be used on the Projects, if any,including the location of their offices, capabilities, experience,qualifications of the firm management and team members(s) who will work directly on the Project including name, title,and education, a brief overview of professional experience and licensure information.

BEAM PROFESSIONALS - BUILDING ENVELOPE & ROOFING *(INTERNAL)*

Overview of Firm: For over 30 years, BEAM Professionals have offered roofing and building envelope asset management services. Their expert team identifies facility issues, proposes maintenance or replacement solutions, and provides projected budgets and timelines. They deliver comprehensive services, including maintenance program procedures, repairs, technical specifications, and detailed drawings.

Contact Information
Shawn LeCrone, RRC, RRO, REWO, BECXP - President
210-300-9448 // Shawn.Lecrone@beamprof.com

DIG ENGINEERS - CIVIL ENGINEERING *(INTERNAL)*

Overview of Firm: DIG is a client service-oriented, multi-disciplined planning and design practice offering civil engineering for markets in both the public and private sectors. The company's clients include utility districts, municipalities, residential, commercial, K-12, higher education, and healthcare. DIG employees have completed projects all over Texas and have extensive experience working with governmental entities and private companies for the approval and application of construction documents.

Contact Information
Dylan Hedrick, PE - Regional Director of Civil Engineering - Principal
972-233-1323 // Dylan.Hedrick@pbk.com



KUBALA ENGINEERS - STRUCTURAL ENGINEERING *(INTERNAL)*

Overview of Firm: Kubala Engineers is an innovative structural engineering firm that empowers its employees to build relationships and deliver unparalleled customer service to clients across the nation. Kubala Engineers is a dynamic, multi-disciplined planning and design practice offering structural engineering while maintaining the highest level of client service and a teamwork mentality throughout all phases of project implementation. The firm has extensive experience navigating the development, approval, and application of construction documents.

Contact Information
John Kubala, PE, LEED AP - President
713-907-8385 // John.Kubala@kubalaengineers.com

LEAF ENGINEERS - MEP/T ENGINEERING & SECURITY *(INTERNAL)*

Overview of Firm: LEAF Engineers provides comprehensive mechanical, electrical, and plumbing engineering services, including safety, security, commissioning, and technology design. They prioritize environmentally-friendly and cost-effective spaces, offering services throughout all project stages. Their expertise spans new developments, facility assessments, and analysis. Additionally, they provide on-site support, post-occupancy services, and building commissioning during construction.

Contact Information
Andrew Christensen - Director of MEPT
713-691-9051 // Andrew.Christiansen@leafengineers.com

EDGELAND - LANDSCAPE ARCHITECTURE *(INTERNAL)*

Overview of Firm: Edgeland is a landscape architecture and planning practice. The firm retains a diverse skill set and offers a unique take on the design of sustainable and collaborative spaces, especially projects that encourage learning through nature-based play. Edgeland prioritizes superior client services throughout all project design and implementation phases.

Contact Information
Jacob Galles, ASLA, PLA - President | Principal
630-337-0074 // Jacob.Galles@edgelandgroup.com





SHAWN LECRONE RRC, RRO, REWO, CBECXP

PRINCIPAL

BIO

Shawn has over 22 years of experience with building envelope project management, facility assessments and long-range master planning. Shawn's experience includes roofing, waterproofing, masonry, stucco, site inspections, consulting, and management planning of exterior building envelope projects. He has an exceptional record for designing solutions within budget and is experienced in providing quality assurance.

RELEVANT EXPERIENCE (PARTIAL LIST)

Angleton ISD - District-Wide Roofing
Bryan ISD - Johnson Elementary School Classroom Addition/Modernization
Conroe ISD - Powell Elementary School
Cypress Fairbanks ISD - Foothill Ranch Middle School Reroof
Cypress Fairbanks ISD - Holmsley Elementary School Reroof
Hardin Jefferson ISD - Hardin Jefferson Independent School District
Richardson ISD - District-Wide Reroofing
Richardson ISD - Canyon Creek Elementary School Reroof
Santa Fe ISD - Emergency Repairs to Multiple Campuses
Santa Fe ISD - Wollam ES Roof Repair
Spring Branch ISD - Cedar Brook Elementary School

EDUCATION

IntelliTec College
Occupational Studies

REGISTRATIONS

Certified Building Enclosure Commissioning Provider, #00005
Registered Roof Consultant, #RRC-0889
Registered Roof Observer, #RRO-1034
Registered Exterior Wall Observer, #REWO-0046
American Design Drafting Association, Certified Draftsman



HAROLD STEPHENS IIBEC

VICE PRESIDENT, BEAM PROFESSIONALS

BIO

Harold's expertise is roofing and building design for K-12, higher education, and corporate building types. He provides waterproofing design solutions that fit within the client's needs and budget. Harold has extensive knowledge in all types of building envelope systems, and his unique insight has proven valuable for the long-term durability and maintenance of our clients' facilities across Texas.

RELEVANT EXPERIENCE (PARTIAL LIST)

Aledo ISD - Early Childhood Academy - Additions & Renovations
Angleton ISD - ECC Early Children Center Addition/Renovations
Angleton ISD - High School Addition/Renovations
Birdville ISD - New North Richland Middle School
Birdville ISD - New Richland Middle School
Birdville ISD - New Haltom Middle School
Dallas ISD - David W. Carter High School Additions, Renovations & Reroof
Plano ISD - Williams High School Additions & Renovations
Plano ISD - Armstrong Middle School Additions & Renovations

EDUCATION

Acuity Training Institute
International Institute of Building Enclosure Consultants (IIBEC), formerly RCI



JOHN KUBALA PE, LEED AP
PRESIDENT

BIO
John has more than 20 years of experience and background knowledge in the engineering, design, and construction industries. He manages and designs projects from schematic design to completion, creates working drawings, performs site visits and evaluates existing structures.

RELEVANT EXPERIENCE (PARTIAL LIST)
Cypress-Fairbanks ISD - Performing Arts Center
Del Valle ISD - Early College High School
Humble ISD - Virtual Learning Studio
Humble ISD - Maintenance Building Renovation
Spring Branch ISD - Valley Oaks Elementary School
Spring Branch ISD - Memorial Middle School Upgrades
Angelo State University - Murphey Auditorium Renovation

EDUCATION
University of Texas at Austin
Bachelor of Science,
Architectural Engineering/
Structural Engineering for
Building

REGISTRATIONS
Professional Engineer:
Texas #106120
LEED Accredited Professional
Windstrom Certification



DYLAN HEDRICK PE
REGIONAL DIRECTOR OF CIVIL ENGINEERING

BIO
Dylan Hedrick is a highly experienced civil engineer with more that 20 years of experience in public works, land development, infrastructure design, and project management. His experience includes design of private and public grading, drainage, roadway and utility infrastructure; preparing site investigation reports; managing property zoning changes; and overseeing construction administration.

RELEVANT EXPERIENCE (PARTIAL LIST)
Carroll ISD - Miscellaneous Projects
Garland ISD - Garland HS MAC Basic Services Prop B
Garland ISD - Lakeview HS MAC Basic Services Prop B
Garland ISD - North Garland HS MAC Basic Services Prop B
Garland ISD - Naaman HS MAC Basic Services Prop B
Garland ISD - South Garland HS MAC Basic Services Prop B
Garland ISD - Network Operations Center
Howard Payne University - Nabers Tennis Center Renovation
Weatherford ISD - Planning Services Phase 1

EDUCATION
Rice University

Master of Business
Administration,

Bachelor of Science,
Civil Engineering

REGISTRATIONS
Professional Engineer:
Texas #102108



LEAF ENGINEERS

ANDREW CHRISTIANSEN

DIRECTOR OF MEPT

BIO

With an Architectural Engineering Degree and over twelve years of technical experience in mechanical design, including seven years managing projects, Andrew brings extensive expertise to his role. He has managed large-scale projects and coordinated multi-disciplinary teams. His proficiency in engineering, detailed project modeling in Revit, and project management ensures that projects remain on time and within budget.

RELEVANT EXPERIENCE (PARTIAL LIST)

Aledo ISD - McKinney Elementary School
Dallas ISD - Carter High School
Denton County - Electrical & Generator Upgrades
Elgin ISD - Multipurpose Facility
Elgin ISD - Elgin High School
Garland ISD - Network Operations
Garland ISD - Garland High School
Irving ISD - Transportation & Logistics Center
Irving ISD - Career & Technical Education Center
Lamar CISD - Gene Tomas High School

EDUCATION

Kansas State University
Bachelor of Science
Architectural Engineering

EDGELAND



JACOB GALLES ASLA, PLA

PRESIDENT | PRINCIPAL

BIO

Jacob brings more than 13 years of national and international experience in landscape architecture. His career has already led to a variety of award-winning projects in an array of project types, including master planned communities, city and municipal parks, K-12, and colleges and universities. He is passionate about human discovery in natural environments

RELEVANT EXPERIENCE (PARTIAL LIST)

Birdville ISD - Various Courtyard Projects
Bryan ISD - Transportation & Maintenance Facility
Columbia-Brazoria ISD - Columbia High School Addition & Renovations
Dallas ISD - 7th/8th Campus (DESA)
Elgin ISD - Elgin high School Addition & CTE Expansion
Elgin ISD - Multipurpose Facility – Indoor football practice Facility
Huntsville ISD - Elementary Schools Additions & Renovations
Huntsville ISD - Huntsville High School Baseball/Softball Complex
Huntsville ISD - Huntsville High School New Auditorium
Huntsville ISD - Mance Park Middle School Renovation & Additions
Irving USD - New Career and Technical Education Center

EDUCATION

Purdue University
Bachelor of Science,
Landscape Architecture,

Associate in Horticulture

REGISTRATIONS

Registered Landscape Architect
Texas #3022
National Council Architecture
Review Board #36029

INDUSTRY LEADING EXPERIENCE IN SCHOOL MODERNIZATIONS

ADDITIONS & RENOVATIONS MAKE UP 70% OF OUR WORKLOAD, WITH OVER 150 PROJECTS COMPLETED ANNUALLY

BEFORE	AFTER
	
	
	
	

AWARDS & RECOGNITION

PBK's K-12 design work has earned more than 450 planning and design awards. See below for a partial list.

2024

TASA-TASB

4 Stars of Distinction - Design, Community, Planning & Transformation
Killeen ISD - Chaparral High School

2 Stars of Distinction - Design & Wellness
Killeen ISD - Killeen High School Expansion & Modernizations

2023

TASA-TASB

6 Stars of Distinction - Design, Value, Wellness, Community, Planning & Transformation \\ Caudill Award Winner
Alief ISD - Jefferson Early Learning Center

2 Stars of Distinction - Community & Transformation
Angleton ISD - Angleton High School CTE

1 Star of Distinction - Planning
Houston ISD - Bellaire High School

Texas Masonry Council, Golden Trowel Awards

1st Place - Primary & Secondary Education Category
Killeen ISD - Chaparral High School

Learning By Design

Outstanding Project Award
Humble ISD - Lakeland Elementary School

Outstanding Project Award
Corpus Christi ISD - Mary Carroll High School

2022

TASA-TASB

4 Stars of Distinction - Design, Community, Planning & Transformation \\ Caudill Award Winner
Round Rock ISD - Redbud Elementary School

2 Stars of Distinction - Design & Transformation
Humble ISD - Lakeland Elementary School

1 Star of Distinction - Innovation
Aledo ISD - Annetta Elementary School

1 Star of Distinction - Design
Van Vleck ISD - Van Vleck ISD 2017 Bond Program

ENR Texas & Louisiana
Design Firm of the Year

2021

ENR Texas & Louisiana
Design Firm of the Year

Building Design + Construction - 2021 K12 School Sector Giant
Largest US K-12 School Architecture Firm

TASA-TASB

3 Stars of Distinction - Community, Planning & Value
Katy ISD - Jordan High School & Adams Junior High School

2 Stars of Distinction - Community & Planning
Cypress-Fairbanks ISD - Harold R. Rowe Middle School

1 Star of Distinction - Community
Austin ISD - Govalle Elementary School

2020

ENR Texas & Louisiana

Best Project Award of Merit from Engineering News-Record in the Sports/Entertainment Category - ENR Texas & Louisiana Region
Texas A&M University E.B. Cushing Track & Field Stadium

TASA-TASB

2 Stars of Distinction - Planning & School Transformation
Cypress-Fairbanks ISD - Leonard Brautigam Center

1 Star of Distinction - Community
Galena Park ISD - Galena Park Elementary School

1 Star of Distinction - Community
Texas State Technical College - Texas State Technical College

2019

Learning By Design

Outstanding Project Award
Cypress-Fairbanks ISD - Matzke Elementary School

Outstanding Project Award
Dickinson ISD - Kranz Junior High School

TASA-TASB

4 Stars of Distinction - Design, Community, Planning & School Transformation \\ Caudill Finalist
Alief ISD - Center for Advanced Careers

2 Stars of Distinction - Design & Community
Dickinson ISD - Kranz Junior High School

1 Star of Distinction - Community
Cypress-Fairbanks ISD - Matzke Elementary School

1 Star of Distinction - Value
Klein ISD - Lemm Elementary School

1 Star of Distinction - Value
Conroe ISD - Grand Oaks High School

2018

AS&U

Outstanding Design Award - Katy ISD - Katy Education Village

TASA-TASB

2 Stars of Distinction - Community & School Transformation
Alvin ISD - J.B. Hensler College & Career Academy

2 Stars of Distinction - Community & School Transformation
Katy ISD - Katy Education Village

d. Provide information regarding three (3) school district projects of similar size and scope to the ones for which services are requested herein, that your firm acted as the design architect and provided project administration, on which you are currently working or completed in the last five (5) years.

WHEAT MIDDLE SCHOOL ADDITIONS & RENOVATIONS

CLEBURNE INDEPENDENT SCHOOL DISTRICT



CONTACT

Dr. Coby Kirkpatrick
Superintendent
505 North Ridgeway Drive
Suite 100
Cleburne, Texas 76033
ckirkpatrick@c-isd.com
817-202-1100

SQUARE FOOTAGE

193,000 SF

BUDGET

$38,500,000

FINAL CONTRACT SUM

$38,405,663

SUBSTANTIAL COMPLETION DATE

August 2023
** Project was delivered on time and under budget.*

DELIVERY METHOD

CM@R

PROJECT DESCRIPTION

Located on a 36-acre site, this newly renovated middle school is programmed for 1,450 students in Grades 7-8. The school's new 52,000 SF façade provides a new look with the new main entrance on Harlin Drive. Interior renovations (141,000 SF) comprise larger classrooms, additional Science Labs, enlarged Locker Rooms, Band, Choir and Drama spaces, 3 Robotics Labs, Administration Area, Special Programs, Life Skills, 20 new classrooms, Weight Room, Outdoor Adventure Classroom, and a Competition and Performance Gymnasium. The existing Auxiliary Gymnasium was converted to a new Media Center. Artificial turf has been installed in the existing field and there is a new parking lot and parent loop with direct access to Woodard Drive and a new bus loop and staff parking lot located near the Cafetorium.



ANNETTA ELEMENTARY SCHOOL

ALEDO INDEPENDENT SCHOOL DISTRICT



CONTACT

Dr. Susan Bohn
Superintendent
1008 Bailey Ranch Road
Aledo, Texas 76008
817-441-8327

SQUARE FOOTAGE

107,000 SF

BUDGET

$30,709,000

FINAL CONTRACT SUM

$30,701,135

SUBSTANTIAL COMPLETION DATE

August 2021
** Project was delivered on time and under budget.*

DELIVERY METHOD

CSP

PROJECT DESCRIPTION

Annetta Elementary School's building design is centered around a secure central courtyard with access to natural daylight and a clear circulation loop around the campus with enhanced visibility. Programmed for 800 students, collaborative and flexible academic pods are located on the courtyard perimeter and are arranged to provide easy access while maintaining a layered approach to campus security and provide individualized secured zones for the student from the rest of the building.

The Media Center is a technology-rich environment with direct access to the courtyard and natural light this space and provides students with choices through a variety of creative learning tools. The Cafetorium is separated from educational spaces which provides greater flexibility for its use. It also has a direct connection to the courtyard for outdoor dining and natural light. The gymnasium is located on the Northeast corner of the building with a direct connection to the upper level play area, east side parking lot and bus loop. Its design allows it to also serve as a storm shelter for the campus.

Scan here for a virtual tour!







RICHLAND MIDDLE SCHOOL REBUILD

BIRDVILLE INDEPENDENT SCHOOL DISTRICT



CONTACT
Dr. Gayle Stinson
Superintendent
6125 East Belknap
Haltom City, Texas 76117
gayle.stinson@birdvilleschools.net
817-547-5700

SQUARE FOOTAGE
169,089 SF

BUDGET
$58,019,323

FINAL CONTRACT SUM
$49,315,632

SUBSTANTIAL COMPLETION DATE
August 2021
** Project was delivered on time and under budget.*

DELIVERY METHOD
CM@R

PROJECT DESCRIPTION
Richland Middle School replaced the existing 54 year-old school. It is programmed to support 1,000 students in three (3) grade-level small learning communities (SLC). Each SLC includes its own administrative/teacher suite alongside collaboration spaces for the entire grade level. The Learning Commons serves as the center of activity with a two-story maker space prominently locate by the entrance of the Commons.

- Classrooms are multi-functional with operable partitions & surround a central collaboration center with windows to ensure safety & security
- Collaboration areas have tackable wall surfaces, marker boards & presentation TVs to allow student presentations & collaborative study
- Media center with and integrated maker space
- Two indoor gyms with a fitness & weight room
- Dual purposed fine arts suite that serves as a storm shelter
- Full-service cafetorium
- Exterior sports & athletic events fields
- LED light fixtures & sun shading devices for proper lighting & sun control







PERFORMANCE INSPIRED SPORTS DESIGN

PBK specializes in sports facilities across the country. We have successfully completed many new construction, renovation and addition assignments for football, baseball, softball, track & field, sports complexes, indoor arenas, and practice facilities. These projects range from smaller projects like turf replacements to larger projects like the construction of a stadium complex. By the numbers, we have completed:

230+ Synthetic Tracks

120+ Sports Complexes

130+ Synthetic & Natural Turf Fields

130+ Stadium Complexes

50+ Baseball & Softball Fields

80+ Indoor Arenas/ Practice Facilities

30+ Aquatic/Swim Centers

300+ Tennis Courts



45+ TEXAS SCHOOL DISTRICT STADIUMS & TRACKS (partial listing)

Addressing the upcoming track resurfacing, parking lot, and football stadium turf replacement needs of Mineral Wells ISD, we offer the following list of school districts for which PBK has specifically served in the capacity of track/field and stadium work, both new construction and renovation/replacement.

+ **LeRoy Crump Stadium**
Alief ISD
+ **Wildcat Stadium & Fieldhouse**
Angleton ISD
+ **Stadium Turf & Track Replacement**
Barbers Hill ISD
+ **Merrill Green Stadium**
Bryan ISD
+ **Challenger Columbia Stadium**
Clear Creek ISD
+ **Veterans Memorial Stadium**
Clear Creek ISD
+ **Woodforest Bank Stadium**
Conroe ISD
+ **Cabaniss Stadium**
Corpus Christi ISD
+ **Cuero Gobbler Stadium**
Cuero ISD
+ **Pridgeon Stadium**
Cypress-Fairbanks ISD
+ **Richard E. Berry Center & Stadium**
Cypress-Fairbanks ISD
+ **Sam Vitanza Stadium**
Dickinson ISD
+ **Panther Stadium**
Duncanville ISD
+ **Falls City Stadium**
Falls City ISD
+ **Spoor Field Stadium**
Galveston ISD
+ **Falcon Stadium**
Huffman ISD
+ **Turner Stadium**
Humble ISD
+ **D.W. Rutledge Stadium**
Judson ISD
+ **Rhodes Memorial Stadium**
Katy ISD
+ **Tivy Antler Stadium**
Kerrville ISD
+ **Chaparral High School Stadium**
Killeen ISD
+ **Traylor Stadium**
Lamar CISD
+ **Shirley Field**
Laredo ISD
+ **New Tech High School Stadium Improvements**
Manor ISD
+ **Tiger Stadium**
Mercedes ISD
+ **Gustafson Stadium**
Northside ISD
+ **Paris Stadium**
Paris ISD
+ **Rig Stadium**
Pearland ISD
+ **Oiler Stadium**
Pearland ISD
+ **Pirate Stadium**
Pine Tree ISD
+ **Tom Kimbrough Stadium**
Plano ISD
+ **District Stadium Improvements**
Poth ISD
+ **Sports Complex, District Stadium**
Prosper ISD
+ **District Stadium**
Smithville ISD
+ **Bulldog Stadium Track & Field Renovations**
Sweeny ISD
+ **Tomball Stadium**
Tomball ISD
+ **Rose Stadium**
Tyler ISD
+ **Waco ISD - Waco Stadium**
Waco ISD
+ **Shaffer Stadium**
Wylie ISD
+ **Burl McKinney Stadium**
Van Vleck ISD

500+ HIGH SCHOOLS - ADDITIONS, RENOVATIONS & MODERNIZATIONS (partial listing)

From small tasks to large projects, PBK knows how to successfully approach renovation and addition work for public education facilities. We are dedicated educational designers who understand best practices and the unique nature of Texas schools. From $10,000 to $300,000,000 – no project is too small or too large. Our high school portfolio includes the following.

+ **Alvin High School**
  Alvin ISD
+ **Angleton High School**
  Angleton ISD
+ **Bowie High School**
  Arlington ISD
+ **Anderson High School**
  Austin ISD
+ **McCallum High School**
  Austin ISD
+ **Barbers Hill High School**
  Barbers Hill ISD
+ **Brazosport High School**
  Brazosport ISD
+ **Brazoswood High School**
  Brazosport ISD
+ **Bryan High School**
  Bryan ISD
+ **Rudder High School**
  Bryan ISD
+ **Clear Brook High School**
  Clear Creek ISD
+ **Clear Springs High School**
  Clear Creek ISD
+ **Conroe High School**
  Conroe ISD
+ **Columbia High School**
  Columbia-Brazoria ISD
+ **Cy-Fair High School**
  Cypress-Fairbanks ISD
+ **David Carter High School**
  Dallas ISD
+ **Dayton High School**
  Dayton ISD
+ **Elgin High School**
  Elgin ISD
+ **Jefferson Silva High School**
  El Paso ISD
+ **Friendswood High School**
  Friendswood ISD
+ **Galena Park High School**
  Galena Park ISD
+ **Rowlett High School**
  Garland ISD
+ **Sachse High School**
  Garland ISD
+ **Hamshire-Fannett High School**
  Hamshire-Fannett ISD
+ **Atascocita High School**
  Humble ISD
+ **Humble High School**
  Humble ISD
+ **Kingwood High School**
  Humble ISD
+ **Summer Creek High School**
  Humble ISD
+ **Huntsville High School**
  Huntsville ISD
+ **Trinity High School**
  Hurst-Euless-Bedford ISD
+ **Jasper High School**
  Jasper ISD
+ **Katy High School**
  Katy ISD
+ **Mayde Creek High School**
  Katy ISD
+ **Killeen High School**
  Killeen ISD
+ **Klein Forest High School**
  Klein ISD
+ **Klein Oak High School**
  Klein ISD
+ **Lamar Consolidated High School**
  Lamar CISD
+ **La Porte High School**
  La Porte ISD
+ **Cedar Park High School**
  Leander ISD
+ **Lovejoy High School**
  Lovejoy ISD
+ **Magnolia High School**
  Magnolia ISD
+ **Mission High School**
  Mission CISD
+ **Glenda Dawson High School**
  Pearland ISD
+ **Pearland High School**
  Pearland ISD
+ **T.H. Williams High School**
  Plano ISD
+ **Pflugerville High School**
  Pflugerville ISD
+ **Berkner High School**
  Richardson ISD
+ **Pearce High School**
  Richardson ISD
+ **Round Rock High School**
  Round Rock ISD
+ **Royal High School**
  Royal ISD
+ **Thomas Edison High School**
  San Antonio ISD
+ **Northbrook High School**
  Spring Branch ISD
+ **Spring Woods High School**
  Spring Branch ISD
+ **Stratford High School**
  Spring Branch ISD
+ **Carl Wunsche High School**
  Spring ISD
+ **Dekaney High School**
  Spring ISD
+ **Spring High School**
  Spring ISD
+ **Westfield High School**
  Spring ISD
+ **Tomball High School**
  Tomball ISD
+ **Wylie East High School**
  Wylie ISD

SECTION C - PROJECT APPROACH AND RESOURCES

a. Provide a description of your firm's overall approach to project administration, how you view Your firm's role in protecting the interests of the District and explain how this approach will benefit the District.

A COLLABORATIVE APPROACH

PBK's approach is not only collaborative and inclusive, but it is also based on our distinctive ability to identify each district's needs and translate them into responsive planning and design criteria that withstand the changes of time. We enjoy an engaging "high-touch" approach to ensure a fulfilling journey for our clients, while maintaining well defined and tested analytical methods to support our recommendations.

When it comes to our approach to each project we're involved in, we are:

- ***Collaborative*** — We will never dictate what you should do. Instead we will be your partner in developing the future direction of the District's campuses, schools, and support facilities.
- ***Engaging*** — We are effective facilitators and promise to focus on collecting and synthesizing information to structure work sessions and engage project team members in owning the results of the project.
- ***Adaptable*** — We try to expect the unexpected and adapt accordingly.
- ***Rigorous*** — We offer a full range of quantitative and qualitative analysis tools, industry experience with large school districts, and access to critical benchmark and best practice data.
- ***Assistive*** — We are here to serve as an extension of the school district. This particularly valuable to small districts with limited staff. Whatever you need done, our answer is "YES."

Our team's design philosophy is that we must always put our own interests behind the goals and educational objectives of the client. When we're finished, it will be your design and we've created a productive, streamlined process to get you there. PBK never enters a room with a preconceived design or tells a client what we think they need.



WORKING ALONGSIDE STAKEHOLDERS

We have successfully delivered numerous K-12 projects throughout North Texas and surrounding regions, inlcuding districts in close proximity to MWISD. Through this work, we have learned that how and when information is collected, processed, integrated, shared and communicated is absolutely vital to project quality and success. We intend to employ an inclusive, consensus based and highly interactive approach. It will include numerous workshops, interactive web-sites, one-on-one discussions, surveys, case studies and presentations; all will be aimed at bringing stakeholders and key decision makers into agreement on the parameters, goals, budget, and planning principles that will guide project evolution and delivery. A critical path decision making schedule will be developed to inform and guide all participants.

WORKING AS AN EXTENSION OF MWISD'S TEAM

First, and perhaps most importantly, our team knows how to listen. We understand that a single client is composed of several constituencies *(facilities staff, administrators, students)* that promote different and sometimes conflicting concerns. Our team is experienced at articulating the relationships and comparative merits of differing points of view while nurturing an attitude of collaboration and teamwork. Accordingly, our team approaches each project without preconceived ideas and will provide open-minded, imaginative solutions to your project(s) and goals. Bringing these qualities together with our experience will allow us to focus on the development of a high-quality solution for each of your projects individually.

We utilize a variety of methods to prevent and resolve conflicts. These methods include a series of checks and balances that are continuously monitored by key project leaders and on-site representatives. These checks and balances include programs and documents that reinforce communication; quality control and quality assurance; budget and schedule control; sustainable design principles and strategies; technical competence and management qualifications; staff assignments and project responsibility and construction administration. Every solution we create involves all key personnel involved in a project so the best results are created and all parties remain on the same page. PBK highly values its client's wishes and preferences throughout the entirety of a project.



CONSISTENT COMMUNICATION

We believe in a positive working relationship with open communication, the use of time-tested management methods, and collaborative planning to ensure the success of your project. Communication between our team and MWISD's personnel will be open and flowing, since the best way to prevent or solve a problem is by utilizing the collective experiences and insight of others. Our team uses a structured approach to avoiding potential roadblocks by engaging the client/user in all aspects of the design and construction process and promoting interactive decision-making, which is aided by setting up an ongoing project team structure with the client, user group representatives, and our team. Our interactive client-consultant communication process allows the entire team to maintain quality communication and direction throughout the duration of your project(s).

Our first role for each project task is to listen. By beginning each task by listening to MWISD and, most importantly, the end users, we will be able to understand the critical issues that define a successful project from your perspective. We have found that taking a one-on-one approach with our clients fosters trust and understanding while ensuring that they are an integral part of the project team. We understand that the your community's wants and needs are in many cases quite different from those of your own; our team has significant experience in bridging that gap, finding the common core elements, and creating spaces that everyone agrees on. Most importantly, we understand how to create spaces that minimize maintenance costs and allow for revenue generation, which helps ensure your project's success.

A DESIGN PHILOSOPHY THAT BENEFITS MWISD

Our team approaches each design challenge as a unique opportunity to create attractive, functional environments that embrace the values, culture and budget specific to each program and institution. Collaborative on-site workshops with MWISD and stakeholders allow the design team to understand the culture, traditions and needs of the students, faculty, staff, facilities and maintenance issues. These important charrette-style workshops will provide us with a stronger design approach as we modify the building form and systems to reflect the vision, goals and objectives of the project. This approach has proven to be a very effective collaborative and consensus tool that validates the program and specific needs of the stakeholders.

Our team encourages the free exchange of ideas. We firmly believe a project's success is dependent upon the abilities of everyone involved to maintain a respectful and collaborative working environment. Projects thrive when a working group is dedicated to work continuously with the planning and design team in developing project knowledge and understanding of the basis of decisions. This group should include six to ten people, faculty and staff, facilities staff, students and representatives of MWISD. A district representative provides a convenient and consistent point-of-contact with the institution for our design team.









b. List resources of the firm that would be made available to the District that would distinguish your firm as most qualified to perform the design, administration, and closeout of the Projects.

PBK emphasizes imaginative solutions and creative designs of dynamic spaces which adapt readily to functions and expanding needs. As one of the nation's largest providers of architecture/engineering planning and design services for K-12 clients, PBK takes great pride in serving as a pioneer for planning and design applications that are charting the course for Next Generation learning environments. Our vast history, experience and design innovations for K-12 learning spaces provide school districts an opportunity to explore and at least consider the latest design standards that are impacting how students are receiving curriculum in the school environment.

PBK is recognized as a national leader in creating student-centered Next Generation Learning Spaces. Having specialized in K-12 school facilities for almost four decades and having worked with more than 300 school districts across the country, PBK takes great pride in serving as a pioneer for planning and design applications that are charting the course for Next Generation learning environments. Our vast history, experience and research-based design innovations for K-12 learning spaces can provide MWISD an opportunity to explore and at least consider the latest design trends that are impacting how students will receive curriculum in the classroom of the future.

Furthermore, we offer every imaginable service your District will need:

- **Planning**
- **Bond Services**
- **Architectural Design**
- **Construction Documents**
- **Structural Engineering**
- **Civil Engineering**
- **MEP Engineering**
- **Roofing**
- **Security Design**
- **Technology Design**
- **Interior Design**
- **Environmental Graphics**
- **Furniture Coordination & Equipment Procurement**
- **Cost Estimating**
- **Jurisdictional Review**
- **Construction Admin**
- **Landscaping**
- **MORE: *List of services available on request.***

A unique advantage PBK is able to offer is not only our ability to provide the brightest talents in K-12 architectural planning, designing, and engineering, but our ability to offer these services under one roof. The benefit of our team being in one location enhances our capability to provide highly coordinated, seamless project delivery, including:

- Greater accuracy in estimating by teaming the industry's top construction professionals with the database resources of Texas' largest K-12 practice.
- "Real" value engineering *(as opposed to cost-cutting)* through years of updated Best Practice Procedures.
- Better document reviews with architectural, engineering and construction staff reviewing for completeness, coordination, and constructibility.

Throughout project implementation, any of PBK's 1,074+/- professionals, located nationwide, can be used as resources for every MWISD project. This will benefit MWISD as our team will have access to additional specialists for insight or assistance, as needed. While PBK offers an abundance of services, our team is always open to utilizing MWISD's preferred consultants, too.





SECTION D - INTEGRITY AND BUSINESS ETHICS

Please indicate whether you, or any principal in your company, or any partner in your partnership:

a. *Has committed fraud or a criminal offense in connection with obtaining or attempting to obtain a contract.*
No.

b. *Has violated Federal or state antitrust statutes.*
No.

c. *Has committed embezzlement. theft. forgery, bribes, falsification or destruction of records, or tax evasion.*
No.

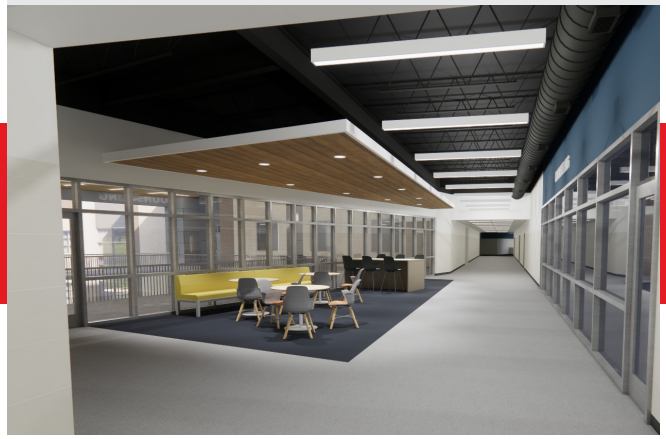
d. *Has made false statements, in connection with a prior solicitation or contract.*
No.

e. *Has violated Federal criminal tax laws.*
No.

f. *Has received stolen property: Cormmitted any other offense indicating a lack of business. integrity or business honesty that seriously and directly affects the present responsibility of the contractor.*
No.

g. *Has been indicted for any of the offenses described in this Sub-paragraph 2 A-F.*
No.

h. *Has delinquent Federal or state taxes.*
No.





SECTION E - COMPLIANCE WITH PUBLIC POLICY

a. *Please confirm that it is Proposer's policy to consistently comply with Equal opportunity and nondiscrimination laws and requirements or the Federal Government and state, local government and that and that it has complied with such laws and requirements on past construction projects.*

Providing opportunities for minorities and women goes way beyond just teaming and extends to individuals within our firm in significant roles. We are an equal opportunity employer and have an Affirmative Action Program. PBK views minority subcontracting as an opportunity to truly mentor firms and individuals in our business practice. We expect our non-minority consultants to take the same approach both within their firms and through mentoring arrangements where feasible.

b. *Please indicate which of the following affirmative steps Proposer has used on prior projects to assure participation by small and minority owned businesses and women's business enterprises where possible and which of these have been most successful for Proposer in the past:*

i. *Placing qualified small and minority business and women's business enterprises on solicitation lists;*

PBK is proud of our track record of utilizing MWBE businesses whenever possible. Our approach to choosing consultants is to invest time in, research qualifications of, and establish on-going working relationships with qualified firms. We consider their qualifications, experience working on the specific project type, past performance with the client, among many factors in choosing the most qualified consultant.

ii. *Assuring that small and minority businesses and women's business enterprises are solicited whenever they are potential sources;*

Yes. In our project proposal bids, PBK routinely includes historically underutilized businesses. We include businesses owned and operated by minority, women, and veterans. Furthermore, many of our most trusted subconsultants, with which we have been working for many years, are HUBs.

We also encourage firms to meet with our staff to educate the team on the capabilities and experience of their firm. Typically, we attempt to utilize women-owned businesses and minority-owned businesses on a trial basis on selected portions of the work to develop a good understanding of capabilities and capacity to perform work.



iii. *Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;*
PBK will do this when it is also in the best interest of the Client and the budget.

iv. *Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;*
PBK will do this when it is also in the best interest of the Client and the budget.

v. *Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce;*
PBK will utilize these services whenever a project is in need of specialists and our firm is not already aware of minority businesses offering such expertise.

vi. *Requiring subconsultants to take affirmative steps listed in paragraphs (i) through (v) of this section.*
PBK makes specific efforts not only to team with HUB- and MWBE-certified consultants, but to also take a proactive approach to guiding general contractors to select and work with subcontractors that are quality entities. PBK has successfully implemented criteria and tracking methods required by general contractors to systematically evaluate all level HUB and MWBE participation.







SECTION F - DISCIPLINE AND SERVICES

Please indicate whether you, or any principal in your company, or any partner in your partnership:

A. Mechanical

- ☒ Heating, Ventilation and Air Conditioning (HVAC) repairs, upgrades and new installations
- ☒ Cooling Tower Replacements, boiler replacements, chiller replacements, air handler replacements, rooftop unit replacements
- ☒ Building heat and cooling load analysis
- ☒ Installation of direct digital controls

B. Electrical

- ☒ Electrical system (supply and service) renovation, upgrade and new installations
- ☒ Lighting repairs, upgrades and new installations
- ☒ Backup power generators

C. Plumbing

- ☒ Plumbing repairs, upgrades, hookups, tie ins and new installations, including irrigation system upgrades, sewer line installations and upgrades, backflow preventers and necessary certifications and roof drains.

D. Elevators

- ☒ Elevator system analysis for cab replacement, digital controls, hoist motor design and replacement.

E. Utilities (electric, gas, storm water, sewer, potable water, telephone, cable, etc.)

- ☒ Installation, tie ins, hookups and permits
- ☒ Telecommunication repairs and new installations
- ☒ Data processing cabling repairs and new installations

F. Structural and Waterproofing

- ☒ Structural and building foundation work including but not limited to slabs, steps, sidewalks, drives, parking lots
- ☒ Parking garage and parking lot repairs and replacements and new construction
- ☒ Structural analysis of building frames for floor loadings, building movements, dead and live loads
- ☒ Waterproofing of deck surfaces, roof tops, and the building exterior
- ☒ Expansion joint controls and analysis.



G. Building Envelopes

- ☒ Masonry repairs and new installations
- ☒ Provide building envelope analysis !'or weather tightness (deck coatings. sealants. waterproofing. weather stripping, door and window gaskets and glazing)

H. Building Renovations and New Construction

- ☒ Design renovations. additions and possible new building construction. Prepare detailed construction plan(s) and specification(s) for submission to MWISD's Procurement Staff, and for subsequent construction purposes.
- ☒ Procurement Phase: Provide technical support during the procurement process including preparation of all addenda as necessary, answering potential questions, and participation in the construction pre-submittal meeting as well as providing technical assistance as necessary for evaluation purposes.
- ☒ Interior and exterior renovation projects
- ☒ Facility, infrastructure and project design.
- ☒ Development of as-built plans, feasibility, and comparative cost reviews.

I. Site Analysis

- ☒ Site preparation and elevation.
- ☒ Feasibility studies
- ☒ Provide property, geotech, and topography surveys
- ☒ Provide as built surveys
- ☒ Environmental Planning
- ☒ Design and Engineering Services for Parking lot
- ☒ Storm and sanitary sewers
- ☒ Well closures
- ☒ Landscape Architecture



J. Building Access Systems and Building Management Systems

- ☒ Building security and card control access system
- ☒ Parking lot and parking garage security system
- ☒ Building Management Systems
- ☒ Building System evaluations

K. Fire Safety Systems

- ☒ Fire alarm and fire sprinkler system repairs. upgrades, and new installations
- ☒ Fire suppression system repairs, upgrades, and new installations
- ☒ Ability and experience to design and draft in compliance with all fire codes

L. Roofs

- ☒ New installations of Roof Systems (various types)
- ☒ Roof repairs)

M. LEED and Energy Conservation

- ☒ Design and certify Leadership in Energy and Environmental Design (LEED) projects
- ☒ Provide Commissioning Services for LEED certification of Mechanical, Electrical, and Plumbing (MEP) deesigned systems and construction components
- ☒ Provide Energy Modeling of Building Components and Equipment for LEED certification
- ☒ Conduct surveys, analysis, and Energy Modeling of existing buildings and systems for adaptation to LEED standards
- ☒ Energy management systems, designs, and certification in compliance with the State Energy Conservation Design Standards



ENERGY PERFORMANCE OPTIMIZATION

Specific energy optimization strategies include:

- Review of annual energy expenditures
- Analysis of existing energy assets & deficiencies
- Prioritization of improvements & associated costs
- Assist with performance contracting negotiations & financing options
- Budgeting & coordination of performance contract
- Programming & design of system improvements
- Implementing LEED initiatives where able & requested
- Construction documentation and plan permitting
- Oversight of construction & installation
- Program training and M&O consulting
- Custom Service Agreements to cover all warranties & provide continuous commissioning
- Measurement & verification oversight to ensure system savings are realized

N. Space Planning and Interior Design

- ☒ Provide space planning, exterior/interior design renderings and sample boards
- ☒ Oversee the design and installation of modular furniture
- ☒ Provide estimating services for fixtures, furnishings, and equipment systems, components, and installation

O. Additional Services Not Listed

1. _____
2. _____
3. _____
4. _____
5. _____

110+

Number of Clients for which PBK has engaged IDIQ/On Call Service Contracts

SERVICES	PROVIDED
Facilities Conditions Assessment	✓
Master Facility Plans	✓
Building Renovations and New Construction	✓
Feasibiliity Studies	✓
Site Analysis and Planning	✓
Civil Engineering	✓
Landscape Design	✓
Structural Engineering & Waterproofing	✓
MEP Engineering	✓
Interior Design	✓
Utilities (Electric, Gas, Storm Water, Sewer, Potable Water, Telephone, Cable, etc.)	✓
Technology Infrastructure Design	✓
Communication System Design	✓
Acoustical Evaluation	✓
Space Planning and Interior Design	✓
Energy Audits	✓
Environmental/Hazardous Materials Inspections	
Life Safety System/ Fire Safety Systems	✓





240+

ELEMENTARY SCHOOLS
& EARLY CHILDHOOD CENTERS



















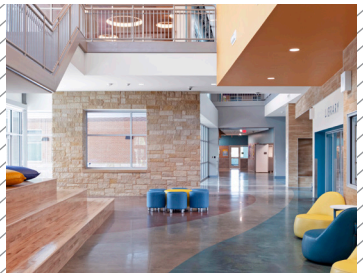
REQUIRED DOCUMENTS

“I will unequivocally say that PBK was the right choice to help Aledo ISD with the delivery of the 2019 Bond’s most challenging projects. We would not be on track without their unending support. I highly recommend PBK to other districts for similar needs.”

– Director of Facilities & Construction
Aledo ISD









REQUIRED FORMS

The succeeding pages present the following required forms:

EXHIBIT B: CONFLICT OF INTEREST QUESTIONNAIRE

EXHIBIT C: FELONY CONVICTION NOTIFICATION

EXHIBIT D: NON-COLLUSION STATEMENT

EXHIBIT E: DISCLOSURE OF INTERESTED PARTIES - FORM 1295

EXHIBIT F: CRIMINAL HISTORY RECORDS CHECK

PBK'S ASA/TASB Design Awards Year Over Year





EXHIBIT B: CONFLICT OF INTEREST QUESTIONNAIRE

CONFLICT OF INTEREST QUESTIONNAIRE

FORM CIQ

For vendor doing business with local governmental entity

This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.

This questionnaire is being filed in accordance with Chapter 176, Local Government Code, by a vendor who has a business relationship as defined by Section 176.001(1-a) with a local governmental entity and the vendor meets requirements under Section 176.006(a).

By law this questionnaire must be filed with the records administrator of the local governmental entity not later than the 7th business day after the date the vendor becomes aware of facts that require the statement to be filed. *See* Section 176.006(a-1), Local Government Code.

A vendor commits an offense if the vendor knowingly violates Section 176.006, Local Government Code. An offense under this section is a misdemeanor.

OFFICE USE ONLY

Date Received

1 **Name of vendor who has a business relationship with local governmental entity.**

N/A

2 ☐ **Check this box if you are filing an update to a previously filed questionnaire.** (The law requires that you file an updated completed questionnaire with the appropriate filing authority not later than the 7th business day after the date on which you became aware that the originally filed questionnaire was incomplete or inaccurate.)

3 **Name of local government officer about whom the information is being disclosed.**

N/A

Name of Officer

This section (item 3 including subparts A, B, C, &D) must be completed for each officer with whol the vendor has an employment or other business relationships defined by Section 176.001(1-a) Local Government Code. Attach additional pages to this Form CIQ as necessary.

A. Is the local government officer in this section likely to receive taxable income, other than investment income, from the vendor?

☐ Yes ☑ No

B. Is the vendor receiving or likely to receive taxable income, other than investment income, from or at the direction of the local government officer named in this section AND the taxable income is not received from the local governmental entity?

☐ Yes ☑ No

C. Is the filer of this questionnaire employed by a corporation or other business entity with respect to which the local government officer serves as an officer or director, or holds ownership interest of one percent or more?

☐ Yes ☑ No

D. Describe each employment or business and family relationship with the local government officer named in this section.

N/A

4

Signature of vendor doing business with the governmental entity

5/28/2025

Date

Adopted 8/7/2015

EXHIBIT C: FELONY CONVICTION NOTIFICATION

RFQ EXHIBIT C
Felony Conviction Notification

Section 44.034, Texas Education Code, Notification of Criminal History, Subsection (a), states "A person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony."

Subsection (b) states "A school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

This Notice is Not Required of a Publicly-Held Corporation

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony conviction has been reviewed by me and the following information furnished is true to the best of my knowledge.

Proposer's Business Name: PBK Architects, Inc.

Authorized Company Official's Name (Printed): Lee Osborne, AIA, LEED AP

A. My firm is a publicly-held, stock-exchange corporation; therefore this requirement is not applicable.

Signature of Company Official: _____

Date Signed: _____

B. My firm is not owned or operated by anyone who has been convicted of a felony:

Signature of Company Official: _____

Date Signed: May 28, 2025

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony (printed name and general description of type of felony or felonies:

1. _____
2. _____
3. _____
4. _____

Signature of Company Official:

_____

Date Signed:

_____

EXHIBIT D: NON-COLLUSION STATEMENT

RFQ EXHIBIT D
Non-Collusion Statement

Lee Osborne, AIA, LEED AP, being first duly sworn, deposes and says this:

(1) She/He is Managing Senior Principal (a partner or officer) of PBK Architects, Inc. (the firm of, etc.)

the Proposer who has submitted the attached Statement of Qualifications.

(2) She/He is fully informed respecting the preparation and contents of the attached Statement of Qualifications and of all pertinent circumstances respecting such Statement of Qualifications.

(3) That Statement of Qualifications is genuine and is not a collusive or sham response.

(4) Neither the said Proposer not any of its officers, partners, owners, agents, representatives, employees or parties of interest, including this affiant, has in any way colluded, conspired, connived or agreed, directly or indirectly, with another Proposer, firm or person, to submit a collusive or sham. Response in connection with the Contract for which the attached Statement of Qualifications has been submitted or to refrain from proposing in connection with such Contract, or has in any manner, directly or indirectly, sought by agreement or collusion, or communication or conferences, with any other Proposer, firm or person to secure through any collusion, conspiracy, connivance or unlawful agreement any advantage against the Mineral Wells Independent School District of Mineral Wells, Texas or any person interested in the proposed contract, and,

(5) The price or prices which will be offered if selected as the successful Proposer in connection with this Request for Qualifications will be fair and proper and will not be tainted by any collusion, conspiracy, connivance or unlawful agreement on the part of the Proposer or any of its agents, representatives, owners, employees, or parties of interest, including this affiant.

(Proposer's Business Name): PBK Architects, Inc.

(Proposer's Representative Signature) _____

(Proposer's Representative Title) Managing Senior Principal

Subscribed and sworn before me on this 28th day of May, 2025.

AUDREY E. BILLINGS
Notary Public, State of Texas
Comm. Expires 07-11-2027
Notary ID 128670311

_____
NOTARY PUBLIC, STATE OF TEXAS

EXHIBIT E: DISCLOSURE OF INTERESTED PARTIES - FORM 1295

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY
CERTIFICATION OF FILING

Certificate Number:
2025-1314989

Date Filed:
05/27/2025

Date Acknowledged:

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.
PBK Architects
Mineral Wells, TX United States

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.
Mineral Wells Independent School District

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.
2025-01
Professional Architectural Services Pool

4 Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
		Controlling	Intermediary
Boggio, Dan	Houston, TX United States	X	
DC Capital Partners	Alexandria, VA United States	X	

5 Check only if there is NO Interested Party. ☐

6 UNSWORN DECLARATION

My name is Lee Osborne, and my date of birth is 2/12/1971.

My address is 777 Main Street Suite 3410 (street), Ft. Worth (city), TX (state), 76102 (zip code), USA (country).

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Tarrant County, State of Texas, on the 27 day of May (month), 20 25 (year).

Signature of authorized agent of contracting business entity
(Declarant)

Forms provided by Texas Ethics Commission www.ethics.state.tx.us Version V4.1.0.e02d6221

EXHIBIT F: CRIMINAL HISTORY RECORDS CHECK

RFQ EXHIBIT F

Signature Page and Declaration of Compliance

Check (✓) the box that indicated business structure of Proposer.

☐ Individual/Sole Proprietorship ☐ Partnership or Joint Venture ☑ Corporation ☐ Other Entity

(State Type) _____

The undersigned certifies that (s)he is Managing Senior Principal (title) of the Proposer entity named below: that (s)he is authorized to sign this Statement of Qualifications (if a Corporation then by resolution with Certified Copy of resolution attached) for and on behalf of the entity, if any, named below, and that (s)he is authorized to execute same for and on behalf of and bind said entity to the terms and conditions provided for in the Proposal and required by this RFQ, and has the requisite authority to execute an Agreement on behalf of Proposer, if awarded, and that the 11-digit Comproller's Taxpayer Number for the entity, is any, is:

17419754506 — 11-digit Comptroller's Taxpayer Number

74-1975450 — Employer Identification No.

PBK Architects, Inc.

Proposer Organization Name

By: _____

Printed Name: Lee Osborne, AIA, LEED AP

Title: Managing Senior Principal

By: _____

(If Proposer is a Joint Venture, an authorized signature from a representative of each party is required.)

Printed Name: _____

Title: _____

By signing this Signature Page and Declaration of Compliance, I do hereby declare that I have read the Request for Qualifications, on which our Qualifications Statement is submitted with full knowledge of the requirements, and do hereby agree to furnish all services in full accordance with the requirements outlined in the Request for Qualifications.

By signing and executing this Qualifications Statement, I further certify on behalf of my organization and represent to the Mineral Wells Independent School District that Proposer has not offered, conferred or agreed to confer any pecuniary benefit, as defined by **TEXAS PENAL CODE ANN. § 218**, or any other thing of value, as consideration for the receipt of information or any special treatment or advantage relating to this Qualifications Statement; the Proposer also certifies and represents that Proposer has not offered, conferred, or agreed to confer a pecuniary benefit or other things of value as consideration for the recipient's decision, opinion, recommendation, vote or other exercise of discretion concerning this proposal; the Proposer certifies and represents that Proposer has neither coerced nor attempted to influence the exercise of discretion by any officer, trustee, agent or employee of the Mineral Wells Independent School District concerning this Qualifications Statement on the basis of any consideration not authorized by law, the Proposer also certifies and represents that Proposer has not received any information not available to other Proposer so as to give the undersigned a preferential advantage with respect to this proposal; the Proposer further certifies and represents that Proposer has not violated any state, federal, or local law, regulation or ordinance relating to bribery, improper influence, collusion or the like and that Proposer will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of the Mineral Wells Independent School District in return for the person having exercised the person's official discretion, power or duty with respect to this Qualifications Statement; the Proposer certifies and represents that it has not nor and will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent, or employee of the Mineral Wells

Independent School District in connection with information regarding this Proposal, the submission of this Qualifications Statement, the award or performance of a contract in connection with this RFQ.


"READING IS A WAY FOR ME TO
EXPAND MY MIND, OPEN MY EYES,
AND FILL UP MY HEART."
PROFESSIONAL
GUINNESS WORLD RECORDS 2021


Texas Star
Leaderboard



PBK ■ 777 MAIN ST ■ SUITE 3410 ■ FORT WORTH, TEXAS 76102 ■ P. +1 817 332 4333

PBK.com

PBK - A FAMILY OF COMPANIES

Kubala ENGINEERS
DIG ENGINEERS
LEAF ENGINEERS
PBK
BEAM PROFESSIONALS
EDGELAND







ORIGINAL

MINERAL WELLS ISD

Statement of Qualifications for Professional Architectural Services Pool

RFQ No. 2025-01 | May 29, 2025

VLK

OVER 100 TASA | TASB STARS OF DISTINCTION

2021 Caudill Award GERALD D. YOUNG AG SCIENCE CENTER

4TH LARGEST EDUCATION FIRM IN THE NATION BUILDING DESIGN + CONSTRUCTION "GIANTS 300 report"

2020 NSBA PRESENTERS PHILADELPHIA, PENNSYLVANIA

HOT Zweig Group 2024 FIRM AWARD

PSMJ 2023 CIRCLE OF EXCELLENCE TOP 20% OF ARCHITECTURE \ ENGINEERING FIRMS

2024 BEST FIRMS TO WORK FOR ZWEIG GROUP

EDSPACES PRESENTATIONS 2017 2018 2021

ARCHITECTURAL RECORD 2020 TOP 300 ARCHITECTURAL FIRMS

LearningSCAPES 2021 PRESENTERS ASSOCIATION OF LEARNING ENVIRONMENTS

2020 CAUDILL AWARD HIGHEST HONOR IN PUBLIC EDUCATION DESIGN AWARDS ALLEN STEAM CENTER

2022 TX ASCD PRESENTERS

40 AMERICAN INSTITUTE OF ARCHITECTS DESIGN AWARDS

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Marine Creek Middle School, Eagle Mountain-Saginaw ISD

May 29, 2025

Trey Evans
Mineral Wells ISD
906 S.W. Ave
Mineral Wells, TX 76067

Reference: RFQ 2025-01 Professional Architectural Services Pool

Dear Mr. Evans,

INTEREST: VLK is pleased to submit our qualifications and express our strong desire to serve Mineral Wells Independent School District as an Architectural Services provider. As experts in educational facility design, we are excited for the opportunity to serve educators driven by a similar mission: "...our unwavering commitment to excellence, equity, and the holistic development of our students." Serving our community educators is a privilege and we are proud of our history of delivering tailored solutions to many educational clients around the state.

EXPERIENCE: VLK has four decades of experience delivering innovative architectural solutions for Texas public schools. Our firm was founded on educational design, which remains our primary focus. Having worked with numerous school districts across the state of Texas, we understand the challenges your district faces, and we are eager to leverage our experience and knowledge with a focus on listening and commitment to service to provide you with tailored architectural services to meet these demands.

TEAM STRUCTURE FOR MINERAL WELLS ISD: As Principal-in-Charge, I will personally manage the entire process from initiation to completion. I can assure you that your planning and projects will be given the individual attention they deserve by a team that is highly trained and experienced in pre-bond planning, communications, campaign strategy, and the design of exceptional learning environments. We have a focused approach that will lead your future and ensure you deliver on the promises you make to your community. Team members include:

Josh Wilson, Project Architect
Dalane Bouillion, Chief Development Officer
Rick Westfall, Educational Planner
Erjon Troqe, Project Designer
Michelle Gallup, Science & Lab Specialist
Lendsey Miller, Interior Designer
Brandon Kendall, Construction Administrator
Chad Davis, Facility Planner
Joey Florence, Athletic Specialist

We pride ourselves in fostering relationships with clients, consultants, and the construction team to deliver successful projects. The proposed consultants have a history of working together on project with the VLK team and communicate effectively and efficiently:

- Civil Engineering and Landscape Architecture: **TNP**
- Structural Engineering: **Isbell Engineering Group**
- MEP Engineering and Technology Infrastructure: **EMA Engineering & Consulting**
- Food Service: **Foodservice Design Professionals**
- Theatrical/Acoustical Engineering: **WJHW**

QUALIFICATIONS AND ATTRIBUTES: As you begin to think about how to engage your community for decisions that will support upcoming needs, know that we offer proprietary approaches for your district leadership's consideration. First, our unique process for long-range facility and bond planning, known as VLK I LINK®, is our comprehensive and proprietary process we use to analyze your existing and future facility needs. We have previously engaged in this process with Mineral Wells ISD and your community. We will review and update your current facility conditions assessment, educational adequacy, demographics, and instructional goals to create a long-range plan. This establishes the platform for a consensus-based bond plan that aligns with the district's financial ability and vision for the future. Second, and uniquely, we employ public educators on our team who serve as our Educational Planners. With extensive experience in Texas public education, an Educational Planner leads our VLK I CURATION® process. Beginning our work with a clear understanding of your strategic plan, instructional philosophy, and learner data, we can help provide the context by which any design would begin. Our Educational Planners are thought partners with school district leaders, ensuring the translation of education into architecture. To ensure success in your bond planning and campaign management, as a part of VLK's team we include TransCend4 and Caelen Communications who specialize in third-party committee facilitation and fact-based public communications for school districts. TransCend4 moderates committee meetings, or district discussions, by providing a foundation of complex data, in easy-to-understand terms, and then provides for the exploration of ideas and solutions that build consensus. We then work alongside district leadership and Caelen Communications to provide clear and concise messaging, communications consulting, and campaign strategy.

EXAMPLES OF CLIENT SUCCESS: VLK consistently assists school districts in the planning and delivery of successful bond programs including the following recent bond elections:

Celina ISD 2025
$2.295bil Bond Passed – 71.6% A, 69.7% B

Terrell ISD 2025
$273mil Bond Passed – 60.8%

Lovejoy ISD 2025
$271mil Bond Passed – 52.5% A, 56.4% B, 50.1% D, 50.7% E

Kaufman ISD 2024
$170mil Bond Passed – 62%

Pecos-Barstow-Toyah ISD 2023
$446.6mil Bond Passed – 66%

Hutto ISD 2023
$522mil Bond Passed – 60.9%

Denton ISD 2023
$1.4bil Bond Passed – 62%

Royse City ISD 2023
$86.3mil Bond Passed – 75.2% A, 67.8% B

Crowley ISD 2023
$1.0bil Bond Passed – 53.4% A, 52.2% B

Sherman ISD 2023
$540.6mil Bond Passed – 71% A, 64%B

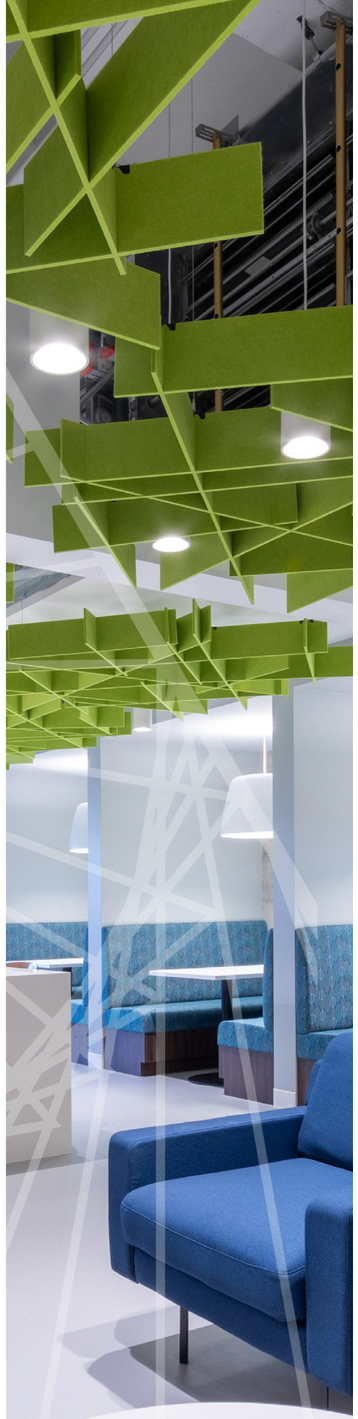
COMMITMENT: As you explore your options for professional services, please understand our team's commitment to Mineral Wells ISD and the community you serve. As Principal-In-Charge who will be responsible for MWISD projects, I fully understand that our firm's success is completely dependent on our clients' satisfaction. It is my personal goal to continue VLK's relationship with Mineral Wells ISD that exhibits our uncompromising excellence in what we do to ensure your success and satisfaction. Put your TRUST in a team that will LISTEN to your needs and DELIVER what you desire.

Thank you for your consideration.

Sincerely,

Ross Rivers, AIA
VLK
Principal-In-Charge
5801 Tennyson Pkwy, Suite 100
Plano, Texas 75024
rrivers@vlkarchitects.com
M I 682.888.3511 Fax I N/A

GENERAL INFORMATION



COMPANY INFORMATION

Firm Name
VLK

Address
5801 Tennyson Pkwy, Suite 100, Plano

State
Texas

Zip Code
75024

Telephone
972.265.1885

Fax
N/A

Type of Organization
LLC

The state where chartered
Texas

Executive Leadership
Sloan Harris, CEO | Partner
Todd Lien, Managing Partner
Jonathan Aldis, Chief Operations Officer
Dalane Bouillion, Ed.D., Chief Development Officer
Linsy Grozdanich, Chief Financial Officer
Justin Hiles, Chief Information Officer

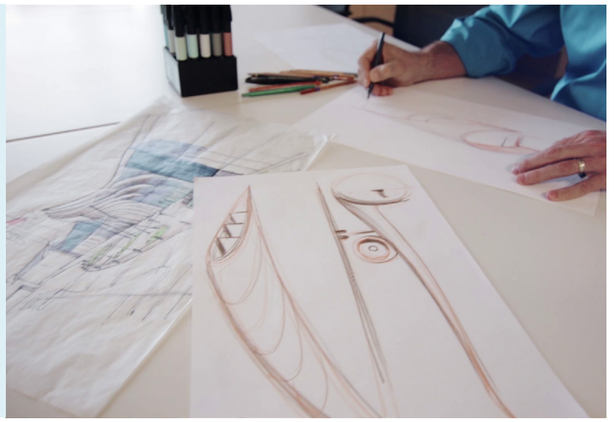
Firm Principals
Rayce Boyter
Lauren Brown
Monika Castillo
Rory Estes
Melissa Fleming
Derk Jeffrey
Charles Johnson
John Klein
Tim Kunz
Trey Laird
Michael Martinez
Scott Milder
Barry Nebhut
Tom Oehler
Ross Rivers
Clinton Schiver
Marty Sims
Rudy Starks
Jim Stephenson
David Valerius
Matt Waguespack
Julie Zitter

If your organization was chartered outside the state of Texas, a statement regarding whether you are registered to do business in Texas:
N/A

Contact Information:
Name: Ross Rivers, Principal-In-Charge
Address: 5801 Tennyson Pkwy, Suite 100, Plano
State: Texas
Zip Code: 75024
Telephone: 682.888.3511
Fax: N/A

40 Years of Excellence

EXPERIENCE VLK'S WEBSITE!



Does your business anticipate any mergers, transfer of organization ownership management reorganization, or departure of key personnel within the next twelve (12) months that may affect the organization's ability to carry out its proposal?
No

Is your business authorized to do business in Texas?
Yes

Provide any other names under which your business has operated within the last 5 years.
VLK Architects

Debarment/Suspension Information: Has the business or any of its principals been debarred or suspended from contracting with any public entity?
No

Bankruptcy Information: Have you or the business (under any name) ever been declared bankrupt or filed for protection from creditors under state or federal proceedings?
No

If yes, state the date, court, jurisdiction, cause number, amount of liabilities and amount of assets.
N/A

Architect/Engineer Default/Termination: Have you or the business defaulted and been terminated from a Project in the last ten (10) years?
No

If yes, state the name and address of the individual or entity with whom the Project was contracted, the name of the Project, the date of removal, and the reason for removal.
N/A

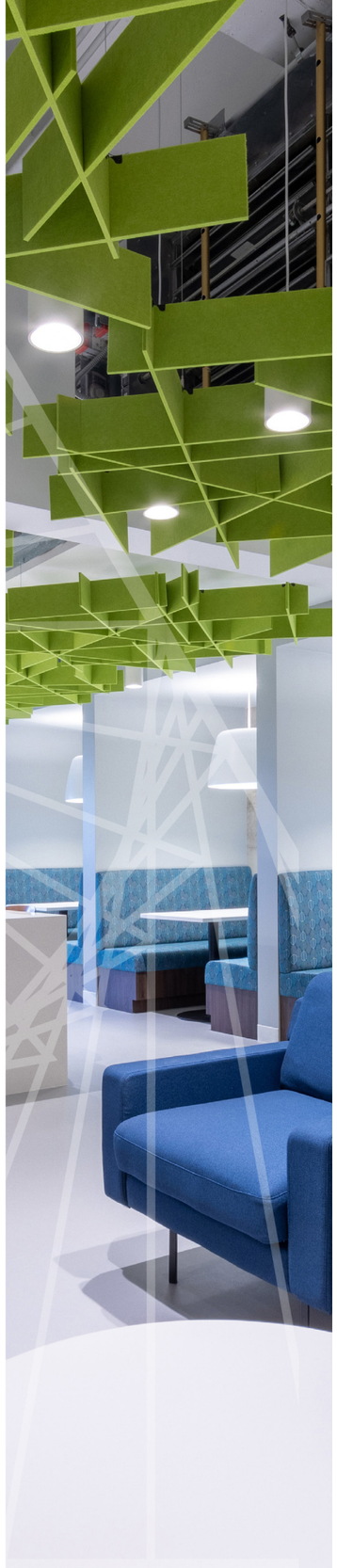


Paula Walker Elementary School, Royse City ISD





QUALIFICATIONS, TEAM, AND EXPERIENCE



FIRM BACKGROUND

As the fourth largest educational architecture firm in the U.S., VLK provides Mineral Wells ISD with extensive knowledge of school design. We have produced more than $10 billion of educational projects over our 40-year history; during the past five years VLK has designed 220 Texas public school projects of those 71 were new ground up elementary, middle, and high school projects. Through our processes, like VLK | CURATION® and VLK | LAUNCH®, we are helping school districts redefine the educational architectural design process by facilitating a collaborative process that engages communities, students, parents, and staff to deliver buildings that exceed expectations and enhance teaching and learning.

VLK is recognized for its leadership in designing transformational learning environments that facilitate engagement between students and teachers, and support curriculum and instruction. In 2024 alone, VLK opened 2.2 million sf of new construction, 2.6 million sf of renovations and 534,000 sf of additions to over 100,000 students. VLK is a firm built on service to our clients, providing solutions specific to our clients' needs and their communities.

PROFESSIONAL SERVICES

- Architectural/Planning Services
- Construction Administration
- Architectural Design
- District Facility Master Planning
- Educational Specifications
- Interior Design
- Technical Specifications
- Construction Documents
- Bond Planning/Promotion Services
- Bond Committee Facilitation
- Long-Range Facility Planning
- Facility Condition Assessments
- Educational Adequacy Assessments
- Real Estate Advisory Services
- Visualizations
- Sustainability
- Branding
- Wayfinding
- Experiential Graphics

ORGANIZATIONAL CHART

WHO WE ARE

PROJECT LEADERSHIP



Ross Rivers
Principal-in-Charge

VLK | EDGE®



Dalane Bouillion, Ed.D.
Chief Development Officer



Rick Westfall, Ed.D.
Senior Associate | Educational Planner



Chad Davis
Senior Associate | Facility Planner



PROJECT TEAM



Josh Wilson
Associate | Project Architect



Brandon Kendall
Construction Administrator



Erjon Troqe
Senior Associate | Project Designer



Joey Florence
Athletic Specialist



Lendsey Miller
Interior Designer



Michelle Gallup
Science & Lab Specialist

SUB-CONSULTANTS

Civil Engineering
TNP

Landscape Architecture
TNP

MEPT Engineering
EMA

Food Service
Foodservice Design Professionals

Structural Engineering
Isbell Engineering

Theatrical/Acoustical Engineering
WJHW



Education

Bachelor of Science in Architecture, University of Texas at Arlington, 1996

Registrations

Registered Architect, Texas Reg. No. 21766

Registered Architect, Colorado Reg. No. 402261

Affiliations

American Institute of Architects

ROSS RIVERS

Principal-In-Charge

Ross will serve as the point of contact on behalf of the design team for Mineral Wells ISD. He will be directly responsible for confirming the district's goals and vision, facilitating all key decisions, ensuring that the project budget and schedule are maintained and respected, selecting, negotiating contracts, and orchestrating consultants' involvement, selecting the design team members, and ensuring that your preferences and expectations are heard and achieved. He will report directly to designated district representatives and the Board of Trustees and will be held accountable for VLK's performance on the project.

Relevant Experience

Mineral Wells ISD
- Lamar Elementary School Replacement
- Track Replacement at Mineral Wells High School
- 2023 Bond Planning
- 2023 VLK | CURATION®

Iowa Park CISD
- 2019 Bond Program

Royse City ISD
- Bobby Summers Middle School
- David and Shirley Magness Middle School
- Ouida Bailey Middle School Additions and Renovations
- RCISD Event Center
- Worthy Fate High School
- Cherry Elementary School Replacement
- Paula Walker Elementary School
- Sara Moss Elementary School
- Transportation and Distribution Facility
- Royse City High School Track Replacement & Baseball and Softball Turf
- 2023 Bond Planning
- 2021 Bond Planning

Plano ISD
- Haggard Middle School Replacement
- Early Childhood Center
- Wraparound Services Center
- Shepton High School Additions and Renovations

Midlothian ISD
- Dolores McClatchey Elementary School
- Jean Coleman Elementary School
- Midlothian Heritage High School



Education

Master of Architecture, Virginia Tech College of Architecture and Urban Studies, 2012

Bachelor of Environmental Design, Texas A&M University, 2011

Registrations

Registered Architect, Texas Reg. No. 25714

JOSH WILSON

Associate | Project Architect

As the Project Architect assigned to Mineral Wells ISD, Josh will be responsible for ensuring a project is being executed on time and under budget. His main responsibilities will include coordinating with different consultants, working closely with the project team, and providing support from the programming phase through construction documents.

Relevant Experience

Sanger ISD
- 2022 Bond Program

Royse City ISD
- Bobby Summers Middle School
- Ouida Baley Middle School Additions and Renovations

Eagle Mountain-Saginaw ISD
- Hatley Elementary School

Azle ISD
- Hilltop Elementary School

Crowley ISD
- Crowley High School Replacement

Allen ISD
- Allen High School Renovations

Keller ISD
- Keller High School Additions and Renovations

Denton ISD
- Braswell High School



Education

Doctor of Education, Stephen F. Austin State University, 2004

Master of Education, Stephen F. Austin State University, 1994

Bachelor of Science in Interdisciplinary Studies, Stephen F. Austin State University, 1992

State Board for Educator Certifications:

Superintendent

Mid-Management Administrator

Elementary Reading

Elementary Self-Contained

Early Childhood Education

Certified Appraiser, Texas Teacher Evaluation and Support System

Affiliations

Board Member, Friends of Texas Public Schools

Association for Supervision and Curriculum Development

Association for Learning Environments

DALANE BOUILLION, Ed.D.

Chief Development Officer

As CDO, Bouillion leads efforts associated with Research and Development, and the Educational Planning team. Her responsibilities include empowering departments and other leaders to solve intricate problems, simplify complexity, and turn the unfamiliar into the familiar to see possibilities differently. She listens, asks essential and complex questions, and helps to improve relationships between staff and leadership. Her role assists everyone in the firm to follow through on commitments and ensures accountability.

Relevant Experience

Mineral Wells ISD
- 2023 VLK | CURATION®

Fort Worth ISD
- Eastern Hills High School Additions and Renovations
- Dunbar High School Additions and Renovations

Denton ISD
- New Denton High School
- Guyer High School Additions and Renovations
- Strickland Middle School Additions and Renovations

Midlothian ISD
- Midlothian Heritage High School Phase II

Plano ISD
- Shepton High School Additions and Renovations
- 2023 Long-Range Facility Planning

Carrollton-Farmers Branch ISD
- Perry Middle School Additions and Renovations

Eagle Mountain-Saginaw ISD
- Eagle Mountain High School
- Marine Creek Middle School
- Hatley Elementary School

Royse City ISD
- Cherry Elementary School Replacement
- Bobby Summers Middle School

Keller ISD
- Vista Ridge Middle School
- Four Replacement Elementary Schools
- Keller High School Additions and Renovations
- 2019 Long-Range Facility Planning

Sherman ISD
- 2017 & 2022 Facility Assessments, Long-Range Facility Planning, and Bond Planning
- New Sherman High School



RICK WESTFALL, Ed.D.

Senior Associate | Educational Planner

As an Educational Planner for VLK, Rick is responsible for ensuring that the design solution meets the needs of the district's educational program and that all spaces align with the curriculum. For VLK | CURATION®, Rick studies district tools such as strategic plans, innovative district plans, goals for curriculum and instruction, current instructional methodologies, academic programs, and state data. These scaffold the firm's understanding in order to collaborate to form the foundation that will drive all aspects of design. Rick will remain involved through design development to ensure that our design team properly interprets the needs of the end-users. One of his greatest talents is to keep the team forward-focused as we imagine spaces necessary to serve future generations of students.

Education

Doctor of Education, Tarleton State University, 2012

Master of Education, Texas Christian University, 1996

Bachelor of Mathematics, Miami University, 1991

State Board for Educator Certifications:

Superintendent Certification

Mid-Management Administrator

Affiliations

Texas Association of School Administrators

Texas Association of Supervision and Curriculum Development

Relevant Experience

Keller ISD

- Keller High School Additions and Renovations
- Keller High School Athletic Building Updates
- Performing Arts Upgrades at High School Auditoriums
- Fossil Hill Middle School Additions and Renovations
- Keller ISD Tennis Courts
- Indoor Extracurricular Facilities at Four High Schools
- District Wide Safety and Security Upgrades
- Florence Elementary School Replacement
- Whitley Road Elementary School Replacement
- Parkview Elementary School Replacement
- Heritage Elementary School Replacement
- Keller Counseling Suites
- Long-Range Facility Planning
- Facility Assessments and Capital Improvement Planning Services
- 2017 Education Specifications

Kerrville ISD

- 2025 Long-Range Facility Planning and Bond Planning

Gonzales ISD

- 2024 Long-Range Facility Planning and Bond Planning

Denton ISD

- 2025 Strategic Planning



ERJON TROQE

Senior Associate | Project Designer

As the Project Designer assigned to Mineral Wells ISD projects, Erjon will lead the design process of a project from preliminary planning through design development. Erjon will work alongside the project team to oversee the implementation of the design throughout the construction documents and construction administration phase to ensure the design intent is met.

Education

Master of Urban Planning & Design, Polytechnic University of Tirana

Bachelor of Architecture, Polytechnic University of Tirana

Relevant Experience

Royse City ISD

- Bobby Summers Middle School
- Kevin Worthy Fate High School
- Cherry Elementary School Replacement
- Paula Walker Elementary School

Eagle Mountain-Saginaw ISD

- Eagle Mountain High School
- Marine Creek Middle School
- Wayside Middle School Replacement
- Saginaw Elementary School Replacement
- Saginaw High School Additions and Renovations

Kaufman ISD

- New Junior High School and Ag Building

Crowley ISD

- New Middle School No. 5
- Crowley High School Replacement
- June Davis Elementary School

Dallas ISD

- O.W. Holmes Middle School Additions and Renovations

White Settlement ISD

- Brewer Middle School Additions and Renovations
- Brewer High School Additions and Renovations
- West Elementary School Additions and Renovations
- Liberty Elementary School Additions and Renovations

Sherman ISD

- Crutchfield Elementary School Replacement
- Fairfield Elementary School Replacement
- Sherman High School Additions and Renovations and Stadium

Waxahachie ISD

- STEAM Elementary School

Celina ISD

- Elementary School No. 6
- Elementary School No. 7
- Elementary School No. 8



LENDSEY MILLER

Interior Designer

As the Interior Designer assigned to Mineral Wells ISD, Lendsey provides interior finish material selections, space planning, millwork design, furniture layouts and specification, lighting design, and the coordination of construction documentation and submittal review. Her attention to detail and commitment to the client's goals make her an asset to the VLK team.

Education

Bachelor of Science in Interior Design, University of Texas, 2008

Registrations

Registered Interior Designer, Texas Reg. No. 11118

Affiliations

American Institute of Architects

CoreNet Global

Relevant Experience

Dallas ISD
- O.W. Holmes Middle School Additions and Renovations

Waxahachie ISD
- Waxahachie Creek High School
- Coleman Junior High Additions and Renovations
- Howard Junior High Additions and Renovations

Allen ISD
- New Multipurpose Center
- Curtis Middle School Renovations

Argyle ISD
- New Stadium and Indoor Activity Center

Eagle Mountain-Saginaw ISD
- Eagle Mountain High School
- Boswell High School Additions and Renovations
- Wayside Middle School Replacement
- Hatley Elementary School

Denton ISD
- New Denton High School
- Strickland Middle School Additions and Renovations
- Ryan High School Additions and Renovations
- Guyer High School Additions and Renovations
- Braswell High School and Carrico Athletic Complex Additions and Renovations
- La Grone Advanced Technology Complex Additions and Renovations
- Comprehensive High School No. 5



BRANDON KENDALL

Construction Administrator

As a Construction Administrator, Brandon is responsible for preconstruction meetings, construction progress meetings, field review and approval, contract compliance, punch lists, and project closeout. Brandon's outside-the-box thinking has led him to effectively collaborate with the client and project team to maintain detailed, efficient construction documents for multiple projects, and ensure the project will be delivered on time and within budget.

Relevant Experience

Azle ISD
- Hilltop Elementary School
- New Junior High School
- Renovations to 8 Elementary Schools
- Liberty Elementary School Additions and Renovations
- Forte Junior High School Additions and Renovations
- Azle High School Additions and Renovations

Plano ISD
- Haggard Middle School Replacement
- Wraparound Services Center
- Shepton High School Additions and Renovations

Iowa Park CISD
- W.F. George Middle School Additions and Renovations
- W.R. Bradford Elementary School Additions and Renovations
- Ethyle Kidwell Elementary School Administration Additions
- Iowa Park High School Renovations

Waxahachie ISD
- Elementary School No. 10
- Elementary School No. 11
- STEAM Elementary School
- Coleman Junior High School Expansion
- Howard Junior High School Additions and Renovations
- Finley Junior High School Additions and Renovations
- Waxahachie Creek High School

Carrollton-Farmers Branch ISD
- Perry Middle School Renovations

Keller ISD
- Parkview Elementary School Replacement
- Whitley Road Elementary School Replacement
- Keller Middle School Additions and Renovations

Sherman ISD
- New Sherman High School



CHAD DAVIS

Senior Associate | Facility Planner

As the Facility Planner, Chad will work with the stakeholders to gather and analyze project data early in the design process to ensure the project will meet Mineral Wells ISD's needs. He will lead this information gathering exercises and work with the Principal-In-Charge to translate complex relationships into a road map for the rest of the project's design to follow. At each stage of the project, Chad will review the design for compliance with the goals of the established program.

Education

Master of Architecture, University of Texas at Arlington, 1998

Bachelor of Science in Architecture, University of Texas at Arlington, 1993

Registrations

Registered Interior Designer, Texas Reg. No. 19411

Affiliations

American Institute of Architects, Former Fort Worth Chapter President

U.S. Green Building Council

Relevant Experience

Iowa Park CISD
- 2019 Bond Program

Royse City ISD
- Kevin Worthy Fate High School
- Bobby Summers Middle School
- Paula Walker Elementary School

Sanger ISD
- 2022 Bond Program

Crowley ISD
- 2023 Long-Range Facility Planning
- Crowley High School Replacement

Denton ISD
- 2023 Long-Range Facility Planning
- New Denton High School
- Strickland Middle School Additions and Renovations

Keller ISD
- Keller High School Additions and Renovations
- Four Replacement Elementary Schools

Waxahachie ISD
- Elementary School No. 10
- STEAM Elementary School
- Waxahachie Creek High School

Sherman ISD
- 2017 & 2022 Facility Assessments, Long-Range Facility Planning, and Bond Planning
- New Sherman High School
- Crutchfield Elementary School Replacement

Allen ISD
- 2023 Long-Range Facility Planning
- Ereckson Middle School Renovations

Section B | Qualifications, Team, and Experience



JOEY FLORENCE

Athletic Specialist

Joey Florence is a Hall of Honor coach and respected leader in Texas high school athletics, known for his decades-long commitment to student success both on and off the field. A two-time state championship-winning football coach, he was inducted into the Texas High School Coaches Association Hall of Honor in 2020. He has served as Athletic Director for Denton ISD, overseeing tremendous growth across five high schools and nine middle school sports programs. With 36 years of experience in education and athletics, Joey has played a pivotal role in the planning, design, and construction of top-tier athletic facilities. His attention to detail and focus on the end-user experience have been instrumental in creating some of the most functional and high-quality athletic environments in Texas.

Education

Bachelor of History, University of Texas at Austin, 1989

Relevant Experience

Denton ISD
- New Denton High School
- Guyer High School Athletic Improvements
- Carrico Athletic Complex
- Braswell High School



Education

Bachelor of Science in Architecture, University of Houston, 2006

Bachelor of Science in Environmental Design, University of Houston, 2006

MICHELLE GALLUP

Science & Lab Specialist

Michelle will serve as the Science & Lab Specialist. Michelle maintains our science standards and will facilitate decisions, execute the design, and coordinate all technical detailing and specifications for science spaces.

Relevant Experience

Arlington ISD
- Anderson Elementary School Renovations
- Burgin elementary School Renovations
- Hale Elementary School Renovations
- Remynse Elementary School Renovations

Waller ISD
- New Waller High School
- Warren Ranch High School
- McReavy Elementary School
- Mary Alice Cure Elementary School

Socorro ISD
- Socorro High School Reconstruction

Clear Creek ISD
- Facility Assessments, Long-Range Facility Planning, and Bond Planning
- Multicampus Priority Repairs
- League City Elementary School Rebuild
- Hall Elementary School Additions and Renovations
- Landolt Elementary School Additions and Renovations

College Station ISD
- 2021 Bond Planning
- A&M Consolidated High School Additions and Renovations

Klein ISD
- 2023 Facility Renovation Project

PROPOSED CONSULTANTS

VLK proposes to utilize the consultants listed below. VLK has a long history of working together with these consultants as a team to deliver successful projects to clients we have served. We will work with Mineral Wells ISD to determine the consultants from those listed below to provide the team which delivers the highest level of value, experience, expertise, and commitment based upon the assigned project scope, complexity, and schedule.

Civil Engineering
TNP

MEPT Engineering
EMA

Structural Engineering
Isbell Engineering

Landscape Architecture
TNP

Food Service
Foodservice Design Professionals

Theatrical/Acoustical Engineering
WJHW



Azle Elementary School, Azle ISD

TNP

MIKE WILSON

Director of Engineering Services | Civil Engineering

Mr. Wilson began his civil engineering career in 2000. He serves as Director of Engineering Services and oversees TNP's site development team. His project experience includes client management, utility coordination, paving, water, sanitary sewer, storm drain, and grading design, preparation of plans and specifications, and construction administration/coordination.

Relevant Experience

Crowley ISD

- Crowley High School and North Crowley High School Track Repairs
- Crowley High School Additions
- Middle School No. 4

Aledo ISD

- Elementary School No. 4
- Elementary School No. 5
- Elementary School No. 6
- Middle School No. 2
- High School Additions and Renovations

Education

Master of Business Administration, University of Texas at Arlington

Bachelor of Civil Engineering, Texas Tech University

Registrations

Registered Professional Engineer, Texas Reg. No. 95959

Office Location

Fort Worth, TX

TNP

JOE MADRID

Landscape Architect | Landscape Architecture

Mr. Madrid began his career in 2008 and is experienced in landscape design, irrigation design and planning. His experience includes design, construction document preparation and illustrative design for projects ranging from parks, trails, entry features, irrigation plans and site development. He has extensive experience using multiple computer applications including Geographic Information Systems (GIS), Design Visualization, Electronic Media, and Computer Aided Design (CAD).

Relevant Experience

Denton ISD

- Denton High School Athletic Improvements
- Guyer High School Athletic Improvements
- McMath and Calhoun Middle Schools Track Facilities
- Strickland Middle School Additions and Renovations
- Braswell High School

Crowley ISD

- Crowley High School and North Crowley High School Athletic Additions
- Indoor Practice Facility
- June Davis Elementary School
- Crowley High School Replacement

Education

Bachelor of Landscape Architecture, Texas Tech University

Registrations

Registered Landscape Architect, Texas Reg. No. 3207

Licensed Irrigator, Texas Reg. No. L10017812

Office Location

Fort Worth, TX

EMA

CHRIS HAMBY

Project Manager | MEPT Engineering

Mr. Hamby joined the EMA team in 1996. He has completed numerous design projects for electrical power distribution and electrical infrastructure. In 2007, Mr. Hamby obtained his LEED AP designation, and for over twenty years, he has led EMA's design team as a Project Manager and led some of EMA's most extensive design and consulting projects. He has always been capable of handling multiple projects simultaneously with high professionalism and accuracy. Mr. Hamby has provided services for numerous clients throughout the DFW area and has built strong relationships with many architects and K-12 school owners. Projects have ranged from complete MEP renovations to brand-new state-of-the-art campuses.

Relevant Experience

Celina ISD

- New Elementary School No. 6
- New Elementary School No. 7
- Carrollton-Farmers Branch ISD
- Perry Middle School Renovations
- Renovations to 4 Middle Schools

Royse City ISD

- Kevin Worthy Fate High School
- Ruth Cherry Elementary School Replacement
- Ouida Baley Middle School Additions
- Davis Elementary School Renovations
- New Transportation Center

Lewisville ISD

- Hebron High School

Education

Bachelor of Electrical Engineering, University of Texas at Tyler, 2001

Registrations

Registered Architect, Texas Reg. No. 96656

LEED® Accredited Professional

Office Location

Tyler, TX

ISBELL ENGINEERING

BRAD ISBELL

Vice President | Structural Engineering

Brad has more than 20 years of experience in consulting, engineering, and project management. He has served as Principal-In-Charge for large multidiscipline projects involving the coordination of subconsultant teams with diverse stakeholder participation. As an experienced project manager, Brad knows the importance of and is committed to ensuring our team understands the client's needs and expectations.

Relevant Experience

Denton ISD

- Denton High School

Plainview Public Schools

- Fine Arts Additions to the Plainview Public School

Christoval Schools

- Christoval Elementary School Additions

Education

Master of Engineering, Texas A&M University, 2001

Bachelor of Civil Engineering, Texas A&M University, 1999

Registrations

Registered Professional Engineer, Texas Reg. No. 95273

Office Location

Sanger, TX

WJHW

PAUL COPENHAVER

Senior Consultant | Project Manager | Theatrical

Paul has worked in theatrical education, construction and production since 2001. He has enjoyed a diverse career in theatrical and event lighting design, high school theatre education and was a founding faculty member of the Stagecraft Institute of Las Vegas. Paul spent several years as the Southeast Texas Sales and Design Representative for Texas Scenic Company. His work in theatre rigging and lighting systems design and installations with architects and contractors helped to bring projects of all sizes to fruition. Paul's experience working on projects from all three sides – End User, Designer and Installer – provides valuable insight for our clients.

Education

Bachelor of Fine Arts, Theatre, Sam Houston State University, 2011

Affiliations

Texas Educational Theatre Association

United States Association for Theatre Technology

Office Location

Dallas, TX

Relevant Experience

Dallas ISD
- Franklin D. Roosevelt High School
- Oak Cliff Transformation Renovations and Upgrades

Eagle Mountain-Saginaw ISD
- Eagle Mountain High School

Aubrey ISD
- Aubrey High School

Keller ISD
- Fossil Hill Middle School

WJHW

CHRISTOPHER AINLEY

Senior Consultant | Acoustical

Joining the firm in 2012, Christopher has been an integral part of WJHW's Acoustical Group providing expertise in the areas of architectural acoustics, mechanical noise & vibration control, and environmental noise. With a Master of Science in Architectural Engineering, Christopher has worked on a variety of projects throughout the U.S., including education facilities, arenas and stadiums, amphitheaters, convention centers, civic buildings, worship spaces and community projects, corporate centers, and testing facilities.

Education

Bachelor of Chemical Engineering, University of Texas at Austin, 2009

Master of Architectural Engineering, University of Nebraska, 2012

Affiliations

Acoustical Society of America

Institute of Noice Control Engineering

Office Location

Dallas, TX

Relevant Experience

Denton ISD
- New Denton High School

Fort Worth ISD
- Dunbar High School

Aledo ISD
- Aledo High School

Carrollton-Farmers Branch ISD
- Perry Middle School Additions and Renovations

Dallas ISD
- Sunset High School
- Carter High School Additions and Renovations

Crowley ISD
- Multipurpose Stadium

FOODSERVICE DESIGN PROFESSIONALS

LANCE BROOKS

President | Food Service

Lance has been with Foodservice Design Professionals since 2001, managing designs of food service facilities within the K-12, higher education, corporate, healthcare, and retail markets. He guides his team through all project stages, focusing on creative designs, out-of-the-box solutions, and aligning scope to budget.

Education

Bachelor of Environmental Design, Texas A&M University, 1997

Affiliations

Association for Learning Environments

Texas Association of School Nutrition

Foodservice Consultant Society International

Office Location

Southlake, TX

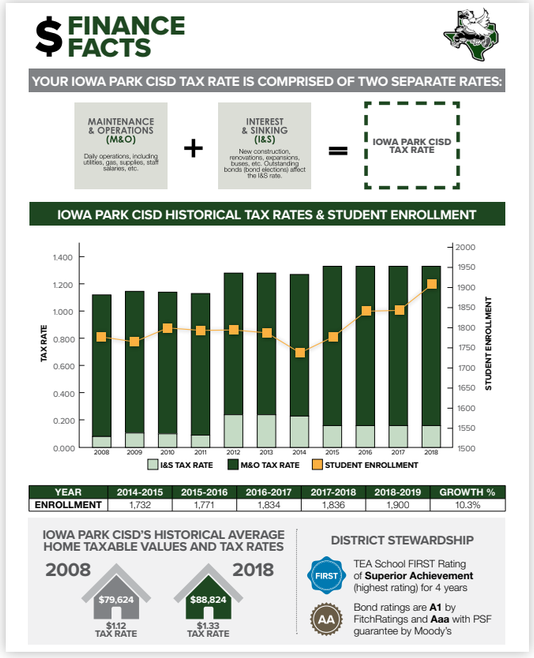
Relevant Experience

Crowley ISD
- Indoor/Outdoor Track Facility
- Crowley Collegiate Academy
- Middle School No. 5

Waxahachie ISD
- Finley Junior High School Additions and Renovations
- Waxahachie Creek High School
- STEAM Elementary School
- Elementary School No. 10
- Elementary School No. 11

Celina ISD
- Elementary School No. 6
- Elementary School No. 7
- Elementary School No. 8

Iowa Park CISD 2019 Bond Program





VLK worked with Iowa Park CISD to assess the condition of facilities, materials and systems life cycles, educational adequacy, district curriculum, educational goals, and accessibility to craft the long-range plan. Following a voter-approved bond, VLK was assigned funded projects, such as W.F. George Middle School additions and renovations which included site improvements, demolition of an outdated wing and band hall building, and the addition of new secure vestibule.

Client Contact

Jonathan Clubb, Chief Financial Officer

328 E. Highway Street, Iowa Park, TX 76367

940.592.4193

Bond Projects

Iowa Park High School Renovations

Iowa Park High School Ag Show Barn

WF George Middle School Additions and Renovations

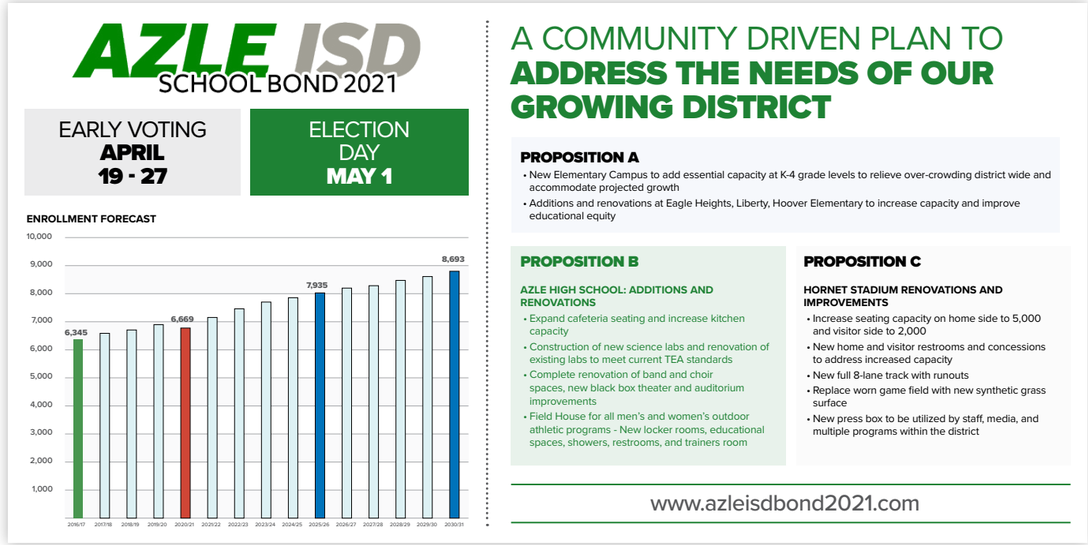
WR Bradford Elementary School Additions and Renovations

Ethyle Kidwell Elementary School Administration Additions

Project Information

Location: Iowa Park, TX; Completion Date: Varies by Project; Original Budget | Actual Cost: Varies by Project | Varies by Project; Was the project completed on schedule? The project was completed on schedule.; Services Provided: Facility Assessments, Long-Range Facility Planning, Bond Planning, Architectural Services

Azle ISD 2023 Bond Program



After a successful long-range facility plan and bond campaign, voters approved a $151.5 million bond funding projects assigned to VLK including a replacement for the 1950s-era Azle Junior High School, Forte Junior High School additions to relieve overcrowding, additions and renovations to eight elementary schools to improve curriculum alignment with state standards, and a new maintenance warehouse.

Client Contact

Todd Smith, Superintendent

300 Roe Street Azle, TX 76020

817.444.3235

Bond Projects

2023 Bond

Forte Junior High School Additions and Renovations

Azle Junior High School Replacement

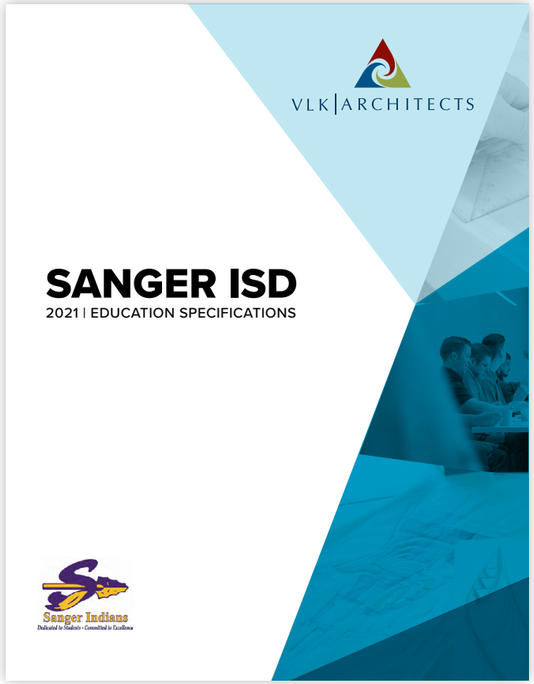
New Maintenance Warehouse

Renovations to 8 Elementary Schools

Project Information

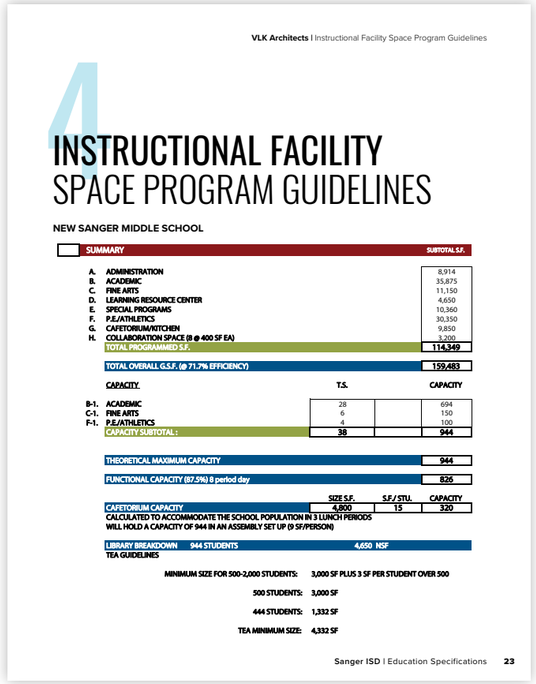
Location: Azle, TX; Completion Date: Varies by Project; Original Budget | Actual Cost: Varies by Project | Varies by Project; Was the project completed on schedule? The project was completed on schedule.; Services Provided: Facility Assessments, Long-Range Facility Planning, Bond Planning, Architectural Services

Sanger ISD 2022 Bond Program


VLK | ARCHITECTS

SANGER ISD
2021 | EDUCATION SPECIFICATIONS

Sanger Indians
Dedicated to Students • Committed to Excellence


VLK Architects | Instructional Facility Space Program Guidelines

4
INSTRUCTIONAL FACILITY
SPACE PROGRAM GUIDELINES

NEW SANGER MIDDLE SCHOOL

	SUMMARY	SUBTOTAL S.F.
A.	ADMINISTRATION	8,914
B.	ACADEMIC	35,875
C.	FINE ARTS	11,150
D.	LEARNING RESOURCE CENTER	4,650
E.	SPECIAL PROGRAMS	10,360
F.	P.E./ATHLETICS	30,350
G.	CAFETORIUM/KITCHEN	9,850
H.	COLLABORATION SPACE (8 @ 400 SF EA)	3,200
	TOTAL PROGRAMMED S.F.	114,349
	TOTAL OVERALL G.S.F. (@ 71.7% EFFICIENCY)	159,483

	CAPACITY	T.S.		CAPACITY
B-1.	ACADEMIC	28		694
C-1.	FINE ARTS	6		150
F-1.	P.E./ATHLETICS	4		100
	CAPACITY SUBTOTAL:	38		944

THEORETICAL MAXIMUM CAPACITY			944
FUNCTIONAL CAPACITY (87.5%) 8 period day			826
	SIZE S.F.	S.F./ STU.	CAPACITY
CAFETORIUM CAPACITY	4,800	15	320

CALCULATED TO ACCOMMODATE THE SCHOOL POPULATION IN 3 LUNCH PERIODS
WILL HOLD A CAPACITY OF 944 IN AN ASSEMBLY SET UP (5 SF/PERSON)

LIBRARY BREAKDOWN 944 STUDENTS 4,650 NSF
TEA GUIDELINES

MINIMUM SIZE FOR 500-2,000 STUDENTS:	3,000 SF PLUS 3 SF PER STUDENT OVER 500
500 STUDENTS:	3,000 SF
444 STUDENTS:	1,332 SF
TEA MINIMUM SIZE:	4,332 SF

Sanger ISD | Education Specifications 23

A demographic study anticipating community growth was the impetus behind Sanger's 2022 bond, which passed following the VLK | LINK® process. VLK was assigned the newly funded projects, including a new high school with an increased capacity of 1,400 students, an athletic annex, an Ag Science Center, and additions and renovation to Clear Creek Elementary School.

Client Contact

Tommy Hunter, Superintendent
601 Elm Street Sanger, TX 76266
940.578.7438

Bond Projects

Ag Science Facility

New Sanger High School

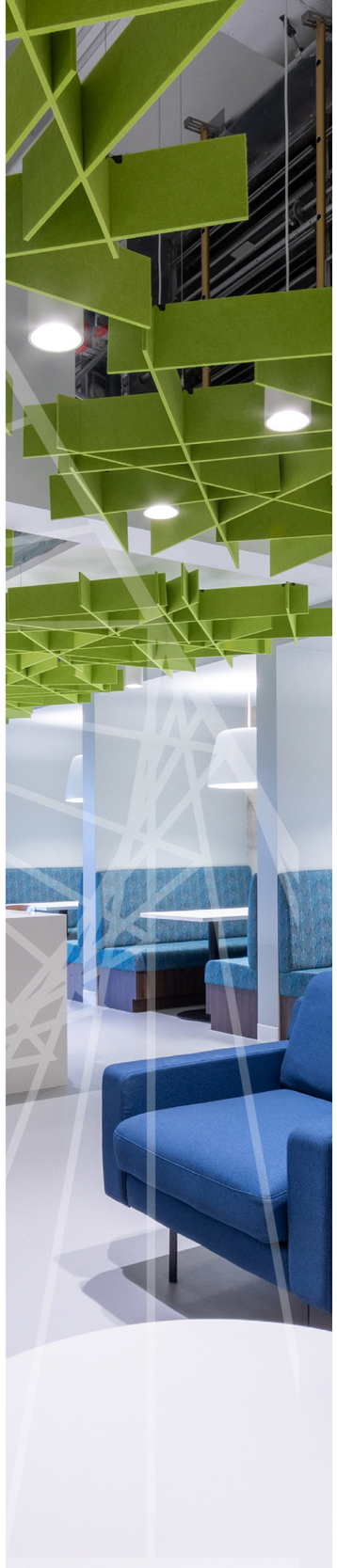
Clear Creek Elementary School Additions and Renovations

Project Information

Location: Sanger, TX; Completion Date: Varies by Project; Original Budget | Actual Cost: Varies by Project | Varies by Project; Was the project completed on schedule? The project was completed on schedule.; Services Provided: Facility Assessments, Long-Range Facility Planning, Bond Planning, Architectural Services



PROJECT APPROACH AND RESOURCES



CONSTRUCTION ADMINISTRATION

Job-Site Visit Frequency

Our dedicated Construction Administrator visits job sites at least once a week during the construction phase, as well as other members of our team. For some schedule-sensitive projects, such as summer renovations, this will be much more often. Our approach is to ensure that our presence on site is as often as needed in order to allow the project to proceed in a timely manner.

Pre-Construction Meetings

Our Construction Administrator, along with team members, will conduct pre-construction meetings for appropriate subcontractors at intervals appropriate to the work. We place special emphasis on not only meeting with individual trades, but conducting meetings for multiple trades involved in the more critical or complicated elements in order to discuss the necessary coordination of these trades long before issues arise in the field.

Construction Administrator Involvement

Our construction administration is a team approach involving Principal-In-Charge, Ross Rivers, the Project Designer, the Project Architect, and led and managed by the Construction Administrator.

We believe that this allows construction administrators to truly represent the goals and desires of the owner with an eye for long-term performance and contract requirements. Each construction administrator can office anywhere, with a full complement of real-time technology and access to our web-hosted Newforma project management system, so that decisions can be expedited. Our construction administration begins with understanding the contract documents, the owner's expectations, and the contractor's agreement. Foundational documents are required prior to the first pay application. Long-established procedures and policies are put in place so that each and every project is approached universally. All communication and directions are documented and distributed to the relevant parties. Conformed documents are utilized throughout to ensure that all parties are referencing real-time information. Our Construction Administrator will visit a job site a minimum of once a week, but as often as needed, based upon construction activities. The design team consultants will make site visits as needed to monitor activities related to their scope of work.

File/Submittal Management

VLK utilizes Newforma in the management and communication of projects. This program is used for the electronic development and documentation of project communications with the owner, construction manager, and our consultants. The design team members maintain email and internet capabilities to enhance communication between the design team and the owner.

The owner is copied on all communications documenting project progress and decisions made through the project management database we utilize. These communications come across in email but can also be accessed through the internet. This greatly reduces the amount of time it takes for the construction team to receive answers, required paperwork, and provides full transparency for the project. All documentation, communication threads, and file exchanges on Newforma will be archived at the end of the project in comprehensive searchable digital files.

> *"One unique aspect of our project partnership with VLK Architects is the involvement of an Educational Planner who deeply understands the dual nature of student learning and the structural design of learning environments."*
>
> **Jennifer Wilhelm**
> Assistant Superintendent of Learner Services, **Allen ISD**

QUALITY ASSURANCE

For VLK, the essence of quality assurance requires thorough documentation of project requirements and decision making, timely dissemination to the entire project team and confirmation that these requirements and decisions are incorporated into the contract documents.

Regular project team design review and coordination meetings are scheduled throughout the development of the design and construction documents to facilitate the QA process. Additionally, our Quality Assurance Director, Mike Mabry, will work with the Principal-In-Charge and the design team to review the design of the project as it progresses to ensure the requirements of the client are being met.

Documentation from previous meetings is reviewed for compliance with decisions and directives from the client and users. We understand that each client may have specific needs for their project, so VLK will tailor our QA process as best meets the needs of a given client.

At the completion of construction documents, a full-size set of documents including specifications are provided to a project architect in our office who did not work on the project. This experienced architect reviews the documents, sheet by sheet, checking dimensions, detail references, coordination with consultant documents, thoroughness of detailing, material applications, specification requirements, and constructability, etc.

Our quality assurance process success is measured by our Quality Assurance Director's monitoring of RFIs, change directives, and change orders on our projects during construction.



PROTECTING DISRICT INTERESTS

VLK has extensive experience working with school districts of all sizes across the state of Texas. We create a tailored approach in addressing facility needs considering community priorities, district instructional goals and financial abilities, and the needs and success of students. VLK has worked alongside MWISD and the Mineral Wells community to create a long-range facility plan and successfully pass a bond in 2013 and deliver on those bond projects. VLK was asked back to facilitate another bond planning effort in 2023. We are familiar with the challenges and political environment that exists in Mineral Wells and look forward once again to partnering with the district and community to create the best plan in which to move forward. VLK offers in depth research into educational planning as well as expertise in K-12 educational facility design and it is our goal to create facilities and educational environments that reflect what is important to the Mineral Wells ISD and your community.

> *"It takes a village to raise a school. Hand-crafted, expert partnerships are key, and VLK is one of those rare partners that strives to understand the whole picture and provide guidance at every step."*
>
> **Dr. Jamie Wilson**
> Superintendent - Emeritus, Denton ISD
> ***2020 Region 11 Superintendent of the Year***



Ereckson Middle School, Allen ISD



Perry Middle School, Carrollton Farmers Branch ISD

FIRM'S SPECIAL QUALIFICATIONS

Principal-Led Projects

Throughout VLK's entire existence, we have held two basic core values: we strive to provide excellent client service that leads to long term client relationships, and we utilize a Principal-led approach to our projects. Principals are held in high esteem within our firm and their leadership is essential to our success. No manner of strategy, marketing, business development, process improvement, software, or planned growth can replace the face-to-face relationship and accountability of a Principal to our clients.

Ross Rivers, Principal-In-Charge for Mineral Wells ISD is:

- Accountable to Mineral Wells ISD for all project success: budget, schedule, design, marketing, staffing, client relationship, consultant relationship, contractor relationship, media relationship, and jurisdiction relationship
- Accountable to the Mineral Wells ISD board of trustees, superintendent, administration, facilities, campus, and community for project success and each of these individuals' job success

Educational Design Expertise

VLK has provided the highest level of client service based upon the sincere desire to build and maintain long-term relationships. Since the founding of our firm, our team's primary focus is and has been educational design. Our team has extensive experience that is specifically dedicated to the design of new learning environments through new facilities, additions, and lifecycle renovation projects. Our team understands the critical need for, and role played by each school and support facility in a district's educational delivery system, and we will provide the expertise needed to assist you meet your objectives.

Delivered Value Through Design

With decades of delivering professional services, we realize it is imperative to provide value to our clients' projects. We are eager to roll up our sleeves to assist you in accommodating your facility needs, including those driven to improve educational opportunities as well as those created by community growth. Through our collaborative process, VLK's designs can play a role in reducing M&O costs, reimagining student learning spaces to enhance student opportunities, and attracting talent that leads to teacher retention. The solutions that our VLK team provides to your district will be specific and unique to Mineral Wells ISD and will embrace and reflect your vision.

Strength of Team and Thought Leadership

Our team is highly qualified in the design of all components that comprise state-of-the-art learning environments, such as next-generation academic learning spaces, safe and flexible laboratories, innovative performing arts venues, UIL-relevant athletic training and competition facilities, real-world career and technology laboratories, and advanced technology media centers that will provide the students of Mineral Wells ISD with world- class opportunities. Because each area of instruction is uniquely complex, our design approach is to assign skilled and knowledgeable specialists to lead each component of the design, so that each receives the same level of developmental focus and thought leadership.

Educational Planning

The Educational Planning team at VLK is comprised of educators, who are experts in curriculum and instruction, able to inform design and connect the district's instructional desires to the project. Our process begins with VLK | CURATION®, where educational conversations take place in order to produce a clear vision for design. The educational planners function as thought partners with the district, ensuring a desired outcome by translating and connecting concepts during planning and throughout the design process. They are well-versed in legislative policies as they relate to public education. They understand and have experienced the formal processes used by school districts and have extensive experience with presenting to a board of trustees. Throughout the design process, they work with principals and designers to ensure client satisfaction with responsive design grounded in the client's specific goals and intentions.

Section C | Project Approach and Resources

VLK | CURATION®

VLK | CURATION® is our thorough process of action research with the school district.

Our Educational Planning Team uses district data such as strategic plans, innovative district plans, goals for curriculum and instruction, current instructional methodologies, academic programs, and state data.

Using a district leadership focus group, and a highly collaborative process, we dialogue about teaching and learning via a Curriculum and Instruction Design Planning Questionnaire. We also use a learning organization tool to discern the current status of the district's belief system, as well as the intentions for growth, improvements, and educational changes. VLK also uses a simple teacher observation protocol to study the learning styles of students in the district. Through simple statistics, we can discern the types of spaces that will be most beneficial for learners based on the results of these tools. The outcomes of VLK | CURATION® form the foundation that will drive all aspects of design.



VLK | LAUNCH®

Our charrette process captures stakeholder voices in a collaborative inquiry-based process to create your conceptual design that our architects bring to life.

Utilizing the VLK | CURATION® report, recommended potential spaces are then considered by a larger team of decision makers where we capture community voice in VLK | LAUNCH®. In this process, we invite district leaders, campus leaders, teachers, students, and community/business leaders to create the conceptual framework, vocabulary, and vision of the project. All participants form a larger design team that ultimately creates the design concept that will result in the actual project. This process is controlled by the district's priorities established during VLK | CURATION®. Design team members are invited by the district and VLK staff work with teams to ensure the conceptual design ideas are feasible.

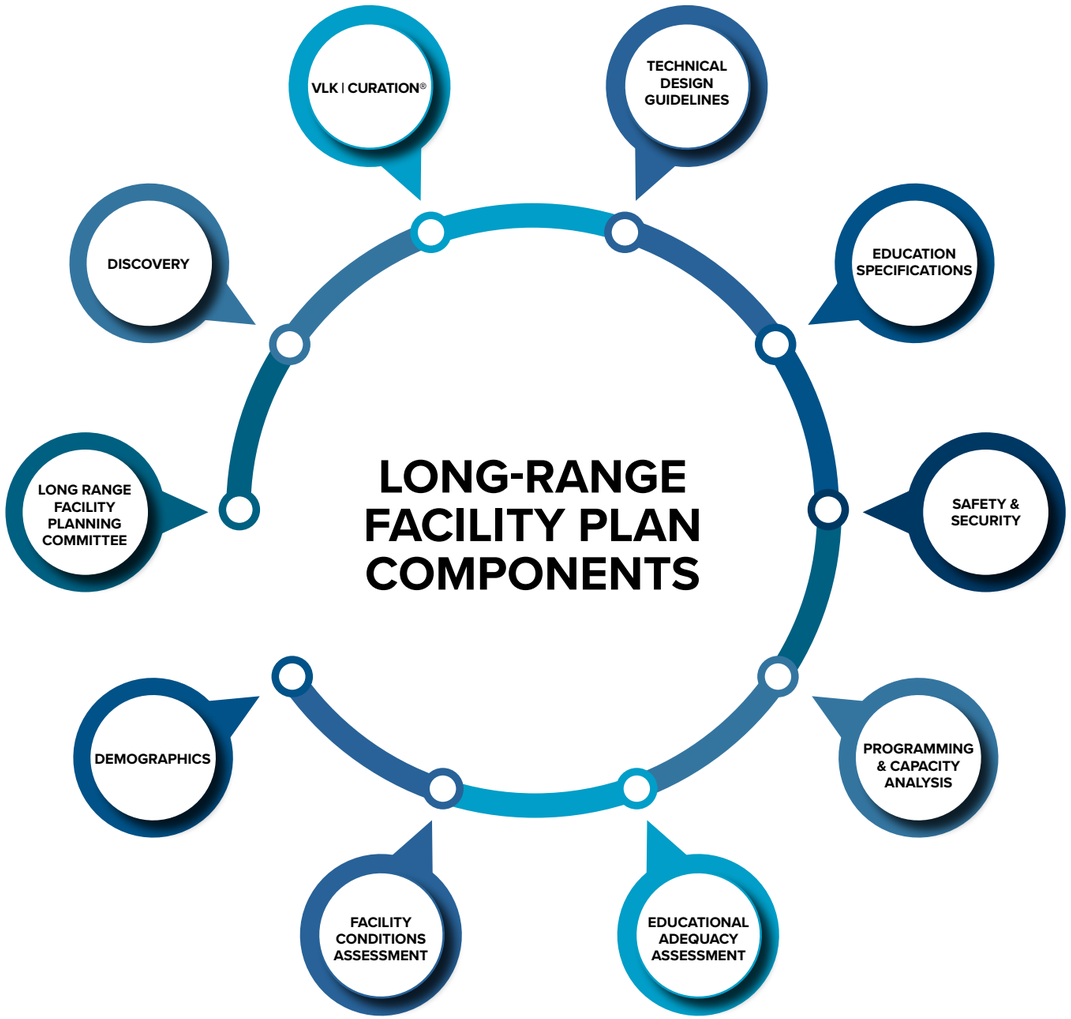


Section C | Project Approach and Resources

VLK | LINK®

VLK | LINK® facilitates the vision of a district and fully addresses all needs, culminating in a bond program. It aligns the community's expectations with the district's actions, and comprehensively captures educational needs, physical condition needs, capacity needs, leadership goals, and curriculum plans, resulting in a true long-range plan for future readiness.





Long-Range Facility Planning Committee

Development of Long-Range Facility Planning (LRFP) and Bond Planning is the story of your district and its needs begins with the very first planning meeting. The establishment of your narrative is critical to the community's understanding of your district's needs. We are strategic in how we set up the committee that will develop both the LRFP and Bond Plan, if it is needed. The process that is used to vet committee members is targeted in order to develop a strong healthy committee. We believe in working with the superintendent to identify key community representatives in key precincts and will vet your Bond and Community Advocacy Chair upfront so that they can observe and understand the content and decisions made by the District from the beginning.

Discovery

Prior to creating the LRFP, VLK will work through our Discovery Process where along with your community and district representatives we will establish statistical and factual data to be utilized in creating your district's LRFP. Our Discovery Process consists of VLK | CURATION®, Technical Design Guidelines, Education Specifications, Safety & Security, Programming & Capacity Analysis, Facility Conditions Assessment, Educational Adequacy Assessment, and Demographics.

VLK | CURATION®

VLK | CURATION® studies district philosophy in order to adequately approach the collaborative Long-Range Facility Planning process that will conclude with a collection of thoughts including the Educational Specifications that will define expectations for future design needs in the district. By establishing a deep understanding of instructional goals, VLK can respond appropriately to design needs. The team will be engaged in relevant conversation regarding information related to Curriculum and Instruction, District Leadership, Student Learning Styles, and how these important factors will influence the district's collaborative design process. Curriculum and Instruction Design Planning will be used to facilitate an in-depth discussion with the team regarding aspects of Curriculum and Instruction as they relate to the design process.

Technical Design Guidelines

This document states the general principles to be used in the design of schools with respect to systems, construction, materiality, and finishes with the objective of achieving design consistency, equity and quality, and which can be effectively, efficiently and economically managed through their life cycle. The goal of these guidelines is also to provide safe, functional and sustainable environments conducive to learning. They are comprised of all the technical requirements for construction of buildings for the District.

Education Specifications

Education Specifications are defined as the design standards and concepts to be used by the district to guide new facility construction and major space renovations to create engaging and effective learning environments aligned with district learning goals. The specifications define (both narratively and graphically) how learning may occur and establish performance expectations for district facilities by incorporating principles and strategies for successful teaching and learning within the built environment.

Safety & Security

VLK's Best Practices for School Safety & Security are tailored to each community, with the realization and understanding that the students', staffs', parents', and your community's sense of security in their schools is a top priority. We pledge that during the design of your projects, we will hold meetings with your First Responders, that they will be included in design meetings and building walk-throughs while projects are under construction, and ensure they know what they will need to anticipate in the event of an emergency at your campuses. VLK's Best Practices for School Safety & Security are scaffolded by our participation on the Texas Society of Architects School Safety & Security Workgroup, Governor Abbott's recommendations, the Texas State School and Safety Center, and Crime Prevention Through Environmental Design (CPTED). In addition, VLK has partnered with the National Alliance on Mental Illness Austin and MHMR Tarrant County Chapters to consider the effects of space on students', teachers', and administrators' mental health.

Programming & Capacity Analysis

In our programming analysis, we take a thoughtful and creative look at preferred adjacencies, number and sizes of spaces, types of spaces and how these spaces support your educational program. Our functional capacity study includes student-to-teacher ratios, class schedules, class offerings, special learning concepts, lunch rotation, and available square footage per instructional space in order to determine an accurate functional capacity.

Educational Adequacy Assessment

A survey will be utilized by VLK to evaluate the Educational Adequacy of each campus. The EAI survey is completed using floor plans, aerial imagery, and building walk-throughs. Multiple items in each of the categories listed above are evaluated based on the following scoring scale: 1=Poor 2=Below Standard 3=Meets Standard 4=Exceeds Standard 5=Exceptional. The assignment of scores are based on the District's Education Specifications, Texas Education Agency Guidelines, the district's Technical Design Guidelines, Association for Learning Environments best practices, and VLK's institutional knowledge of district facilities. Scores for each section are averaged and scores for each campus are averaged to produce this rating.

Facility Conditions Assessment

As part of the Long-Range Facility Plan, VLK performs facility conditions assessments of instructional campuses, district athletic facilities, administrative buildings, maintenance warehouse, grounds buildings, and transportation facilities. These assessments include the reviewing of as-built drawings, conducting site visits, reviewing district standards for new construction, applying knowledge of current building codes and architectural barriers rules (accessibility requirements).

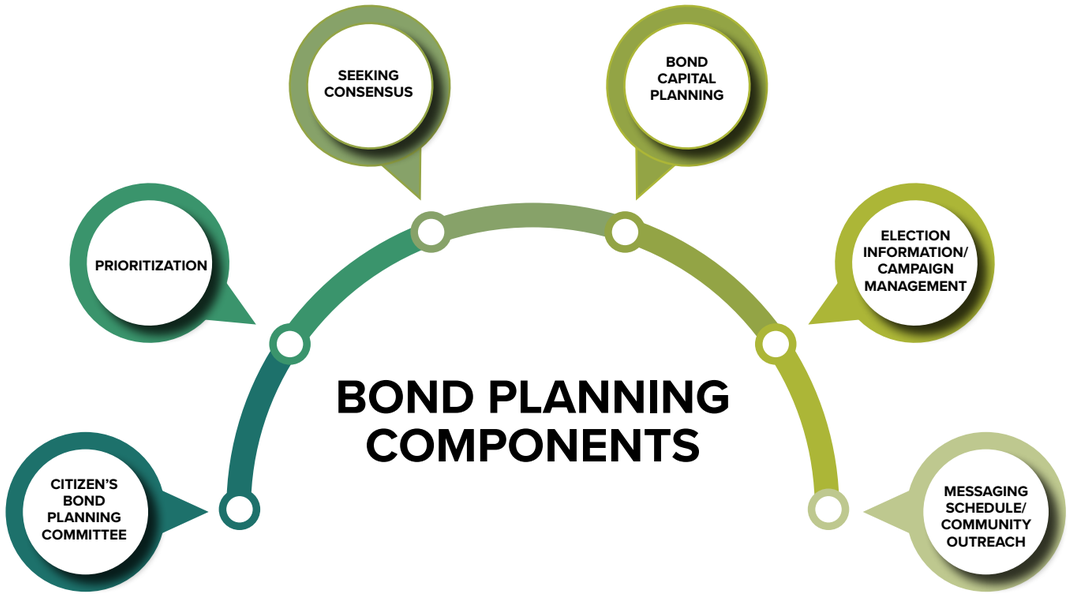
The gathered information is entered directly into our database and sorted into categories. Category 1, items that address deficiencies related to life safety, campus security, and/or accessibility. Category 2, items that address deficiencies related to building envelope (like roofing & windows), building systems (like HVAC or lighting), or other near term major maintenance needs. Category 3, items that address all other deficiencies not within Categories 1, 2 or 4. Category 4, items that address deficiencies related to maintenance items addressable directly by district staff. These categories are then summarized per campus and at a district level.

Cost Estimating

As solutions are being formalized, VLK comprehensively estimates opinions of probable project costs for each solution, that are not only based on the categories evaluated in the Long-Range Planning process, but also take into account right-sized square footage and programming, appropriate unit costs, contingency, on-site and off-site costs, soft costs, furnishing fixtures, and equipment costs and inflation. Properly calculating these costs are critical in reaching an overall potential bond value to ensure adequate funds for each project are included.

Demographics

VLK will work with your demographer or provide demographic services to provide 10-year enrollment projections by grade and campus. By using your historical enrollment data, our team is able to establish cohort patterns of growth rates within your district. Finally, we research and track all active and future single family and multifamily developments within your district as a basis for future growth. All of this data results in the 10-year enrollment projections which are then rolled into our capacity analysis study.



Citizen's Bond Planning Committee

The LRFP Committee established at the beginning of the process will transition into the Bond Planning Committee. The Committee' s collective knowledge and development of the LRFP is invaluable in working towards a bond. The Committee will work with the same ground rules as they did while working to develop the LRFP.

Prioritization

Generally, the district's needs exceed their ability or willingness to bond and this leads to a prioritization stage. An understanding of the district's bonding capability and tax impact along with the committee's perceived tolerance to a bond proposition will result in a target value for the bond. A debate for prioritization will ensue with the committee ultimately defining the highest priority initiatives to present the Board of Trustees. This debate is healthy and productive and provides some real insight into what their neighbors will be thinking. It is essential that the Board of Trustees support the findings of the committee.

Seeking Consensus

Historically, a Voter Model process has been used for bond planning meetings which requires people to choose “Yes” or “No” only. VLK utilizes a Consensus Model process for bond planning which seeks for members to feel as though they received something that they wanted creating more support for the bond and engagement in finding solutions. This model pushes the “No” vote to a neutral position, allowing members to feel invested because they are walking out as not only educated but as advocates for the bond.

Communication Methods: The way we conduct the meetings changes the way committee members perceive their task, creating an environment of holistic solutions, support for the bond, and community engagement.

> Historic Voter Model: “If I don’t agree with everything, I will veto this package.” “If I don’t get everything I want, I won’t agree to anything.” Creates “winners” and “losers” Fragmented committee with focus on the aspects of the bond that they don’t want.
>
> VLK Consensus Model: “If there is one thing I can agree with, I will approve the package.” Everyone might not get everything, but everyone will get something. Forces them to say “I like almost everything!” Pushes the “no” vote to “I am not happy, but I am neutral”

Community Surveys Gauge Support: Proposed committee resolutions can be tested at this time for community acceptance through surveys. The results can help gauge bond value or tax rate increase tolerance, understanding of needs versus wants and the general willingness of the community to support the proposal.

Targeted Approach

Test the Temperature

Provide a Road Map to Victory!

Identify Key Messages

Bond Capital Planning

Bond Counsel: VLK is experienced in assisting Bond Counsel with adjusting projects costs relative to financing capability.

Project Scheduling: Project schedules must be reconciled with the original opinions of probable costs to ensure that appropriate inflationary factors are included.

Proposition Strategy: The most effective strategy accounts for voter awareness and accomplishes the projects in the bond when unforeseen circumstances arise.

Financing Options: The team will advise the Bond Counsel on best financing options available, taking into consideration tax implications and inflation.

Election Information & Campaign Management

Once the Bond is called, the referendum moves from the planning phase to the election phase. Converting from the Citizen’s Bond Planning Committee into the PAC is essential because the committee members are invested and understand the information which guarantees a swift seamless transition into the PAC during the election phase. Our support of the District (Information) Campaign and PAC (Advocacy) Campaign is strategic, coordinated; the key is to get the “YES” vote out to the polls.

Section C | Project Approach and Resources

Messaging Schedule/Community Outreach

VLK assists both campaigns by developing a messaging schedule to pro-actively plan weekly themed events along with social media and website efforts to get the word out to the community. We will coordinate and plan training/workshops for school board members and district officials, and PAC leaders in order to teach messaging. We fully support preparation for committee meetings, community presentations, and provide graphics and clip art for printed materials such as hand-outs, signage, and postcards.

The best strategy is based on gaining community confidence and developing trust in the school district. Our goal is to have a citizenship that is educated about, and understands the district’s mission, theory of action, student outcome goals, and the facts regarding a bond through citizen awareness and participation.

Complete Voter Analysis - A complete voter analysis will let the district know expected turnout for a particular election date as well as other important factors such as gender, age, geographic area, and party affiliation. With this information it is easy to make some educated assumptions. For example, younger voters, women, and Democrats are much more likely to support a bond election. Combined with the Scientific Voter Survey mentioned below, looking at turnout in past elections in specific geographic locations, for example, will give us clues as to why a previous election turned out the way it did. It will also help determine whether we need to increase turnout in any specific area or within any specific demographic.

Scientific Voter Survey - A scientific voter survey should be done to gain much more insight into the level of support for an election. Telephone interviews are conducted amongst likely voters. Likely voters are based on voter history for your district. A telephone survey will measure very particular points of interest such as level of support for leadership, level of support for specific projects, or messages that voters need to hear in order to gain more knowledge regarding an election. This is a useful tool on its own or even more powerful when combined with a complete voter analysis. On its own a voter survey can help the district decide on messaging. Combined with a voter analysis, you can compare which subgroups are more likely to support the bond with which subgroups are more likely to turnout to vote. This becomes a key element for turnout.

Stakeholder Engagement - Communicating with voters before it is time to ask for something in return is essential. The idea is to create a movement of overall support for the district before we start talking about an election. We can create a program that engages community members and staff and is specifically designed to highlight all the wonderful things about your district. We should engage members of the community from specific geographical areas where support has been lacking in the past. District leadership should find out what is important to them by not only asking but being willing to listen and take appropriate action. Remember, if you do not tell your story, somebody else will.

Communications Consulting - The goal of communications consulting is to ensure your district has everything required to manage communications efforts during an election. The development and review of communications materials is crucial in ensuring that messages are delivered consistently and effectively.

Develop Communications Timeline / Coordinate Communications Activities - A communications timeline will be developed to make sure that all activities in relation to an election are successfully coordinated in house and with outside partners. This timeline becomes especially important in making sure that all work is completed, activities are coordinated, and resources are used wisely and efficiently.

Develop Campaign Plan - An effective campaign identifies the many subgroups in the population and creates messages specifically targeting those groups using a specific means of communication. Your messages should resonate with voters so they have a complete understanding of the impact an election will have on the entire school district.

Facilitate Team Meetings - Weekly communications meetings involving district communications staff and leadership are crucial in the coordination of election-related activities. It is during this time when the entire team is together that progress on work is checked, questions are answered for the entire group, new information is brought forward and new strategies are discussed and incorporated into the overall timeline.

Develop Communications Strategies for Leadership - Many leaders are brilliant strategists. They execute flawlessly, they know their audience, and they understand their messages. But some of these same brilliant strategists have an Achilles Heel: they can think strategically but cannot communicate strategically.

When leaders have a vision for their district, but do not communicate it effectively, that vision might remain just an idea and never get acted upon or understood. If necessary, we will work to identify gaps in communication among district leadership and make sure that leadership is getting the help they need in order to effectively communicate and deliver a consistent message among many audiences within the community.

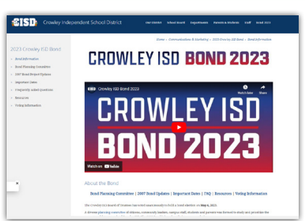
Collaborate with all External Partners - There are multiple facets to any campaign and many people working from different groups to inform the public regarding the elements of an election. It is crucial that someone act as a liaison to these civic groups to make sure that all activities are coordinated, and every group has the facts surrounding the elements of an election.

APPROVED BOND DOLLARS SUPPORTED BY VLK | LINK® IN THE PAST THREE YEARS

$9,286,383,747



Social Media



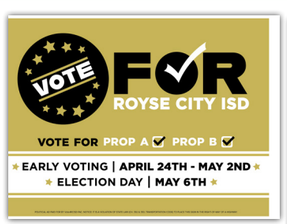
Bond Websites



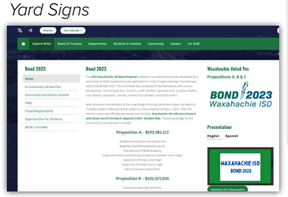
Social Media



Logos



Yard Signs



Website



Handouts

VLK | EDGE®

Where Education Expertise Meets Thoughtful Design

The Educational Planning team at VLK is comprised of educators experts in curriculum and instruction, who are able to inform design and connect the district's instructional desires to the project. Our process begins with VLK | CURATION®, where educational conversations take place in order to produce a clear vision for design. The educational planners function as thought partners with the district, ensuring a desired outcome by translating and connecting concepts during planning and throughout the design process. They are well-versed in legislative policies as they relate to public education. They understand and have experienced the formal processes used by school districts and have extensive experience with presenting to a board of trustees. Throughout the design process, they work with principals and designers to ensure client satisfaction with responsive design grounded in the client's specific goals and intentions.

Our expertise ensures that our designs align seamlessly with our clients' teaching and learning goals. This team drives our firm's success, shaping cutting-edge learning environments and leading educational design discourse.

LEARN ABOUT VLK | EDGE®

> *"One unique aspect of our project partnership with VLK Architects is the involvement of an Educational Planner who deeply understands the dual nature of student learning and the structural design of learning environments."*
>
> **Jennifer Wilhelm**
> Assistant Superintendent of Learner Services, Allen ISD





VLK XD

VLK's visualization studio, VLK XD (Experience Design), pushes the boundaries of exploration in the design process through the creation of renderings, animations, virtual reality experiences and 360 degree facility tours.

A multitude of software platforms and drone technologies allow clients to experience all facets of a project in an immersive environment prior to and after a design is complete. Allowing our clients to showcase their developments, projects and spaces in a way that transcends the boundaries of two-dimensional imagery. We move you and your clients beyond the image on the screen and INTO the project, for an immersive experience.

LEARN MORE ABOUT VLK XD





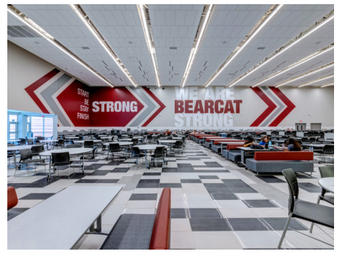


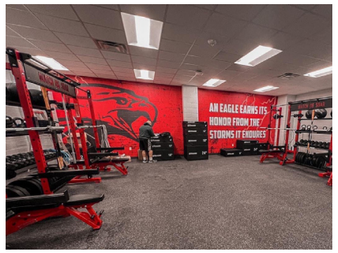
PIXEL

PIXEL operates at the intersection of communications and the built environment. Our experiential graphics team works with project teams and clients to create experiences for brand identity, wayfinding, school spirit, and education.

EXPERIENTIAL GRAPHICS







NEW HS BRAND IDENTITY



















VLK REAL ESTATE ADVISORY

VLK's real estate specialists have extensive experience working on high profile transactions for educational institutions and public agencies. We advise on real estate opportunities and craft strategies to maximize value to school districts and other public agencies, while maintaining a focus on the values, mission, and long-term objectives of these institutions. From early childhood learning through higher education, our team collaborates with key leaders to develop and execute acquisition, disposition, development, financing, and project management of publicly held real estate.

LEARN ABOUT VLK REAL ESTATE ADVISORY





STRATEGIC REAL ESTATE ANALYSIS

Our real estate analysis goes beyond basic assessments to provide actionable insights that inform your decision-making process. By leveraging data-driven analysis and our extensive experience, we deliver:

- Detailed evaluations of current assets
- Recommendations for maximizing excess property values
- Projections for market trends affecting district real estate

REAL ESTATE PORTFOLIO OPTIMIZATION & LONG-RANGE PLANNING

Long-term success in real estate requires planning that aligns with both educational goals and market realities. Our team will work closely with your district to develop a customized real estate plan that supports growth and financial stability, including:

- Strategic asset management for operational efficiency
- Site selection for future expansion and facility upgrades
- Plans for sustainable growth aligned with your district's vision
- Proactive (scheduled) and public supported school closures

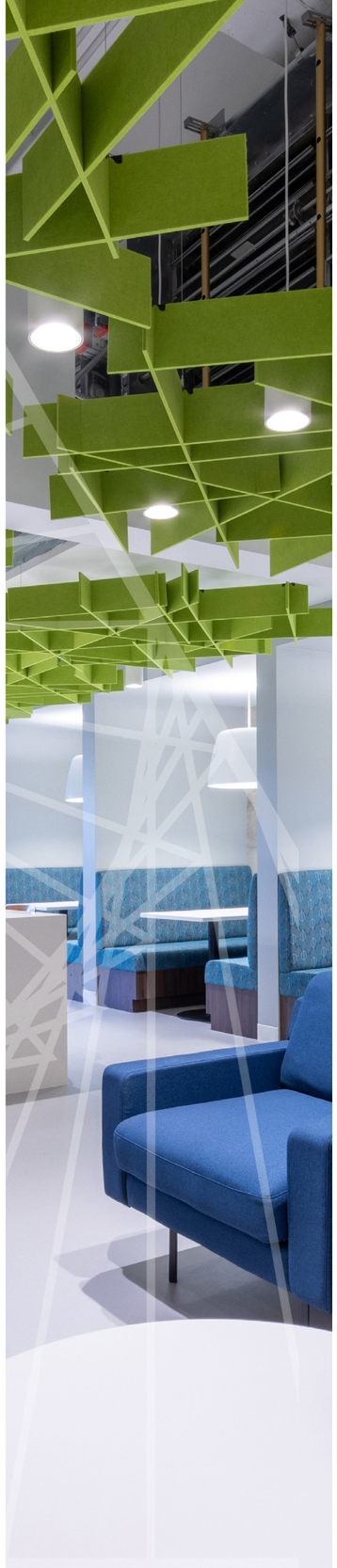
BROKERAGE

Our brokerage services are tailored to meet the specific needs of Texas independent school districts. Whether you are buying, selling, or leasing, our team brings in-depth market knowledge and extensive networks to secure the best opportunities for your district. We handle every aspect of the process, including:

- Comprehensive property evaluations and market assessments
- Strategic negotiation to ensure favorable terms
- Compliance with all local and state regulations



INTEGRITY AND BUSINESS ETHICS



BUSINESS ETHICS

Has committed fraud or a criminal offense in connection with obtaining or attempting to obtain a contract.

No

Has violated Federal or state antitrust statutes.

No

Has committed embezzlement, theft, forgery, bribery, falsification or destruction of records, or tax evasion.

No

Has made false statements, in connection with a prior solicitation or contract.

No

Has violated Federal criminal tax laws.

No

Has received stolen property; Committed any other offense indicating a lack of business integrity or business honesty that seriously and directly affects the present responsibility of the contractor.

No

Has been indicted for any of the offenses described in this Sub-paragraph 2 A-F,

No

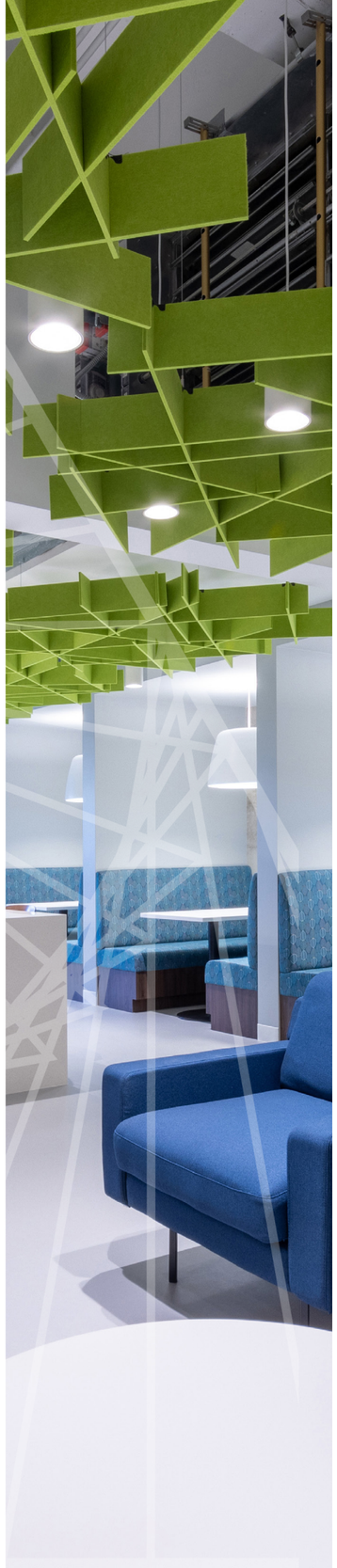
If the answer to any of the questions in this Section C is “yes” please provide additional information.

N/A



Perry Middle School Renovations, Carrollton-Farmers Branch ISD

COMPLIANCE WITH PUBLIC POLICY



EQUAL OPPORTUNITY EMPLOYMENT

VLK provides equal employment opportunities to all employees and applicants for employment without regard to race, color, ancestry, national origin, gender, sexual orientation, marital status, religion, age, disability, gender identity, results of genetic testing, or service in the military. Equal employment opportunity applies to all terms and conditions of employment, including hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation, and training.

VLK expressly prohibits any form of unlawful employee harassment or discrimination based on any of the characteristics mentioned above. Improper interference with the ability of other employees to perform their expected job duties is absolutely not tolerated.

Any employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of their Supervisor, Executive Management, or Human Resources. VLK will not allow any form of retaliation against individuals who raise issues of equal employment opportunity. If an employee feels he or she has been subjected to any such retaliation, he or she should bring it to the attention of Human Resources.

Retaliation means adverse conduct taken because an individual reported an actual or perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. “Adverse conduct” includes but is not limited to:

1. Shunning and avoiding an individual who reports harassment, discrimination, or retaliation;
2. Expressed or implied threats or intimidation intended to prevent an individual from reporting harassment, discrimination, or retaliation; or
3. Denying employment benefits because an applicant or employee reported harassment, discrimination or retaliation or participated in the reporting and investigation process.



June Davis Elementary School, Crowley ISD

M/WBE AND HUB PARTICIPATION

VLK has utilized the following affirmative steps on previous projects.

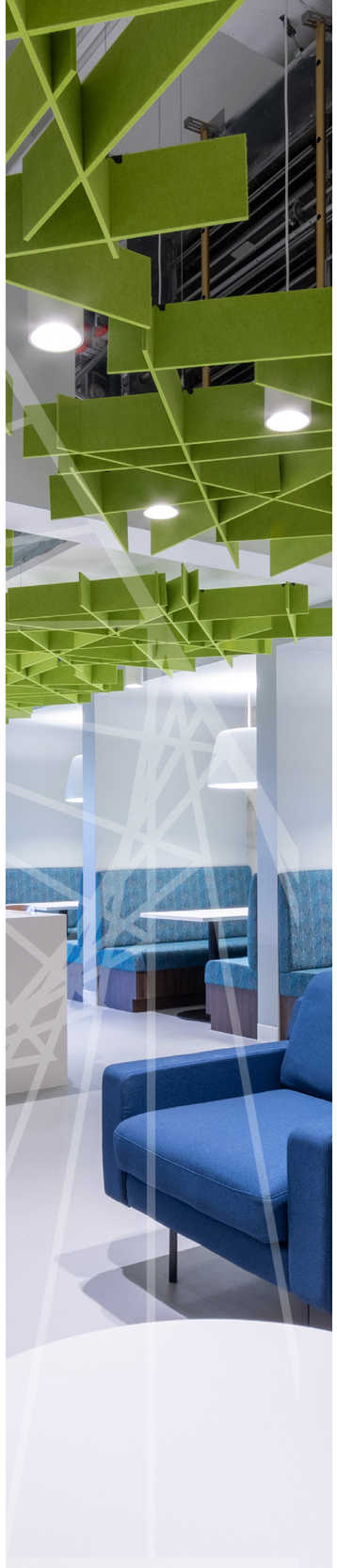
ii. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources

While a majority of our clients do not require M/WBE consultants, a majority of the consultants we use are MWBE firms. The reason being that they provide excellent services and are proven business partners. From initial design meetings through project closeout our MWBE consultants are included in all phases of a project's development. In addition to our long-term proven ability to meet M/WBE goals for clients such as Dallas, Fort Worth, and Houston Independent School Districts, VLK also has been able to provide significant M/WBE participation in private sector or contracts without specific M/WBE goals identified. Our relationship with numerous M/WBE firms throughout Texas allows us to develop project specific, highly qualified teams with significant minority participation for a wide range of project and contract requirements, with or without M/WBE goals identified.



Ereckson Middle School, Allen ISD





DISCIPLINE AND SERVICES

A. Mechanical

- ☐ Heating, Ventilation and Air Conditioning (HVAC) repairs, upgrades and new installations
- ☐ Cooling tower replacements, boiler replacements, chiller replacements, air handler replacements, roof top unit replacements
- ☐ Building heat and cooling load analysis
- ☐ Installation of direct digital controls

B. Electrical

- ☐ Electrical system (supply and service) renovation, upgrade and new installations
- ☐ Lighting repairs, upgrades and new installations
- ☐ Backup power generators

C. Plumbing

- ☐ Plumbing repairs, upgrades, hookups, tie ins and new installations, including irrigation system upgrades, sewer line installations and upgrades, backflow preventers and necessary certifications and roof drains.

D. Elevators

- ☐ Elevator system analysis for cab replacement, digital controls, hoist motor design and replacement

E. Utilities (electric, gas, storm water, sewer, potable water, telephone, cable, etc.)

- ☐ Installations, tie ins, hookups and permits
- ☐ Telecommunication repairs and new installations
- ☐ Data processing cabling repairs and new installations

F. Structural and Waterproofing

- ☐ Structural and building foundation work including but not limited to slabs, steps, sidewalks, drives, parking lots
- ☐ Parking garage and parking lot repairs and replacements and new construction
- ☐ Structural analysis of building frames for floor loadings, building movements, dead and live loads
- ☐ Waterproofing of deck surfaces, rooftops and the building exterior
- ☐ Expansion joint controls and analysis

G. Building Envelopes

- ☐ Masonry repairs and new installations
- ☐ Provide building envelope analysis for weather tightness (deck coatings, sealants, waterproofing, weather stripping, door and window gaskets and glazing)

H. Building Renovations and New Construction

- ☐ Design renovations, additions and possible new building construction. Prepare detailed construction plan(s) for submission to MWISD's Procurement Staff, and for subsequent construction purposes.
- ☐ Procurement Phase: Provide technical support during the procurement process including preparation of all addenda as necessary, answering potential questions, and participation in the construction pre-submittal meeting as well as providing technical assistance as necessary for evaluation purposes.
- ☒ Interior and exterior renovation projects
- ☒ Facility, infrastructure and project design.
- ☒ Development of as-built plans, feasibility and comparative cost reviews

I. Site Analysis

- ☐ Site preparation and excavation
- ☒ Feasibility studies
- ☐ Provide property, geotech and topography surveys
- ☐ Provide as built surveys
- ☐ Environmental Planning
- ☐ Design and Engineering Services for Parking lot
- ☐ Storm and sanitary sewers
- ☐ Well closures
- ☐ Landscape Architecture

J. Building Access Systems and Building Management Systems

- ☐ Building security and card control access system
- ☐ Parking lot and parking garage security system
- ☐ Building Management Systems
- ☐ Building System evaluations

K. Fire Safety Systems

- ☐ Fire alarm and fire sprinkler system repairs, upgrades and new installations
- ☐ Fire suppression system repairs, upgrades and new installations
- ☐ Ability and experience to design and draft in compliance with all fire codes

L. Roofs

- ☒ New installations of Roof Systems (various types)

M. LEED and Energy Conservation

- ☒ Design and certify Leadership in Energy and Environmental Design (LEED) projects
- ☐ Provide Commissioning Services for LEED certification of Mechanical, Electrical and Plumbing (MEP) designed systems and construction components
- ☐ Provide Energy Modeling of Building Components and Equipment for LEED certification
- ☒ Conduct surveys, analysis and Energy Modeling of existing buildings and systems for adaptation to LEED standards
- ☐ Energy management systems, designs, and certification in compliance with the State Energy Conservation Design Standards

N. Space Planning and Interior Design

- ☒ Provide space planning, exterior/interior design renderings and sample boards
- ☐ Oversee the design and installation of modular furniture
- ☐ Provide estimating services for fixtures, furnishings and equipment systems, components and installation

0. ADDITIONAL SERVICES NOT LISTED

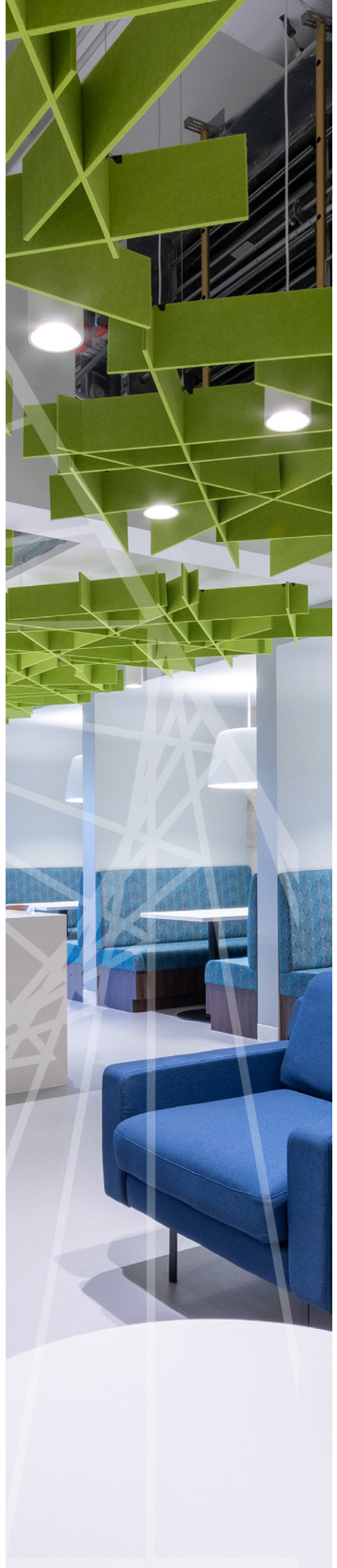
1. District Facility Master Planning
2. Educational Specifications
3. Bond Planning/Promotion Services
4. Technical Specifications
5. Bond Committee Facilitation
6. Long-Range Facility Planning
7. Facility Condition Assessments
8. Educational Adequacy Assessments
9. Real Estate Advisory Services
10. Visualizations
11. Sustainability
12. Branding
13. Wayfinding
14. Experiential Graphics

P. Continuation of Offered Services

Services Provided	
Building Renovations and New Construction	
Feasibility Studies	X
Site Analysis and Planning	X
Civil Engineering	X
Landscape Design	
Structural Engineering & Waterproofing	
MEP Engineering	
Interior Design	X
Utilities (electric, gas, storm water, sewer, potable water, telephone, cable, etc.)	
Technology Infrastructure Design	X
Communications System Design	X
Acoustical Evaluation	X
Space Planning and Interior Design	X
Energy Audits	X
Environmental/hazardous materials inspection	X
Life Safety System/Fire Safety System	X
Americans with Disabilities Act audit/review ADA	X



FORMS



CONFLICT OF INTEREST QUESTIONNAIRE

For vendor doing business with local governmental entity

FORM CIQ

This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.

This questionnaire is being filed in accordance with Chapter 176, Local Government Code, by a vendor who has a business relationship as defined by Section 176.001(1-a) with a local governmental entity and the vendor meets requirements under Section 176.006(a).

By law this questionnaire must be filed with the records administrator of the local governmental entity not later than the 7th business day after the date the vendor becomes aware of facts that require the statement to be filed. *See* Section 176.006(a-1), Local Government Code.

A vendor commits an offense if the vendor knowingly violates Section 176.006, Local Government Code. An offense under this section is a misdemeanor.

OFFICE USE ONLY

Date Received

1 **Name of vendor who has a business relationship with local governmental entity.**

VLK

2 ☐ **Check this box if you are filing an update to a previously filed questionnaire.** (The law requires that you file an updated completed questionnaire with the appropriate filing authority not later than the 7th business day after the date on which you became aware that the originally filed questionnaire was incomplete or inaccurate.)

3 **Name of local government officer about whom the information is being disclosed.**

N/A

Name of Officer

4 **Describe each employment or other business relationship with the local government officer, or a family member of the officer, as described by Section 176.003(a)(2)(A). Also describe any family relationship with the local government officer. Complete subparts A and B for each employment or business relationship described. Attach additional pages to this Form CIQ as necessary.**

N/A

A. Is the local government officer or a family member of the officer receiving or likely to receive taxable income, other than investment income, from the vendor?

☐ Yes ☑ No

B. Is the vendor receiving or likely to receive taxable income, other than investment income, from or at the direction of the local government officer or a family member of the officer AND the taxable income is not received from the local governmental entity?

☐ Yes ☑ No

5 **Describe each employment or business relationship that the vendor named in Section 1 maintains with a corporation or other business entity with respect to which the local government officer serves as an officer or director, or holds an ownership interest of one percent or more.**

N/A

6 ☐ Check this box if the vendor has given the local government officer or a family member of the officer one or more gifts as described in Section 176.003(a)(2)(B), excluding gifts described in Section 176.003(a-1).

7

Signature of vendor doing business with the governmental entity

5/27/25

Date

RFQ EXHIBIT C
Felony Conviction Notification

The Texas Education Code, Section 44.034, Notification of Criminal History, Subsection (a), states "a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony."

Subsection (b) states "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

This notice is not required of a Publicly-Held Corporation.

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony conviction has been received by me and the following information furnished is true to the best of my knowledge.

Proposer's Business Name VLK

Authorized Company Official's Name (Printed) Ross Rivers

A. My firm is a publicly-held, stock-exchange corporation; therefore this requirement is not applicable.

Signature of Company Official: _____

Date Signed: _____

B. My firm is not owned or operated by ~~anyone~~ who has been convicted of a felony.

Signature of Company Official: [signature]

Date Signed: 5/29/2025

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony (printed name and general description of type of felony or felonies):

1. _____
2. _____
3. _____
4. _____

Signature of Company Official: _____

Date Signed: _____

RFQ EXHIBIT D
Non-Collusion Statement

Ross Rivers, being first duly sworn, deposes and says this:

(1) She/He is officer of VLK
(a partner or officer) (the firm of, etc.)

the Proposer who has submitted the attached Statement of Qualifications.

(2) She/He is fully informed respecting the preparation and contents of the attached Statement of Qualifications and of all pertinent circumstances respecting such Statement of Qualifications.

(3) That Statement of Qualifications is genuine and is not a collusive or sham response.

(4) Neither the said Proposer nor any of its officers, partners, owners, agents, representatives, employees or parties in interest, including this affiant, has in any way colluded, conspired, connived or agreed, directly or indirectly, with another Proposer, firm or person, to submit a collusive or sham. Response in connection with the Contract for which the attached Statement of Qualifications has been submitted or to refrain from proposing in connection with such Contract, or has in any manner, directly or indirectly, sought by agreement or collusion, or communication or conferences, with any other Proposer, firm or person to secure through any collusion, conspiracy, connivance or unlawful agreement any advantage against the Mineral Wells Independent School District of Mineral Wells, Texas or any person interested in the proposed contract; and,

(5) The price or prices which will be offered if selected as the successful Proposer in connection with this Request for Qualifications will be fair and proper and will not tainted by any collusion, conspiracy, connivance or unlawful agreement on the part of the Proposer or any of its agents, representatives, owners, employees, or parties in interest, including this affiant.

(Proposer's Business Name): VLK

(Proposer's Representative Signature) [signature]

(Proposer's Representative Title) Principal-In-Charge

Subscribed and sworn to before me on this 27th day of May, 2025.

[signature]
NOTARY PUBLIC, STATE OF TEXAS

KIRSTEN BLAIR
My Notary ID # 132054168
Expires June 18, 2027

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY
CERTIFICATION OF FILING

Certificate Number:
2025-1315352

Date Filed:
05/27/2025

Date Acknowledged:

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.
VLK
Fort Worth, TX United States

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.
Mineral Wells Independent School District

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.
RFQ No. 2025-01
Professional Architectural Services Pool

4 Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
		Controlling	Intermediary
Harris, Sloan	Fort Worth, TX United States	X	
Lien, Todd	Houston, TX United States	X	

5 Check only if there is NO Interested Party. ☐

6 UNSWORN DECLARATION

My name is Sloan Harris, and my date of birth is 04/08/1975.

My address is 1320 Hemphill Street, Suite 400 (street), Fort Worth (city), TX (state), 76104 (zip code), USA (country).

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Tarrant County, State of Texas, on the 27th day of May (month), 20 25 (year).

Signature of authorized agent of contracting business entity
(Declarant)

Forms provided by Texas Ethics Commission www.ethics.state.tx.us Version V4.1.0.e02d6221

RFQ EXHIBIT F
Signature Page and Declaration of Compliance

Check (✓) the box that indicates business structure of Proposer.

☐ Individual/Sole Proprietorship ☐ Partnership or Joint Venture ☑ Corporation ☐ Other Entity (State Type)_____

The undersigned certifies that (s)he is Principal (title) of the Proposer entity named below; that (s)he is authorized to sign this Statement of Qualifications (if a Corporation then by resolution with Certified Copy of resolution attached) for and on behalf of the entity, if any, named below, and that (s)he is authorized to execute same for and on behalf of and bind said entity to the terms and conditions provided for in the Proposal as required by this RFQ, and has the requisite authority to execute an Agreement on behalf of Proposer, if awarded, and that the 11-digit Comptroller's Taxpayer Number for the entity, if any, is:

_____ 75-1993094
11-digit Comptroller's Taxpayer Number Employer Identification No.

VLK
Proposer Organization Name

By: _____
Printed Name: Ross Rivers
Title: Principal

By: _____
(If Proposer is a Joint Venture, an authorized signature from a representative of each party is required.)
Printed Name: _____
Title: _____

By signing this Signature Page and Declaration of Compliance, I do hereby declare that I have read the Request for Qualifications, on which our Qualifications Statement is submitted with full knowledge of the requirements, and do hereby agree to furnish all services in full accordance with the requirements outlined in the Request for Qualifications.

By signing and executing this Qualifications Statement, I further certify on behalf of my organization and represent to the Mineral Wells Independent School District that Proposer has not offered, conferred or agreed to confer any pecuniary benefit, as defined by **TEXAS PENAL CODE ANN. § 218**, or any other thing of value, as consideration for the receipt of information or any special treatment or advantage relating to this Qualifications Statement; the Proposer also certifies and represents that Proposer has not offered, conferred or agreed to confer a pecuniary benefit or other things of value as consideration for the recipient=s decision, opinion, recommendation, vote or other exercise of discretion concerning this proposal; the Proposer certifies and represents that Proposer has neither coerced nor attempted to influence the exercise of discretion by any officer, trustee, agent or employee of the Mineral Wells Independent School District concerning this Qualifications Statement on the basis of any consideration not authorized by law; the Proposer also certifies and represents that Proposer has not received any information not available to other Proposer so as to give the undersigned a preferential advantage with respect to this proposal; the Proposer further certifies and represents that Proposer has not violated any state, federal or local law, regulation or ordinance relating to bribery, improper influence, collusion or the like and that Proposer will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of the Mineral Wells Independent School District in return for the person having exercised the person's official discretion, power or duty with respect to this Qualifications Statement; the Proposer certifies and represents that it has not nor and will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of



UNCOMPROMISING
EXCELLENCE



Response to RFQ #2025-01 for Architectural Services

MINERAL WELLS ISD

FOR ARCHITECTURAL SERVICES POOL

MAY 29, 2025

WRA

6000 Headquarters Drive, Suite 600, Plano, Texas 75024 ◆ 214-750-0077

WHEN WHO YOU WORK WITH MATTERS



For better viewing in Acrobat,
select **View > Page Display > Two Page View**.
Then, select **View > Page Display > Show Cover Page.**





TABLE OF CONTENTS

INTRODUCTION

1 Cover Letter
2 WRA Architects at a Glance

RFQ QUESTIONNAIRE

Criteria and order generally follow the Mineral Wells ISD RFQ:

5 Section A - General Information
7 Section B - Qualifications, Team, and Experience
21 Section C - Project Approach and Resources
59 Section D - Integrity and Business Ethics
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APPENDIX

001 Signed Legal Forms
009 Financial Stability
011 Professional Liability Insurance




EXIT



“WHEN WHO YOU WORK WITH MATTERS

May 29, 2025

Trey Evans, Maintenance Director
Mineral Wells Independent School District
906 S.W. 5th Avenue
Mineral Wells, TX 76067

Subject: Response to RFQ #2025-01
for Professional Architectural Services Pool

Dear Trey and Mineral Wells ISD Officials:





Thank you for this opportunity to present our qualifications. If WRA is selected, I will be your Principal-in-Charge and along with Weston Emmert, AIA, we will be closely involved with you throughout each phase of every project.

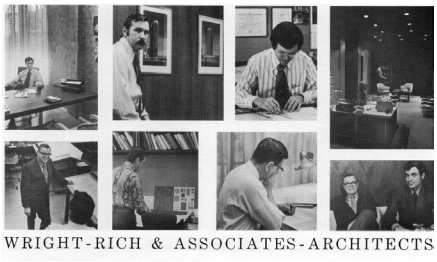
WRA is a school design firm. We specialize in any facility associated with students or the business of students, and we are long-time experts in this field. With over 200 personnel and 17 principals, we are large enough to handle multiple projects simultaneously yet nimble enough to quickly adapt as needed to benefit each client. Joining us on our proposed team are Diego Barrera, AIA (Director of Design), Dr. Christi Morgan (Director of Educational Planning), Wes McElhany, AIA, (Director of Architecture), Mike Holmberg (Director of Business Development), and Jeremy Melton (Director of Community Engagament). Let this confirm that I am an equity partner principal of WRA Architects, Inc., and that I am authorized to legally bind the firm.

"When who you work with matters" is more than a slogan—it is our promise to you that you'll work with people who are enjoyable to work with, who will embrace your vision without pretext, who will respect your budget and schedule, and who will provide the kind of architectural service you require and deserve.

Sincerely,
WRA ARCHITECTS, INC.

Mary O'Brien, AIA, NCARB
Partner, Principal-in-Charge
Texas Architect Reg. # 24365
214-842-2669 cell
MObrien@wraarchitects.com

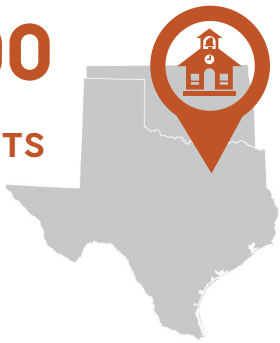
Weston Emmert, AIA, NCARB
Partner, Director of QA / QC
Texas Architect Reg. # 22745
972-974-4776 cell
WEmmert@wraarchitects.com





1954
Founded
71 YEARS
In continuous operation
as a K-12 specialist architect

>100
K-12 CLIENTS
Texas and
Oklahoma



>1,500
K-12 PROJECTS



1950s | 1960s | 1970s | 1980s

SINCE 1955
SINCE 1962
SINCE 1978
SINCE 1983

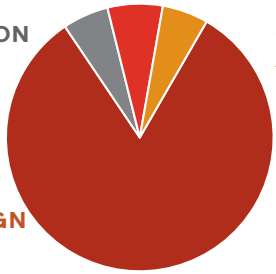
WRA STAFF DISTRIBUTION



20
BOND PLANNING AND MARKETING

10
CONSTRUCTION FIELD REPS

10
OFFICE SUPPORT ADMINISTRATORS



>125
FULL TIME DESIGN PROFESSIONALS



43
Licensed
Architects and
Interior Designers

WRA ARCHITECTS AT A GLANCE

>160
School design awards
>80 AWARDS
in the last decade

>100
School bond campaigns totaling
>$10 BILLION
in school bonds

In the last
10 YEARS
>450
K-12 projects totaling
>$5.2 BILLION
in construction

1990s	2000s	2010s	2020s

LONG TERM RELATIONSHIPS - CONTINUOUS CURRENT CLIENTS

	GARLAND ISD
	MESQUITE ISD
	DALLAS ISD
	CRANDALL ISD
SINCE 1995	COMMUNITY ISD
SINCE 2000	PLANO ISD
SINCE 2002	SUNNYVALE ISD
SINCE 2006	PONDER ISD
SINCE 2006	CLYDE CISD
SINCE 2007	PRINCE OF PEACE CHRISTIAN
SINCE 2007	FORT WORTH ISD
SINCE 2007	LAKE WORTH ISD
SINCE 2009	CASTLEBERRY ISD
SINCE 2011	BROKEN ARROW PS
SINCE 2012	ARLINGTON ISD
SINCE 2013	MIDLAND ISD


EXIT



QUESTIONNAIRE

QUESTIONNAIRE



CLYDE CISD HAS PARTNERED WITH WRA ON A NUMBER OF PROJECTS. FROM START TO FINISH WRA WAS THERE PROVIDING GUIDANCE AND SUPPORT, ALWAYS AVAILABLE FOR QUESTIONS AND KEEPING OUR BOARD AND COMMUNITY INFORMED. THEIR KNOWLEDGE AND PROFESSIONALISM MADE THEM A CLEAR CHOICE FOR US.

—Kenny Berry, Superintendent of Schools, Clyde CISD

SECTION A - GENERAL INFORMATION

1. COMPANY INFORMATION

Name of Firm: WRA Architects, Inc.

Locations:

DALLAS:
will produce Mineral Wells ISD projects
6000 Headquarters Drive, Suite 600
Plano, Texas 75024
Telephone: 214-750-0077

TULSA:
111 N. Ash Avenue, Suite 200
Broken Arrow, Oklahoma 74012
Telephone: 918-796-0077

AUSTIN:
405 S. Austin Avenue, Suite 300
Georgetown, Texas 78626
Telephone: 512-260-0027

Organization: Subchapter "C" Corporation
State of Charter: Texas

Equity Partners

1. Michael Holmberg
2. Mary O'Brien, AIA, NCARB, LEED AP BD+C
3. Roberto Ramirez, AIA, NOMA
4. Steve Shaffer, AIA
5. Derrick York, AIA, NCARB, LEED AP
6. Graham Baumann, AIA, NCARB
7. Jason Oswald, AIA
8. Weston Emmert, AIA, NCARB

Established: April 4, 1954. Seventy-one (71) years in continuous operation as a K-12 specialist architect.

Former Company Names and Years Established
Wright-Rich & Associates, 1954-1988 ..... 34 years
WRA Architects, Inc., 1988-Present ..... 37 years so far





2. CONTACT INFORMATION: List the person who the district may contact concerning your proposal or setting dates for meetings.

Mary O'Brien, AIA, NCARB, LEED AP BD+C
Partner, Principal-in-Charge
214-842-2669 (cell)
Email **mobrien@wraarchitects.com**
Texas Architect Reg. No. 24365

3. Does your Company anticipate any mergers, transfer of organization ownership, management reorganization, or departure of key personnel within the next twelve (12) months that may affect the organization's ability to carry out its proposal?

No.

4. Is your Company authorized and/or licensed to do business in Texas?

Yes.

5. Provide any other names under which your business has operated within the last 5 years.

N/A.

6. DEBARMENT/SUSPENSION INFORMATION: Has the Company or any of its principals been debarred or suspended from contracting with any public entity?

No.

7. BANKRUPTCY INFORMATION: Have you or the Company ever been declared bankrupt or filed for protection from creditors under state or federal proceedings?

No.

8. ARCHITECT/ENGINEER DEFAULT/TERMINATION: Have you or the Company defaulted and been terminated from a Project in the last ten (10) years?

No.

SECTION B – QUALIFICATIONS, TEAM, AND EXPERIENCE

A. Describe your organization's background and experience in each discipline...

Established in April 1954, WRA Architects has been in continuous operation for 71 years as a K-12 educational specialist architect.

All we do is schools and school district projects. We have worked with over 100 public school districts and completed more than 1,500 K-12 projects including new buildings, renovations, additions, campus repurpose conversions, on-site replacement schools, and upgrades to technology, mechanical, and electrical systems.

Our total staff of over 210 includes more than 125 full time design personnel, 43 Registered Architects and Interior Designers, 17 Principals, 20 Bond Campaign / marketing personnel, and 10 Construction Administrators.

As a public schools specialist architect, WRA is heavily involved in school bond elections. We have planned and executed public campaigns on more than 100 school bond elections totaling more than $10 Billion in bonds.

Our projects range from new $250,000,000 high schools to small renovations and include stadiums, auditoriums, natatoriums, multi-purpose facilities, special events centers, CTE facilities, STEM labs, district service centers, IT/network operations centers, and more.

For over 16 years, WRA has been designing all projects 100% in 3D Building Information Modeling (BIM). Our consultants also design your school in 3D BIM. Upon project completion, we provide CAD files for your District's use in AutoCAD or whichever CAD software your District prefers. Our 3D BIM model is also available.

With fully staffed offices in Dallas, Austin, and Tulsa, the firm is well positioned to successfully deliver projects throughout Texas, Oklahoma, and the surrounding states. We deliver an A-team to every project, with a Principal working closely with you in each phase of every project with you. We listen well, we promptly distribute complete meeting notes, and we promise to respect your budget and schedule.

Above all, our culture dictates a commitment to delivering practical designs that truly meet your District's needs and your community's aspirations.

A. (CONTINUED) ...and licenses held related to professional services offered...

Registrations, the firm at large - WRA has 125 full-time design personnel, of whom, forty-three (43) are Registered Architects and Interior Designers.

Registrations, key personnel - See each key person's certifications on their resumes in the People tab.

NCARB - Most of the Registered Architects in the firm are also certified by the National Council of Architectural Registration Boards, which facilitates licensing in other states.

LEED AP - Several in the firm are accredited by the U.S. Green Building Council as LEED Accredited Professionals of various designations including BD+C and GA, as listed on their resumes in the People tab.

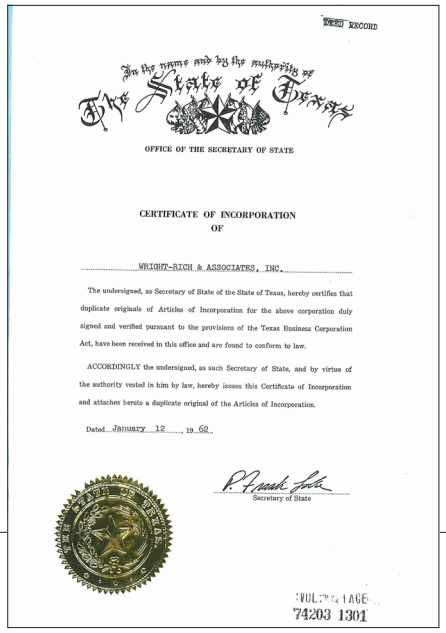
AIA - The firm is registered with the American Institute of Architects, No. 30180161.

TBAE - The firm is registered with the Texas Board of Architectural Examiners, No. BR-2035.

WRA Architects' registration with the Texas Board of Architectural Examiners is TBAE No. BR-2035, and it is current. See below.
The firm is also registered with the national, state, and local chapters of the American Institute of Architects, AIA No. 30180161.

The firm was established on April 4, 1954, as Wright-Rich & Associates Architects as a Partnership, but later incorporated.

Form of Organization: Subchapter "C" Corporation
Date of Incorporation: January 12, 1962.
State of Incorporation: Texas
Texas Secretary of State File No. 0018034800



FILED RECORD

In the name and by the authority of The State of Texas

OFFICE OF THE SECRETARY OF STATE

CERTIFICATE OF INCORPORATION
OF

WRIGHT-RICH & ASSOCIATES, INC.

The undersigned, as Secretary of State of the State of Texas, hereby certifies that duplicate originals of Articles of Incorporation for the above corporation duly signed and verified pursuant to the provisions of the Texas Business Corporation Act, have been received in this office and are found to conform to law.

ACCORDINGLY the undersigned, as such Secretary of State, and by virtue of the authority vested in him by law, hereby issues this Certificate of Incorporation and attaches hereto a duplicate original of the Articles of Incorporation.

Dated January 12, 19 62

Secretary of State

VOL. PAGE
74203 1301

TEXAS Board of Architectural Examiners
Architects · Landscape Architects · Registered Interior Designers

THE TEXAS BOARD OF ARCHITECTURAL EXAMINERS

Certifies that

WRA ARCHITECTS, INC.
DBA: WRA Architects

is duly registered and authorized in accordance with all rules and regulations of the State of Texas

in testimony whereof this certificate has been issued by the authority of this Board

Registration No. BR 2035

Renewal of this registration is due on March 31, 2026

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A. (CONTINUED) ...and related pre-planning, planning, assessment, design and administration of public works...

The WRA Way. Five Simple Steps.

1. PRE-DESIGN SERVICES
2. BUILDING DESIGN
3. CONSTRUCTION DOCUMENTS
4. BIDDING AND CONSTRUCTION
5. PROJECT CLOSE-OUT AND WARRANTY SERVICES

1. PRE-DESIGN SERVICES

Facilities Committee - WRA recommends a Facilities Committee be formed to collect input, assess needs, and disseminate information throughout the community. Sometimes called a Long Range Facility Planning Committee, we have a great deal of experience working with these committees to gather input from the various stakeholders to gain community "ownership" of a project. The committee should be formed before the planning process begins and up to a year before a bond election is called. It should represent groups that will use the facilities, including students and teachers, district staff, and extracurricular groups. We recommend including district construction and maintenance persons as well.

Facility Assessment - WRA assists the school district with technical evaluations of existing facilities, helping assess the effectiveness and useability of current facilities. These studies may be specific project-based analyses, or they may be general needs-based studies across the district. WRA facility assessments produce measurable results for six categories; educational appropriateness, safety and health, accessibility, efficiency, flexibility, and appearance.

Master Planning - Prior to building design, WRA recommends developing or updating the District Master Plan. Projecting your District's needs from both an enrollment and instructional basis for the next 10-15 years provides a clearer vision and a road map for the long-term use and layout of your facilities.

Educational Specification / Program - Programming is a collection and consolidation of all the required spaces in the building, along with the requirements for equipment, finishes, utilities, and cabinetry. Educational Specifications combine the Program with a fully defined curriculum, direction for future needs of the facilities and a District Master Plan. WRA has many years of experience guiding districts through the process of developing the Ed Spec and Program.

We meet with administrators and department heads to gather and organize the appropriate information for this step in the process. We add our knowledge of building and life safety codes, accessibility, State education agency requirements (TEA in Texas; SDE in Oklahoma, etc.), and other requirements, all of which are essential to producing the project's final Educational Specification and Architectural Program.





District Design Standards - WRA Architects has a great deal of experience integrating our school district clients' District design specifications into our projects. We welcome this process; in fact, we recommend it and have seen many benefits to the proper use of District-furnished guideline specs.

Having specialized in K-12 design continuously for over 70 years, this is actually our normal practice. All our clients are school districts, and we have well-established procedures for incorporating our clients' District Design Guidelines or District Master Specifications into our projects and into our Project Manual.

We also work closely with school districts to create, or modify/update, their master specs.

Sometimes the project scope calls for us to deploy the District's full guideline spec, while on other projects, the District asks us to use only selected portions of their guideline spec, such as on projects of limited scope. Either way, our process is dependable and our people are eager to coordinate carefully with Mineral Wells ISD to assure delivering projects that fully comply with all your District's facility expectations.

Budgeting - A school district's project budget is a top priority with WRA Architects. As a long-time specialist in designing public schools, we have seen the many benefits of conducting the budgeting work in a team setting. We collaborate with the Facility Committee, other District representatives, the Contractor, and sometimes an independent Cost Estimator.

We use multiple Cost Estimating methods and recalculate at each phase of design to verify Scope and Budget align.

WRA's budgets include all reasonably anticipated costs, not just the building itself. Some of these items outside of the contractor's building cost, include:

- Furniture and equipment
- Asbestos abatement
- HVAC testing and balancing
- I.T. infrastructure, cabling, networking equipment
- Communications systems
- Construction materials testing
- A/E design fees
- Geotechnical testing
- Site surveys
- Building permits and regulatory fees
- Other items unique to your project

Bond Planning and Communication - WRA has a 95% success rate on more than 100 school bond campaigns totaling over $10 Billion in school bonds. Our in-house bond communication team works closely with your District and with your community's private Vote-Yes PAC. WRA's multi-media approach and social media expertise is second to none. We design bond websites, we work with you to generate social media content on the issues concerning the bond, and we track social media metrics on your campaign's reception in the community.

We produce aerial/drone videography of your project sites and video testimonials. We provide experienced copywriting and editorial expertise to your District, including bilingual materials. We deliver turn-key design, production, and printing for brochures, posters, mailers, and outdoor signage. We conduct school board work-shops on election ethics and strategy. WRA will help strategize your bond communications and assist you in rolling out your campaign for the best possible outcome.

2. BUILDING DESIGN

Schematic Design - From the Facility Assessment, Master Plan, Program, and Budget, WRA facilitates a Design Charrette with District stakeholders to develop a preliminary design concept for your project. This Schematic Design (SD) package includes site and building layout, general massing, and general materials for the exterior. It basically identifies all the pieces and makes sure they are in the right place, both on the site and in the building. Our SD package also includes narrative descriptions of the engineered systems in the building to confirm all team members understand and buy-in to the general direction in which the design is headed. WRA's advanced design technology shines in this phase. Designing completely in 3D allows us to present detailed perspectives and rendered animations at this very early stage. This commitment to visual communication has become a hallmark of the WRA design process.

Design Development - After approval of Schematic Design (the design's general direction) WRA quickly moves forward with designing the details. A second meeting with the department heads is set to discuss electrical outlet locations, drawer and cabinet details, interior finishes and colors and other detailed level design items. The main purpose of the Design Development phase is to fully integrate all the systems (civil, structural, mechanical, plumbing, electrical, roofing, food service, technology) and to make final decisions on all finish materials and study how they will come together. Presentation of Design Development is in the form of perspective renderings and video animations. Building on the presentations from Schematic Design, this final design presentation will be comprehensive and fully digital for you to share with your constituents.

3. CONSTRUCTION DOCUMENTS

The Best Bid Documents in Our Market - Impeccable bid documents are the foundation on which WRA has built our 70+ year practice. These documents ensure good communication with the construction manager, minimal questions, few if any change orders, and good prices on bid day. Because we have been building the design of your building in the same BIM model and database since Schematic Design, and all of our consultants are designing their systems in the same model, the chance of things falling through the cracks is minimized. All BIM-generated information is available to the contractor digitally, including access to our BIM model.

Quality Control - WRA has developed a proprietary "Thinklist" which is a step beyond traditional checklists. The Thinklist includes everything a team member should think about during each phase of the project. Through lessoned learned and periodic reviews, the Thinklist is constantly evolving to consolidate the collective wisdom of all our staff. During the Construction Documents phase, each project is subject to Principal level review and Construction Administrator review between 75% and 95% complete to give a "fresh eyes" evaluation of the constructability of each project. Each Project Manager walks through a detailed code review sheet with the municipal authority reviewing our documents. This sheet is published with the Construction Documents to ensure there is no miscommunication between code official and construction manager. On one occasion, a City of Plano building official commented that the WRA code analysis was the most thorough he had ever seen.

"SUBCONTRACTORS TELL ME THAT WRA'S DRAWINGS ARE 'TWICE AS GOOD' AS EVERYBODY ELSE'S — MORE COORDINATED, MORE COMPLETE, AND WE GET BETTER BIDS AND FEWER CHANGES."

—Don Pool
Executive Director of Construction Services
Mesquite ISD



4. BIDDING AND CONSTRUCTION

Bidding - When WRA issues drawings and specifications for bid, we remain active assisting the District throughout the bidding process. We submit Construction Documents to the regulatory agencies for building, energy, and accessibility reviews. We also work closely with the construction manager to evaluate alternative solutions that may arise due to pricing, product availability, delivery times, sequencing, or phasing.

Construction - During the Construction Administration phase, WRA's diligence and frequent presence on the project is one thing contractors say distinguishes us from other architectural firms.

- We visit the jobsite frequently.
- We turn around submittals rapidly.
- We head off questions through proactive communication with contractor and subcontractors.
- We respond quickly to RFIs.
- We verify and process contractor pay apps promptly.
- We document the CA process thoroughly.
- We bring matters needing your attention to you early enough for you to consider options and make decisions in an orderly manner.
- And we do everything we can to help the contractor keep the project on schedule and in budget.

For more than 50 years we have had full time in-house construction administrators and field representatives. With WRA, both the Project Manager and the Construction Administrator review the submittals to coordinate for technical compliance and design intent. This helps ensure that what gets built complies with the drawings and specs and fulfills your facility expectations.

WRA's Construction Administrator, Project Manager and Principal-in-Charge are available by cell phone and can be on the jobsite promptly. Our field rep usually visits the jobsite at least three times a week depending on the project, and at all critical times such as concrete work reviews and pours. The Project Manager will also be at the site at least once a week to review the progress of the work. They will stay in close communication with you through the construction phase to ensure that your District's project expectations are met.

WITH WRA, BOTH THE PROJECT MANAGER AND THE FIELD REP REVIEW SUBMITTALS TO MAKE SURE YOUR BUILDING MEETS THE SPECS AND FULFILLS YOUR EXPECTATIONS

5. PROJECT CLOSE-OUT AND WARRANTY SERVICE

Project Close-Out - WRA's role at project Close-Out is performed with attention to detail, both in noting construction quality and producing project documentation. We prepare punch lists and often accompany District personnel on final walk-throughs. WRA maintains frequent communication with the Construction Manager through the final stages to verify that all components of the project are in compliance with the Construction Documents.

We release the retainage and verify the District receives lien waivers, certificates of occupancy, building keys, and operating manuals. Finally, we deliver digital files of the CDs to you in AutoCAD or whichever form you prefer for your on-going facilities management.

Warranty Phase Services - After construction, we maintain on-going service and availability to the District throughout the one-year contractor warranty period and beyond.

Approximately eleven months after the Substantial Completion date, we coordinate a walk-through with the Construction Manager. This assures that any defects or construction issues needing attention are properly documented and addressed prior to the expiration of the Construction Manager's warranty.

After the warranty period, we enter our "perpetual care" period. Our long term clients like how we are always available, even between projects.



A. (CONTINUED) ...and an overview of the services your firm proposes to provide the District which address the specified services and disciplines.

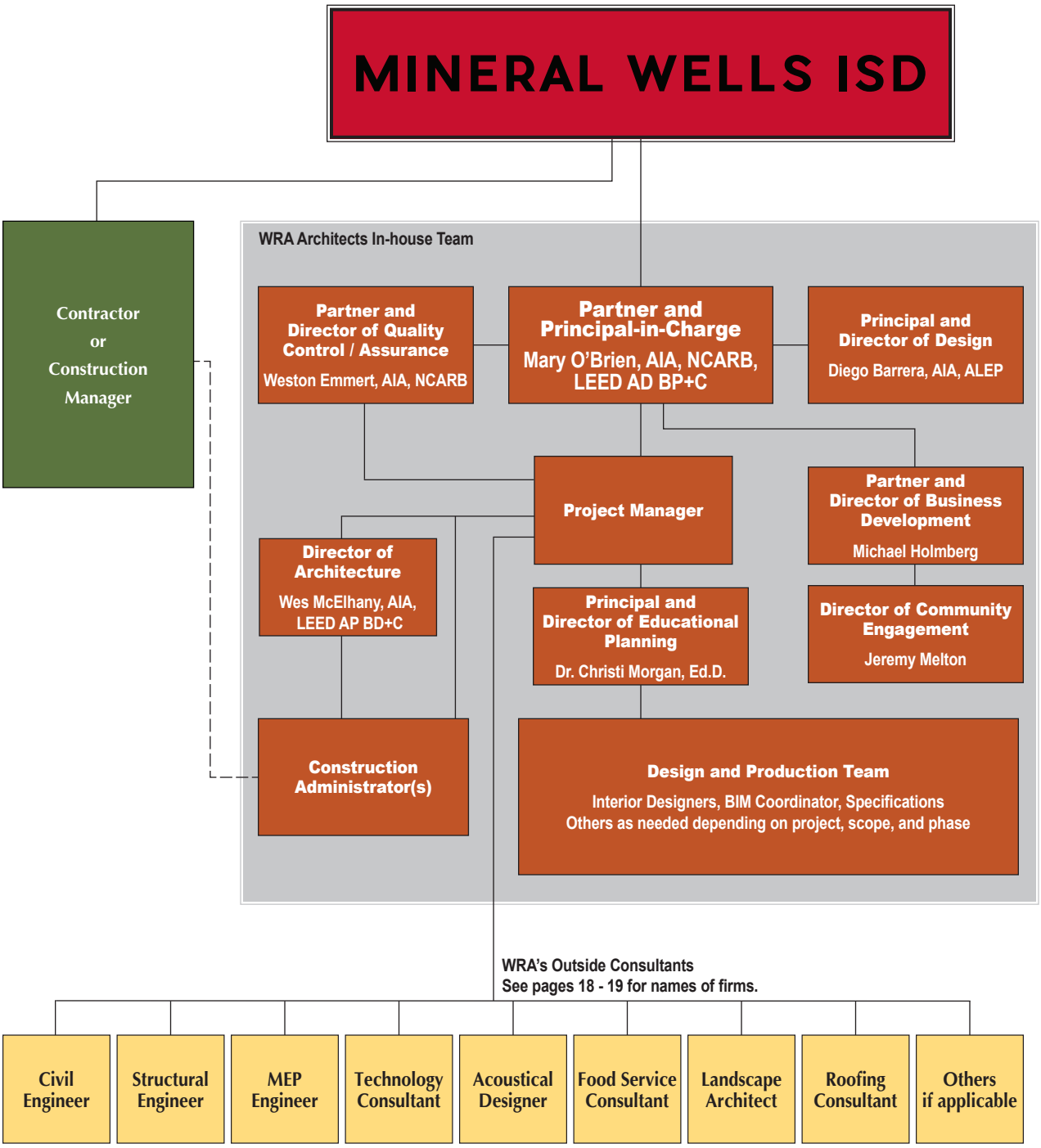
WRA ARCHITECTS: PROFESSIONAL SERVICES PROVIDED

Service	Basic Services*	Additional Services*	By In-House Staff	By Outside Consultant
District-Wide Facility Assessment		●	●	
Environmental Audit, Hazardous Materials Inspection	*Typically contracted directly by the Owner*			
Geotechnical Investigation, Soils Report	*Typically contracted directly by the Owner*			
Site Selection Evaluation and Feasibility Studies		●	●	
As-Built Plans and/or 3D BIM Model of Existing Building		●	●	
Drone Photogrammetry - Exterior 3D Scanning, Existing Building		●	●	
Stationary Photogrammetry - Interior 3D Scan, Existing Building		●	●	
Long Range Facility Master Planning, District-Wide		●	●	
Pre-Bond Architectural Planning and Budgeting		●	●	
Bond Election Communications, Public Relations		●	●	
Master Planning, Site-Specific	●		●	
Educational Specifications and Architectural Programming	●		●	
Site Planning	●		●	
Architectural Design	●		●	
Interior Design, FF&E (includes furniture coordination)	●		●	
Provide Content for and Facilitate Community Meetings	●		●	
Organize, Facilitate Design Charrette Process to Engage Stakeholders	●		●	
Provide and Produce Social Media Content	●		●	
3D Printing and Solid Modeling	●		●	
Renderings, Animations, and Virtual Reality	●		●	
Graphic Design and Coordination	●		●	
Sustainable Design, LEED (no Cx), CHPS, IgCC, Geothermal	●		●	
Scope-to-Budget Management, Cost Estimating, Value Engineering	●		●	
Contract Documents - Plans and Specifications/Project Manual	●		●	
Civil Engineering and Land Surveying	●			●
Structural Engineering	●			●
Mechanical/Electrical/Plumbing (MEP) Engineering	●			●
Energy Audits		●		●
LEED Commissioning (Cx) and Documentation		●		●
Security, Life Safety, and Fire Protection Systems Design	●			●
Communications and Low Voltage Systems Design	●			●
Technology Infrastructure	●			●
Acoustical, Sound, and Lighting Consulting and Design	●			●
Theater Venue Consulting and Design	●			●
Foodservice Consulting and Kitchen Design	●			●
Landscape Architecture and Irrigation Design	●			●
Roof Consulting and Design	●			●
Accessibility Compliance / ADA Audit	●			●
Environmental Graphics and Wayfinding Design	●		●	
Jurisdictional Review; Code, Zoning, AHJ Compliance Review	●		●	
Bid/Negotiation Phase Administration	●		●	
Construction Administration	●		●	
Project Close-Out	●		●	
Warranty Phase Administration	●		●	

Basic Services refers to the typical fee to **design a building. Additional Services are outside the scope of designing a specific building.*

B. Provide an organizational chart and summary of not more than one page per person on the capabilities, experience, qualifications, of the firm management and each team member who would handle any of the requested services for the District.

See resumes in the People tab.



PROPOSED TEAM MEMBERS AND ROLES

See resumes in the People tab.

Partner and Principal-in-Charge	Mary O'Brien, AIA, NCARB, LEED AP BD+C	Equity partner Principal of the firm. Your primary contact during all phases: Programming, Design, CDs, Bidding, and Construction Administration. Frequent Owner contact.
Partner and Director of Quality Control / Assurance	Weston Emmert, AIA, NCARB	Equity partner Principal of the firm. Supports project success by overseeing quality and compliance while providing guidance and addressing challenges proactively.
Principal and Director of Design	Diego Barrera, AIA, NCARB, ALEP, LEED GA	Principal of the firm. Consults with WRA's clients, directs design to develop the best solution for the Owner's vision, goals, needs, and aspirations, and to facilitate your curriculum objectives.
Principal and Director of Educational Planning	Christi Morgan, Ed.D.	Principal of the firm. Consults with WRA's clients providing guidance, listening to fully understand the District's curriculum goals and student development aspirations to influence the architectural design.
Partner and Director of Business Development	Michael Holmberg	Equity partner Principal of the firm. Major role in Architect-Owner conversations, construction videos, District press releases. Close contact with District and community throughout project.
Director of Architecture	Wes McElhany, AIA, LEED AP BD+C	Supports project success by overseeing team coordination while providing guidance and addressing challenges proactively.
Director of Community Engagement	Jeremy Melton	Major role in public meetings (as requested). Close contact with District and community throughout project.

PROPOSED TEAM MEMBERS AT A GLANCE

See resumes in the People tab.



Years Experience
16
0 30

Projects
>100
0 100



Years Experience
19
0 30

Projects
>100
0 100



Years Experience
19
0 30

Projects
>100
0 100



Years Experience
27
0 30

Students Taught & Managed
>6,000
0 5,000



Years Experience
22
0 30

Bond Campaigns
>100
0 100



Years Experience
16
0 30

Projects
>100
0 100



Years Experience
21
0 30

Students Taught & Managed
>6,000
0 5,000

C. Provide qualifications information for subconsultants you propose to be on the Projects, if any, including the location of their office, capabilities, experience, qualifications of the firm management and team member(s) who will work directly on the Project including name, title, and education, a brief overview of professional experience and licensure information.

WRA has long-term working relationships with many consultants with extensive K-12 Educational design expertise. We often work with consultants preferred by our clients and are willing to do so with Mineral Wells ISD. We would like to meet with you to choose from among the following firms, or others you may prefer, those best suited to each specific project and the most beneficial to your District. **M/WBE certified firms are shown in bold type.**

Interior Design / FF&E

Inhouse by WRA Architects.

Civil Engineering

RLK Engineering, est. 1982: 31 years working with WRA since 1994 on >100 projects. Located in Allen, TX. Ronny L. Klingbeil, P.E., President, Seth Kelly, P.E., 972-359-1733

Click Engineering (MBE, Native American-owned), est. 1958: 7 years with WRA on >10 projects. Located in Dallas, TX. Jacob Click, P.E., LEED AP; Email: jclick@clickeng.com; 214-871-2302

Teague Nall and Perkins, est. 1976, multiple offices: 6 years working with WRA since 2019 on multiple projects. Located in Fort Worth, TX. Philip Varughese, P.E.; Phone: 817-336-5773;

Structural Engineering

Ponce-Fuess Engineering (MBE, Hispanic), est. 2010: 14years working on many WRA projects. Located in Dallas, TX. Lucas G. Ponce, P.E., S.E.; lponce@ponce-fuess.com; 469-310-2860

Alpha Consulting Engrs (MBE, Asian), est. 1986: Thom Campbell, P.E., 20 years* working with WRA since 2005 on numerous projects. Located in Plano, TX. Thom Campbell, P.E. #81009; 469-209-0762

Mechanical, Electrical, and Plumbing (MEP) Engineering

RWB Consulting Engineers, est. 1986: 39 years working with WRA since 1986 on >100 projects. Located in Dallas, TX. Kenneth N. Fulk, P.E.; 972-788-4222; kfulk@rwb.net

Meza Engineering (MBE, Hispanic), est. 2000: 15 years working with WRA since 2010 on >30 projects. Located in Dallas, TX. Victor Meza, P.E., LEED AP; 214-428-7744; vmeza@mezaengineering.com

Root Engineering, est. 2000: 9 years working with WRA on multiple projects. Located in Van Alstyne, TX. Adam Harris, P.E.; 903-375-9303

Technology Infrastructure and Security Systems Design

True North Consulting: 15* years working with WRA on >40 projects. Located in Carrollton, TX.; Tony Chojnowski, RCDD/OSP, RTPM; 254.229.0099; tony.chojnowski@tncg.com

Acoustic, Sound, and Lighting Design

BAi, LLC, est. 1935, more than 5,700 projects: 27 years working with WRA since 1998 on >30 projects. Located in Dallas, TX. Richard E. Boner; robert@baiaustin.com; 512-476-3464



Foodservice Consulting / Kitchen Design

Bosma Design Solutions (MBE, Asian), est. 2005: 31 years* working with WRA since 1994 on >50 projects. Located in Flower Mound, TX. Dwane A. Bosma, FCSI; dwane@bosmadesign.com; 972-822-6350

Foodservice Design Professionals (FDP), established 1967 as H. G. Rice & Co.: 50 years working with WRA since 1975 on >100 WRA projects. Located in Farmers Branch, TX. Lance Brooks, Principal; 972-245-5300; lbrooks@foodservice-fdp.com

JMK Foodservice, est. 1997: 22 years working with WRA since 2003 on numerous projects. Located in Rowlett, TX. Gary Petry; 214-227-2481; jpace@jmkda.net

Roof Consulting and Design

Apex Roofing Technology (MBE, Asian): 39 years* working with WRA on >150 projects. Located in Dallas, TX. Wilson Gin, RRO; 214-669-9298; wgin@theartofroofing.net

Armko Industries, est. 1983; eight offices: 18 years working with WRA since 2007 on >30 projects. Located in Flower Mound, TX. Ray Stringer, Jr., AIA; H. Raymond Stringer, Jr. AIA; rstringer@armko.com; 972-874-1388

Landscape Architecture and Irrigation Design

Ramsey Landscape Architects, Mike Ramsey, RLA, est. 1988: 23 years with WRA since 2002 on >80 projects. Located in Frisco, TX. Michael W. Ramsey, RLA; 214-564-3635; mike.rla@att.net

McAdams, established 1980 as Environs Group: 25 years working with WRA since 2000 on >50 projects. Located in Lewisville, TX. Megan Hatcher RLA, ASLA; mhatcher@mcadamsco.com; 830.832.4803

CCA Landscape Architects, Caye Cook, PLA, ASLA in practice since 1992 (WBE, Woman-owned): 6 years working with WRA since 2019 on projects. Located in Dallas, TX. Jaclyn Clark Szafranic, PLA, ASLA; jaclyn@ccalandscapearch.com, 901-552-6538

Dunaway Associates, est. 1956; 100-person firm: 6 years working with WRA since 2019 on multiple projects. Located in Fort Worth, TX. Tim Hair, RLA, ASLA; 817-335-1121

Accessibility / ADA Consulting

Abadi Accessibility (M/WBE Hispanic, Woman-owned), est. 2004: 6 years working with WRA since 2019 on projects. Located in Dallas, TX. Marcela Abadi Rhoads, FAIA, RAS; 214-403-8714; marhoads@abadiaccess.com

Ron Davis Consulting, RAS est. 2007: 7 years working with WRA since 2018 on >10 projects. Located in Mesquite, TX. Ron Davis, RAS; Byron Turner, RAS; Garry Headrick, RAS; 972-270-3100; deedee@rondavisconsulting.com

SSB Design, est. 1983: 6 years working with WRA since 2019 on multiple projects. Located in Mansfield, TX. Sheri Bumgardner, RAS, LEED AP; 817-300-7052

**Includes experience at previous firm on WRA projects.*
***Includes work with WRA personnel at previous firm.*

D. Provide information regarding three (3) school district projects of similar size and scope to the ones for which services are requested herein, that your firm acted as the design architect and provided project administration, on which you are currently working or completed in the last five (5) years.

To see some of our relevant school district projects, please see our Portfolio tab. More available upon request.





SECTION C – PROJECT APPROACH AND RESOURCES

A. Provide a description of your firm's overall approach to project administration, how you view your firm's role in protecting the interests of the District and explain how this approach will benefit the district.

We approach project administration by communicating frequently, having clearly defined goals and roles, and providing team member support from our Principal-in-Charge wherever needed. From pre-design to the construction documents phases, our Project Manager oversees each sub-unit within the project to ensure WRA's high standard of quality is implemented throughout. Once the project reaches the Construction Administration phase, we have our own Construction Administrator out on the site, ensuring the client's goals are realized down to the minutest detail.

We have a significant role and take ownership in protecting the interests of Mineral Wells ISD. The honesty and directness with which we communicate and establish expectations from the very beginning (e.g., what parts of a building to *not* look for cost-cutting measures as it might diminish safety, providing you with accurate renderings to prevent costly change orders from happening later, etc.) is how we commit to interacting with you and how we, if we were clients, would wish to be treated. We do not see ourselves as visiting, out-of-town architects -- rather, we see ourselves as nearby neighbors who have a stake in the matter. This approach will benefit the District because we have a personal commitment to the quality and sustainability of your buildings over the coming decades.

B. List resources of the firm that would be made available to the District that would distinguish your firm as most qualified to perform the design, administration and closeout of the projects.

Please see the following pages (the next page until page 62) for our distinguishing characteristics.

WRA'S DISTINGUISHING TRAITS

OUR PHILOSOPHY

COMPANY PHILOSOPHY

- WRA believes that relationships and communication are vital to a successful construction project.
- We believe in identifying core personnel who remain on the team throughout all phases of your project.
- We believe good design and a successful project are born of good communication with the client and construction manager.
- We believe the building should be an extension of the learning and enhance instruction.
- We believe the exceptional design of our facilities, our quality of service, and the extraordinary care provided to our clients are the reasons they continue to engage us on repeat projects and recommend us to their peers.
- We believe the most valuable thing we bring to your District is our integrity.
- We believe in forging a solid partnership and a long-term relationship with each client.

SCHOOL DESIGN PHILOSOPHY

Define good design. WRA's philosophy is that good design is more than what your facility looks like.

Good design enables every inhabitant to do their job better. With proper daylighting students learn better; with quality acoustics teachers teach better; with clear access and visibility administrators lead better; with durable materials and systems your school is maintained better.

People are initially attracted to looks, but they sustain relationships and fall in love with inner beauty.

We are passionate about this broader definition of good design—it's our competitive advantage. It's what we bring to the table.

PROJECT MANAGEMENT PHILOSOPHY

- At WRA, we believe relationships and good communication with the owner and the contractor are essential to ensuring a successful project.
- We identify core personnel who remain on the team throughout all phases of the project from initial Programming, through Design and CDs, and through Construction Administration. This builds architects who are well-rounded and more knowledgeable.
- Your principal-in-charge is a seasoned architect with many years of architectural experience and the fiscal authority to make timely decisions to quickly resolve any issues that may arise, and will be closely involved with you throughout each phase of every project.
- We identify back-up personnel at every key position throughout the project.
- We schedule our work to allow sufficient time for your District's internal review and approval process at each stage of design. We make sure the project meets your approval before we proceed to the next phase.
- We promptly publish complete meeting notes.
- We meet with the City and/or authorities having jurisdiction, during the design phase, to review the project and ensure early in the process, that our design for your scope and budget is fully compliant.
- We repetitively conduct scope-to-budget reviews to be sure our design meets your required scope and your required budget.
- We employ on every project a detailed Quality Assurance process, including review by a principal who has many years of architectural experience.
- We bring matters needing your attention to you early enough for you to consider options and make decisions in an orderly manner.

RENOVATE OR REPLACE? HOW TO DECIDE

WRA's experience working with 100 public school districts over 60 years has given us extensive experience at evaluating existing facilities to determine the most practical and cost-effective option between renovating and upgrading an old building versus replacing it. Our top priority is to help your District determine how to provide the most functional and cost-effective long-term solution while minimizing unnecessary expense to the District and disruption to the students and teachers.

Many factors are considered, and we seek input from multiple voices in the District, especially curriculum, facilities, and maintenance personnel. We conduct extensive on-site evaluations of the existing building in view of its planned use over the next 10 to 20 years.

We consider the District's long-term curriculum vision for the facility and its location. Existing buildings are examined for improvements in many areas:

- State education facility standards
- code compliance—building, fire, electrical, etc.
- handicap accessibility
- vehicular circulation and pedestrian safety
- ingress, egress, security, and safety
- planned space for growth and expansion
- ongoing technology changes
- comprehensive building functionality

The State's education facility standards are always included in this evaluation—the TEA in Texas and the SDE in Oklahoma.

Heating, air conditioning, electrical, mechanical, and plumbing systems are evaluated for their operational life, as well as comparing their projected repair costs versus replacement costs.

We then compare the costs of the options—bringing the building up to current requirements versus the cost of demolishing the old school and constructing a new replacement school on the site. With WRA, these evaluations are very thorough, and done with full participation of District administrators, facility and maintenance personnel, curriculum directors, and community stakeholders selected by the District.

Viable options for both cases are presented publicly and well documented.

In WRA's experience over many years, the decisions have been about half and half. The options chosen for each particular site vary depending on the age and condition of the old schools, current pricing of new construction, and many other factors. Determining the most cost-effective long-term solution is the goal.



WORKING WITH BOARDS AND COMMITTEES

What to expect when working with WRA Architects:

First and foremost, we listen. - All we do is K-12 projects, and our principals and project architects often join Board members, Superintendents, and facilities staff walking through schools to understand the needs at hand. These owner-architect walk-throughs include not only the District's own buildings but often those in other school districts as well, to find best practices.

Our clients often ask WRA to expand this visioning evalation beyond the Board and administration to the community at large. We produce online surveys, launch social media blogs, and we interview teachers, staff, maintenance personnel, and parents. We assist districts in conducting open community forums to gather public input. We listen and document the input.

As your school district architect, we are a problem identifier, a solution developer, a technical communicator, a consensus builder, a trouble-shooter, and an advocate for you all the way through completion.

WRA has long been a strong advocate of forming facility and community committees early in the process. We understand that the success of any project depends upon effective working relationships and open communication throughout the assessment, planning, budgeting, bond, programming, design, and construction processes.

Our current school district clients will attest that WRA has been highly successful guiding districts through the process. Our process working with school boards, district administrators, faculty, committees and other stakeholder groups includes many steps, a few of which are:

- The vision and aspirations of the Board of Trustees and District administration officials are WRA's primary focus at the outset, so we listen and document input from all stakeholders the District chooses.
- We include the Board and/or Facility Committee members in early assessment walk-throughs for their input about what we see in your existing facilities.
- Pre-bond conceptual planning and budgeting include the Board, administration, and the committee involvement for many important reasons.
- We facilitate open forum community meetings to help the District, committee, and community at large find consensus on priorities.
- Bond election communication is most effective with the heavy involvement of, not only the Board, administration and Facility Committee, but also with the private citizens' advocacy committee. WRA works with both groups.



- Programming, the process of crafting the Educational Specification and translating it into a Building Specification, or Program, benefits greatly from broad-based input. WRA has long favored working closely with the Facility Committee, administration officials, campus staff, department heads and teachers (and occasionally even students) to develop the Ed Spec and Program for each project. Committees often include a variety of voices from the District and community, and we enjoy being effective at helping you bring all stakeholders together behind a project.
- In the aesthetic design of your building, we will not come to you with a preconceived building appearance. WRA does not have, nor believe in, imposing any one particular architectural style. Rather, we listen and seek to discover the appropriate design solution and style through interaction with our clients and their communities. Our clients' Facility Committees provide valuable guidance in this area.
- Presenting preliminary design concepts using our BIM-generated, full color, detailed "fly-over" and "walk-through" video animations of your building helps the committee clearly see what your building might look like, inside and out. With WRA, we present these videos early enough in the design stage for us to be able to respond to your committee's input and still keep your project on schedule.
- Being 100% BIM (some architects still use 2D CAD or part-BIM, part-2D CAD) enables WRA to be highly responsive to committee input, permitting us to quickly consider many more design options than were possible before. With WRA, your staff and stakeholders truly have a voice in your project.
- WRA will help you manage Scope Creep. Our respect for your budget and schedule compels us to let you know if the flow of good ideas is beginning to exceed your stipulated scope, or coming too late in your schedule. If adding things beyond the stated scope threatens to impact your budget or schedule or both, we will tell you. But, we also go a step further and develop creative, practical alternatives in collaboration with your Board or Committee.

In short, at WRA, we see ourselves as one member of a vital team that includes your Board, administration officials, teachers, facility committee, and the community. Listening carefully to fully comprehend your vision, goals, needs, priorities—and your aesthetic preferences—is our way of delivering complete solutions that fulfill your expectations and are completed on time and in budget.



BUILDING INFORMATION MODELING (BIM)

WRA Architects designs all our projects and produces architectural drawings 100% in 3D BIM (Building Information Modeling), and has been doing so for more than 16 years. We use the latest version of ***Autodesk Revit Architecture***, and we upgrade to each new version within a few months of its release.

Our consultants (including Structural, MPE, Technology, and Foodservice) will also produce their drawings for your project using the latest version of ***Autodesk Revit*** for design, documentation, and BIM coordination.

BIM gives you a full color interactive 3D model of your building linked to a database of the building components. In the design stage, highly realistic design concepts can be viewed by your Facilities Committee early enough for us to respond to your input and help build consensus among your stakeholders.

Upon project completion, we provide CAD files for your use in ***AutoCAD*** or whichever CAD software your District prefers. Our 3D BIM model is also available.

The imagery is fully interactive, so your project stakeholders can fly through a realistic depiction of what your building might look like. We can create different design options of the building's form and different materials. These variations and options can then be viewed in VR to see what each one would look like in real life.

Designing a public building is a collaborative process. Using 3D BIM and VR imaging, WRA is harnessing the latest technology to deliver maximum value to our public sector clients.



Broken Arrow PS, New STEM Innovation Center, Vanguard Academy

3D BIM Rendering from Autodesk Revit

WRA designs every project 100% in 3D Building Information Modeling.

WRA ADDS VIRTUAL REALITY TO THE SCHOOL DESIGN PROCESS

WRA Architects is committed to using the latest proven design technologies to their highest benefit for our clients. Virtual Reality (VR) imaging is now a powerful tool in WRA's design process. VR is an advanced computer imaging technology that displays physical spaces in three dimensions. We combine VR with our our 3D BIM model to present school designs with incredible realism.

Using VR, a person puts on a visual headset which displays interactive 3D images of your building. The images are projected into the headset from our architects' 3D BIM designs of the school. Now "inside" your future building, you can "move" at will in the space, walk around, look up and down, and see highly realistic images of what your school will look like—and contribute input during the early design phase.

Showing our clients designs of their building in this new medium, early enough for us to respond to your input, has enabled everyone to easily visualize the project. It helps make sure everyone is on the same page about the design for a school. We can create different design options with different materials—viewing these variations in VR enables people to see what the various options would look like in real life and make more informed decisions.

Our clients have thoroughly enjoyed seeing their buildings in VR. Virtual Reality is pushing WRA's design process a quantum leap forward. There is nothing like immersing yourself "inside" your future building and being able to see it all around you.

Designing a public school is a collaborative process. Virtual Reality imaging is another way WRA is harnessing the latest technology to deliver maximum value to our school district clients.




COLLIN COLLEGE / PLANO ISD
HEALTH SCIENCES ACADEMY










ANCE


Texas Wesleyan
GRADUATE PROGRAMS OF NURSE ANESTHESIA







EXPERIENCE IN WORKFORCE PROGRAM FACILITIES

WRA Architects has worked with more than 100 Education clients in Texas and Oklahoma and designed numerous facilities for Workforce Education programs and Career & Technology Education (CTE), including the following:

- Agricultural - General
- Agriculture - Livestock Arena
- Audio/Video Production
- Auto Mechanics
- Business - Accounting
- Business - Technology
- Business - Entrepreneurialship
- Business - Marketing
- CMC
- Computer Maintenance
- Consumer Science
- Cosmetology
- Criminal Justice/Forensics
- Culinary Arts
- Education
- Engineering
- Exploration Lab
- Fashion Industry
- Healthcare - Medical Sciences
- Healthcare - Nursing
- Horticulture Gardens
- Horticulture/Greenhouse
- Information Technology
- JROTC
- Journalism
- Medical Technology
- Metal Shop
- Robotics
- STEM
- Television/Radio/Broadcast Production
- Veterinary Science
- Wood Shop













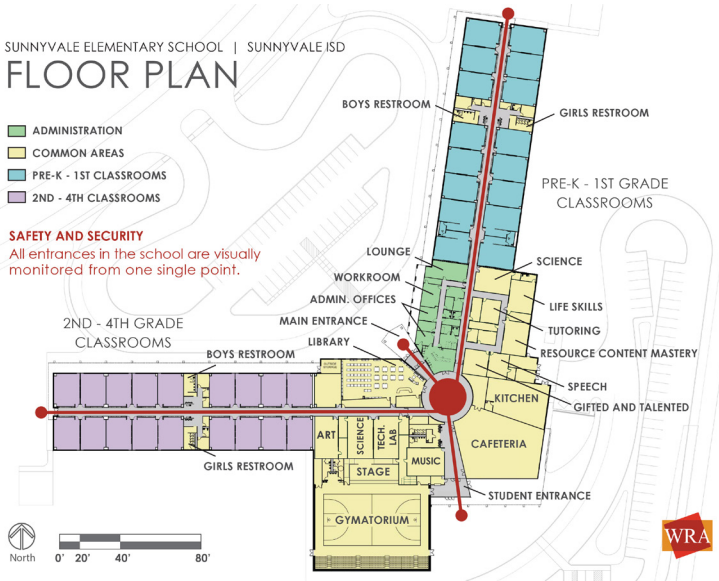






SUNNYVALE ELEMENTARY SCHOOL | SUNNYVALE ISD

FLOOR PLAN



SAFETY AND SECURITY

All entrances in the school are visually monitored from one single point.







SAFETY AND SECURITY RENOVATIONS

School safety has always been very important in school design, but in recent years it has unfortunately become one of the most important issues. WRA designs all of our school facilities with a main entrance that is highly controlled.

WRA school entries typically include a secure entry vestibule with excellent visibility and electronically controlled access points. We design our schools so that the portions of the school intended for after-hours use and public events are able to be secured and separated from the rest of the school.

We gather all relevant parties and discuss with each District their policy and level of security desired and implement these security systems into the design of the building or renovation. We also design the installation or upgrade of infrastructure enabling the District to cost effectively accommodate future upgrades in the technology and security systems.

Using our growing knowledgebase of in-house security expertise, we also collaborate with our security consultants and engineers to provide an integrated solution tailored to your District's security requirements, operational capabilities, and budget.

To meet the needs and policy standards of your District, WRA's team of security design experts can lead your District staff in implementing a cost effective security design solution for your facility based on your desired level of security.

In the case of on-site replacement schools, or comprehensive campus renovations, to be constructed in occupied buildings with school in session, WRA coordinates carefully with District staff and the campus principal. Together we determine the design and phasing of the construction or installation to keep students and teachers safe and separated from renovation areas and separated from construction personnel.

For many of WRA's long term clients, we have designed renovations, modifications, replacements, and upgrades to their existing security systems. On many older schools that are still sufficiently operational, WRA has designed front entrance renovations to provide new security vestibules where single sets of entrance doors used to be.

Some of our clients have us periodically review their buildings' security features, equipment, and technology. Clients who have engaged WRA for security renovations are listed and identified as such in the References tab.



COMMITMENT TO HIGH QUALITY DESIGN THAT SUPPORTS INSTRUCTION AND LEARNING

At WRA, we believe the right definition of good design is:

"How well does your building work?"

We follow a three-fold paradigm:

First: Design a secure, healthy environment that inspires students, teachers, and staff.

Second: Design sturdy, efficient buildings that are cost-effective to construct, operate, and maintain.

Third: Design a building that reflects the aesthetic preferences of the community.

We believe the school building should respond to the fact that students are individuals, and that they learn in different ways, at different rates. Students are stimulated by variety. Our school designs are safe, secure, durable, efficient to maintain, and uplifting, because we believe the building itself should enhance the learning experience, not be a hindrance.

It is your District's instructional vision that will drive us. We will listen, take notes, and probably surprise you with uncommon diligence in how we process input from all voices your District deems valid—administrators, board trustees, department heads, teachers and coaches, students and parents, facilities staff, maintenance personnel, and your community at large.

The more than 160 education industry design awards presented to WRA Architects are a reflection of not only our firm's design and creativity, but also in our view, the visionary input and forward-thinking teaching philosophy our many school industry clients.









With WRA, you will see expertise and attentive care with many aspects of your new learning environment: Flexible room design (for convertible desks and furniture), lighting (both natural and artificial, and in proper amounts while preventing glare), room acoustics (knowing how to enhance volume without the muffling effect of echo), technology integration (including provisions for making continuous upgrades cost-efficiently), finishes (choosing materials that do not emit fumes), security, temperature control, and indoor air quality.

Schools are not commercial buildings that get remodeled repeatedly through the years. WRA stays current with performance characteristics of the materials and equipment we specify in our buildings. We understand the maintenance and replacement aspects of our design decisions, and we include the District in that process. We are committed to meeting each District's short- and long-range needs for materials durability.

Our commitment to your District's budget—not only your initial cost budget, but also your on-going M&O budget—compels us to design facilities with the most practical, economical solutions that meet your instructional requirements, but which also facilitate the most cost-effective long-range operations possible, given your resources and your District's unique operations methods and staff. We often coordinate with facilities directors and building engineers to conduct life-cycle cost analyses in order to meet the District's energy objectives.

If we succeed together, your building—in its beauty, quality, cost effectiveness, energy efficiency, healthy environment, safety and security, and being completed on time and in budget—will reflect all the things that are most important to you and your community.

Contacting our clients listed in the References tab will validate our own assertions in this matter.











CONSTRUCTION DELIVERY METHODS

WRA Architects is familiar with all construction delivery methods available to school districts in Texas and Oklahoma. Since 1996, all of WRA's school district clients have used one or more of the four predominant delivery methods, the most frequent being Construction Manager-at-Risk and Construction Manager-Agent.

We can describe for you the pros and cons of each delivery method as it relates to your District and your projects. Some districts use multiple delivery methods.

Many of our clients prefer the CM-at-Risk method. Its advantages are: (1) It enables the District to select the contractor early, based on qualifications, to involve him in the pricing of the project and selection of subcontractors; (2) the CM being on board early brings in up-to-date market information on current prices for materials and labor during the design phase; (3) its periodic scope-to-budget reviews guard against scope creep; (4) WRA's CM-at-Risk projects virtually always finish under the contract amount.



CONSTRUCTION DELIVERY METHODS
USED ON WRA PROJECTS

SUPPORT OF EDUCATIONAL PROGRAMS

Contributions by WRA Architects and the firm's personnel to educational programs, publications, and professional organizations in support of Texas public education:

WRA Architects is heavily involved in many facets of the public education community. We support, both financially and by active personal involvement …

- Public K-12 Advocacy Groups
- State Public Education Associations
- Education Foundations of Individual School Districts
- Region ESCs

WRA actively supports Public K-12 Advocacy groups:

- Friends of Texas Public Schools
- Raise Your Hand Texas
- The Texas First Coalition
- Fast Growth Schools Coalition
- Pastors for Texas Children
- Association for Learning Environments (A4LE)

WRA actively supports State Education Associations:

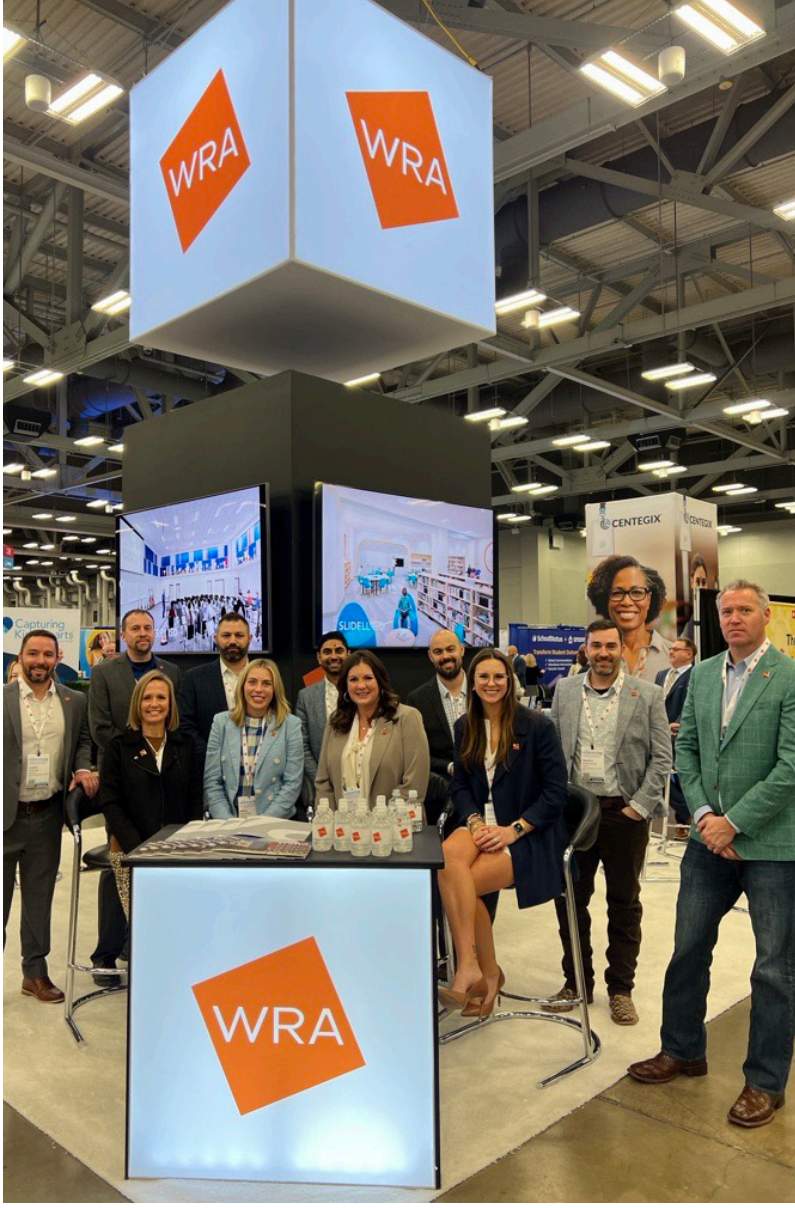
- TASB – Corporate Partner, Convention Sponsor, etc.
- TASA – Corporate Partner, Convention Sponsor, etc.
- TASBO – Corporate Partner, Convention Sponsor, etc.
- TSPRA – Corporate Partner, Convention Sponsor, etc.
- TACS – Corporate Partner, Convention Sponsor, etc.
- TAMS – Corporate Partner, Convention Sponsor, etc.
- TREA – Corporate Partner, Convention Sponsor, etc.
- TCWSE – Corporate Partner, Convention Sponsor, etc.
- OSSBA – Corporate Partner, Convention Sponsor, etc.
- CCOSA – Corporate Partner, Convention Sponsor, etc.

WRA projects have been published in:

- Texas School Business magazine
- American School & University magazine
- Learning by Design magazine
- Spaces 4 Learning magazine

WRA leaders have conducted presentations to large groups of school administrators at Region ESC events and Concurrent Sessions at the TASA/TASB Convention and at the TASA Midwinter Conference on various topics:

- Bond Planning
- School Safety and Security
- 21st Century Learning Environments



Other areas of our firm's and our people's educational support and involvement include the following:

- WRA staff members are often asked by various school districts to provide an architectural presentation for Career Day events at elementary, middle, and high schools, and CTE schools.
- Our principals conduct leadership seminars and mentorship programs for students.
- Various employees and principals of WRA Architects are actively serving the community through community boards, planning and zoning commissions, Scout troops, church youth groups, booster clubs, city sports leagues, and the PTA.
- Principals have written articles for Texas School Business magazine and other industry publications.
- The firm provides various forms of participation and support to the education foundations of our school district clients, including galas, golf tournaments, clay shooting, and other fund raising events.

HISTORIC LANDMARK / MONUMENT PRESERVATION EXPERTISE

Long Term Client Relationships

Many of our public sector clients have stayed working with WRA Architects continuously over many decades. Some of their oldest buildings are still in use today, having undergone many phases of upgrades, renovations, and additions.

Sensitivity to Local Historic Cultural Value

We have worked closely with city governments, school districts, and their constituents and communities, to preserve the historic and cultural significance of these buildings, while designing thoughtful renovations.

Historic Landmark Agency Coordination

WRA has worked with the Texas Historic Commission on multiple projects, coordinating our client's scope of work and our design concepts to comply with Commission requirements to maintain Landmark status.

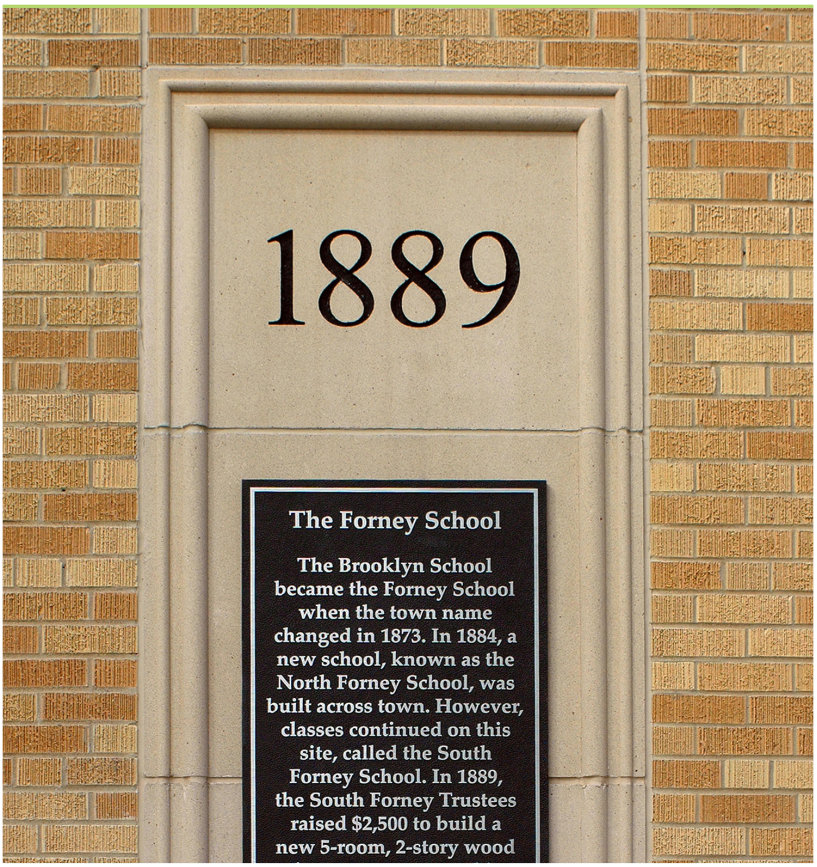
Historic Buildings for Modern Use

Historically significant buildings provide excellent opportunities to retain an edifice's cultural prominence in a community. Sensitive design planning enables these structures to remain useful and relevant in the community for many more decades to come.

When an upgrade is needed to accommodate 21st Century technology and mechanical systems, a carefully planned renovation can also capture many environmental benefits by reducing the impact of new construction.



HISTORIC LANDMARK / MONUMENT PRESERVATION EXPERTISE

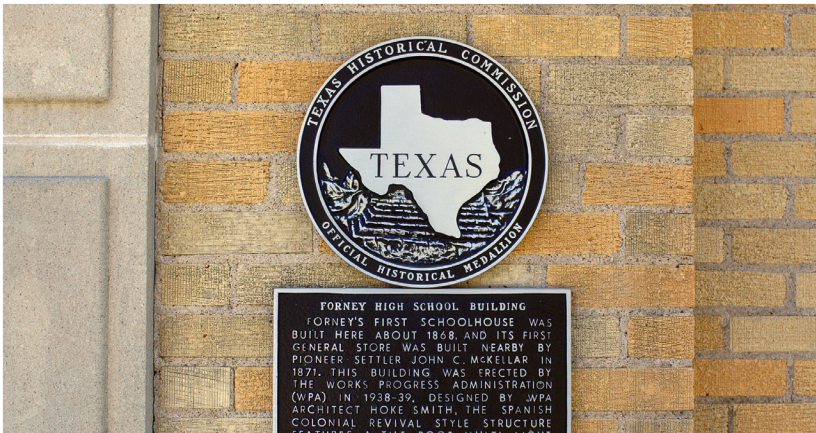












WRA: LONG TIME EXPERTS IN SCHOOL DISTRICT FOOD SERVICE FACILITY DESIGN



VERNON ISD



PLANO ISD



PLANO ISD


PLANO ISD



FORT WORTH ISD


VERNON ISD



FORT WORTH ISD



VERNON ISD

WRA: LONG TIME EXPERTS IN SCHOOL DISTRICT FOOD SERVICE FACILITY DESIGN

Having designed hundreds of school kitchens, WRA has a highly developed understanding of the proper flow of people, food, and trash through the process of feeding an entire campus every day. The essentials of cleanliness, air quality, sanitation, people staging and movement, serving efficency, visual appearance, and daily maintenance present some of the most challenging constraints of any space we design on a K-12 campus.

District Foodservice Directors themselves have told us they depend on us to competently lay out their spaces to best accommodate their specific operation. WRA strives to know the physical requirements and best placement of equipment and functions given each District's unique foodservice procedures.

WRA works with several foodservice design consultants, all of whom have decades of K-12 experience. Your WRA design team, including our foodservice consultant, will work closely with District foodservice personnel from early Programming, throughout design to completion.

The Food Court concept in a school lunchroom has become prevalent in many WRA client districts. Here the the design is oftentimes more focused toward the consumer in a user-options experience than a traditional institutional serving line.

Culinary Arts programs add another facet to WRA's foodservice expertise. Fusing a school's lunch service program with its Culinary Arts curriculum is now common in WRA secondary schools. We gather input from both the District foodservice director and the Culinary curriculum director; we look for efficiencies in the diverse requirements of each operation; and we develop practical design solutions to meet the needs of both, with some functions using the same areas and some of the same equipment.

We encourage you to visit the foodservice facilities in some of WRA's schools. You will see variety in design and atmosphere, as well as operational variety, since different districts have different methods for receiving, storage, food prep, serving, people flow, trash management, clean-up, and maintenance.

WRA's goal is to design the most sanitary and efficient flow of people, food, and trash throughout the foodservice operation, in a space that is the most useable, beautiful, and efficiently maintained as the budget allows.



MESQUITE ISD

REPURPOSING EXISTING BUILDINGS

Forney High School and Middle School Switch Campuses

With many long-term school district clients, WRA has developed a keen expertise in evaluating the feasibility of, and designing, the reconfiguring of existing buildings for new uses. Forney ISD provides one of many examples:

While conducting a District-wide Facility Assessment and Comprehensive Master Plan for Forney ISD, WRA brought a delicate matter before the Board. As a long-time K-12 specialist architect, WRA was able to foresee an eventual major facilities impasse, and suggested the District consider a bold step to avert future complications—switch two long-established campuses with each other.

Forney High School occupied a small 40-acre in-town site where it had been since the 1960s. Forney Middle School was built on a large 70-acre site (shown at right) several miles east of town in the early 1990s when the town was still very rural. By 2000, however, the District's enrollment began growing with demographics suggesting it would increase rapidly for the foreseeable future. The projected space requirements for the high school indicated its available site area would only accommodate an enrollment of 1,200 which would be reached by 2005, if not before. Meanwhile, the middle school occupied a site with far more land area than its growth needed.

WRA Architects worked with Forney ISD to perform a series of dual-site studies considering many options and their ramifications. The decision was made to switch the two schools with each other; the old in-town high school would be renovated into a new larger middle school, and the overly-large middle school site outside of town would become a modern state-of-the-art 2000-student capacity high school with a football stadium, performing arts complex, a CTE Center, parking for 2,000 cars, and even room for a future indoor football practice field.

The transition of repurposing the two campuses was completed in a multi-phase process over the period of several years. The high school has now been built out in several phases and includes an 8,500-seat stadium, an athletic facility with an 80-yard indoor football practice field, an 850-seat auditorium and performing arts facilities, a shared city-school public library, and a CTE Center, all of which have been designed by WRA Architects.





REPURPOSING EXISTING BUILDINGS

Army Armory Becomes Mesquite ISD Multi-use Building

With many long-term school district clients, WRA has developed a keen expertise in evaluating the feasibility of, and designing, the reconfiguring of existing buildings for new uses. One of many examples is the ...

Mesquite Technology Excellence Center and STEM Lab

The U.S. Army Reserve years ago constructed a building on land leased from Mesquite ISD for a dollar a year. When the Reserve moved, MISD acquired the old building and renovated it for new school district uses.

The 24,000 square foot building was built as an armory with a rifle range and other industrial-grade space. Mesquite ISD's desire for the building was to use it as equitably as possible for both student and adminstration needs of several district departments. WRA's role included tedious coordination between a number of MISD departments, intermingling diverse goals and needs, and designing solutions to satisfy as many of the various requirements as possible.

Spaces in the renovated building include the following:

- STEM Lab available to students from all five of the District's high schools;
- the District's video production/broadcast studio;
- I.T. department receiving and distribution center;
- and other offices and conference rooms.

Among the design challenges was the daily freight train next to the building and its impact on the sound studio, for which WRA designed robust sound isolation in the Video Production/Broadcast Studio. Another important consideration was arranging ingress and egress for the frequent delivery of I.T. department equipment and hardware. This function required access and staging areas for receiving and distribution with minimal disruption to the STEM Lab students and others in the building.

The pre-design and design phases of this unusual project were complex, but WRA still completed our plans and specs ahead of schedule, and the $4 million renovation was completed within the Contract Amount in 2013.



DISTRICT-WIDE LONG RANGE MASTER PLANNING

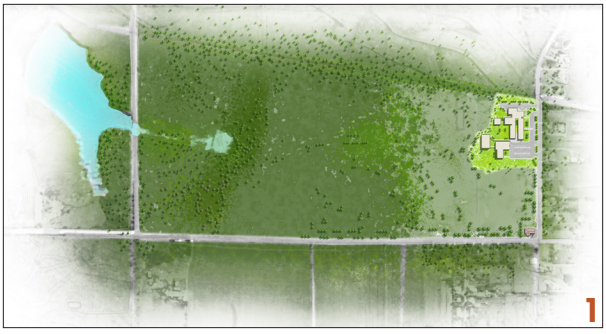
Since 1954, WRA has conducted numerous Long-Range Plans for many school districts. This often follows completion of a District-wide Facility Assessment.

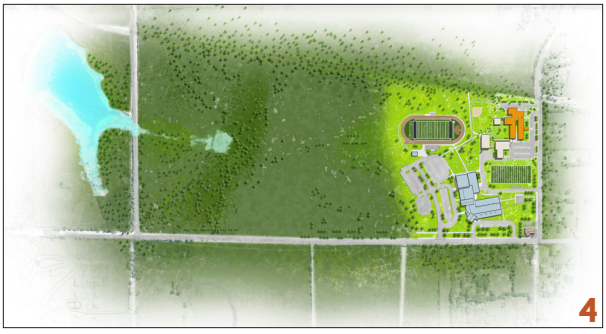
Looking ahead - Projecting your District's needs from both an enrollment and instructional basis for the next 10, 15, or 20 years provides a clearer vision of the long-term use and layout of your facilities. This helps prevent missteps in the construction of each phase of the Master Plan over time.

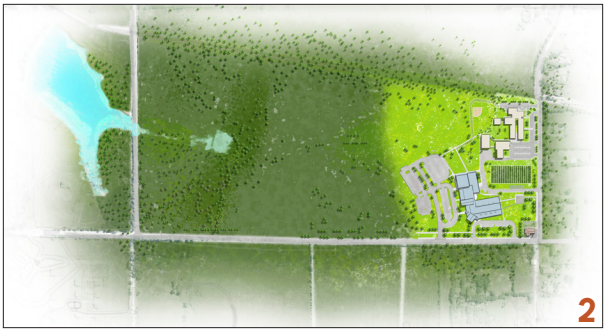
The Master Plan is developed in a process of weighing and prioritizing the issues and each course of action identified in the Facility Assessment. If a Facilities Committee is involved in helping District Administration determine future facility planning, then the committee members are often involved in review sessions with WRA through the process of designing the Master Plan and its incremental phases over time.

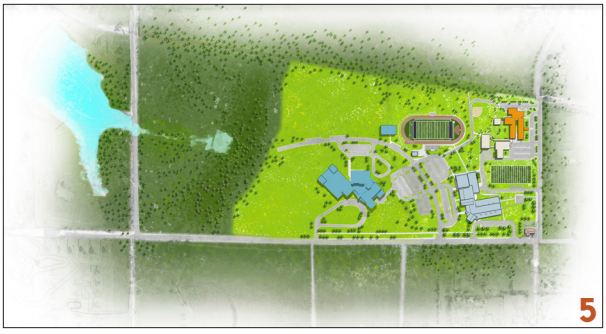
Implementation - Upon completion and District approval of the Master Plan, it is published and made available to the public. From the approved Program, Ed Spec, Budget, and Master Plan, WRA Architects then begins the design effort for specific buildings or projects.

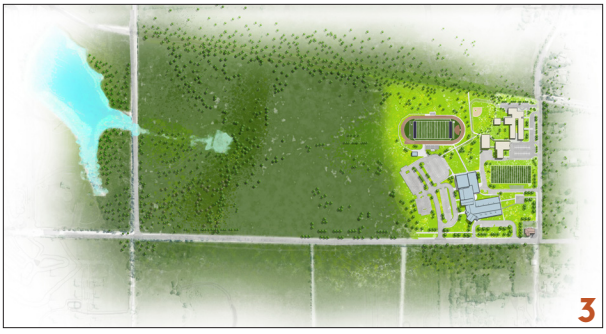
Phasing - In order to provide the most practical solutions to the District's facility needs, in the most cost-effective

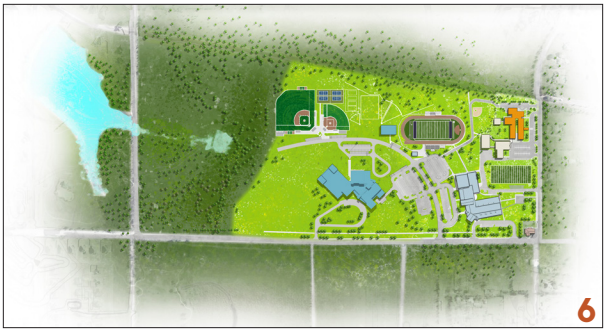












manner over time, WRA's people and knowledgebase are well equipped in the process of phasing.

Phasing is often applicable on all forms of District facility projects—site-specific and District-wide. Campus-specific Master Plans for WRA have included renovations, additions/expansions, and sometimes total replacement.

Long Range Planning - For multiple facilities, in WRA's District-wide Long Range Master Plans, phasing has always been one of the primary components. Additions, renovations, campus repurpose conversions, on-site replacement buildings, and all-new ground-up facilities are all considered in a good Long Range Facilities Plan.

WRA works with the District's administrators and financial advisors to design the phasing of the build-out. With our accurate budgeting data, WRA has guided many school districts in phasing the build-out over time to match the District's funding capacity for each Fiscal Year over the life of the phased Master Plan.

Phases can be planned and projected to various time frames—five, ten, twenty, thirty years, depending on the District, its demographic data for projected growth, the condition of the existing facilities, and other factors.

Phased Long-Range Master Planning has been a primary area of expertise for WRA for over seven decades.











Images from District Long Range Master Plan by WRA Architects
Implemented over twenty years by WRA Architects

Owner contact:
Sunnyvale ISD
Doug Williams, Former Superintendent of Schools (still available)
903-969-0402

SITE-SPECIFIC LONG RANGE FACILITY PLANNING

As a schools-only architect, nearly all of WRA's projects are the results of long term planning with a client through bond programs and long range facility planning. Many of our Long Range Facilities Plans for Texas public school districts are Ten (10) Year Plans.

WRA collaborates with your District stakeholder groups to coordinate input from many areas that will affect your facilities long into the future. Our Long Range Facilities Plan for a school district reflects the impact upon your school and District facilities from the following:

- Demographic and growth projections
- Curriculum needs and goals, short term, and long term
- Projected changes in extracurricular participation
- Community use of school facilities

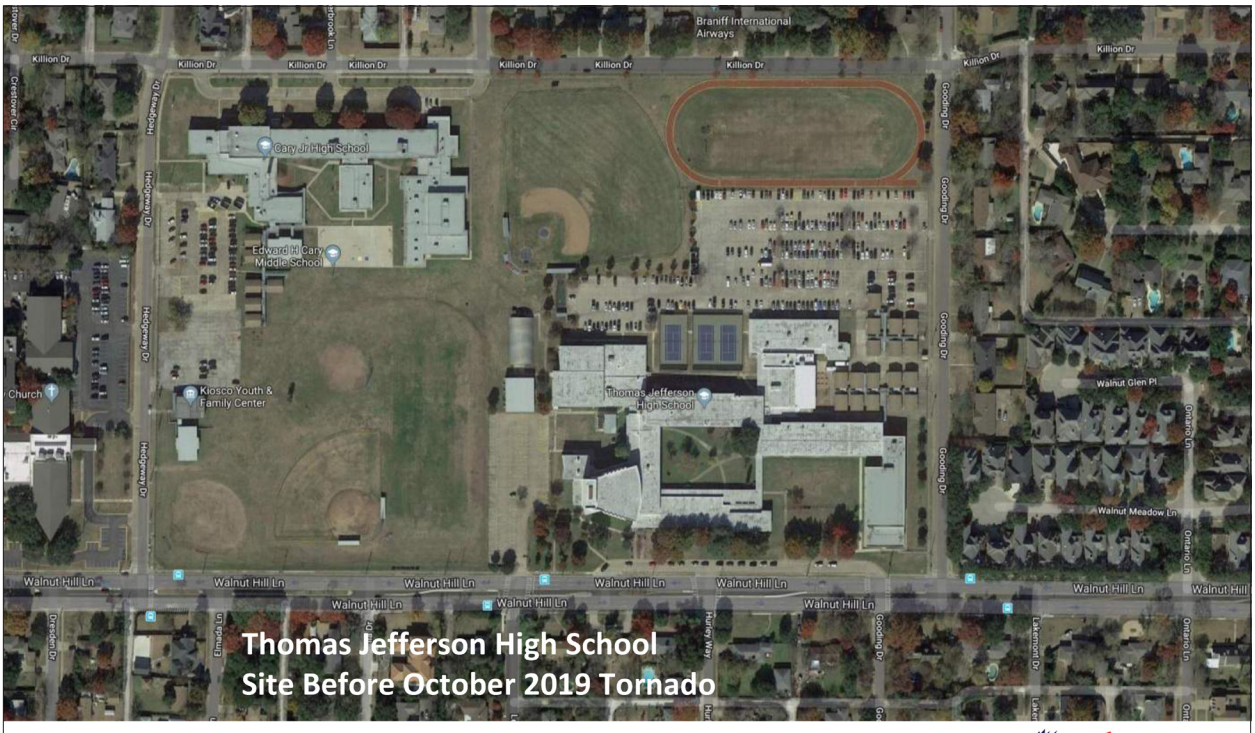
The Long Range Facility Plan is developed in a team atmosphere. WRA has been very closely involved with many school districts in guiding the long range planning process. Collaborative teams in our experience often include District administration, campus principals, curriculum department heads, teachers, PTO, and the boosters from fine arts, athletic and other extracurriculars.

The Long Range Plan's final approval is then published in forms suitable to the District and its community and becomes a guideline to future facility improvements.

WRA recommends that your District's Long Range Facility Plan be periodically reviewed and adjusted as priorities change over time.

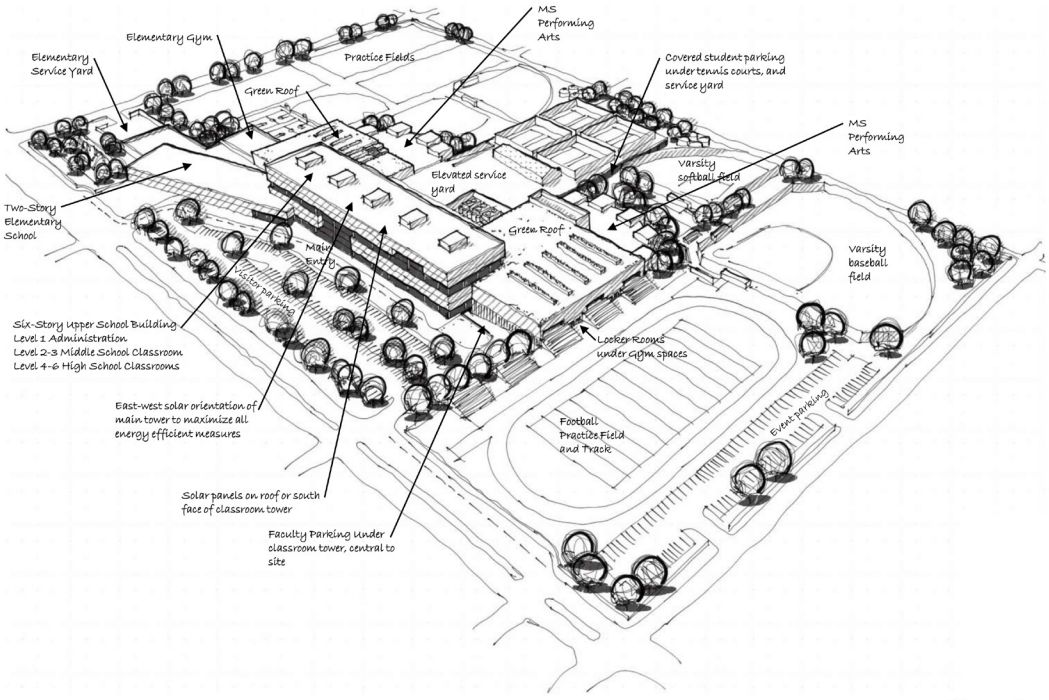
Current Example: A New Long-Range Plan for a Dallas ISD Campus

When Thomas Jefferson High School was damaged by a tornado, DISD turned to WRA Architects to help the District totally rethink the long-term function of the campus. The three images shown here, below and on the next page, are the preliminary design concepts.





Concept Site Plan for 670,000 SF K-12 School



Concept Site Plan for 670,000 SF K-12 School

SUSTAINABLE DESIGN, LEED, CHPS, GEOTHERMAL

WRA has been strongly committed to sustainable and energy efficient building design since long before its current popular emphasis. We design buildings that are highly energy efficient, significantly reducing our clients' energy costs over the life of the building.

We have LEED Accredited Professionals on staff and are experienced in several Sustainable Design scoring systems, including LEED, the Texas Collaborative for High Performing Schools (TX-CHPS), and the International Green Construction Code (IgCC).

We understand LEED, CHPS, Geothermal and other solutions to long term sustainability, including simply developing durable, long-term cost-effective design solutions, and we know how to find the "low hanging fruit" to economically add value and long term energy efficiency to your project.

SUSTAINABLE PROJECTS BY WRA

Dallas ISD
George H. W. Bush Elementary School
CHPS-Designed and Geothermal

Dallas ISD
W. T. White High School Addition
CHPS-Designed and 2012 IgCC

Fort Worth ISD
Jean McClung Middle School
CHPS-Verified and Geothermal

Mesquite ISD
Linda Henrie Elementary School
CHPS-Designed and Geothermal

Mesquite ISD
Florence Black Elementary School
Geothermal



NEXT GENERATION LEARNING MODEL

WRA has been assisting our clients with the integration of technology into our classrooms for more than 40 years. Technology continually becomes more sophisticated and interactive, and also more accessible and flexible, and WRA embraces Next Generation educational technologies and learning methods. We take advantage of the skill and knowledge of our technology consultants who are experts in this area, but our in-house staff understands the space requirements, distance limitations, and other factors that impact the building itself in accommodating the delivery of educational technology to the classroom and other instructional spaces in the school.

We understand that the Next Generation school must respond to the fact that students are individuals, and that they learn in different ways, at different rates. Students are stimulated by variety, and the school environment must enhance the learning experience, not be a hindrance.

WRA is committed to incorporating best practices in our schools, and our firm is responsible for developing some of those best practices. We would be happy to discuss Next Generation school design with your staff and Board at any time.

NEXT GENERATION SOLUTIONS AT WRA:

- Different sizes and shapes of spaces for varied instruction: one-on-one, small group, collaborative
- Modular media/interactive teaching wall systems with adjustable modular teaching and storage components
- Interactive Smart board and sliding marker boards
- Wired teaching podium with computer and document camera, rather than a conventional desk
- Wireless internet access and charging stations for e-textbooks and network computers
- Room acoustics, enhancing teacher's speaking volume without the muffling effect of echo
- Technology integration, including provisions for making frequent upgrades cost-effectively
- Materials and finishes that do not emit fumes
- Security systems and controlled ingress
- Indoor air quality
- Varied sized open areas for collaboration
- Environment that accommodates the teacher as an interactive facilitator

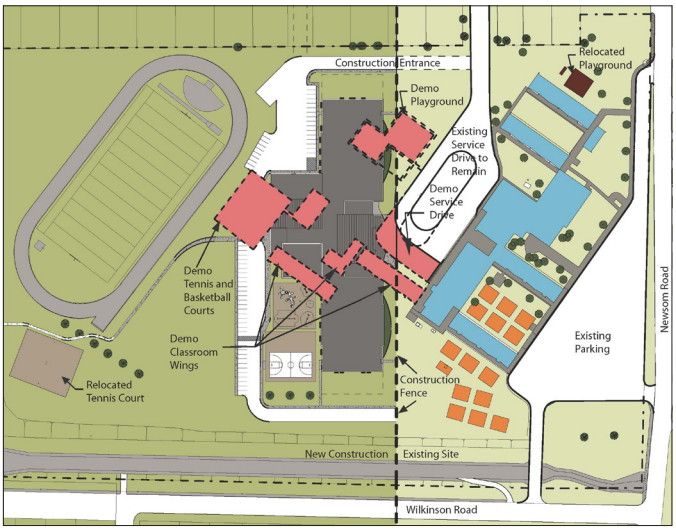


REPLACEMENT SCHOOLS

On-Site Replacement Facilities with School in Session

WRA has much experience helping districts manage the challenges in building a new school to replace an existing facility on the same site, with school in session. We have designed and coordinated dozens of replacement schools and developed a unique expertise in this area.

Planning a major renovation with school in session on the site, establishing safe zones, coordinating temporary locations and relocations, and transferring technology and equipment from existing locations to the new facilities on time and in budget—all these are complex challenges in design, construction management, and scheduling, with which WRA is very familiar.



CASE STUDY: ON-SITE REPLACEMENT

Florence Black Elementary School, Mesquite ISD

The existing school was built in the 1950s and was based on the "California" plan, utilizing single-loaded wing connected by open canopies. Operable windows provided natural ventilation to every classroom. Security issues had become paramount since all classrooms opened directly to the outside requiring students to walk outside between buildings to go to the restrooms, cafeteria, gym, library, art, music, and the office. The low slung wood frame structure added another level of complexity in providing air conditioning and utilities to the classroom every time systems were upgraded. A full replacement was the most economical solution.

Multiple designs were considered, but obstacles to the planning and construction sequence showed that the best option was to build an adjacent new school all at once to shorten the construction period and minimize the impact upon the students and teachers.

Due to the small site, the first phase of the construction was to demolish two classroom wings to allow space for the new building. Another challenge was to find enough area for a geothermal well field early in construction while still providing separation from the existing facility for the safety of the students during construction. Finally, the demolition of the old school and saving many old trees created a "park like" approach to the new school entrance.



PHASED RENOVATIONS AND ADDITIONS IN OCCUPIED PRE-K-12 SCHOOLS

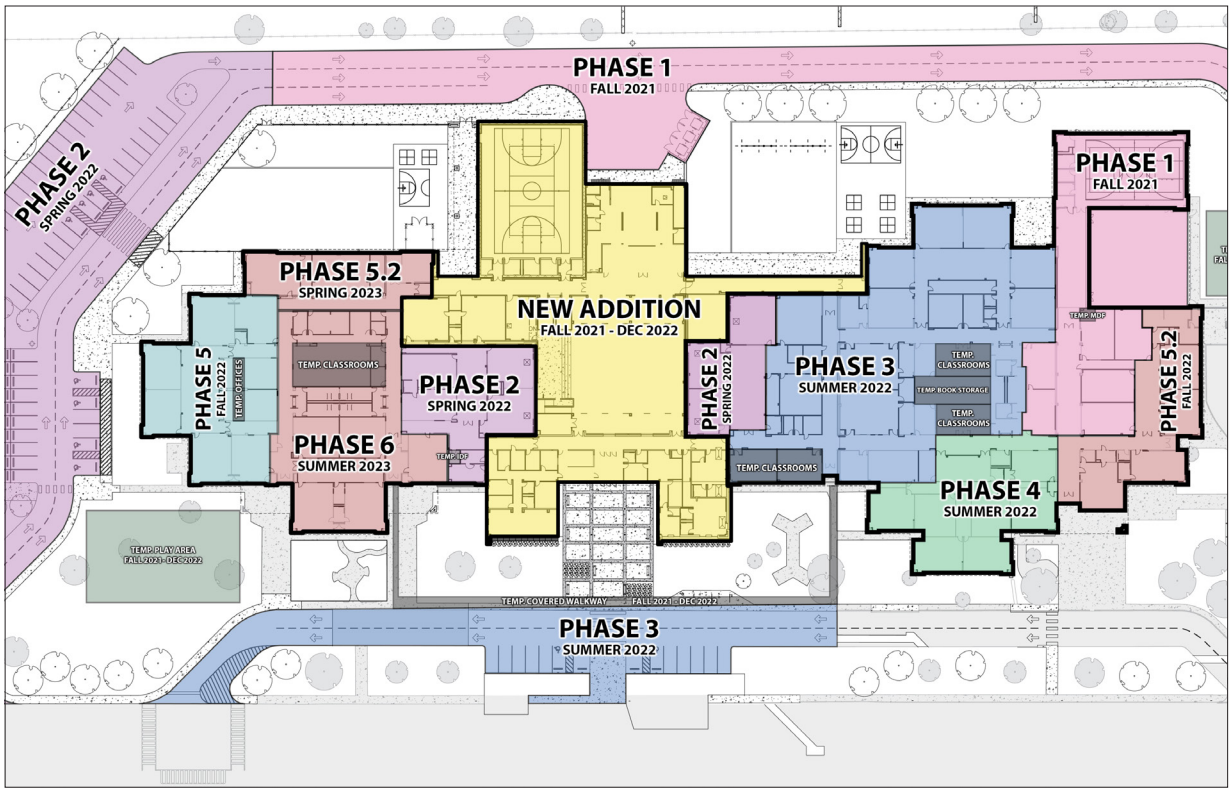
Of WRA's more than 1,300 school district projects, more than 600 of them have been additions or renovations to existing schools or district buildings. Our staff's sensitivity to the human constraints in designing for construction in occupied schools has been very well established for many years. It is, in fact, the majority of what we do.

Saftey First! - Keeping students and teachers safe and secure from on-site construction activity is our foremost concern. Safety is never compromised of course, and WRA devotes much creative effort to find well-planned solutions under the pressure of multiple constraints. We have, over time, developed and refined many strategies and solutions to this very complex problem.

Minimizing Disruption to School Operations - Beyond the design of the building itself, WRA inserts an extra layer of planning to minimize disruption to campus operations. This includes formulating a phasing plan so the construction process will avert distractions in the learning environment at each school.

Planning and coordination must start early and be reviewed and adjusted periodically—even during construction. The key to success is to have the A/E team, construction manager, District staff, and campus staff meet and review the phasing plans and the layouts for circulation and barriers. The specific school's principal, other campus staff, and District administrators must be included in determining circulation patterns, barriers, and the timing of certain construction activities involving noise and debris.

WRA works closely with our client and the construction manager to plan these projects far enough in advance for the campus principal to plan and announce adjustments in the operation of the school. Pedestrian and vehicular circulation patterns are often moved to maintain safety while keeping the project on schedule. A series of multiple "mini-phases" over time is common. The ultimate goal is to complete the project on time and in budget, while minimizing impact upon the students, teachers, and staff at the school or facility.



K-12 SCHOOL DISTRICT DESIGN EXPERIENCE

WRA has over 450 Education projects in the last decade, completed or currently in progress, totaling more than $5.2 billion in construction. A partial list follows:

>$5.2B

MORE THAN 450 EDUCATION PROJECTS IN THE LAST DECADE TOTALING MORE THAN $5,200,000,000 IN CONSTRUCTION

WRA'S PROJECTS OF THE LAST 10 YEARS (Partial List)

Owner	Job No.	School, Project, Brief Description	Construction Cost	Complete
Anna ISD	2456	Anna High School No. 2 - New School, 428,000 SF	$250,000,000	2028
Grayson College	2386	New Health Sciences Building, 211,000 SF	$136,768,782	2027
Van Alstyne ISD	1932	Van Alstyne High School - New School, 273,000 SF	$119,956,113	2024
Irving ISD	2353	Crockett Middle School - New Replacement School, 180,000 SF	$102,000,000	2026
Crandall ISD	2462	Crandall Middle School No. 2	$100,000,000	2027
Castleberry ISD	2359	Castleberry High School - Total Campus Renovation & Addition, 160,000 SF	$98,000,000	2026
Melissa ISD	2271	Melissa Middle School No. 2 - New School, 222,000 SF	$93,133,904	2025
Dallas ISD	2248	Career Institute West - Addition/Renovation, 146,000 SF	$76,650,000	2026
Melissa ISD	2109	Melissa High School - Addition/Renovation, 250,000 SF	$75,896,856	2025
Ponder ISD	1905	Ponder High School - New School, 228,000 SF	$75,000,000	2024
Dallas ISD	2124	Judge Louis Bedford Law Academy - Replacement Middle School, 157,000 SF	$70,653,250	2025
Community ISD	2235	Community Trails Middle School, New School, 162,000 SF	$69,658,160	2024
Mesquite ISD	1829	Vanguard High School - New All-CTE High School, 264,000 SF	$66,705,843	2021
Bonham ISD	2345	L. H. Rather Junior High School - 108,000 SF Addition, 29,000 SF Renovation	$64,400,000	2026
Dallas ISD	1949	Career Institute North - New All-CTE High School, 169,000 SF	$60,640,184	2023
Whitesboro ISD	2429	Whitesboro High School - Addition/Renovation	$60,000,000	2026
La Vega ISD	2436	La Vega High School - Addition/Renovation	$58,750,000	2026
Community ISD	1742	Community High School - New High School, 200,000 SF	$56,577,931	2020
Crandall ISD	2009	Crandall Middle School - New Replacement School, 195,000 SF	$55,039,601	2022
Joshua ISD	2448	New Elementary School	$54,700,800	2026
Lancaster ISD	1732	Elsie Robertson STEM Middle School - Replacement School, 250,000 SF	$53,168,016	2020
Mesquite ISD	1818	Dr. Don Woolley Middle School - New School, 194,285 SF	$49,383,223	2020
Mount Vernon ISD	2340	Various Additions and Renovations, Multiple Campuses, 70,000 SF	$48,500,000	2026
Plano ISD	2356	Plano East Senior High School - Addition/Renovation	$48,459,610	2027
Mesquite ISD	2222	John Horn High School - Phase 6: New Ninth Grade Center, 88,500 SF	$47,505,799	2024
Garland ISD	2413	Elementary School No. 3 - New Replacement School	$47,000,000	2027
Grayson College	2405	Career & Technolgy Center, Denison Campus	$47,000,000	2025
Anna ISD	2112	Clemons Creek Middle School - New School, 154,000 SF	$46,457,438	2023

WRA'S PROJECTS OF THE LAST 10 YEARS (Partial List) (Continued)

Owner	Job No.	School, Project, Brief Description	Construction Cost	Complete
Grayson College	2384	New Residence Hall, 200 Beds, 74,000 SF	$46,000,000	2026
Mesquite ISD	1623	Lanny Frasier Middle School - New School, 194,285 SF	$44,371,335	2018
Graford ISD	2431	New Secondary Campus	$44,250,000	2026
Community ISD	2236	Ellis Elementary School, New School, 82,000 SF	$42,195,718	2024
Community ISD	2211	Mary Lou Dodson Elementary School, New School, 84,000 SF	$40,094,288	2023
Melissa ISD	2355	Elementary School No. 5 - New School, 87,000 SF	$39,975,983	2025
Caddo Mills ISD	2316	Kathy Kirkpatrick Elementary School - New School, 98,000 SF	$39,500,000	2025
Dallas ISD	2319	Rosemont Prep Academy - Addition Phase 2, 25,800 SF	$38,882,684	2026
Crandall ISD	2150	Opal Smith Elementary School - New School, New Prototype, 98,000 SF	$37,380,300	2023
Garland ISD	2380	Lakeview Centennial High School - Addn/Renovation, 110,000 SF	$37,000,000	2027
La Vega ISD	2434	Early College High School CTE P-Tech	$37,000,000	2026
Fort Worth ISD	2225	Wedgewood Middle School - Addition/Renovation, 210,000 SF	$36,675,000	2024
Van Alstyne ISD	2247	Elementary School No. 3 - New School, 82,700 SF	$36,581,504	2026
Community ISD	2312	Community High School - Classroom Addn, CTE, and Ag Barn; 82,000 SF	$36,000,000	2025
Dallas Stars Hockey Club	2360	Starcenter Multisport Complex - Town of Northlake Location, 230,000 SF	$36,000,000	2025
Broken Arrow PS	2104	Student Event Center - New Complex, 114,000 SF	$35,599,826	2024
Mesquite ISD	2019	Ben & Jo Ann Cross Elementary School - New School, 109,000 SF	$35,300,000	2023
Anna ISD	2307	L. D. Hendricks Elementary - New School, 94,000 SF	$35,000,000	2025
Johnson City ISD	2266	Lyndon B. Johnson Middle School - New School, 76,800 SF	$34,925,688	2025
Leonard ISD	2270	Leonard Elementary School - New School, 74,000 SF	$32,588,188	2025
Vernon ISD	2116	Vernon Elementary School - New School, 79,500 SF	$31,330,896	2023
Dallas ISD	1620	Hillcrest High School - Addition/Renovation, 180,400 SF	$30,365,594	2020
Dallas ISD	1836	Rosemont Prep Academy - 44,200 SF Addn + 53,400 SF Renovation	$30,348,525	2023
Caddo Mills ISD	2424	Caddo Mills High School - Stadium Addition	$30,000,000	2026
Johnson City ISD	2349	Johnson City High School - Addition/Renovation, 73,000 SF	$30,000,000	2025
Melissa ISD	2421	Melissa High School - New Arena, 46,000 SF	$30,000,000	2026
Venus ISD	1608	Additions and Renovations on Four Campuses, 140,000 SF	$30,000,000	2018
Crockett County CCSD	1946	Ozona High School - Additions and Renovations, 101,000 SF	$29,647,937	2022
Joshua ISD	2449	Joshua High School - CTE Addition/Renovation	$29,568,000	2026
Henrietta ISD	2446	Henrietta High School - New Replacement School	$29,520,000	2026
Dallas ISD	1719	W. T. White H.S. - Phase 2 Renovations and Fine Arts Addition	$29,203,650	2021
Hillsboro ISD	1937	Hillsboro Elementary - New School, 97,400 SF	$28,729,640	2021
Tyler ISD	1317	Moore MST Magnet - A New Replacement Middle School, 168,100 SF	$27,877,044	2015
Slidell ISD	2338	New Elementary School, 45,600 SF & High School Kitchen Addition, 2,900 SF	$27,729,000	2025
Fort Worth ISD	1812	North Side High School - Addition/Renovation, 218,000 SF	$25,414,364	2022
Richardson ISD	2002	Brentfield Elementary - Addition/Renovation, 137,000 SF	$24,801,054	2023
Bells ISD	2341	Field House, New Construction, 24,000 SF	$24,695,137	2025
Castleberry ISD	1741	Irma Marsh Middle School - Addition/Renovation, 167,000 SF	$24,373,844	2020

WRA'S PROJECTS OF THE LAST 10 YEARS (Partial List) (Continued)

Owner	Job No.	School, Project, Brief Description	Construction Cost	Complete
Mesquite ISD	2151	Multi-Purpose Pavilions - 5 New Pre-Engineered Metal Buildings	$24,152,782	2024
Caddo Mills ISD	2366	New Baseball/Softball Complex	$23,860,335	2024
Mesquite ISD	1629	Hanby Elementary - New Replacement School, 109,000 SF	$23,558,264	2018
Lake Worth ISD	2011	Lucyle Collins Middle School - Addition/Renovation, 150,590 SF	$23,210,769	2023
Dallas Stars Hockey Club	2214	Starcenter Multisport Complex - Farmers Branch, 81,000 SF	$23,034,859	2024
Anna ISD	2305	New Administration Building, 37,000 SF	$22,491,424	2025
Community ISD	1931	Roderick Elementary School - New School, 84,500 SF	$22,393,000	2022
Anna ISD	2013	Rosamond-Sherley Elementary School - New School, 85,000 SF	$22,179,634	2022
Mesquite ISD	1308	Dr. Linda Henrie Elementary School - New School, 114,600 SF	$21,906,845	2015
Blue Ridge ISD	1920	Blue Ridge Elementary School - New School, 73,000 SF	$21,829,747	2021
Mesquite ISD	1630	Rutherford Elementary - New Replacement School, 97,000 SF	$21,745,442	2018
Wink-Loving ISD	2309	Athletics Gymnasium, 47,000 SF	$20,316,721	2024
Crandall ISD	2243	Crandall High School - 38,000 SF Addition plus 30,000 SF Renovations	$20,278,856	2025
Van Alstyne ISD	2459	New Administration Building	$20,000,000	TBD
Whitesboro ISD	2430	New Early Childhood Center	$20,000,000	2026
Mesquite ISD	1513	Florence Elementary - Replacement School, 96,000 SF	$19,550,620	2017
Mesquite ISD	1516	Seabourn Elementary - Replacement School, 92,100 SF	$19,535,899	2017
Mesquite ISD	1634	John Horn High School - Phase 5: Commons Addition, 92,000 SF	$19,420,590	2019
Bosqueville ISD	2337	Bosqueville High School / Middle School - Addition/Renovation	$19,349,684	2025
Rivercrest ISD	2441	Additions/Renovations, Multiple Facilities	$18,400,000	2027
Sunnyvale ISD	1727	Sunnyvale Intermediate School - A New 21st Century School, 75,000 SF	$18,349,917	2019
Garland ISD	2380	Naaman Forest High School - Addn/Renov, 103,000 SF	$18,300,000	2027
Midland ISD	1306	Ralph Bunche Elementary - Replacement School, 92,500 SF	$18,154,033	2015
Crandall ISD	1712	Noble-Reed Elementary School - New School, 72,500 SF	$17,534,855	2018
Plano ISD	1618	Emergency Roofing Projects, 10 Campuses	$17,439,240	2017
Gatesville ISD	1816	Gatesville High School - Addition/Renovation, 70,000 SF	$17,416,024	2021
Van Alstyne ISD	1633	Bob and Lola Sanford Elementary School - New School, 83,000 SF	$17,385,500	2018
Mesquite ISD	1309	Isaac Newton Range Elementary - New Replacement School, 96,000 SF	$17,383,541	2016
Wink-Loving ISD	2310	New Auditorium, 30,000 SF	$16,824,415	2024
Sunnyvale ISD	1728	Sunnyvale High School - 2018-2019 Addtion/Renovation	$16,745,887	2019
Broken Arrow PS	1903	Vanguard Academy STEM Innovation Center - New Building, 60,015 SF	$16,509,596	2021
Texas Wesleyan University	2163	New Football Stadium, Track & Field, Concessions, and Press Box	$16,500,000	2024
Mesquite ISD	1515	West Mesquite High School - CTE Addition/Renovation, 78,100 SF	$16,261,717	2017
Arlington ISD	1250	Three Elementary Schools Additions/Renovations	$16,213,643	2014
Crandall ISD	1601	Hollis T. Dietz Elementary School - New School, 73,000 SF	$16,034,569	2017
Collinsville ISD	2334	Collinsville Elementary School - Addition, 20,000 SF	$16,000,000	2026
Duncanville ISD	2418	Central Elementary School - Renovation, Conversion to K-8 Campus	$15,914,000	2026
Baird ISD	2238	Baird High School - New Gym, 25,000 SF, and Vo-Ag Facility, 5,000 SF	$15,446,663	2024

WRA'S PROJECTS OF THE LAST 10 YEARS (Partial List) (Continued)

Owner	Job No.	School, Project, Brief Description	Construction Cost	Complete
Mesquite ISD	1535	Mesquite High School - Addition/Renovation, 68,100 SF	$14,725,039	2018
Mesquite ISD	1401	Mesquite Memorial Stadium Renovation, 20,000 Seats	$14,559,776	2015
Whitesboro ISD	2433	Athletics Multi-Purpose Building	$14,400,000	2026
Dallas ISD	1510	W. T. White High School - Phase 1 Addition/Renovation, 49,500 SF	$14,218,530	2017
Chilton ISD	2339	Various Additions and Renovations, Multiple Campuses	$14,000,000	2024
Brock ISD	1637	Brock Elementary School - New School, 65,000 SF	$13,937,415	2018
Arlington ISD	1419	Four Campuses, Addns/Renovations Phase 2 Bid Pkg 6	$13,858,868	2018
Dallas ISD	2123	W. T. White High School - Phase 3 Addition/Renovation, 150,000 SF	$13,813,671	2024
Irving ISD	2221	Magda A. Hernandez Institute & Wellness Center - New Building, 24,000 SF	$13,800,089	2024
Mesquite ISD	1808	Professional Development Center - Addition, 52,000 SF	$13,364,693	2019
Rotan ISD	2033	Multiple Facilities - Additions and Renovations, 43,000 SF	$13,029,221	2023
Mesquite ISD	2144	Mesquite ISD Academy - Addition/Renovation, 54,000 SF	$12,684,043	2023
Terrell, City of	2374	Fire Station No. 3 - New Building, 17,000 SF	$12,500,000	2025
Mesquite, City of	2226	Public Works Field Services Building, 20,000 SF	$12,269,865	2024
Llano ISD	2347	Packsaddle Elementary Additions and Other Projects, 73,000 SF	$12,242,681	2025
Ysleta ISD (El Paso)	1605	Parkland Middle School - 60,000 SF Addition	$12,205,089	2017
Fort Worth ISD	1402	Washington Heights Elementary - Replacement School, 60,000 SF	$12,129,920	2016
Mesquite ISD	2352	Gentry Elementary School - Addition, 15,700 SF	$12,000,000	2025
Duncanville ISD	2415	Renovations: Daniel Intermediate, Hardin Intermediate, and Kennemer M.S.	$11,980,190	2025
Mesquite ISD	2134	Linda Samples Technology Center - 79,500 SF Renovation	$11,778,873	2022
Community ISD	2313	New Administration Building, 24,000 SF	$11,000,000	2025
Whitewright ISD	2204	Whitewright H.S. - Addn/Renov. and New CTE/Ag Building, 29,000 SF	$10,700,866	2023
Roby CISD	2032	Multiple Facilities - Additions and Renovations, 33,000 SF	$10,675,346	2023
Anna ISD	2034	Multi-Purpose Activity Center, 61,000 SF	$10,534,634	2022
Arlington ISD	2119	Duff Elementary School - Addition/Renovation, 79,000 SF	$10,204,200	2025
Lancaster ISD	1718	Obama Ninth Grade Center - Conversion-Renovation, 120,000 SF	$10,004,772	2018
Llano ISD	2348	Llano High School - CTE and Athletic Additions/Renovations, 22,000 SF	$10,000,000	2025
Whitesboro ISD	2440	New Agricultural Education Facility	$10,000,000	2026
Dallas ISD	1904	Gill Elementary School - Addition/Renovation, 82,000 SF	$9,959,979	2023
Mesquite ISD	1223	T. H. McDonald Middle School - Addition/Renovation, 38,000 SF	$9,857,199	2014
Mesquite ISD	1701	Agnew Middle School - Addition Phase 3	$9,831,835	2018
Mesquite ISD	2202	Mesquite Natatorium - Renovation, 13,580 SF	$9,640,650	2024
Mesquite ISD	1817	Porter Elementary School - Addition and Foundation Repair	$9,404,426	2020
Mesquite ISD	1912	A. C. New Middle School - Additions: Gym, Classroom, Cafeteria	$9,162,655	2021
Community ISD	2242	McClendon Elementary School - Additions	$9,000,000	2024
Community ISD	2241	NeSmith Elementary School - Additions	$9,000,000	2024
Wink-Loving ISD	2451	District Recreation Center - Renovation	$9,000,000	TBD
Mesquite ISD	1519	Vanston Middle School - Addition/Renovation, 26,000 SF	$8,999,869	2017

WRA'S PROJECTS OF THE LAST 10 YEARS (Partial List) (Continued)

Owner	Job No.	School, Project, Brief Description	Construction Cost	Complete
Mesquite ISD	1815	Vanston Middle School - Gym/Storm Shelter/Classroom Addition	$8,615,896	2020
Plano ISD	1813	Bowman Middle School - Addition/Renovation	$8,596,821	2019
Plano ISD	1627	Plano East Sr HS - Math & Engineering Building, 32,500 SF	$8,485,608	2018
Mesquite ISD	1708	Tisinger Elementary School - Addition, 28,000 SF	$8,439,317	2019
Wink-Loving ISD	2308	New Alumni Pavilion, 11,000 SF	$8,410,478	2024
Joshua ISD	2450	Nichols Middle School - Additions	$8,346,240	2025
Duncanville ISD	2419	Brandenburg Intermediate School - Renovation	$8,165,650	2026
Anna ISD	1722	Coyote Stadium Renovation, 5,100 Seats	$8,081,513	2018
Crandall ISD	1711	Crandall High School - Expansion, 46,000 SF Additions	$8,057,891	2018
Mesquite ISD	2272	Employee Health Clinic Wellness Center - New Building, 33,000 SF	$8,009,958	2024
Van Alstyne ISD	2385	Van Alstyne High School - Classroom Addition	$8,000,000	2026
Vernon ISD	2117	Vernon High School - 8,000 SF Addition + 8,000 SF Renovation	$7,799,081	2023
Plano ISD	2317	Elementary Security Door and Film Renovations	$7,600,000	2023
Community ISD	1743	Leland Edge MS - HS-to-MS Conversion-Renovation, 90,000 SF	$7,419,911	2020
Mesquite ISD	1911	Cannaday Elementary School - Classroom Addition	$7,317,136	2021
Wink-Loving ISD	2306	New Administration Building, 10,000 SF	$7,155,781	2024
Plano ISD	1726	Wilson Middle School - Renovations	$7,136,315	2018
Clyde CISD	1616	Clyde Junior High School - Robotics Addition/Renovation, 76,300 SF	$7,024,734	2017
Maud ISD	2344	Cafetorium and Band Hall Renovations	$6,500,000	2025
La Vega ISD	2438	La Vega Junior High School - Addition/Renovation	$6,454,365	2025
Anna ISD	2131	Slayter Creek Middle School - 13,200 SF Athletic Addition	$6,320,520	2023
Plano ISD	1323	Plano East Senior H.S. - Health Sciences Academy, 46,600 SF	$6,264,115	2015
Texas Wesleyan University	2163	New Stadium, Phase 1 - Track & Field	$6,263,923	2024
Mesquite ISD	1915	Kimbrough Middle School - Gymnasium Addition	$6,000,000	2021
Mesquite ISD	1914	McDonald Middle School - Gymnasium Addition	$6,000,000	2021
Mesquite ISD	1913	Wilkinson Middle School - Gymnasium Addition	$6,000,000	2021
Mesquite ISD	1523	Wilkinson Middle School - Addition/Renovation	$5,984,384	2017
Bells ISD	2342	Classroom Additions, Junior High and High School, 15,000 SF	$5,884,000	2025
Mesquite ISD	1522	Kimbrough Middle School - Addition/Renovation	$5,882,209	2017
Mesquite ISD	1821	F. B. Agnew Middle School - Gym/Storm Shelter Addition	$5,879,886	2020
Clariden School	1947	STEAM Lab - New Building, 9,000 SF	$5,837,745	2022
Mesquite ISD	1521	Berry Middle School - Addition/Renovation	$5,827,036	2017
Dallas ISD	2239	Hotchkiss Elementary School - Renovations	$5,800,000	2024
Mesquite ISD	1820	Frank Berry Middle School - Gym/Storm Shelter Addition	$5,654,965	2020
Plano ISD	1602	Gulledge Elementary School - Renovation	$5,636,291	2018
La Vega ISD	2439	La Vega Primary School - Addition/Renovation	$5,627,000	2025
La Vega ISD	2435	La Vega Elementary School - Addition/Renovation	$5,626,883	2026
Wylie ISD (Abilene)	1514	Wylie High School Auditorium (Design Consultant to architect)	$5,556,800	2017

WRA'S PROJECTS OF THE LAST 10 YEARS (Partial List) (Continued)

Owner	Job No.	School, Project, Brief Description	Construction Cost	Complete
Plano ISD	1602	Haggar Elementary School - Renovation	$5,528,189	2018
Crandall ISD	1835	District Multi-use Activity Facility - New Construction, 50,800 SF	$5,322,360	2020
La Vega ISD	2437	La Vega Intermediate School - New Gymnasium	$5,296,000	2025
Mesquite ISD	1819	James Terry Middle School - Gym/Storm Shelter Addition, 11,200 SF	$5,242,226	2020
Talty, City of	2212	New City Hall, Police and Courts Building, 9,000 SF	$5,114,052	2024
Prince of Peace Christian	1245	Cafeteria and Foodservice Building	$5,048,842	2016
Ponder ISD	2022	Miscellaneous Renovations and Upgrades, Multiple Buildings	$5,000,000	2023
Castleberry ISD	2208	Camp Carter Baseball/Softball Complex - Renovation	$4,904,566	2023
Farmersville ISD	1409	Farmers Football Stadium and Track & Field	$4,902,173	2015
Duncanville ISD	2417	Renovations: Alexander Elem and Fairmeadows Elem	$4,820,005	2025
Plano ISD	1737	2018 Roofing Projects	$4,789,000	2018
Mesquite ISD	1702	Kimbrough Middle School - Addition Phase 3	$4,739,465	2018
Grayson College	2457	Law Enforcement Dept - Renovation	$4,618,800	2025
Grayson College	2457	Career & Technolgy Center - Renovation, West Extension Campus	$4,618,800	2025
Plano ISD	1418	Roofing Projects: Plano Sr HS, Haggar ES, Shiloh Center	$4,599,816	2015
La Vega ISD	2231	Field House Weight Room, Locker Room - Addn/Renovation, 21,000 SF	$4,586,966	2025
Sunnyvale ISD	1427	Sunnyvale Middle School - Next Gen Addn/Renovation, 34,000 SF	$4,443,280	2016
Plano ISD	2378	Aldridge Elementary School - HVAC and Roof Replacement	$4,440,000	2024
Community ISD	1927	District Athletic Facility - Misc. Renovations	$4,399,579	2020
Plano ISD	1703	2017 Roofing Projects	$4,328,963	2017
Wink-Loving ISD	2383	Indoor Golf Facility	$4,275,000	2025
Dallas ISD	2240	Reinhardt Elementary School - Renovations	$4,200,000	2024
Plano ISD	1603	2016 Roofing Projects: Murphy MS, Shepard ES, Hughston ES	$4,194,833	2016
Palmer ISD	2132	Palmer High School - Science Labs Addition, 9,400 SF	$4,160,000	2023
Mesquite ISD	1520	Agnew Middle School - Addition/Renovation	$4,098,895	2017
Plano ISD	1924	Gulledge Elementary School - Addition, 8,000 SF	$4,049,572	2020
Whitesboro ISD	1738	Whitesboro Intermediate School - Addition/Renovation	$3,898,637	2019
Mesquite ISD	2336	Shaw Elementary School - HVAC Replacement	$3,806,754	2024
Chillicothe ISD	1908	Chillicothe Elementary School - Addition/Renovation, 9,400 SF	$3,790,291	2020
Plano ISD	2149	2022 Roofing - Plano West SH, Plano East SH, Sigler ES, Armstrong ES	$3,780,958	2022
Leonard ISD	2269	Agriculture Shop Addition, 4,700 SF	$3,748,609	2025
Crandall ISD	2153	Crandall High School - Weight Room / Wrestling Addition, 15,700 SF	$3,631,147	2023
Plano ISD	2379	Roof Replacements - Rice MS, Renner MS, Frankford MS	$3,600,000	2024
Plano ISD	1826	2019 Roofing Projects - Huffman ES, Saigling ES, Centineal ES	$3,547,873	2019
Crandall ISD	2303	Smalley Administration Building - Renovation, 9,000 SF	$3,500,000	2024
Broken Arrow PS	1240	Sequoyah Middle School - Addition/Renovation, 6,000 SF	$3,441,138	2014
Broken Arrow PS	1631	Performing Arts Center - Renovation Phase 2, 7,600 SF	$3,322,180	2017
Pottsboro ISD	1416	District Service Center / Transportation Facility, 10,300 SF	$3,317,488	2016

WRA'S PROJECTS OF THE LAST 10 YEARS (Partial List) (Continued)

Owner	Job No.	School, Project, Brief Description	Construction Cost	Complete
Broken Arrow PS	2410	Fine Arts Renovations	$3,200,000	2025
Plano ISD	2357	Wilson Middle School - Mechanical & Electrical Renovations	$3,200,000	2024
Pottsboro ISD	1822	Pottsboro Elementary - Storm Shelter Addition	$3,177,000	2019
Jenks PS	2304	Softball Complex	$3,090,637	2024
Dallas ISD	2031	Paul Quinn Campus - Library Renovation, 28,500 SF	$3,000,000	2021
Dallas ISD	2017	Burnet Elementary School - Reroofing	$3,000,000	2020
Graford ISD	2432	Agricultural Education Facility Renovation	$3,000,000	2026
Terrell, City of	2375	Fire Station No. 2 - Addition/Renovation	$3,000,000	2025
Mesquite ISD	2152	Mesquite HS Renovation - Unit V Wrestling and Golf Facilities Renovations	$2,997,868	2024
Rankin ISD	1536	Rankin High School Auditorium (Design Consultant to architect)	$2,975,000	2017
Baird ISD	2111	Agri Science & AWS Welding Academy - New Building, 7,500 SF	$2,900,113	2022
Duncanville ISD	2416	Renovations: Merrifield Elem, Hyman Elem, Bilhartz Elem	$2,880,925	2025
Sam Rayburn ISD	2137	Sam Rayburn High School - Classroom & Science Lab Addition, 7,900 SF	$2,839,777	2024
Dallas ISD	2169	District Office Renovation, 25,000 SF	$2,700,000	2023
Plano ISD	2377	Jackson Middle School - Roof Replacement	$2,680,000	2025
Ferris ISD	1825	M. S. Hammack Agricultural Education Center - New Building, 23,290 SF	$2,659,265	2019
Richardson ISD	1837	Skyview Elementary School - 3,780 SF Addition	$2,607,000	2022
Community ISD	2018	Community High School - Classroom Addition, 8,000 SF	$2,594,466	2021
Ferris ISD	1827	Ingram Elementary School - Classroom Addition, 8,500 SF	$2,558,625	2019
Dallas ISD	2229	T. D. Marshall Youth and Family Center, 7,580 SF	$2,500,000	2023
Dallas ISD	2102	Stephen J. Hay Administration Bldg - Renovation, 23,000 SF	$2,500,000	2021
Fort Worth ISD	1809	North Side High School - Mariachi Band Addition, 5,000 SF	$2,415,094	2020
Richland Springs ISD	1503	New Elementary School, 14,000 SF, 180 Students	$2,314,842	2016
Austin ISD	2412	Blanton Elementary School - Renovation	$2,160,491	2025
Mesquite ISD	2253	Mesquite High School - Welding Lab Renovation, 7,500 SF	$2,156,808	2023
Community ISD	1807	NeSmith Elementary School - Classroom Addition, 9,000 SF	$2,131,015	2019
Chillicothe ISD	1907	New CTE and Ag Facility - Renovation-Expansion, 7,500 SF	$2,084,350	2020
Castleberry ISD	1329	Gary Jones Administration Bldg - Historic Preservation, 23,000 SF	$2,011,229	2014
Duncanville ISD	2420	Renovations at Multi-Purpose and other District Support Facilities	$1,977,000	2026
Duncanville ISD	2414	Byrd Middle School and Reed Middle School - Renovations	$1,846,300	2025
Plano ISD	1936	2020 Roofing Projects - Andrews MS, Murphy Center	$1,838,077	2020
Terrell, City of	2376	Animal Shelter Renovations	$1,789,250	2025
Plano ISD	1420	Christie Elementary - Kitchen Renovation	$1,762,392	2015
Pottsboro ISD	1823	Pottsboro High School - Storm Shelter Addition	$1,759,210	2019
La Vega ISD	2442	Parking Lot Renovations	$1,754,263	2025
Forney, City of	2010	Public Works & Engineering Bldg - Addn/Renovation, 9,500 SF	$1,612,579	2022
Mesquite, City of	2322	Travis Williams Park Baseball/Softball Complex Renovation	$1,600,000	2024
Lake Worth ISD	1331	Lake Worth High School - Auditorium Renovation	$1,523,000	2015

WRA'S PROJECTS OF THE LAST 10 YEARS (Partial List) (Continued)

Owner	Job No.	School, Project, Brief Description	Construction Cost	Complete
Clariden School	2311	Campus Renovations and Security and Electrical Upgrades	$1,521,091	2024
Irion County	1929	New VFD Fire Station - 7,000 SF Pre-Engineered Steel Building	$1,515,617	2020
Dallas ISD	2228	District Administration Building - Parking Garage Renovation	$1,500,000	2023
Mesquite ISD	1930	Hanby Stadium - Locker Room Addition/Renovation, 6,200 SF	$1,500,000	2020
Arlington ISD	2118	South Davis Elementary School - Renovation, 84,000 SF	$1,460,800	2025
Dallas ISD	1706	Collegiate Academy Renovations at Three High Schools	$1,429,726	2017
Irving ISD	2401	Furniture FF&E Package - Crockett Middle School	$1,400,000	2026
Baird ISD	2237	Athletics Weight Room and Campus Security Upgrades	$1,288,484	2023
Broken Arrow PS	2023	Broken Arrow High School - Locker Room Renovation, 10,000 SF	$1,256,827	2022
Castleberry ISD	1607	Irma Marsh Middle School - Cafeteria Addition/Renovation	$1,196,149	2017
Paris, City of	2130	Love Civic Center, Phase 2 Renovation, 29,400 SF	$1,187,000	2022
Forney, City of	2020	City Park Storage Facility	$1,185,463	2020
Lake Worth ISD	1331	Lake Worth High School - Roofing	$1,100,000	2014
Bonham ISD	2258	Athletic Concessions and Restrooms	$1,249,714	2023
Venus ISD	1731	Venus High School - Welding Lab Renovation	$1,019,103	2019
Broken Arrow PS	2411	Broken Arrow High School - Fencing and Security Upgrades	$1,000,000	2025
Community ISD	2274	Athletics - Turf Replacement	$1,000,000	2023
Prince of Peace Christian	2147	SMART Lab and Eagle Success Center - Renovation, 7,000 SF	$1,000,000	2022
Plano ISD	2015	Install Security Lockdown Doors, 38 Campuses	$900,000	2021
Mesquite ISD	1328	Portable Classrooms	$875,000	2014
Texas Wesleyan University	1940	Graduate Program of Nurse Anesthesia Building, 12,000 SF - Renovation	$873,582	2021
Lake Worth ISD	1331	Lake Worth High School - Culinary Arts	$860,000	2015
Austin ISD	2423	Zavala Elementary School - Renovation	$857,571	2026
Prince of Peace Christian	2251	Athletics Performance Center Renovation, 11,350 SF	$854,245	2023
Prince of Peace Christian	1942	Athletic Renovations, 15,000 SF	$829,906	2022
Austin ISD	1824	Becker Elementary School - Renovation	$825,979	2019
Plano ISD	2201	Flooring Renovations, Multiple Campuses	$818,130	2023
Union PS	2402	Union High School - Fine Arts Renovation	$800,000	2025
Wink-Loving ISD	2358	New Bus Barn and Storage, 4,000 SF	$754,712	2024
Mesquite, City of	1638	Florence Recreation Center - Renovation	$703,797	2017
Union PS	2262	Flooring Replacement at Multiple Campuses	$626,617	2023
Fort Worth ISD	1810	North Side High School - Athletic Renovations	$612,969	2019
Sunnyvale ISD	2003	Sunnyvale Middle School - Athletics Renovations, 5,610 SF	$584,000	2020
Community ISD	2018	Community Middle School - Renovation, 5,000 SF	$500,000	2021
Fort Worth ISD	2219	Diamond Hill-Jarvis High School - Cafeteria Renovation, 4,000 SF	$500,000	2024
Mesquite, City of	1424	Rutherford Recreation Center - Renovation	$497,030	2015
Lake Worth ISD	1331	Howry Intermediate School - Renovation	$477,000	2014
Castleberry ISD	2320	Castleberry High School - Concessions and Administration Kitchen, 1,150 SF	$450,000	2023

WRA'S PROJECTS OF THE LAST 10 YEARS (Partial List) (Continued)

Owner	Job No.	School, Project, Brief Description	Construction Cost	Complete
Van Alstyne ISD	1633	John and Nelda Partin Elementary School - Renovation	$438,065	2018
Forney, City of	2133	Police 911 Dispatch Center - Renovation, 1,150 SF	$419,842	2023
Crandall ISD	2326	District Wide Security Window Film Installation - 10 Campuses	$400,000	2023
Mesquite, City of	1327	City Lake Park - Pavillion and Sitework	$379,500	2014
Fort Worth ISD	1939	Daggett Middle School - Restrooms Renovation	$363,756	2020
Castleberry ISD	2129	HVAC Replacements, Multiple Campuses	$333,557	2021
Mesquite ISD	1801	Memorial Stadium Hall of Honor Monument	$332,755	2018
Lancaster ISD	1717	Belt Line Elementary School - Renovation	$330,000	2017
Prince of Peace Christian	1834	STEM Labs and Other Renovations, 6,765 SF	$315,215	2019
Collin College	2217	McKinney Campus, Courtyard Renovations, 6,000 SF	$305,715	2023
Community ISD	2263	Edge Middle School - Braves Center Renovation, 7,000 SF	$300,000	2023
Garland ISD	1320	Jackson Middle School/Technology Center - Accessibilitiy Renovation	$300,000	2014
Jenks PS	2114	Auditorium Renovation	$297,825	2022
Prince of Peace Christian	1525	High School Robotics Lab	$276,469	2017
Fort Worth ISD	2426	Diamond Hill-Jarvis High School - Renovation	$276,000	2024
Prince of Peace Christian	1740	Restroom Renovations	$275,000	2018
Jenks PS	2315	Jenks Middle School - Gymnasium Flooring Replacement	$263,752	2023
Castleberry ISD	1403	Castleberry High School - Library Renovation	$250,000	2014
Mesquite ISD	1933	West Mesquite High School - Cosmetology Renovation, 2,700 SF	$250,000	2020
Groesbeck ISD	2004	Groesbeck High School - Culinary Renovation, 2,800 SF	$245,000	2021
Mesquite ISD	2233	District Administration Building - Foundation Repair	$208,516	2022
Castleberry ISD	1901	Auxiliary Services Parking Lot, Phase 3	$200,000	2021
Castleberry ISD	1901	Auxiliary Services Parking Lot, Phase 2	$200,000	2020
Castleberry ISD	1901	Auxiliary Services Parking Lot, Phase 1	$200,000	2019
Community ISD	2321	Roderick Elementary, Immersive Learning Space - Renovation, 1,000 SF	$200,000	2023
Fort Worth ISD	2220	North Side High School - Practice Field	$200,000	2024
Richardson ISD	1837	Skyview Elementary School - Renovation, 1,400 SF	$200,000	2019
Mesquite ISD	1504	Poteet High School - Cosmetology Renovation	$150,000	2015
Plano ISD	1923	Plano East Senior HS - Locker Room Renovation	$150,000	2020
Bells ISD	2381	District-wide Site Improvements	$144,000	2024
Castleberry ISD	2244	District-wide HVAC Replacements, Multiple Campuses	$137,780	2023
Plano ISD	1323	Schimelpfenig Middle School Security Vestibule	$111,231	2014

WRA Architects has >450 projects in the last 10 years totaling >$5.2 billion in construction, completed or in progress.



SECTION D – INTEGRITY AND BUSINESS ETHICS

Please indicate whether you, or any principal in your company, or any partner in your partnership:

A. Has committed fraud or a criminal offense in connection with obtaining or attempting to obtain a contract.
No.

B. Has violated Federal or state antitrust statutes.
No.

C. Has committed embezzlement, theft, forgery, bribery, falsification or destruction of records, or tax evasion.
No.

D. Has made false statements, in connection with a prior solicitation or contract.
No.

E. Has violated Federal criminal tax laws.
No.

F. Has received stolen property; Committed any other offense indicating a lack of business integrity or business honesty that seriously and directly affects the present responsibility of the contractor.
No.

G. Has been indicted for any of the offenses described in this Sub-paragraph 2 A-F.
No.

H. Has delinquent Federal or state taxes.
No.

SECTION E - COMPLIANCE WITH PUBLIC POLICY

A. Please confirm that it is Proposer's policy to consistently comply with Equal opportunity and nondiscrimination laws and requirements of the Federal Government and state, local government and that it has complied with such laws and requirements on past construction projects.

We confirm this is and has been the case.

B. Please indicate which of the following affirmative steps Proposer has used on prior projects to assure participation by small and minority owned businesses and women's business enterprises where possible and which of these have been most successful for the Proposer in the past.

i. Placing qualified small and minority businesses and women's business enterprises on solicitation lists
Yes, WRA frequently does this. We routinely work with engineers and consultants who are small- / minority- / women-owned businesses.

ii. Assuring that small and minority businesses, women's business enterprises are solicited whenever they are potential sources;
Yes, WRA frequently does this. We routinely work with engineers and consultants who are small- / minority- / women-owned businesses.

iii. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises.
Yes, WRA frequently does this. We routinely work with engineers and consultants who are small- / minority- / women-owned businesses.

iv. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises.
Yes, WRA frequently does this. We routinely work with engineers and consultants who are small- / minority- / women-owned businesses.

v. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.
Yes, we have done this on occasions where applicable.

vi. Requiring subconsultants to take the affirmative steps listed in paragraphs (i) through (v) of this section.
This is not applicable to sub-consultants in an A/E services contract.



SECTION F - DISCIPLINE AND SERVICES

A full list of our services can be found on page 14. This list has separate columns for basic services, additional services, services done by in-house staff, and services done by outside consultants.

In short, our firm - either directly or with the help of a sub-consultant - can provide MWISD with all services listed in the RFQ.



DESIGN AWARDS

WRA has received more than 160 design awards including more than 80 awards in the last decade alone. Selected examples are as follows:

>160
School design awards
>80 AWARDS
in the last decade

Dallas ISD / Career Institute North
2024 Outstanding Project, Learning by Design Magazine

Crandall ISD / Crandall Middle School Replacement
2023 Outstanding Project, Learning by Design Magazine

Mesquite ISD / Vanguard High School
2022 Design Award, TASA/TASB Convention
2022 Planning Award, TASA/TASB Convention
2022 Outstanding Interiors, Amer Sch & Univ Magazine
2022 Outstanding Project, Learning by Design Magazine
2019 Outstanding Design, Spaces 4 Learning Magazine

Blue Ridge ISD / Blue Ridge Elementary School
2022 Outstanding Project, Learning by Design Magazine
2022 Project of Distinction, Spaces 4 Learning Magazine

Broken Arrow PS / Vanguard Academy STEM Center
2021 Excellence Award, Assoc Bldrs & Contractors, Okla.
2022 Outstanding Design, American School & University

Clariden School / New STEAM Labs Addition
2023 Distinguished Building Award, TEXO Const. Assn.

Community ISD / Community High School
2021 Design Award, TASA/TASB Convention
2021 Community Award, TASA/TASB Convention
2021 Outstanding Design, American School & University
2021 Outstanding Project, Learning by Design Magazine

Lancaster ISD / Elsie Robertson STEM Middle School
2021 Transformation Award, TASA/TASB Convention
2021 Outstanding Design, American School & University
2021 Outstanding Project, Learning by Design Magazine

Castleberry ISD / Marsh Middle School Addition/Renov.
2021 Distinction Award, Spaces 4 Learning Magazine

Sunnyvale ISD / Sunnyvale Intermediate School
2020 Interiors Silver Citation, American School & Univ.
2020 Elementary Citation Award, AS&U Magazine
2020 Outstanding Design Award, Learning by Design
2020 Project of Distinction Award, Spaces 4 Learning
2020 Transformation Award, TASA/TASB Convention
2020 Planning Award, TASA/TASB Convention

Mesquite ISD / John Horn High School Commons Addn
2020 Outstanding Project Award, Learning by Design

Fort Worth ISD / Washington Heights Elementary School
2020 Bronze Design Award, Brick Institute of America
2017 Community Award, TASA/TASB Convention
2017 Planning Award, TASA/TASB Convention
2017 Golden Trowel Award, UMCA
2016 Design Award, Construction Management Assn

Mesquite ISD / Mesquite High School Addn/Renovation
2019 School Transformation Award, TASA/TASB

Anna ISD / Coyote Stadium Renovation
2019 Outstanding Design, American School & University

Crandall ISD / Hollis T. Dietz Elementary School
2018 Outstanding Design, American School & University

Plano ISD / East Senior High Health Sciences Academy
2017 Transformation Award, TASA/TASB Convention
2017 Community Award, TASA/TASB Convention

Sunnyvale ISD / Middle School Next Generation Addn
2017 Community Award, TASA/TASB Convention
2017 Outstanding Design, American School & University

Castleberry ISD / Gary Jones Administration Building
2017 Sustainability Award, TASA/TASB Convention
2017 Community Award, TASA/TASB Convention

Midland ISD / Ralph Bunche Elementary School
2016 Design Award, TASA/TASB Convention
2016 Planning Award, TASA/TASB Convention
2016 Community Award, TASA/TASB Convention

Tyler ISD / Moore Middle School & MST Magnet
2016 Sustainability Award, TASA/TASB Convention
2016 Outstanding Design, American School & University

Broken Arrow PS / Oneta Ridge Middle School
2015 Outstanding Design, American School & University

Castleberry ISD / A. V. Cato Elementary School
2014 Outstanding Design, American School & University
2013 Value Award, TASA/TASB Convention

Dallas ISD / George H. W. Bush Elementary School
2012 Innovation Award, TASA/TASB Convention
2012 Sustainability Award, TASA/TASB Convention
2012 Educational Appropriateness Award, TASA/TASB

Fort Worth ISD / Jean McClung Middle School
2012 Design Award, TASA/TASB Convention
2012 Innovation Award, TASA/TASB Convention
2012 Sustainability Award, TASA/TASB Convention
2012 Value Award, TASA/TASB Convention
2012 Educational Appropriateness Award, TASA/TASB
2012 Golden Trowel Award, UMCA

Sunnyvale ISD / Sunnyvale High School
2010 Design Award, TASB/TASA Convention
2010 Process of Planning Award, TASB/TASA Convention
2010 Sustainability Award, TASB/TASA Convention
2010 Outstanding Design, American School & University

CLINIC
COUNSELOR'S
OFFICE





MARY O'BRIEN, AIA, NCARB, LEED AP BD+C

Partner | Registered Architect | LEED Accredited Professional

Mary O'Brien joined WRA in 2009 after receiving her master's degree from Texas Tech University. She has served in a variety of roles such as project designer, project coordinator, and project manager for a wide range of Education project types. Her creativity, experience, and communication skills have made her highly effective at developing innovative and practical design solutions for WRA's Education clients. Mary is known for her enthusiasm and ability to convert creative ideas into practical solutions. She has an in-depth understanding of building components, materials, and systems. She is a BD+C level LEED Accredited Professional and an advanced operator/instructor of Building Information Modeling (BIM). In 2014, she was promoted to Associate and became a Partner in 2018.

EDUCATION

Master of Architecture (Texas Tech University)

CERTIFICATIONS

Texas Architectural Registration #24365

NCARB Certified

LEED Accredited Professional, BD+C

PROFESSIONAL AFFILIATIONS

American Institute of Architects

Texas Society of Architects

Dallas Chapter AIA

U.S. Green Building Council

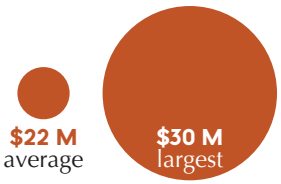
EXPERIENCE – YEARS



PROJECTS – NUMBER



PROJECTS – SIZE / COMPLEXITY



DESIGN AWARDS AND PUBLICATIONS





WESTON EMMERT, AIA, NCARB

Partner | Registered Architect

Weston Emmert joined WRA Architects in May of 2006 after receiving his master's degree. He began working immediately on a variety of projects for several different north Texas school districts. He has taken projects through completion and also his experience includes master planning, new high schools, new elementary schools, new middle schools, and a variety of additions, renovations, and facility upgrades. Holding roles as Project Architect and Project Manager, Weston believes in proactive communication between all parties involved in a project. He is dedicated to meeting the client's needs and fulfiling the requirements of curriculum, efficiency, budget and schedule. He is effective working directly with school system staff and community groups. He was promoted to Associate in 2013, and he became a Partner in 2018.

EDUCATION

Master of Architecture (Texas Tech University)

Bachelor of Science - Architecture (Texas Tech University)

CERTIFICATIONS

Texas Architectural Registration #22745

NCARB Certified

PROFESSIONAL AFFILIATIONS

American Institute of Architects

Texas Society of Architects

Dallas Chapter AIA

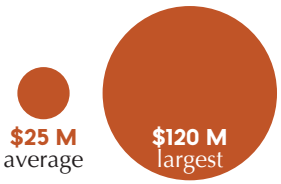
EXPERIENCE - YEARS



PROJECTS - NUMBER



PROJECTS - SIZE / COMPLEXITY



DESIGN AWARDS AND PUBLICATIONS





DIEGO BARRERA, AIA, NCARB, ALEP, LEED GA

Principal | Director of Design | Registered Architect | LEED Green Associate

Diego Barrera joined WRA in 2023, bringing 17 years of prior experience. He is an optimist who believes in the power of design to positively influence people's lives. Overseeing design, he works with WRA's clients to translate their vision into innovative design solutions. Diego is heavily involved with the AIA and the education community at regional and national levels, working to empower school leaders to create a more equitable education system that effectively serves all children. He stays current with technology and trends affecting educational architecture. Diego assists WRA's clients by embracing their vision and guiding them through a well planned, comprehensive design process, delivering progressive and practical design solutions that fulfill the owner's needs. He became a Principal in 2023.

EDUCATION

Master of Architecture (Texas Tech University)

Bachelor of Science - Architecture (TX Tech University)

CERTIFICATIONS

Texas Architectural Registration #24391

Accredited Learning Environments Planner, A4LE

LEED Green Associate

NCARB Certified

PROFESSIONAL AFFILIATIONS

American Institute of Architects

Texas Society of Architects and Dallas Chapter AIA

Association for Learning Environments

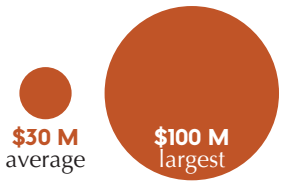
EXPERIENCE - YEARS



PROJECTS - NUMBER



PROJECTS - SIZE / COMPLEXITY



DESIGN AWARDS AND PUBLICATIONS

★★★★★ ★★★★★ ★★★★★ ★★★



CHRISTI MORGAN, Ed.D.

Sunnyvale ISD Assistant Superintendent (Retired) | Principal | Director of Educational Planning

Dr. Christi Morgan came to WRA in 2023 with 25 years of experience in public education. She is a skilled educational planner with experience designing instructional programs and managing curriculum development. Christi has proven highly effective collaborating with district leaders and community stakeholders to set purposeful goals and improve student outcomes.

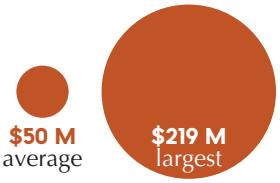
Dr. Morgan began her career as a teacher and educational diagnostician in large Dallas area districts. Most recently, she served over a decade in Sunnyvale ISD, first as an assistant principal, then as the assistant superintendent. While on the Sunnyvale leadership team, the district experienced rapid growth resulting in three bond elections and two TREs. The district team worked with stakeholders to build trust through the alignment of district goals and actions—leading to successful passage of each election. Dr. Morgan then worked with the superintendent, administrative team, stakeholders, and WRA Architects to ensure the design of learning and performance spaces aligned with district goals and programs.

At the state level, Dr. Morgan has been an active member of the Texas Association of School Administrators (TASA), serving on the design team for the Future-Ready Superintendents Leadership Network, the Texas Public Accountability Consortium, and on the Professional Learning and Small Schools committees. She now enjoys working with WRA clients to support the design of inspirinvg spaces that engage and empower communities of learners.

EXPERIENCE - YEARS



BOND PLANNING PROJECTS - SIZE



EDUCATION

Doctor of Education (University of North Texas)

Master of Education (Texas A&M-Commerce)

Bachelor of Education (Baylor University)

CERTIFICATIONS

Early Childhood Education (PK-6)

Elementary Self-Contained (1-8)

Special Education (EC-12)

Educational Diagnostician (EC-12)

Principal (EC-12)

Superintendent (EC-12)

PROFESSIONAL AFFILIATIONS

Texas Association of School Administrators (TASA)

Assn for Supervision & Curriculum Development (ASCD)

American Association of School Administrators (AASA)

Texas Education Agency (TEA) Advisory Council Region 10 Leadership



MICHAEL HOLMBERG

Partner | Director of Marketing and Bond Planning

Michael Holmberg joined WRA in 2015 to lead marketing, business development, and bond planning. Prior to joining WRA, Michael worked extensively in the home building arena, helping deliver more than $2.1 Billion in land development and $300 Million in new homes in the DFW and Houston markets. Working directly with developers and local city governments, Michael has developed a great understanding of local politics that has been instrumental in the success of the bond planning and communication services that WRA provides for our clients. Michael is well versed in using traditional marketing, digital marketing, and social media to reach large numbers of residents to educate them about the bond election process. He became a Partner in 2018.

EDUCATION

Master of Business Administration (University of Houston)

Bachelor of Arts in Information Technology (Stephen F. Austin State University)

CERTIFICATIONS

Certified Professional Marketer

Apple Final Cut Pro X Certified

SalesForce Administrator Certified

PROFESSIONAL AFFILIATIONS

American Marketing Association

DFW American Marketing Association

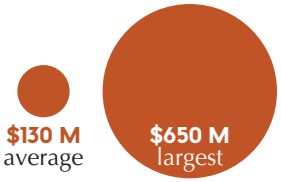
EXPERIENCE - YEARS



BOND CAMPAIGNS - NUMBER



BOND CAMPAIGNS - SIZE / COMPLEXITY



MARKETING AWARDS AND PUBLICATIONS





WES MCELHANY, AIA, LEED AP BD+C

Director of Architecture | Registered Architect

Wes McElhany came to WRA in 2023 as a Texas registered architect with fourteen years of prior experience. He has worked on a wide range of projects, mostly K-12 school design, but also Higher Education, Healthcare, and Residential. His projects have ranged from small renovations to complex additions to large new campuses. Wes is passionate about innovation, and his advocacy for the integration of cutting-edge tools such as computational design and clash detection has not only optimized project workflows but has also led to outstanding results for clients. He has actively shared his expertise with colleagues, fostering a culture of knowledge dissemination that significantly contributes to team building which has a profound impact on the collective expertise within the organization, ensuring that every team member is well equipped to deliver exceptional results to WRA's Educational clients.

EDUCATION

Master of Architecture (Texas Tech University)

Bachelor of Science - Architecture (TX Tech University)

CERTIFICATIONS

Texas Architectural Registration #24240

PROFESSIONAL AFFILIATIONS

American Institute of Architects

Texas Society of Architects

Dallas Chapter AIA

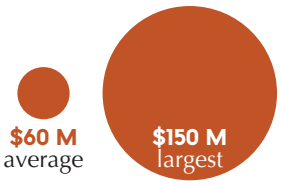
EXPERIENCE - YEARS



PROJECTS - NUMBER



PROJECTS - SIZE / COMPLEXITY



DESIGN AWARDS AND PUBLICATIONS

★★★★★ ★★★★★ ★★★★★ ★★★



JEREMY MELTON, M.Ed.

Previous Education Administrator | Director of Business Development

Jeremy Melton joined WRA in 2023 after spending 19 years in public education. He was a junior high school principal for nine years and was in District Administration leadership for three years. As a campus administrator, Jeremy's primary focus was building a culture that bred stability and cultivating and navigating relationship capital between the community and school district stakeholders. For several years, he was the district liaison for Kaufman ISD leading two bond campaigns and handling media and public relations. In addition, Jeremy was also the co-founder of the "Jefferson Street Boxing Club", a community outreach and after-school program offering programs for youth and women. He was co-recipient of the Community Leader of the Year Award in 2017 and the Kaufman ISD Teacher of the Year in 2008. Jeremy's strengths include communication, complex problem solving, conflict resolution, relationship building, and a passion for service. In 2023 he was promoted to Director of Marketing.

EDUCATION

Master of Education in Educational Leadership (University of Texas at Tyler)

Bachelor of Arts in English Language and Literature (Texas Tech University)

EXPERIENCE - YEARS



CERTIFICATIONS

Generalis Education

English Education (4-8)

Principal (EC-12)

PROFESSIONAL AFFILIATIONS

Oklahoma Association of Secondary School Principals

Cooperative Council for Oklahoma School Administration

Oklahoma State School Boards Association

Texas Associations of Secondary School Principals

Texas School Public Relations Association





PORTFOLIO


TEXAS



CASTLEBERRY ISD - IRMA MARSH MIDDLE SCHOOL - ADDITION/RENOVATION
167,000 SF, $24.4 M

Total renovation of a 1955 urban middle school with new additions enlarging the school to 167,000 SF to serve 1,100 students, grades 6-8. New classroom addition, Fine Arts addition, front office and Library addition, and new main entrance. 21st Century features include collaboration and maker spaces, STEAM labs, and a digital media center. Sustainability features include high-performance windows, LED lights, and high-performance HVAC. Opened Fall 2020.

Owner	Castleberry ISD, Fort Worth, Texas Renee Smith-Faulkner, Superintendent of Schools, 817-252-2000
Services Provided	Bond Planning, Full Range of A/E Services, Bid Coordination, Construction Administration, Project Close-out, and Warranty Phase.
Design Start Date	January 2018
Bid Date	November 2018
Construction Commence Date	January 2019
Construction Completion Date	August 2020
Initial Construction Budget	$25,000,000
Construction Contract Amount	$24,923,854
Final Construction Cost	$24,373,844
Principal-in-Charge	Keith Anderson, AIA, Principal
Project Manager	Derrick York, AIA, LEED AP, Associate (now Principal)
Consultants	CIVIL: RLK Engrs.; STRUCTURAL: L.A. Fuess; MEP: EMA Engineering; LANDSCAPE: Ramsey Landscape Archts; ROOFING: Apex Roofing.
Construction Delivery Method	CM-at-Risk
Construction Manager	Buford-Thompson Construction, Mike Trammell, 817-467-4981



FORT WORTH ISD – NORTH SIDE HIGH SCHOOL – ADDITION/RENOVATION
218,000 SF, $25.4 M

Large project of renovations and new additions to the high school originally built in 1936. New CTE facilities include Audio/Visual Arts, Business & Marketing, Education, Engineering, Robotics, Health Sciences, Automotive Technology, and Cosmetology. Also includes a new secured entrance vestibule. Other areas being renovated include the Front Office Suite, Media Center/Library, Art Classrooms, Science Labs, Science Classrooms, Special Education, and the Collegiate Academy.

Owner .....Fort Worth ISD. Vicki Burris, Former Chief CIP Administrator (still available), 817-505-3534; Barry Brock, Procedeo Group, 214-729-7051; Brian Johnson, Procedeo Group, 817-317-7700.
Services Provided .....Full Range of A/E Services, Interior Design/FF&E, Bid Coordination, Construction Administration, Project Close-out, and Warranty Phase.
Design Start Date .....July 2, 2018
CDs Completion Date .....Promised April 16, 2019; Actual April 16, 2019
Bid Date .....May 17, 2019
Construction Commence Date .....June 3, 2019
Construction Completion Date .....Scheduled August 12, 2022; Actual October 27, 2022
Approved Construction Budget $25,000,000
Initial Construction Contract Amount $25,203,231
Final Construction Cost .....$25,414,364 (Owner directed added scope during Construction)
Principal-in-Charge .....Roberto Ramirez, AIA, NOMA, Partner
Project Manager .....Jason Byerly, Associate
Consultants .....CIVIL: Click Eng and JQ; STRUCTURAL: Ponce-Fuess; MEP: Meza Eng.; TECHNOLOGY: AB&Y Group; LANDSCAPE: Berkenbile; ROOFING: Apex Roofing Technology.
Construction Delivery Method .....Competitive Sealed Proposal
Construction Manager .....Steele & Freeman, Andrew Sacks, 817-232-4742



CRANDALL ISD – CRANDALL MIDDLE SCHOOL – NEW REPLACEMENT SCHOOL
195,000 SF, $55 M

Designed for flexibility and adaptability, this new replacement school accommodates 1,171 students, grades 7-8. The primary curriculum focus of the school is Fine Arts. The double-sided Stage faces both the Cafeteria and Gymnasium; the Gym can seat 1,900 for performances. Flexible Labs can be altered into Science Labs, Computer Labs, or Maker-Space Labs, as needs change. Two-story Commons in the center. Library elements are distributed throughout the Academic wing.

Owner .....Crandall ISD, Kaufman County, Crandall, Texas
Dr. Anjanette Murry, Superintendent of Schools, 972-427-6000
Services Provided .....Bond Planning, Full Range of A/E Services, Bid Coordination, Construction Administration, Project Close-out, and Warranty Phase.
Design Start Date .....May 2020
CDs Completion Date .....Promised December 15, 2020; Actual December 15, 2022
Bid Date .....January 21, 2021
Construction Commence Date .....February 15, 2021
Construction Completion Date .....Planned August 29, 2022; Actual August 29, 2022
Initial Construction Budget $60,000,000
Construction Contract Amount $59,984,154
Final Construction Cost .....$55,039,601 (Change Orders: One, a Credit returning $4,944,553 to Owner)
Principal-in-Charge .....Jason Oswald, AIA, Partner
Project Manager .....Jason Byerly
Consultants .....CIVIL ENGR: Peloton Land; STRUCTURAL ENGR: Alpha Consulting; MEP ENGR: RWB Engineers; A/V: BAI, LLC; KITCHEN DESIGN: FDP; LANDSCAPE: Ramsey Landscape Archts; ROOFING: ARMKO Industries.
Construction Delivery Method .....CM-Agent
Construction Manager .....Gallagher Construction, Von Gallagher, 972-633-0564
Awards .....2023 Outstanding Project, Learning by Design Magazine
2023 Outstanding Design, American School & University Magazine



ANNA ISD - COYOTE STADIUM RENOVATION
5,100 SEATS, $8.1 M

The District wanted to enhance the spectator experience and overtly embrace the spirited culture of Texas high school football, making the new stadium an iconic, state-of-the-art destination to be a source of pride for the community. Enlarged grandstands include a Reserved section with chairs and a covered viewing deck. New 3,500 SF Press Box with elevator includes rooms for Home and Visitor coaches, announcer, press, an open-air covered video deck, and rooms for dignitaries.

Owner ..... Anna ISD, Collin County, Texas
Dr. Bradley Duncan, Asst Superintendent, District Operations, 972-924-1022
Services Provided ..... Bond Planning, Full Range of A/E Services, Bid Coordination, Construction Administration, Project Close-out, and Warranty Phase.
Design Start Date ..... August 23, 2017
CDs Completion Date ..... Promised November 3, 2017; Actual November 3, 2017
Bid Date ..... December 5, 2017
Construction Commence Date ..... December 14, 2017
Construction Completion Date ..... Scheduled August 31, 2018; Actual August 28, 2018
Approved Construction Budget $7,800,000
Initial Construction Contract Amount $7,991,543
Final Construction Cost ..... $8,081,513 (Change Orders: One. Owner-directed additional civil work. District contributed partially to City civil work on adjoining park in return for use of City parking for District events.)
Principal-in-Charge ..... Keith Anderson, AIA, NCARB, Principal (at the time; now retired)
Project Manager ..... Weston Emmert, AIA, Associate (at the time; now Partner)
Consultants ..... CIVIL: RLK Engineering; STRUCTURAL: L.A. Fuess Partners; MEP: Root Engineering; ROOFING: Apex Roofing Technology.
Construction Delivery Method ..... Construction Manager-at-Risk
Construction Manager ..... Lee Lewis Construction, Brian Rose, 972-818-0700
Awards ..... 2019 Outstanding Design Award, American School & Univ. Magazine



CRANDALL ISD – DISTRICT ATHLETIC, CTE, AND MULTI-USE ACTIVITY FACILITY
50,800 SF, $5.3 M

This new 50,800 SF muti-use activity building provides the District with 41,000 SF of enclosed field area for all students to use for a variety of athletic, CTE, academic, and fine arts activities. The facility can be an open-air or closed indoor practice field for football, marching band, weight training, and other activities. The design also includes restrooms, ample storage, and classrooms for the District's growing CTE program. The project opened in April 2020.

Owner .....Crandall ISD, Kaufman County, Texas
Dr. Anjanette Murry, Superintendent of Schools, 972-427-6000
Services Provided .....Bond Planning, Full Range of A/E Services, Interior Design/FF&E, Bid Coordination, Construction Administration, Close-out, and Warranty Phase.
Design Start Date .....January 2019
CDs Completion Date .....April 2019
Bid Date .....May 2019
Construction Commence Date .....June 2019
Construction Completion Date .....April 2020
Initial Construction Budget $5,000,000
Construction Contract Amount $5,600,413
Final Construction Cost $5,322,360
Principal-in-Charge .....Jeffrey C Miller, AIA, LEED AP, Partner
Project Manager .....Jason Oswald, AIA, Associate at the time; now Partner
Consultants .....CIVIL: RLK Eng.; STRUCTURAL: R.L. Cooper Eng.; MEP: RWB Engineers; LANDSCAPE: Ramsey Landscape Archts.
Construction Delivery Method .....CM-Agent
Construction Manager .....Gallagher Construction, Von Gallagher, President, 972-633-0564



CRANDALL ISD – OPAL SMITH ELEMENTARY SCHOOL – NEW PROTOTYPE DESIGN
98,240 SF, $37.4 M

This is the sixth new elementary school for this now fast growing district and the first siting of their second Elementary School Prototype Design by WRA. The Academic Wing is separated from public and loud spaces. The Media Center has a raised platform facing the Cafeteria providing a more efficient use of space without the expense of a dedicated stage; occasional performances require only the rearrangement of furniture and moveable bookcases. Opened Fall 2023.

Owner .....Crandall ISD
Dr. Anjanette Murry, Superintendent of Schools, 972-427-6000
Services Provided .....District-wide Long-Range Master Planning, Bond Planning, Full Range of A/E Services, Interior Design/FF&E, Bid Coordination, Construction Administration, Project Close-out, and Warranty Phase.
Design Start Date .....October 1, 2021
CDs Completion Date .....Promised May 26, 2022; Actual May 26, 2022
Bid Date .....July 6, 2022
Construction Commence Date .....July 18, 2022
Construction Completion Date .....Planned August 2023; Actual August 15, 2023
Approved Construction Budget $45,000,000
Initial Construction Contract Amount $44,769,778
Final Construction Cost .....$37,389,300 (1 Change Order: a DEDUCT of $7,380,478 at completion)
Principal-in-Charge .....Jason Oswald, AIA, Partner
Project Manager .....Roland Gentry, AIA, Associate
Consultants .....CIVIL: Peloton Land; STRUCTURAL: Alpha Consulting; MEP: EMA Engineering; FOODSERVICE: Foodservice Design Professionals; LANDSCAPE: Ramsey Landscape Archts; ROOFING: Armko Industries.
Construction Delivery Method .....CM-Agent
Construction Manager .....Gallagher Construction, Von Gallagher, President, 972-633-0564
Awards .....2024 Outstanding Interiors Award, American School & University



SLIDELL ISD – SLIDELL ELEMENTARY SCHOOL – NEW SCHOOL
45,600 SF, $27.7 M

Following a successful 2023 bond election campaign by WRA Architects, this new, next generation school was designed to serve 400 students, grades Pre-K through 5th. The heart of the design is its connections to nature with 22 garden ing tanks and two rainwater cisterns along the building's front façade, showcasing the District's commitment to environmental stewardship and hands-on learning. The new building provides larger classrooms, room for growth, break out spaces, safety and security upgrades, a storm shelter gymnasium, state of the art library, and cafeteorium.

Owner .....Slidell ISD, Wise County, Texas
Taylor Williams, Superintendent of Schools, 940-535-5260
Services Provided .....District-wide Long-Range Master Planning, Bond Planning, Full Range of A/E Services, Interior Design/FF&E, Bid Coordination, Construction Administration, Project Close-out, and Warranty Phase.
Design Start Date .....May 8, 2023
CDs Completion Date .....Promised January 17, 2024; Actual January 17, 2024
Bid Date .....Pending
Construction Commence Date .....Pending
Construction Completion Date .....Scheduled August 1, 2025; Actual Pending
Approved Construction Budget $27,729,000
Initial Construction Contract Amount $27,728,780
Final Construction Cost .....Pending
Principal-in-Charge .....Mary O'Brien, AIA, NCARB, LEED AP BD+C, Partner
Project Manager .....Jessi Gahl
Consultants .....CIVIL: RLK Eng.; STRUCTURAL: Ponce-Fuess; MEP: Salas O'Brien; TECHNOLOGY: Salas O'Brien; FOODSERVICE: Foodservice Design Professionals; LANDSCAPE: Rooted In; ROOFING: Armko Industries.
Construction Delivery Method .....CM-Agent
Construction Manager .....Gallagher Construction, Von Gallagher, President, 972-633-0564



OZONA HIGH SCHOOL – ADDITION/RENOVATION
101,000 SF, $29.6 M

Major renovation and additions to provide new CTE facilities, STEM Labs, Fine Arts spaces, Classrooms, open Collaboration Areas, and new front office suite with School Board Meeting Room. Auditorium renovated. New Student Commons. Renovation of the historic Davidson Gymnasium. New additional Gym includes Boys' and Girls' Varsity Locker Rooms. New Shop Building for Vocational/Ag programs includes Metal Shop, Paint Booth, Wood Shop, Classrooms, and Offices. Completed Fall 2022.

Owner	Crockett County Consolidated Common School District, Ozona, Texas Raul Chavarria, Superintendent of Schools, 325-392-5501
Services Provided	Bond Planning, Full Range of A/E Services, Bid Coordination, Construction Administration, Project Close-out, and Warranty Phase.
Design Start Date	November 2019
Bid Date	December 2020
Construction Commence Date	February 2021
Construction Completion Date	August 2022
Initial Construction Budget	$29,800,000
Construction Contract Amount	$29,647,937
Final Construction Cost	$33,733,000 (Change Order: One (1) Owner-directed Add for $4,085,063.)
Principal-in-Charge	Derrick York, AIA, LEED AP, Partner
Project Manager	Matt Smith
Consultants	CIVIL: Centurion; STRUCTURAL: Alpha Consulting; MEP: Root Engr.; TECHNOLOGY: True North Consulting Group; ACOUSTIC DESIGN: BAI, LLC; LANDSCAPE: Dunaway Assocs; ROOFING: Apex Roofing Technology.
Construction Delivery Method	CM-Agent
Construction Manager	Gallagher Construction, Von Gallagher, President, 972-633-0564



REFERENCES



REFERENCES

WRA CLIENT LIST

MESQUITE ISD

A continuous client for 62 years since 1962, over 300 projects to date: Four new high schools, numerous other schools of all grade levels, replacement elementary and middle schools, stadiums, auditoriums, fine arts, planetarium, libraries, district offices, support facilities, site evaluations, numerous additions and renovations, Master Planning, District-wide Facility Assessments (multiple), and Bond Planning on seven (7) successful bond elections since 1993.

- Dr. Ángel Rivera, Superintendent of Schools, Email: Linda Samples, LSamples@mesquiteisd.org 972-288-6411
- Dr. Janine Fields, Deputy Superintendent, Email: jfields@mesquiteisd.org 214-695-4524
- Don Pool, Executive Director of Construction Services, Email: dpool@mesquiteisd.org 972-882-7419

GARLAND ISD

A continuous WRA client for 69 years since 1955, Garland ISD was WRA's first school district client. GISD now works with multiple architects yet has awarded WRA more than 250 projects, including all six high schools except Garland High School which predates our firm, several stadiums, auditoriums, CTE facilities, and many other projects. Current projects include large renovations to Lakeview Centennial High School and Naaman Forest High School.

- Dr. Ricardo Lopez, Superintendent of Schools, Email: A701@garlandisd.net 972-487-3022
- Dr. Brent Ringo, Former Chief Financial Officer (at the time; still available) 830-257-2200

MELISSA ISD

Melissa ISD hired WRA in 2020 for Bond Planning for a $400,000,000 Bond for a 250,000 SF High School Addition. WRA assisted in forming a Facility Committee, produced the District informational campaign, and assisted the private PAC Vote-Yes campaign. The Bond passed in 2021 with an 80% Yes vote, and the project is currently in progress. Subsequently awarded two new Middle Schools, one currently in progress, and a new High School Arena.

- Keith Murphy, Superintendent of Schools, Email: kmurphy@melissaisd.org 972-837-2411
- Dr. Robert Rich, Deputy Superintendent, Email: rrich@melissaisd.org 972-837-2411
- Kenny Deel, Executive Director of Operations, Email: kdeel@melissaisd.org 972-837-4314

CRANDALL ISD

Continuous client for over 40 years since 1983; more than 30 projects totaling over $200 million in construction: New high school, two new elementary schools, new baseball/softball complex, District support facility, Vo-Ag facilities, many renovations and additions, and technology upgrades. Also other services: Master Planning, several Facility Assessments, and five (5) Bond Election campaigns (1997, 2002, 2007, 2017, and 2022), all successful.

- Dr. Anjanette Murry, Superintendent of Schools, Email: amurry@crandall-isd.net 972-427-6000
- Scott Stewart, Exec Director of Transportation & School Planning, Email: sstewart@crandall-isd.net 972-427-6024

PLANO ISD

A continuous client for 24 years since 2000, Plano ISD works with multiple architectural firms concurrently, yet has awarded WRA more than 60 projects: Additions/renovations to three high schools, several renovations to district facilities, eight food service renovations at high schools and middle schools, new Fine Arts building, Culinary Arts facility, numerous Science Lab renovations and a new Science building, other large and small renovations, and a new replacement elementary school. Campus-specific Master Planning and several scope-specific Facility Assessments.

- Juan Ramos, Executive Director of Facility Services, Email: Juan.Ramos@pisd.edu 469-752-0195
- Tony Pearson, Assistant Director of Facility Services, Email: tony.pearson@pisd.edu 469-752-1484

WRA CLIENT LIST – CONTINUED

IRVING ISD

The District chose WRA to design the District's new Professional Learning and Wellness Center, a new, unique, 24,000 SF state-of-the-art facility with flexible spaces serving all segments of the District staff. The unique biophilic design centers on the wellness of the users and is focused on the adjacent nature preserve. Opens in 2024. WRA also designed some 20 other school projects for Irving ISD over a period of 40 years from the 1950s to the 1990s.

- Magda Hernandez, Superintendent of Schools, Email: mhernandez@irvingisd.net 972-600-5001
- Fernando Natividad, Chief Financial Officer, Email: fnatividad@irvingisd.net 979-739-9052

SUNNYVALE ISD

Continuous client since 2002, more than 25 projects to date. New high school, new middle school, new elementary school, new football stadium, conversion of old elementary into District administration offices, a Next Generation learning addition to the middle school, a new intermediate school, a large high school addition, and a new auditorium. Also, Long Range Master Planning, Facility Assessments, and five successful Bond campaigns, the most recent being a 2017 bond for $43,000,000 which carried with a 74% Yes vote.

- Matt Kimball, Superintendent of Schools, Email: matt.kimball@sunnyvaleisd.com 469-951-6932
- Doug Williams, Former Superintendent of Schools (still available) 903-969-0402
- Brad Cravens, School Board President, Email: bcravens@brazosmanagement.com 214-244-4505

COMMUNITY ISD

A continuous client for 29 years since 1995. More than 25 projects including three new elementary schools, new athletic complex, Vo-Ag facility, district support facility, new high school, a large HS-to-MS conversion renovation, high school addition, other projects; also Facility Assessments, Master Planning, and Bond Planning.

- Dr. Tonya Knowlton, Superintendent of Schools, Email: tonya.knowlton@communityisd.org 972-843-6000

PONDER ISD

Continuous client for 18 years since 2006. Services have included Facility Assessment, Master Planning, Bond Planning, and projects. Successful Bonds: $75,000,000 in 2021 and $13,000,000 earlier. Projects include a new 228, 000 SF High School to be completed in 2024. Other projects include a new Choir/Band Hall building, new Gymnasium, new Field House, new stadium Concessions building, and other projects.

- Dr. James Hill, Superintendent of Schools, Email: jhill@ponderisd.net 940-479-8201
- Jeremy Thompson, Former Superintendent of Schools (at the time; still available) ..... cell 940-727-1154
- Tara Allred, Chief of Secondary Schools, Email: tallred@ponderisd.net 940-479-8271

DALLAS ISD

Continuous client for over 25 years, more than 30 projects to date totaling over $350 million in construction. Career Institute North (Walnut Hill Elementary conversion); Rosemont Prep Academy addition/renovation; Hillcrest High School addition/renovation; Atwell M.S. Replacement; Hay Administration Building renovation; Paul Quinn Library renovation; Gill Elementary renovation; multiple new elementary and middle schools; many other additions/renovations to high schools, middle schools, stadiums, and Loos Natatorium; and three high school Collegiate Academies.

- Katy Lenihan, Design Director, Email: klenihan@dallasisd.org 972-925-7303
- Dwayne Thompson, Former Chief Business Officer (still available) 214-577-4623
- Brent Alfred, Chief of Construction, Email: balfred@dallasisd.org 214-938-3208
- David Mogray, Architectural Specialist (AECOM), Email: C49180@Dallasisd.org 972-925-7373

WRA CLIENT LIST – CONTINUED

DALLAS STARS ICE HOCKEY CLUB

WRA joined Lee Lewis Construction to design-build new youth sports facilities in multiple cities. The Stars-sponsored multi-use venues will host youth league and club sports games, tournaments, and other community activities. The Farmers Branch location, 81,000 SF, now under construction, will be the new home of Texas Advantage Volleyball (TAV), the Stars-sponsored youth volleyball league. Another in the Town of Northlake will be 250,000 SF to be completed in 2025, and others are planned in other cities.

- Jack Cooper, Vice President of Operations, Facilities..... 469-486-0652
- Perla Tavera, Director of Economic Development, Tourism and Planning, City of Farmers Branch, Email: perla.tavera@farmersbranchtx.gov..... 972-919-2507

FORT WORTH ISD

Continuous client since 2007. New middle school, Jean McClung Middle School; Phase IV Renovations on 15 Campuses, a new replacement for Washington Heights Elementary, Wedgewood Middle School Addition/Renovation, Diamond Hill-Jarvis High School Renovation, and multiple renovations at North Side High School.

- Madeleine Sara-Colley, AIA, NCARB, Program Director (Procedeo Group), Madeleinesara@procedeogroup.com 915-867-6222
- Brian Johnson, LEED AP, Deputy Program Director (Procedeo Group), Email: bjohnson@fwisd.org . 817-317-7700
- Vicki Burris, Former Chief CIP Administrator (still available), Email: vickidburris@gmail.com 817-505-3534

CASTLEBERRY ISD

A continuous client of WRA for 15 years since 2009. Our work has included Master Planning, Bond Planning and Election Communications, and numerous projects, both new construction and large additions and renovations. Projects include new elementary replacement schools, renovations to all schools, total renovation of the Auditorium, total replacement of the Stadium, Historic Preservation of a 1938 Elementary School into a new Administration Building, and the total renovation of Marsh Middle School. Currently in progress on a major addition/renovation to the High School.

- Renee Smith-Faulkner, Superintendent of Schools, Email: SmithR@castleberryisd.net..... 817-252-2005
- Lenny Lasher, Exec Dir Student Services & Operations, Email: LasherL@castelberryisd.net 817-252-2072

ARLINGTON ISD

A continuous WRA client for 12 years since 2012, Arlington ISD works with multiple architects but has awarded WRA nine (9) addition/renovation projects to date: Blanton Elementary, Knox Elementary, Rankin Elementary, Nichols Junior High, Turning Point Junior High, Ellis Elementary, Sherrod Elementary, Duff Elementary, and South Davis Elementary.

- Michael Parkos, Director of Facility Planning and Construction, Email: mparkos@aisd.net 972-837-9459

LAKE WORTH ISD

A continuous client for 16 years since 2007. Numerous projects: Hodgkins Administration Building renovation, additions/renovations to Lake Worth High School Auditorium, Fine Arts, Science Labs, other classroom additions, new Culinary Arts department, two renovations at Howry Intermediate School, a new high school fieldhouse, and other projects, site improvements and roof repairs. Collins Middle School Addition/Renovation currently in progress.

- Dr. Rose Mary Neshyba, Superintendent of Schools, Email: rneshyba@lwisd.org 817-306-4200
- Andrew Carter, Director of Operations, Email: acarter@lwisd.org, cell 682-308-7053 817-306-4200

WRA CLIENT LIST – CONTINUED

VAN ALSTYNE ISD

The District turned from another firm to WRA in 2016 for bond planning, election campaign planning, and new school design. WRA managed two successful bond campaigns, $24M in 2017 and $325M in 2021. Resulting projects have included a new replacement high school, new elementary school, renovations to another school, and other projects.

- Dr. David Brown, Superintendent of Schools, Email: dbrown@vanalstyneisd.org 903-482-8802
- Ryan Coleman, Assistant Superintendent, Email: rcoleman@vanalstyneisd.org 903-482-8802
- Lisa Harrelson, Instructional Technology Specialist, Email: lharrelson@vanalstyneisd.org 903-482-8802
- Dr. John Spies, Former Superintendent (still available), Email: jyspies@gmail.com 903-804-9234

BLUE RIDGE ISD

Hired WRA in 2017. Projects to date include Facility Assessment on the District's nine buildings, Master Planning, Bond Planning on a $25 million bond which was passed in May 2019, and several resulting projects; a new 70,000 SF elementary school which opened in 2021, and several ag education and athletic facility additions.

- Dr. Darrell Floyd, Superintendent of Schools, Email: darrell.floyd@brisd.net 972-752-5554
- Amanda Ray, Business Manager, Email: amanda.ray@brisd.net 214-272-8187
- Matt Kimball, Former Superintendent of Schools (at the time; still available) 469-951-6932

ANNA ISD

Hired WRA in 2017 for a major renovation to the District's stadium. Project completed in 2018. Later awarded a new 85,000 SF elementary school, to be the District's new prototype elementary school and a new indoor practice field / multi-use facility completed in 2022. WRA then managed an $800M Bond election campaign which passed in November 2022 funding a new high school, six other new schools, and other District facilities.

- Michael Comeaux, former Superintendent of Schools .....409-790-0905 (cell)
- Dr. Bradley Duncan, Asst Supt of District Operations, Email: bradley.duncan@annaisd.org 972-924-1000
- Karen Walker, Director of Communications, Email: Karen.walker@annaisd.org 972-924-1546

RICHARDSON ISD

Richardson ISD works with multiple architects, and hired WRA in 2018. Projects to date: Skyview Elementary School addition/renovations, two phases, and a $24,000,000 total addition/renovation to Brentfield Elementary School.

- James Watson, Executive Director of Operations, Email: james.watson@risd.org 469-593-0170
- Le Estes, Executive Director of Facilities Planning, Design, & Construction, Email: le.korte@risd.org. 469-593-0172
- Dusty Nugent, Project Manager, Email: Dustin.Nugent@risd.org 469-593-0062

GATESVILLE ISD

Hired WRA to design a $17,000,000 addition-renovation to Gatesville High School. Also engaged WRA for Bond Planning for a $10M bond for November 2019 which passed. High school project was completed in 2021.

- Dr. Barrett Pollard, Superintendent of Schools, Email: bpollard@gatesvilleisd.org 254-865-7251

HILLSBORO ISD

Hired WRA to manage the campaign for a $29,840,000 bond which passed in November 2019, funding a new elementary school which WRA designed and which opened in 2021.

- Vicki Adams, Former Superintendent of Schools (still available) 903-229-1012
- Raymond Nors, Director of Operations, Email: nors@hillsboroisd.org 254-582-8585

WRA CLIENT LIST - CONTINUED

VERNON ISD

The District hired WRA for Bond Planning for a $40,000,000 Bond for a new Elementary School and a large Addition/ Renovation to Vernon High School. WRA assisted in forming a Facility Committee and worked closely with District, Committee, and the community to develop election campaigns for the District and a private Vote-Yes committee. The Bond passed in 2021 with a 55% Yes vote, and the projects were completed in 2023.

- Dr. Kermit Ward, Superintendent of Schools, Email: kermit.ward@visdtx.org 940-553-1900
- Jeff Byrd, Former Superintendent (at the time, still available) 806-678-3674
- Blaise Boswell, Assistant Superintendent, Email: blaise.boswell@visdtx.org 940-553-1900

CHILLICOTHE ISD

Hired WRA for Bond Planning and the resulting projects. The $7.5 million Bond passed in May 2019. Projects include a new Agricultural and CTE facility and an addition/renovation to Chillicothe Elementary School. The projects were completed in 2020.

- Todd Wilson, Former Superintendent (still available) 940-357-1139

BAIRD ISD

Hired WRA for Bond Planning and a new AWS-certified Welding Academy, completed in 2022.

- Dr. Tim Little, Superintendent of Schools, Email: tlittle@baird.esc14.net 325-854-1400

BELLS ISD

Bells ISD chose WRA to design classroom additions and renovations to Pritchard Junior High, additional classrooms at Bells High School, and a new District Fieldhouse that will be utilized by all athletics and will incorporate CPR/AED training, EMT & Sports Medicine classes and other CTE classes. Additional parking and traffic flow improvements will also be made, and four tennis courts will be constructed.

- Tricia Meek, Superintendent of Schools, Email: tnmeek@bellsisd.net 903-965-7721
- Josh Weger, Assistant Superintendent of Schools, Email: josh.weger@bellsisd.net 903-965-7721

BONHAM ISD

Bonham ISD engaged WRA for Bond Planning and Election Campaign communications. After successful campaigns for both the District and a private citizens' PAC, the $64,400,000 carried in May 2023. Bonham Junior High School additions and renovations are currently in progress to be completed in 2025.

- Alicia Coonrod, Chief Financial Officer, Email: Alicia.coonrod@bonhamisd.org 903-449-2652

WHITEWRIGHT ISD

Hired WRA in 2021 for Bond Planning for a high school renovation and new CTE/Ag facility. WRA assisted with the $15M bond which passed in May 2022 with a 52% Yes vote. The project is currently in progress scheduled for completion in 2023.

- Brian Garner, Superintendent of Schools, Email: brian.garner@wwisd.com 903-364-2155

WRA CLIENT LIST - CONTINUED

CADDO MILLS ISD

The District hired WRA to design multiple projects following a successful $290,000,000 Bond. The projects include several additions, two new schools, safety and security upgrades, a new sports complex, and new stadium, all of which will be built out in phases over five years.

- Luke Allison, Superintendent of Schools, Email: Luke Allison lallison@caddomillsisd.org 903-527-6056

MOUNT VERNON ISD

WRA assisted the District with a 2023 Bond which passed, funding several projects now in progress: Additions to the High School and Middle School front offices, Fine Arts additions, a new Cafeteria and Kitchen, a new Ag Barn with new Welding Bays, District Administration Building renovation, Auditorium Lobby renovation, and a new Storm Shelter.

- Dr. Jason McCullough, Superintendent of Schools, Email: jmccullough@mtvernonisd.net 903-537-2546

LEONARD ISD

WRA was hired for Bond Planning and Communications and after a successful campaign, the $39,500,000 Bond passed in November 2022. A new Elementary School is currently in progress, scheduled for completion in 2025.

- Brad Maxwell, Superintendent of Schools, Email: maxwellb@leonardisd.net 903-587-2318

LLANO ISD

The District hired WRA for Bond Planning and Communications and after a successful campaign, the $37,800,000 Bond passed in May 2023. Projects now in progress include renovations at all four of its campuses, including safety and security upgrades, resurfacing of the high school track and football field, as well as classroom additions and expansions at various campuses. All projects are scheduled to be completed in 2025.

- Mac Edwards, Superintendent of Schools, Email: medwards@llanoisd.org 325-247-4747
- Ryan Turner, Chief Financial Officer, Email: rturner@llanoisd.org 940-839-8608

BOSQUEVILLE ISD

The District hired WRA to lead Bond Planning and Communications, including bond facilitation. WRA developed the District Bond information campaign and also assisted with a private citizens' PAC campaign, designed and produced campaign materials and social media content, and assisted the District with voter engagement and conducting public meetings. The $21,200,000 Bond passed in May 2023. Projects now in progress include Long Range Master Planning and additions and renovations to Bosqueville High School, scheduled for completion in 2025.

- James Skeeler, Superintendent of Schools, Email: james.skeeler@bosquevilleisd.org 254-757-3113

RICHLAND SPRINGS ISD

Hired WRA in 2015 for a new 14,000 SF elementary school for 180 students, grades K-5; $2.3M. Completed in 2016.

JOHNSON CITY ISD

Johnson City ISD engaged WRA for Bond Planning and Election Campaign communications and a $31,000,000 middle school project. The $59.7M Bond passed in May 2023. High school and middle school projects currently in progress.

- Ben Eubanks, Superintendent of Schools 254-485-4985

WRA CLIENT LIST – CONTINUED

CHILTON ISD

Chilton ISD turned to WRA for Bond Planning and Election Campaign Communications after the previous bond failed. WRA worked with both the District and the PAC on campaign materials, social media content, voter engagement, and public information, and the $14,000,000 Bond passed in May 2023. Projects in progress include safety and security upgrades to both the secondary and primary campuses, additions to the secondary campus, and upgrades to the ag shop.

- Dr. Brandon Hubbard, Superintendent of Schools, Email: bhubbard@chiltonisd.org 254-546-1200

WINK-LOVING ISD

Wink-Loving ISD initially engaged WRA for several projects, then subsequently awarded additional work after those were in progress. Projects include a new High School Auditorium, new Administration Building, a new Gymnasium, a new Alumni Pavilion, and District maintenance facilities. WRA affiliated with Midland firm Pate Architects.

- Scotty Carman, Superintendent of Schools, Email: scarman@wlisd.net 432-208-3044

ROTAN ISD

Hired WRA for Bond Planning and the resulting projects. The $15 million Bond passed in November 2020, and projects included CTE renovations, additions/renovations at Rotan High School, a new library, a new band hall, and additions and security upgrades on other campuses.

- Greg Decker, Former Superintendent of Schools 325-735-2332

CLYDE CISD

Client since 2006. Two successful bond elections and eight projects to date: A new replacement elementary school, new high school auditorium, and new football stadium and field house. Later awarded additional projects. Other services included Master Planning, Facility Assessment, Bond Planning, and Bond Election Promotion.

- Bryan Allen, Superintendent of Schools..... 325-893-4222
- Keith Scharnhorst, Former Superintendent (retired; still available) 325-232-1677

MAUD ISD

The District hired WRA for Bond Planning and Election Campaign communications. The Bond passed in May 2023 funding a new Cafetorium, a renovation of the existing Cafetorium into a Band hall, and additional parking. All projects are currently in progress.

- Chris Bradshaw, former Superintendent of Schools..... 936-348-0670 (cell)
- Melford Pierce, Board President, Email: mpierce@maudisd.net 903-277-9994

GRAYSON COLLEGE

The College engaged WRA for Facility Assessment, Long Range Master Planning, and Capital Campaign Consulting. Subsequent projects, after passing the $456.5M bond, include a $136M Health Sciences Building, a $47M Career & Technology Center, a $46M Residence Hall, and other projects.

- Dr. Jeremy McMillen, President, Grayson College, Email: president@grayson.edu 903-463-8700
- Dr. Michael Cox, DNP, MHA, RN, Dean of Health Science, Email: coxm@grayson.edu 903-463-8687
- Matt Corder, Director of Facilities, Email: corderm@grayson.edu 903-463-8638
- Dr. John Spies, Member, Board of Trustees, Email: jyspies@gmail.com 903-804-9234

REFERENCES - CONTRACTORS

Gallagher Construction: Von Gallagher, Owner 972-633-0564

Pogue Construction: Sam Adams, VP/Construction; Ben Pogue, CEO; Shane Williams 972-529-9401

Jackson Construction, Tim Jackson, President; Lanny Jones, Project Manager (903-461-9010) 903-763-2918

Buford Thompson Construction: Mike Trammell, Executive Vice President 817-467-4981

Talley Riggins Construction Group: Andy Kelley, Project Executive 214-585-9522

Lee Lewis Construction, Dallas: Matt Clowers 972-818-0700

Lee Lewis Construction, Lubbock 806-797-8400

Teinert Construction, Lubbock: Daniel Horton, President 806-281-7765

Core Construction: Gary Frazier, President (972-979-8089) and Gary Aanenson, V.P. (214-885-1039) 972-668-9340

Authers Building Group, Kiwi Authers, President 469-307-3485

Crossland Construction, Prosper: Brian Rose 972-347-5659

Crossland Construction, Tulsa: Grant Maxey, Project Manager, 918-695-4359; Greg Smith, 918-712-1441

Steele & Freeman: Scott DePauw, Project Manager 817-232-4742

Turner Construction Company: Adam Lowry (cell 214-882-3318); Dave Welber, Glenn Stratton 214-721-8400

Joeris General Contractors: Jorden Dial 817-401-1100

Cadence McShane Construction: Wade Wimbish, Steven Levy 972-239-2336

Starling Richardson Construction: James Starling, President; Mike Morrison, Phillip Adlof 214-727-2987

Construction Zone, Inc.: Phil Garcia 817-846-1806

Kevin Mullins: Multiple WRA projects with Imperial, Crossland, and Mavery 817-239-7487

Northstar Builders Group, Coppell: Bruce Helm, Aaron Scates, Jack Ream 972-745-6900

Adolfson & Peterson: Granger Hassmann, Brady Ream 972-387-1700

Flintco Construction, Tulsa: Brittney Driskill, Project Manager (918-378-5394) 918-587-8451

Boldt Construction: Noel Farley, Project Manager 405-486-1212

Banes General Contractors, El Paso: John Panahi, Vice President 915-584-0404

WRL Construction, Flint, Texas 903-849-7768

REFERENCES - CONSULTANTS

Alpha Consulting Engineers, Thom Campbell, Senior Principal, Email: T.Campbell@alphaengtx.com 214-769-1151

Wallace Design Collective, Ron Jantz, Principal, Email: ron.jantz@wallace.design 918-806-7329

CEC Engineering, Andy Blankenship, Facilities Practice Leader, Andy.Blankenship@connectcec.com 918-900-6255

L. A. Fuess Partners, Structural Engineers: Mark Peterman, P.E., Sue Ingram, P.E., Marcos Zamora, P.E. 214-871-7010

RWB Engineering: Kenneth M. Fulk, P.E., Principal 972-788-4222

EMA Engineering: Gary Bristow, P.E., Vice President 903-581-2677

Meza Engineering: Victor Meza, P.E., LEED AP 214-428-7744

Bosma Design Solutions, Inc.: Dwane A. Bosma, FCSI, Principal 972-822-6350

Foodservice Design Professionals (FDP, formerly H. G. Rice & Co.): Lance Brooks, Principal..... 972-245-5300

Ramsey Landscape Architects, LLC: Michael W. Ramsey, RLA 214-564-3635

Apex Roofing Technology: Wilson Gin, RRO 214-669-9298

Armko Industries: Ray Stringer, AIA..... 817-992-4932

MESQUITE INDEPENDENT SCHOOL DISTRICT

Ángel Rivera Ed.D., Superintendent of Schools

May 14, 2025

To Whom It May Concern,

It is with great confidence and appreciation that I write this letter of recommendation for WRA Architects. WRA Architects have been partnering with Mesquite ISD for over 30 years. However, since 2018, I have had the privilege of working alongside WRA through several positions in the organization and on multiple significant projects across our district. Their work has consistently exceeded our expectations.

From the earliest stages of design through project completion, WRA has demonstrated exceptional professionalism, creativity, and responsiveness. Their team brings a deep understanding of educational environments and works diligently to create spaces that support learning, safety, and community.

What has truly set WRA apart is their collaborative spirit. They are not just service providers—they are true partners. WRA listens carefully, communicates clearly, and always comes to the table with thoughtful, student-centered solutions. Their ability to work seamlessly with our internal teams, contractors, and stakeholders has made every project more efficient and more enjoyable for everyone involved.

WRA's commitment to excellence, attention to detail, and ability to adapt to our evolving needs have earned our trust time and time again. Whether planning new construction, reimagining existing spaces, or just brainstorming possibilities, they consistently deliver results that reflect the values, personality, and vision of our district.

I wholeheartedly recommend WRA Architects to any district or organization seeking a collaborative, forward-thinking architectural partner. Their track record with Mesquite ISD speaks for itself, and we look forward to continuing our work together in the years to come.

Sincerely,

Ángel Rivera Ed.D
Superintendent of Schools
Mesquite ISD

3819 Towne Crossing Blvd.
Mesquite, TX 75150
972-288-6411
mesquiteisd.org

Janine Fields, Ed.D.
Deputy Superintendent

Gilberto Prado
Assistant Superintendent

Karen Morris, Ed.D.
Assistant Superintendent

Taylor Morris
Assistant Superintendent

Leslie Feinglas, Ed.D.
Assistant Superintendent

Andrea Hensley, Ed.D.
Assistant Superintendent

Sunnyvale Independent School District

Investing in a Brighter Future

Doug Williams
SUPERINTENDENT

December 26, 2019

To Whom It May Concern:

It is my privilege to write this letter to describe the qualities that make WRA Architects an outstanding company and to discuss how they have been integral in assisting with creating our culture at Sunnyvale ISD.

WRA has a long standing relationship with our district, serving as our architect for almost 20 years. They began with the district as the growth in our community began around 2000. In these 20 years, the school district has grown from around 400 to 2000 students and WRA has been there to help plan and design the facilities that have been needed. During this time, Sunnyvale ISD has built 4 campuses and 2 campus extensions along with numerous support facilities. Each of these facilities have one common feature, they are buildings where learning is maximized and they reflect the unique characteristics of Sunnyvale.

Our district has undergone great changes in our instructional approach the last 8 years, emphasizing student engagement and collaboration in every classroom. WRA has responded to the challenge by designing learning spaces that can facilitate this instructional style. Our Intermediate campus along with the expansions at the Middle and High Schools have become a model for other school districts as they seek to modify traditional learning environments.

WRA claims they are the company to select "When who you work with matters." This is more than a slogan, it is the way they live. Not only do we at Sunnyvale ISD consider them to be our architects, we consider them to be our partners. The personal care displayed by each WRA employee makes them invaluable to our organization.

Please contact me at 972.226.5974 or at doug.williams@sunnyvaleisd.com should you have questions about WRA.

Sincerely,

Doug Williams, Superintendent
Sunnyvale ISD

417 E. Tripp Road • Sunnyvale, Texas 75182 • (972) 226-5974 • FAX (972) 226-6882 • Email: doug.williams@sunnyvaleisd.com

Castleberry Independent School District
5228 Ohio Garden Road • River Oaks, Texas 76114-3729 • (817) 252-2010
Renee Smith-Faulkner, Superintendent of Schools

May 10, 2023

To Whom It May Concern:

I am writing this reference letter to highly recommend the school architectural firm of WRA. We have had the pleasure of working with WRA for over 13 years now, and we could not be more satisfied with their services.

From the very beginning of our 2010 bond project, WRA showed a strong commitment to our needs and goals. They listened carefully to our ideas and concerns, and worked closely with us to develop a comprehensive plan that would meet our needs while staying within our budget. Throughout the project, they were always available to answer questions, provide guidance, and make adjustments as needed.

What sets WRA apart from other school architecture firms is their dedication to creating spaces that are not only functional but also beautiful and inspiring. They have a keen eye for detail and a deep understanding of how spaces can impact learning and teaching. They worked tirelessly to ensure that every aspect of our project was designed to promote learning, creativity, and collaboration among our students and staff.

In addition to their exceptional designs, WRA is also highly skilled at managing complex projects. Over the last 13 years, WRA designed new facilities throughout the district including elementary and secondary campuses, a baseball and softball complex, football stadium, and other renovation projects. They were always proactive in identifying potential issues and finding creative solutions to keep the projects on track. They communicated clearly and regularly with us throughout the many projects, ensuring that we were always aware of progress and any issues that arose.

Overall, we have been extremely satisfied with the services provided by WRA. Their dedication to our projects and their commitment to creating spaces that meet our needs and exceed our expectations have been truly outstanding. I highly recommend WRA to anyone in need of a school architectural firm that is knowledgeable, professional, and truly committed to excellence.

Sincerely,

Renee Smith-Faulkner

Renee Smith-Faulkner
Superintendent of Schools, Castleberry ISD

P.O. Box 128
400 W. Lewis St.
Crandall, TX 75114

Phone: 972-427-6047
Fax: 972-427-6036
rjolly@crandall-isd.net

Robert Jolly, Ed. D.
Superintendent of Schools
Crandall Independent School District

January 23, 2017

To whom it may concern:

Crandall Independent School District has been extremely pleased to have had WRA Architects as our district's sole architect for over 30 years. Their firm and our district have both grown over the years, and we have seen them adapt well to the changes. I strongly recommend that you consider making WRA your architect.

Their principals are all owners in the firm who are closely involved in every project. Their personal attention has been unbelievable and includes taking input from our teachers, community, district staff, administration, our facility committees, and our school board. The team at WRA genuinely embraces our preferences and takes methodical steps to ensure that all our stipulations are included in the projects.

Since 1983, our Board of Trustees has awarded more than 25 projects to WRA, totaling some $80 million in construction costs. Every project has been completed on time and within the contract amount. Almost as important, their excellent design and service is always delivered with attentive care and professionalism. Their projects for Crandall have included a new high school, two new elementary schools, a new baseball/softball stadium complex, I.T./technology upgrades throughout our district, and some fifteen other addition/renovation projects on schools, district support facilities, and our vocational/ag education structures.

With WRA's expertise in K-12 districts' long range needs, they have also been very helpful to us with other types of consulting including Feasibility Studies, Bond Planning, Bond Election Promotion, and Master Planning. We have also relied on WRA as a competent facility advisor with things like adaptive reuse and building reconfiguration, issues common to districts with aging buildings.

Every member of the WRA team that has worked with us has seemed to love working with school district people and they have all been devoted to our needs. If you need any additional information about this excellent architectural firm, please do not hesitate to contact me.

Sincerely,

Robert Jolly, Ed.D.
Superintendent of Schools

PONDER INDEPENDENT SCHOOL DISTRICT

400 W. Bailey | Ponder, TX 76259 | (940) 479-8200 | www.ponderisd.net | Fax: (940) 479-8209

July 30, 2023

To Whom It May Concern,

I am writing this letter to wholeheartedly recommend WRA Architects for any architectural projects related to educational facilities. As a Superintendent at Ponder ISD, I have had the pleasure of collaborating with the folks at WRA over the past couple of years on the design and construction of a new high school facility for our district, and their expertise and dedication have consistently exceeded all expectations.

WRA Architects has established itself as a distinguished leader in the field of educational facility design. They have a team of talented architects and designers who possess the ability to transform visions into realities. I believe our new high school project designed by WRA Architects is a strong reflection of their passion for creating inspiring learning environments that cater to the unique needs of students, teachers, and administrators alike.

One of the most impressive aspects of WRA Architects' work is their adeptness in navigating the challenging processes of helping school districts market their bond elections. They understand the importance of community support in these initiatives, and their approach to engaging stakeholders and promoting awareness is commendable. The firm's strategic planning, marketing, and communication skills played a pivotal role in the success of our bond election in May, 2021, enabling our district to secure crucial funding for much-needed educational facility additions.

Throughout our collaborations, I have found WRA Architects to be a highly professional and reliable partner. They consistently maintain open lines of communication and value the input of all stakeholders involved. Their collaborative approach fosters an atmosphere of trust and teamwork, resulting in solid project execution and exceptional outcomes.

In conclusion, I am happy to confidently recommend WRA Architects to any educational institution or school district seeking a professional architectural firm with a personal touch. Their expertise in educational facility design, combined with their proficiency in marketing bond election processes, makes them an invaluable asset for any project. The individuals I have partnered with at WRA Architects have earned my highest respect and admiration.

Should you require any further information or have specific inquiries about my experiences working with WRA, please do not hesitate to contact me - I would be happy to visit further.

Respectfully,

Jeremy Thompson

Jeremy Thompson
Superintendent, Ponder ISD
jthompson@ponderisd.net
(940)479-8201

Blue Ridge Independent School District

Matt Kimball
Superintendent of Schools

June 30, 2023

To Whom It May Concern:

I am writing to provide a recommendation for WRA Architects based on their outstanding work with Blue Ridge Independent School District (ISD). As the superintendent at Blue Ridge ISD, I have had the pleasure of collaborating with WRA Architects from bond planning through design of a new campus and to final completion. I have consistently been impressed with their professionalism, expertise, and dedication.

WRA helped our community see what is possible in a school environment. They have helped us transform into modern, student-centered learning environments. From the initial planning stages to the final implementation, their team demonstrated a deep understanding of our needs and delivered innovative design solutions that exceeded our expectations.

Their commitment to fostering a collaborative partnership was evident throughout the entire project. WRA Architects actively sought input from our staff, students, parents, and community, ensuring that our voices were heard and incorporated into the design process. They displayed exceptional communication skills, providing regular updates, addressing any concerns promptly, and maintaining open lines of dialogue. I was specifically impressed with the strong collaboration during the construction process. They worked well with us and our construction firm.

One of the key strengths of WRA Architects is their ability to balance functionality with aesthetic appeal. They skillfully integrated sustainable design principles, maximizing energy efficiency and creating spaces that enhance learning experiences. Their attention to detail and meticulous approach to project management resulted in seamless execution and timely completion of each milestone.

It is with great pleasure that I highly recommend WRA Architects for any future bond planning and architectural projects. Their expertise in educational architecture, collaborative approach, and commitment to delivering exceptional results make them an invaluable partner. Blue Ridge ISD has greatly benefited from their services.

Sincerely,

Matt Kimball
Superintendent
Blue Ridge ISD

318 W. School Street, Blue Ridge, TX 75424 972-752-5554 www.brisd.net

Gatesville Independent School District

Barrett Pollard, Ed.D.
Superintendent

311 South Lovers Lane
Gatesville, Texas 76528
Phone (254) 865-7251
Fax (254) 865-2279

July 31, 2020

To Whom It May Concern,

It is my pleasure to formally recommend WRA Architects, Inc. for all of your architectural service needs. If you are planning on a major renovation or a new construction project, WRA helps educational institutions design and create innovative and functional spaces for students. Our K-12 public school district in Central Texas has been thoroughly impressed and pleased with the services WRA has provided through every step of our major renovation project.

During the selection process of architectural firms, WRA was head-and-shoulders above the other firms with regard to the resources they provided and the professionalism of their presentations. It was reassuring to have a principal architect such as Keith Anderson helping us along each phase of the process. During the pre-design phase, lead architect Mary O'Brien spent countless hours leading a team of talented designers (Donovan Howard, Chance Howe, and Olivia Rothman) to create a large addition to our high school that focused on safety and functionality. The designers were always patient and attentive to any changes we requested, and their final design product was very well-received by our community.

WRA's marketing principal, Michael Holmberg, and marketing manager, Amelia Malloy, teamed up to provide our community with the messaging and promotional materials necessary to make an informed decision on a multi-million dollar bond issuance. From attending PAC meetings to creating fliers and posters to providing video messages, Michael and Amelia worked tirelessly. Thanks in large part to their commitment and dedication, the bond passed easily because our community knew that the project was necessary to improve the safety and learning environment at our high school campus.

As the design process continued, Mrs. O'Brien and her team frequently visited our district in person to meet with and gain input from various stakeholders. The final construction documents were well-thought-out, intentional, detailed, and provided for a building that is both functional and aesthetically pleasing. Mrs. O'Brien and Mr. Howard worked closely with our construction firm to ensure the bids providing the best value for our district were selected. As the construction progresses, Mrs. O'Brien and Mr. Howard continue to meet with us to ensure the project is progressing successfully. If you have any questions, please contact me at bpollard@gatesvilleisd.org or at 254-977-2774. Thank you for considering WRA Architects, Inc.

Sincerely,

Barrett Pollard, MBA, Ed.D.
Superintendent of Schools
Gatesville Independent School District

Hillsboro
INDEPENDENT SCHOOL DISTRICT
Enlighten. Inspire. Achieve.

September 29, 2022

To Whom It May Concern:

In 2019 Hillsboro ISD decided to go out for a bond to build a new elementary school. Even though I had preconceived ideas about the architectural firm that I wanted to utilize, when we interviewed the firms WRA had a much more thorough understanding and presentation of what we wanted and our community. HISD has not been disappointed.

Upon hiring them, they assisted with public relations and the campaign. Working together helped us to easily pass the bond referendum even though it had failed by a large margin in the past. They continued to work with the HISD school board, administration and parents to develop a building that was efficient as well as beautiful.

After the plan was approved, they continued to work diligently to ensure the building was completed to perfection. We had regular meetings and walkthroughs to ensure the subcontractors were completing quality work. Due to their expertise and persuasion, the school was completed in time to open for the 2021-2022 school year.

I cannot say enough about the staff at WRA. In a previous district, I had worked on a smaller project that was not a rewarding experience and was worried I would again have constant battles through the process. Even though we are a small, rural community, they gave us the attention and expertise that larger districts and projects receive. Everyone of them was very personable and patient with us as we made many changes during the planning process. They also had innovative and creative ideas to not only create a building we are proud of but also stretched our funds to get more than we thought was possible.

Yours in education,

Vicki Adams

Vicki Adams
HISD Superintendent Emeritus

Teamwork for Excellence

PLANO
Independent School District

October 25, 2022

To Whom It May Concern:

WRA Architects has been an architect of Plano ISD continuously for the past 20 years. Our District is large, covering 100 square miles with 76 campuses. WRA has successfully completed more than 50 projects for PISD—new, renovation, large, small, and every size in between. Their people, attention to detail, and competency in their profession have always delivered exceptional work for us.

Every person at WRA, whether they are principals, project managers, or interior designers, have all been enjoyable to work with, and are always knowledgeable of the project at hand. Their work is complete, well-coordinated, and fulfills the project requirements with remarkable precision.

WRA performs at a very high level for Plano ISD, often on difficult projects sometimes requiring extra special coordination. They are efficient and effective in helping us navigate the many, often conflicting, project constraints, and in helping us reach very practical design solutions. They embrace our vision. They understand our limitations. They honor our budgets. And they meet our schedules.

As most school districts know, we tend to have tight schedules and even tighter budgets, and WRA is always working with us to maintain both. Their creative problem solving, and ability to stay a few steps ahead with timely recommendations have helped avert many potential difficulties. Over our two-decade tenure with them, this has made some of our most complicated projects much smoother for everyone involved.

To summarize, WRA is an extremely valuable asset and key team player working with us here in Plano. We remain confident in their ability to deliver projects of any size on time and in budget with amazing dependability. If you have any questions about this excellent firm, please do not hesitate to contact me.

Sincerely,

Tony Pearson
Assistant Director of Facility Services

Facility Services
6600 Alma Drive
Plano, Texas 75023-2806
469-752-0180
Fax: 469-752-0181

Dr. Bradley Duncan
Assistant Superintendent
District Operations
Anna ISD

bradley.duncan@annaisd.org
Office# 972-924-1022
Cell# 214-435-5434

I am pleased to submit a letter of recommendation for WRA Architects. Over the past three years Anna ISD has formed a partnership with WRA Architect to complete two projects for a total of $32 million in construction design and management. The primary WRA designers assigned to Anna ISD have been Weston Emmert and Keith Anderson. The projects that have been contracted for completion are a

1. Anna ISD Stadium-custom design expansion of stadium seating, pressbox and entries, and restroom facilities. The remodel and expansion portion of the project included new fencing, concession stand renovations, and visitor seating expansion. The completed stadium capacity is 4800 seats, with a showcase pressbox, and other stadium event amenities..Project cost $10,000,000
2. Rosamond Sherley Elementary- 85,000 sq ft elementary school. The school will open Aug 2022 and this design is scheduled to be a prototype elementary for future elementary schools in Anna ISD. The design will accommodate 750 students from Prekindergarten to 5th Grade. Project cost $22,000,000

There are a couple of attributes I would like to highlight in my experience with WRA architects Weston Emmert and Keith Anderson.

Listening to district goals- Each district is unique and it is clear that WRA is not trying to sell a cookie cutter design that is merely repackaged from district to district. Planning session and district focuses are noted and implemented in design. The designs that have been proposed are unique to Anna ISD, our students and community initiatives.

Partnership and Coordination- WRA refers to our relationship as a partnership. This extends to the other entities within the construction project. Coordination with the Construction Manager, Engineers, City of Anna, and other community stakeholders are key to keeping the project moving forward and creating a successful partnership. Completing the job is important, but creating partnerships makes the work a success for all involved in the process.

Budget Conscience- In our particular case the district gave specific limitations and planning documents allocated to the projects. WRA has respected the planning efforts of the district and designed facilities that match our planning efforts. Planning and staying within budget is very important for Anna ISD. As a fast growth district we are building new facilities every 12-36 months. WRA understands our growth situation and recognizes that every successful project will likely lead to another project within our long range plan.

I am happy to recommend WRA and the services they provide as an Architect and community partner.

Thank you,

Arlington
INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education

July 31, 2019

To Whom It May Concern:

It is a sincere pleasure to offer this letter of recommendation for WRA Architects. WRA is a trusted Arlington ISD partner and can be counted on to deliver exceptional projects, from Design through the completion of construction.

Arlington ISD has worked with WRA on some of our most challenging addition and renovation projects. WRA understands the importance of working in an active learning environment and the need to keep school facilities open, operational, and safe. The WRA team has been willing to tackle the most complex projects – large and small. For WRA, it is all about client service excellence.

WRA delivers time and again, completing projects on time and within budget. They manage with an approach towards efficient, appropriately tailored designs for the specific needs of the community they serve. WRA has a committed team of employees who are professional, knowledgeable, and respectful when working with every member of the district team. They engage every challenge with concern and a sense of urgency.

The Ellis Elementary School project is a case study of WRA's performance. WRA's design of classroom additions and renovations resulted in an amazing transformation of an older campus. We now have a campus with a secure entry, upgraded finishes and a new STEM lab addition, along with additional parking and upgraded Pre-K classrooms. They also worked on Mechanical upgrades at our Nichols JH, Turning Point Secondary and Sherrod Elementary School campuses, along with additional parking at Sherrod Elementary.

We are excited to continue working with WRA on future projects as they have played an important part in significant facilities improvements for Arlington ISD. I am pleased to recommend WRA for your consideration.

Sincerely,

Michael Parkos
Director of Facility Planning and Construction
Arlington Independent School District

VAN ALSTYNE INDEPENDENT SCHOOL DISTRICT
Dr. David Brown, Superintendent
dbrown@vanalstyneisd.org

Ryan Coleman, Asst. Superintendent
rcoleman@vanalstyneisd.org

1096 N Waco
Van Alstyne, TX 75495

Phone: (903) 482-8802
Fax: (903) 482-6086

July 22, 2019

Re: WRA Architects

To Whom It May Concern:

Van Alstyne ISD is pleased to provide a letter of recommendation for WRA Architects.

WRA was our architect for Sanford Elementary as well as the renovation project for Partin Elementary. We found WRA to be knowledgeable, professional, and cooperative from initial design until completion of the projects. In addition, this architectural firm has also been responsive in addressing any issues that have occurred after completion of the project. We have found that WRA is committed to designing facilities which are based on the needs and wants of the community. The ongoing communication was valuable in creating a building which the community and district could be proud while creating features which were affordable.

Van Alstyne looks forward to our continued relationship with WRA.

Therefore, we highly recommend WRA without any reservations.

Sincerely,

David Brown, Ed.D.
Van Alstyne ISD Superintendent

CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

P.O. Box 479, 526 Shalimar Drive
Clyde, Texas 79510
325-893-4222 FAX: 325-893-4024
www.clyde.esc14.net

"Empowering Leaders. Committed to Success."

Superintendent:
Kenny Berry

Assistant Superintendent/CFO:
Terry Phillips

Director of Curriculum/
Special Programs:
Paula Kinslow

May 21, 2018

To Whom It May Concern:

It is my pleasure to recommend WRA Architects for any construction project being considered by a school district or other entity.

My district has partnered with WRA on a number of construction projects. The latest project was a multi-million dollar renovation of our junior high campus. This project included a complete renovation and addition to our current building. From start to finish, Weston Emmert with WRA was there providing guidance and support. He was always available for questions and provided the information needed to keep our school board and the community adequately informed.

It is without hesitation that I recommend WRA for any construction project that is being considered. Their knowledge and professionalism made them a clear choice for us. Clyde CISD's next project will undoubtedly include WRA.

Feel free to contact me with any questions by phone at 325-893-4222, or email me at kjberry@clydeisd.org.

Sincerely,

Kenny Berry
Superintendent of Schools
Clyde CISD

Clyde Elementary
(325)893-4788
FAX (325) 893-5642
Kim Jones, Principal

Clyde Intermediate
(325) 893-2815
FAX (325) 893-3067
Jill Morphis, Principal

Clyde Junior High
(325)893-5788
FAX (325)893-2134
Jared Duncum,Principal

Clyde High School
(325)893-2161
FAX (325)893-2993
Gregg Wilson, Principal

"An Equal Opportunity Employer"

LANCASTER
INDEPENDENT SCHOOL DISTRICT

422 S. Centre Ave.
Lancaster, TX 75146
(972) 218-1400
(972) 218-1401 FAX
www.LancasterISD.org

Mr. Elijah Granger
Superintendent of Schools

April 24, 2020

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation for WRA Architects. Our District has worked with WRA Architects on two projects. The first project involved the renovation of one of our existing campuses. The second project, which is nearing completion, involves the building of a new middle school. As the Chief Operating Officer of the District it is my responsibility to oversee all capital projects.

In both of our engagements with WRA, we have found their creativity, vision, and meticulous attention to detail to be superb. I am confident that these firm characteristics emerge because of the time and effort taken to understand the needs of their clients. Client needs are balanced with a keen understanding of how environments influence student learning and achievement. The result for our District has been campuses that are simultaneously cutting edge and structurally sound yet true to the heritage of our campus master plan.

As a District that must constantly watch our bottom line, we believe that we have also benefited from WRA's outstanding ability to find that often elusive balance between cost efficiency and integrity of design. In any capital project, whether a renovation or a new structure, inevitability unanticipated challenges and problems arise. It is worthy to note that in dealings with these challenges WRA is never interested in an easy fix. In every case, WRA has made great effort to ensure that the fix has structural integrity and is consistent with the budgetary parameters and our vision for the project.

It has often been said that teamwork makes the dream work. WRA and their team have a keen sense of market insight for K-12 capital projects. WRA knows the critical role building spaces, internal environments, and building aesthetics play in delivering high quality, client-oriented results. WRA's team commitment to their clients is exceptional and the firm displays a tireless dedication to client satisfaction.

There is no doubt that the Lancaster Independent School District will continue to look to WRA Architects for our future architectural needs. WRA is a leader in their field and they are making an indelible mark on the architectural landscape in the State of Texas. Undoubtedly, Lancaster ISD has enormously benefitted from our engagements with WRA.

Please do not hesitate to contact me should you have any questions about any aspect of this letter of recommendation.

Sincerely,

John Ellis Price

John Ellis Price, Ph.D., CPA
Chief of Operations

Lancaster ISD Vision:
All students will achieve self-sustaining success and leave a lasting legacy.

Educating the Future!

Midland Independent School District

James W. Riggen, AIA
MISD, Chief Operations Officer
550 W. Texas Ave
Suite 200 – Tower II
Midland, Texas 79701
432-240-1007 cell 432-556-1910

May 24, 2019

To whom it may concern:

Midland ISD has been extremely pleased with the professional services Pate/WRA Architects provided for us. I am happy to recommend them to you as architects for your new project.

When Midland ISD reviewed their qualifications and experience for the 2012 school bond program, Pate/WRA Architects (joint venture firm of Pate & Associates of Midland and WRA Architects of Dallas) was unanimously selected by the MISD Board of Trustees for Bunche Elementary School. Additionally, Pate/WRA was selected for addition/renovation projects at several existing elementary school campuses.

The Pate/WRA team brought a unique combination of knowledge and abilities that has served Midland ISD well. Walter Pate's seasoned practice in Midland brings a deep understanding of the local construction economy, as well as personal knowledge of many local contractors and subcontractors. WRA's many years of specialization in the design of PK-12 grade school facilities brought the level of understanding and creativity that the District was looking for in the design of its first new elementary school in over 20 years. Combined they are a great team.

The Pate/WRA team listened carefully, both to the District and to the community, as we went through an extensive programming and planning process for the new elementary school. Both Midland ISD and the local community served by Bunche Elementary are extremely pleased with and are proud of this new school. The contemporary building truly supports the District's 21st Century educational delivery strategies.

In addition to the successful design, Midland ISD was impressed with the attention given to the project by Pate/WRA during construction. Through his efficient and effective efforts, Mr. Pate ran weekly progress meetings while "pushing" the construction team to the critical and successful completion of the project "on schedule and under the allocated budget". Overall the design team was very quick in processing submittal information and responding to the Contractor's requests for information.

Bunche Elementary bid during the recent period where local construction costs were particularly high and competition for trade contractors was especially intense. Pate/WRA's high quality construction documents (and creative analysis during the "value engineering" effort following receipt of bids) brought the project into budget without compromising the functionality or overall design quality of the school.

We look forward to working with Pate/WRA again on future school projects.
If I can provide additional information or answer any questions, please contact me.

Sincerely,

James W. Riggen, AIA

Vicki Burris
Chief Officer of Capital Improvement Program
2821 Cullen Street, Fort Worth, Texas 76107
OFFICE 817.317.7700 FAX 817.317.7780

Fort Worth INDEPENDENT SCHOOL DISTRICT | CAPITAL IMPROVEMENT PROGRAM

April 14, 2020

To Whom It May Concern,

I am very pleased to write this letter of recommendation for WRA Architects. During my career I have had the opportunity to work with many architectural firms and I consider WRA as one of the best. They continue to set themselves apart by being great partners, but even better listeners. Their meetings are interactive, and they encourage all participants to engage no matter their role. WRA invests the same level of attention and dedication to a project no matter the size and scope. Fort Worth ISD has teamed with WRA Architects on the following projects:

McClung MS (New School Design)
Opened Fall 2011
173,000 SF
$27M

Maintenance Renovations on 14 Campuses
Completed 2012
$4.5M

Washington Heights ES (New School Design)
Opened Fall 2016
60,000 SF
$12M

North Side High School -- 2017 Capital Improvement Program

Athletics Renovations
Spring 2020
5,000 SF
$2.7M

Additions & Renovations
Completed Fall 2019
$750K

Mariachi Addition
Spring 2020
5,000 SF
$2.7M

HS Additions/Renovations – Phase 2 Larger Project
Fall 2021
220,000 SF
$25M

It will be my pleasure to continue our working relationship with the team of designers at WRA Architects.

Sincerely,
Vicki D. Burris
Vicki D. Burris

Re: WRA Architects - Recommendation of Services

To Whom It May Concern:

Gallagher Construction Services is proud to say we have teamed with WRA Architects, Inc. with successful projects for Owners across the State. Our relationship over the last 55 years has proven time and time again that collaborative teamwork between Architect, Construction Manager, Owner and Engineers is the most productive for a successful project.

WRA ensures the Owner's needs and wants are heard and will work with Gallagher to find the most cost effective and sustainable way to implement those needs during design. Many firms will begin with a base design and add in the wants of the owner, but WRA produces original designs with each specific client in mind. Since they are originals WRA can quickly and effectively answer any and all questions that might arise during pre-construction or construction.

In addition, their careful approach of "measure twice, cut once," brings added value to the whole team, especially for addition and renovation projects. **Gallagher has worked with WRA on over 97 projects totaling over $1.4 Billion**.

The most appreciated quality of WRA is their staff and willingness to work through any issue. When an issue arises, WRA works diligently with all parties in an expeditious way to solve the problem, and not to "point fingers". This is the true meaning of the team concept that we share with WRA. It has been a true pleasure to work with them for so many years and on each and every project, we continue to look forward to projects in the future.

I hope this information is helpful, and please do not hesitate to contact me with further questions, I can be reached at von@gallaghertx.com or 214.837.2562.

Thank you,

Von Gallagher
Chairman

DIFFERENT FROM THE GROUND UP

GALLAGHER 3501 TOKEN DR., SUITE 100 RICHARDSON, TX 75082 972.633.0564 WWW.GALLAGHERTX.COM

POGUE CONSTRUCTION
POWERED BY PEOPLE

July 14, 2023

WRA Architects
12377 Merit Drive #1800
Dallas, Texas 75251

Re: WRA Architects – Letter of Recommendation

To Whom it May Concern,

I have had the privilege of working alongside the WRA team on construction projects in multiple Texas school districts over the years, and gladly offer this letter of recommendation. These projects have included new ground-up schools, renovations, additions, athletic facilities, and other efforts in educational construction. Across these examples and various WRA team members I have been fortunate to work with, each experience has been a positive, collaborative process through the design, planning, and construction phases.

WRA presents a knowledgeable and diverse team of designers, principal architects, construction administrators, and executive team members who offer immense value to the school districts which they serve. Their team provides vision and inspiration to their partners in education, then executes on each phase of planning and design to ultimately deliver beautiful learning spaces.

The WRA organization is composed of true specialists in educational design, and I would gladly recommend them to any client. I certainly look forward to continued success in partnership with their team.

Sincerely,

Lanny Jones
Senior Project Manager

JOERIS
General Contractors

April 14, 2020

To Whom It May Concern:

Joeris General Contractors is pleased to present this letter of recommendation for the team at WRA Architects. It has been our pleasure to work with several members of the WRA team on various projects over the last few years; including Lancaster ISD 9th Grade Center and Lancaster ISD Elsie Robertson Middle School, as well as four different Addition and Renovation Projects for Mesquite ISD. Without exception, WRA has been an incredible design partner that has stayed heavily involved through the entire project duration to ensure its success. They stand out from their peers with the level of detail they provide in their plans and their high sense of urgency in processing all the documentation needed to complete the project.

Joeris General Contractors prides itself on being an integral part of the overall project team and providing quality service with integrity. Our best work is done when those same attributes are found in the project architect as well. WRA Architects certainly exemplifies integrity within the industry.

We are proud of our relationship with the team at WRA Architects and would recommend their firm without reservation. Please feel free to contact any one of the Joeris team members for further information about our partnership with them.

Sincerely,

Joeris General Contractors, Ltd.

Scott Lee, Vice President
214-531-2601
Slee@joeris.com

joeris.com

San Antonio | Austin | Dallas | Fort Worth | Houston

Dallas/Fort Worth Office: 3030 LBJ Freeway, Ste. 1000, Dallas, TX 75234
o. 817.204.0770 f. 817.204.0771

BTC
A TRUSTED PARTNER

August 26, 2019

Re: WRA Architects – Letter of Recommendation

To whom it may concern,

BTC is proud to write this letter of recommendation for WRA Architects. BTC is currently working on a $25 million dollar extensive renovation project with WRA Architects. This a very complicated project on an occupied middle school campus for Castleberry ISD. WRA has been a pleasure to work with on this project, from Pre-Construction, through bidding, and ultimately into the construction phase.

WRA offers a level of service which compliments their drive to provide the best to their clients and extended project team. The WRA team conduct themselves in a professional manner at all times and are dedicated to the success of each project. In our experience, WRA cooperates well with the District and the Construction Manager in every way to achieve excellent facilities, within budget, and in complete conformance with the contract documents.

WRA is well versed on the special design and code requirement affecting public school designs. We have worked with more than 30 different architectural firms across the state of Texas and working with the WRA team has been an excellent experience.

Should have any question related to this information please contact me at 817-467-4981.

Respectfully,

Mike Trammell
Executive Vice President
BTC

Cc: File

FORT WORTH
P.O. Box 151829
Fort Worth, Texas 76108
P: (817) 467-4981

EL PASO
1370A Pullman Drive
El Paso, Texas 79936
P: (915) 857-7979

www.BTCbuilds.com

NORTHSTAR BUILDERS GROUP

Construction Management
Design Build
Preconstruction Services
General Construction

June 10, 2019

Mary O'Brien, AIA, LEED BD+C
Principal, WRA Architects
12377 Merit Drive
Suite 1800
Dallas, TX 75251

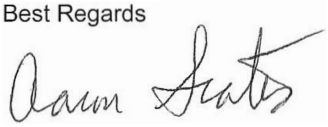
To Whom It May Concern:

We have had the pleasure of working with WRA Architects on multiple projects. We have experienced excellent teamwork with their staff resulting in great projects and proud clients.

Every project has been completed within budget and schedule, and in fact, we are currently teaming with WRA on a Phase 2 project for Village Tech Schools due to our success together on Phase 1.

We look forward to working with WRA Architects again on future projects.

Best Regards



Aaron Scates LEED AP
COO
NORTHSTAR BUILDERS GROUP
972 745 6900 office
214 878 8310 cell
aaron@nstarbuilders.com
www.nstarbuilders.com

Lee Lewis Construction, Inc.
DALLAS | LUBBOCK | AUSTIN

May 11, 2020

To Whom it May Concern,

I am pleased to write this letter of recommendation regarding WRA Architects. In recent years Lee Lewis Construction, Inc. has teamed with WRA on more than $118 million in K-12 projects for multiple school districts though out the State of Texas. While working with WRA, I have been impressed with their professionalism and understanding in working with complex issues. The relationship and confidence they build with the Owner, consultant team and subcontractors is second to none. Their professional and technical staff always make the Owner's needs as a priority and are willing to go beyond what is needed to make sure the entire project team always has the current information readily available.

Throughout our history of project successes, I feel that Graham Baumann and the WRA Team take the necessary steps to make sure the needs and standards for our clients are exceeded. They are professionals and handle every phase of the project with a positive approach. At WRA they consistently exhibit an ability to effectively communicate with the project team. In addition, the WRA Team consistently provides the leadership and commitment, from project start to finish, ensuring overall project quality and delivery of a building that surpasses all expectations. Their commitment to the Owner is defined by their attitude that they will do whatever is necessary to deliver a quality product with the essence of time in mind. Their commitment to Teamwork is further exemplified by their dedication to the entire Project Team. They understand that a Project's success hinges on the ability to take many team members and make them work in unison towards an end goal.

The cooperation and collaboration that WRA brings to the table every day is greatly appreciated. I look forward to the opportunity to work with you and your team again soon.

Sincerely,

Brian Rose
Vice President
Lee Lewis Construction

7810 Orlando Avenue
P.O. Box 65197
Lubbock, Texas 79464
806/797-8400
FAX 806/797-8492

9020 N Capital of Texas Hwy
Building #1, Suite 330
Austin, Texas 78759
512/369-3921
FAX 512/369-3928

17177 Preston Road
Suite 160
Dallas, Texas 75248
972/818-0700
FAX 972/818-0706

BANES GENERAL CONTRACTORS, INC.
P.O. BOX 220550 / 6001 DONIPHAN / EL PASO, TX 79913
ARIZONA LIC #090948 NEW MEXICO LIC. #29693
MAIN OFFICE: PHONE (915) 584-0404 FAX: (915) 584-243

November 8, 2019

RE: Letter of Recommendation

To Whom It May Concern:

It is my understanding that WRA / In*Situ Architecture may soon be in contact with you in reference to providing Architectural Services for you regarding an upcoming endeavor. Banes General Contractors, Inc. has had the opportunity to work with WRA / In*Situ Architecture on the Ysleta ISD Parkland Middle School Addition & Renovation Project and I would like to express my appreciation for the excellent services that they provided. As the Construction Manager for the project, I worked closely with the WRA/In*Situ Team to make sure that the project was completed within time and budget.

From my observations, the WRA/In*Situ Team provided a quality design and administration; I felt that WRA/In*Situ truly acted as a partner with not only the Client, but each member of the Project Team. Not only were the RFIs and Submittals reviewed and returned quickly, but the Team's onsite coordination was key to the completion of the project. Also, WRA/In*Situ incorporated aesthetically pleasing design features without compromising the overall budget.

The cooperation and collaboration that the WRA/In*Situ Team provided was greatly appreciated. Our experience was truly enjoyable for everyone involved and resulted in a very successful project. In the future, I hope to have the opportunity to work with the WRA/In*Situ Team again.

Should you have any questions or need any additional information pertaining to the WRA/In*Situ Team, please feel free to contact me.

Sincerely,



John Panahi
Vice President



APPENDIX



APPENDIX

RFQ EXHIBIT B

CONFLICT OF INTEREST QUESTIONNAIRE — FORM CIQ

For vendor doing business with local governmental entity

This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.

This questionnaire is being filed in accordance with Chapter 176, Local Government Code, by a vendor who has a business relationship as defined by Section 176.001(1-a) with a local governmental entity and the vendor meets requirements under Section 176.006(a).

By law this questionnaire must be filed with the records administrator of the local governmental entity not later than the 7th business day after the date the vendor becomes aware of facts that require the statement to be filed. *See* Section 176.006(a-1), Local Government Code.

A vendor commits an offense if the vendor knowingly violates Section 176.006, Local Government Code. An offense under this section is a misdemeanor.

OFFICE USE ONLY

Date Received

1 **Name of vendor who has a business relationship with local governmental entity.**

WRA Architects, Inc.

2 ☐ **Check this box if you are filing an update to a previously filed questionnaire.**

(The law requires that you file an updated completed questionnaire with the appropriate filing authority not later than the 7th business day after the date on which you became aware that the originally filed questionnaire was incomplete or inaccurate.)

3 **Name of local government officer about whom the information in this section is being disclosed.**

_____
Name of Officer

This section (item 3 including subparts A, B, C, & D) must be completed for each officer with whom the vendor has an employment or other business relationship as defined by Section 176.001(1-a), Local Government Code. Attach additional pages to this Form CIQ as necessary.

A. Is the local government officer named in this section receiving or likely to receive taxable income, other than investment income, from the vendor?

☐ Yes N/A ☐ No

B. Is the vendor receiving or likely to receive taxable income, other than investment income, from or at the direction of the local government officer named in this section AND the taxable income is not received from the local governmental entity?

☐ Yes ☑ No

C. Is the filer of this questionnaire employed by a corporation or other business entity with respect to which the local government officer serves as an officer or director, or holds an ownership interest of one percent or more?

☐ Yes ☑ No

D. Describe each employment or business and family relationship with the local government officer named in this section.

No conflicts of interest exist between WRA Architects and Mineral Wells ISD.

4

_____
Signature of vendor doing business with the governmental entity

Form Not Applicable.
No conflicts exist.
May 15, 2025
Date

Adopted 8/7/2015

RFQ EXHIBIT C
Felony Conviction Notification

The Texas Education Code, Section 44.034, Notification of Criminal History, Subsection (a), states "a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony."

Subsection (b) states "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

This notice is not required of a Publicly-Held Corporation.

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony conviction has been received by me and the following information furnished is true to the best of my knowledge.

Proposer's Business Name WRA Architects, Inc.

Authorized Company Official's Name (Printed) Michael Holmberg, Partner

A. My firm is a publicly-held, stock-exchange corporation; therefore this requirement is not applicable.

Signature of Company Official: _____

Date Signed: _____

B. My firm is not owned or operated by anyone who has been convicted of a felony.

Signature of Company Official: _____

Date Signed: May 15

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony (printed name and general description of type of felony or felonies):

1. _____
2. _____
3. _____
4. _____

Signature of Company Official: _____

Date Signed: _____

RFQ EXHIBIT D
Non-Collusion Statement

Michael Holmberg, Partner, being first duly sworn, deposes and says this:

(1) She/He is Partner (a partner or officer) of the firm (the firm of, etc.)

the Proposer who has submitted the attached Statement of Qualifications.

(2) She/He is fully informed respecting the preparation and contents of the attached Statement of Qualifications and of all pertinent circumstances respecting such Statement of Qualifications.

(3) That Statement of Qualifications is genuine and is not a collusive or sham response.

(4) Neither the said Proposer nor any of its officers, partners, owners, agents, representatives, employees or parties in interest, including this affiant, has in any way colluded, conspired, connived or agreed, directly or indirectly, with another Proposer, firm or person, to submit a collusive or sham. Response in connection with the Contract for which the attached Statement of Qualifications has been submitted or to refrain from proposing in connection with such Contract, or has in any manner, directly or indirectly, sought by agreement or collusion, or communication or conferences, with any other Proposer, firm or person to secure through any collusion, conspiracy, connivance or unlawful agreement any advantage against the Mineral Wells Independent School District of Mineral Wells, Texas or any person interested in the proposed contract; and,

(5) The price or prices which will be offered if selected as the successful Proposer in connection with this Request for Qualifications will be fair and proper and will not tainted by any collusion, conspiracy, connivance or unlawful agreement on the part of the Proposer or any of its agents, representatives, owners, employees, or parties in interest, including this affiant.

(Proposer's Business Name): WRA Architects, Inc.

(Proposer's Representative Signature) _____

(Proposer's Representative Title) Partner and Director of Business Development

Subscribed and sworn to before me on this 15th day of May, 2025.

_____
NOTARY PUBLIC, STATE OF TEXAS

GRADY LUFKIN FRANK
Notary ID #134065045
My Commission Expires
November 14, 2026

RFQ EXHIBIT E
Disclosure of Interested Parties

Under certain circumstances, the District is required to comply with Texas Government Code, Section 2252.908, Disclosure of Interested Parties. If the District is entering into a contract with a "business entity" (defined below) which requires action by the Board of Trustees or which has a value of the contract is at least $1 million, Section 2252.908, requires the District obtain a Disclosure of Interested Parties Form 1295 from the contracting business entity that, at the time the contract is signed binding the parties. The form requires disclosure of each "interested party" to the contract of which the contracting business entity is aware, and must be signed by an authorized agent of the contracting business entity acknowledging that disclosure is made under oath and under penalty of perjury.

Since the Proposer qualifies as a "business entity" and the contract to be entered for this solicitation is for a value greater than $1 Million or requires action or a vote by the Board of Trustees the selected Proposer will be required complete and submit Form 1295. **THE FORM MAY ONLY BE FILED ELECTRONICALLY.**

Form 1295 must be submitted on the form promulgated by the Texas Ethics Commission and in compliance with the Commission's rules, at the time the business entity submits the signed contract to the District. The form must be completed electronically and the process for doing so can be found at the Texas Ethics Commission website at: https://www.ethics.state.tx.us/whatsnew/elf_info_form1295.htm. The filing process will include:

1. **Completing Form 1295 electronically** with the Texas Ethics Commission using the online filing application. The portal for completion of Form 1295, instructions for completion and answers to Frequently Asked Questions can be found at the Texas Ethics Commission website: https://www.ethics.state.tx.us/whatsnew/elf_info_form1295.htm

2. **Printing a copy of the completed form** (make sure that it has a computer-generated certification number in the "Office Use Only" box)

3. Having an authorized agent of the business entity **sign the form before a notary public.**

4. **Submitting** the completed, signed and notarized Form 1295, showing the certification of filing with your signed contract.

The District will then acknowledge the receipt of the filed Form 1295 by notifying the Texas Ethics Commission of the receipt of the filed Form 1295 no later than the 30th day after the date the contract is executed by the District, binding all parties to the Contract. Within seven (7) business days after receiving acknowledgement from the District the Texas Ethics Commission will post the completed Form 1295 to its website.

A copy of the current Form 1295 is attached hereto for your reference. You are encouraged to contact your own legal counsel with any questions you may have about the process.

The following **definitions** apply:

1. ***"Business Entity"*** means an entity recognized by law through which business is conducted, including a sole proprietorship, partnership, or corporation. TEX. GOV'T CODE §2252.908(1).

2. ***"Interested Party"*** means a person:
   a) who has a *controlling interest* in a Business Entity with whom the District contracts; or
   b) who actively participates in facilitating the contract or negotiating the terms of the contract, including a broker, intermediary, adviser, or attorney for the Business Entity. TEX. GOV'T CODE § 2252.908(3).

3. ***"Controlling interest"*** means:
   a) an ownership interest or participating interest in a business entity by virtue of units, percentage, shares, stock, or otherwise that exceeds 10 percent;

b) membership on the board of directors or other governing body of a business entity of which the board or other governing body is composed of not more than 10 members; or

c) service as an officer of a business entity that has four or fewer officers, or service as one of the four officers most highly compensated by a business entity that has more than four officers.

4. ***"Intermediary"*** means a person who actively participates in the facilitation of the contract or negotiating the contract, including a broker, adviser, attorney, or representative of or agent for the business entity who:

a) receives compensation from the business entity for the person's participation;

b) communicates directly with the governmental entity or state agency on behalf of the business entity regarding the contract; and

c) is not an employee of the business entity. TEX. ETHICS COMM. RULE 46.3(e).

CERTIFICATE OF INTERESTED PARTIES — FORM 1295

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.

4 Name of Interested Party	City, State, Country (place of business)	Nature of Interest (check applicable)	
		Controlling	Intermediary

5 Check only if there is NO Interested Party.

6 UNSWORN DECLARATION

My name is _____ and my date of birth is _____

My address is _____ (street) _____ (city) _____ (state) _____ (zip code) _____ (country)

I declare under penalty of perjury that the foregoing is true and correct.

Executed in _____ County, State of _____, on the _____ day of _____ (month), 20_____ (year)

_____
Signature of authorized agent of contracting business entity
(Declarant)

ADD ADDITIONAL PAGES AS NECESSARY

Form provided by Texas Ethics Commission www.ethics.state.tx.us Revised 12/22/2017

Must file online at www.ethics.state.tx.us/File

WRA Architects will file online at TEC and submit a copy with our Fee Proposal if we are selected as Qualified to Propose.

RFQ EXHIBIT F
Signature Page and Declaration of Compliance

Check (✓) the box that indicates business structure of Proposer.

☐ Individual/Sole Proprietorship ☐ Partnership or Joint Venture ☑ Corporation ☐ Other Entity (State Type) Subchapter "C" corporation

The undersigned certifies that (s)he is Partner (title) of the Proposer entity named below; that (s)he is authorized to sign this Statement of Qualifications (if a Corporation then by resolution with Certified Copy of resolution attached) for and on behalf of the entity, if any, named below, and that (s)he is authorized to execute same for and on behalf of and bind said entity to the terms and conditions provided for in the Proposal as required by this RFQ, and has the requisite authority to execute an Agreement on behalf of Proposer, if awarded, and that the 11-digit Comptroller's Taxpayer Number for the entity, if any, is:

17510846714
11-digit Comptroller's Taxpayer Number

75-1084671
Employer Identification No.

WRA Architects, Inc.
Proposer Organization Name

By: _____
Printed Name: Michael Holmberg
Title: Partner and Director of Business Development

By: _____
(If Proposer is a Joint Venture, an authorized signature from a representative of each party is required.)
Printed Name: _____
Title: _____

By signing this Signature Page and Declaration of Compliance, I do hereby declare that I have read the Request for Qualifications, on which our Qualifications Statement is submitted with full knowledge of the requirements, and do hereby agree to furnish all services in full accordance with the requirements outlined in the Request for Qualifications.

By signing and executing this Qualifications Statement, I further certify on behalf of my organization and represent to the Mineral Wells Independent School District that Proposer has not offered, conferred or agreed to confer any pecuniary benefit, as defined by **TEXAS PENAL CODE ANN. § 218**, or any other thing of value, as consideration for the receipt of information or any special treatment or advantage relating to this Qualifications Statement; the Proposer also certifies and represents that Proposer has not offered, conferred or agreed to confer a pecuniary benefit or other things of value as consideration for the recipient=s decision, opinion, recommendation, vote or other exercise of discretion concerning this proposal; the Proposer certifies and represents that Proposer has neither coerced nor attempted to influence the exercise of discretion by any officer, trustee, agent or employee of the Mineral Wells Independent School District concerning this Qualifications Statement on the basis of any consideration not authorized by law; the Proposer also certifies and represents that Proposer has not received any information not available to other Proposer so as to give the undersigned a preferential advantage with respect to this proposal; the Proposer further certifies and represents that Proposer has not violated any state, federal or local law, regulation or ordinance relating to bribery, improper influence, collusion or the like and that Proposer will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of the Mineral Wells Independent School District in return for the person having exercised the person's official discretion, power or duty with respect to this Qualifications Statement; the Proposer certifies and represents that it has not nor and will not in the future offer, confer, or agree to confer a pecuniary benefit or other thing of value to any officer, trustee, agent or employee of

the Mineral Wells Independent School District in connection with information regarding this Proposal, the submission of this Qualifications Statement, the award or performance of a contract in connection with this RFQ.



FINANCIAL STABILITY

WRA Architects was established in April 1954 and has now been in continuous operation as an architectural firm for 71 years without interruption. The few ownership transitions have all been internally to long-time employees. The company is very sound financially with solid fiscal growth over the last three decades, during which time we have greatly expanded our client base and grown our staff from 12 to over 200.

With fully staffed offices in Dallas, Austin, and Tulsa, the firm is well positioned to successfully deliver projects throughout Texas, Oklahoma, and the surrounding states.

The company has an exceptional, long term, credit history with all our business relationships. The company has no long term debt except for our office leases and partner ownership transitions. The company maintains significant cash reserves and has a large Line of Credit.

Gross revenue, 2024: $57,735,239
Gross revenue, 2023: $48,882,634
Gross revenue, 2022: $31,647,991
Gross revenue, 2021: $23,621,155
Gross revenue, 2020: $18,956,371
Gross revenue, 2019: $14,340,136

BANKING CONTACT

American National Bank of Texas
Rick Lewis, Senior Vice President
2851 S. Central Expressway
McKinney, Texas 75070
214-863-6884
Email: **ricklewis@anbtx.com**

AMERICAN NATIONAL BANK OF TEXAS
Your Bank. For Life.

February 10, 2025

Re: WRA Architects, Inc.

To Whom It May Concern,

This letter is being sent on behalf of WRA Architects, Inc., which has maintained a very satisfactory relationship with the American National Bank of Texas since 2018. WRA Architects maintains strong depository accounts with the bank and has a line of credit available for working capital needs. Because of the financial strength of the company, it has not needed to utilize the availability of the line often and operates very successfully through its own cash flow management and liquid balances. The bank reviews the financial statements of the company on a quarterly basis and has not had cause for concern in any period since the bank began its relationship with WRA Architects.

We at the bank appreciate the relationship WRA Architects has maintained with us and hope for many years of an ongoing partnership with the company and its principals. Please let me know if I can provide any additional information. You can reach me at (214) 863-6881 or by email at amberdawson@anbtx.com.

Thank you,

Amber Dawson

Amber Dawson
Vice President
The American National Bank of Texas

The American National Bank of Texas
2851 S. Central Expressway
McKinney, TX 75070

PROFESSIONAL LIABILITY INSURANCE

WRA carries Professional Liability Insurance including Errors and Omissions on all of our projects, and has had this insurance in force continuously without interruption since 1989.

The firm also carries the following other liability insurance all of which has been in force continuously without interruption since before 1985: Workers Compensation, Commercial General Liability, Commercial Automobile Liability, and Commercial Umbrella.

All of WRA's insurance coverage is provided by companies who meet the A. M. Best rating of "A:X" or better.

Upon engagement, an original certificate will be provided naming Mineral Wells ISD as the Additional Insured.

Summary of our professional liability coverage:

Maximum coverage per claim	$2,000,000
Maximum annual aggregate	$2,000,000
Commercial umbrella	$5,000,000
Deductible amount	$100,000

See next page for WRA's current Master Certificate with insurance company contact information.

DEVIATIONS / OBJECTIONS

We are in general agreement with the terms and conditions of this RFQ but would like to reserve the option to negotiate a few items if we are selected.



Client#: 1984954 WRAARC

ACORD™ CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 8/29/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer any rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Kelley Wilson	
USI Southwest Dallas /CL 14241 Dallas Pkwy STE 700 Dallas, TX 75254 214 443-3100	PHONE (A/C, No, Ext): 214 443-3100	FAX (A/C, No): 214 443-3900
	E-MAIL ADDRESS: kelley.wilson@usi.com	

INSURED	INSURER(S) AFFORDING COVERAGE	NAIC #
WRA Architects, Inc 12377 Merit Drive, Suite 1800 Dallas, TX 75251	INSURER A : Hartford Underwriters Insurance Company	30104
	INSURER B : Hartford - WC Multiple Issuing Cos	00914
	INSURER C : Underwriters at Lloyd's London	L0032
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE / X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY / PRO-JECT / LOC OTHER:			46SBAAH4R9J	09/01/2024	09/01/2025	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG 	$1,000,000 $1,000,000 $10,000 $1,000,000 $2,000,000 $2,000,000 $
A	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY / SCHEDULED AUTOS X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY			46SBAAH4R9J	09/01/2024	09/01/2025	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) 	$1,000,000 $ $ $ $
A	X UMBRELLA LIAB / X OCCUR EXCESS LIAB / CLAIMS-MADE DED X RETENTION $10000			46SBAAH4R9J	09/01/2024	09/01/2025	EACH OCCURRENCE AGGREGATE 	$5,000,000 $5,000,000 $
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N: N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		46WECAB9SB2	09/01/2024	09/01/2025	X PER STATUTE / OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $1,000,000 $1,000,000 $1,000,000
C	Professional Liability			KAE0001587	09/01/2024	09/01/2025	$2,000,000 Max Per Claim $2,000,000 Max Annual Aggregate $100,000 Retention	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

The General Liability policy has a Blanket Additional Insured endorsement as long as required by written agreement or contract. The General Liability policy has a Blanket Waiver of Subrogation endorsement as long as required by written contract. The Umbrella policy is follows form.

CERTIFICATE HOLDER

For Informational Purposes Only

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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KXWHD


WRA



BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 7/21/25

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

AGENDA ITEM TYPE:
- [x] Action Item
- [ ] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [ ] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [ ] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [x] Promote Community/School Partnerships
- [ ] Fiscal Responsibility
- [ ] Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding an Interlocal Agreement between the City of Mineral Wells and MWISD for the provision of Technology Services by MWISD to the City of Mineral Wells

RECOMMENDED ACTION: It is recommended that the Superintendent be authorized to sign the Interlocal Agreement between the City of Mineral Wells and MWISD for the provision of Technology Services by MWISD to the City of Mineral Wells.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): GRB(LEGAL)

OVERVIEW:

MWISD wishes to enter into an Interlocal Agreement with the City of Mineral Wells for the purpose of providing Technology Services by MWISD to the City of Mineral Wells.

FISCAL IMPACT: Defined within the Interlocal Agreement

ATTACHMENTS: Interlocal Agreement between the City of Mineral Wells and MWISD

DEPARTMENT(S) SUBMITTING FORM: Technology

DEPARTMENT SIGNATURE/APPROVAL: Justin A. Lascsak Digitally signed by Justin A. Lascsak Date: 2025.07.09 15:01:03 -05'00'

INTERLOCAL AGREEMENT BETWEEN THE CITY OF MINERAL WELLS, TX AND THE MINERAL WELLS INDEPENDENT SCHOOL DISTRICT

This Interlocal Agreement ("Agreement") is between the City of Mineral Wells ("City"), a Texas home-rule municipality, located at 211SW 1st Avenue, Mineral Wells, Texas 76067, and the Mineral Wells Independent School District ("MWISD"), an independent school district organized under the laws of the State of Texas, located at 906 SW 5th Avenue, Mineral Wells, Texas, 76067, each a unit of local government (collectively, the "Parties"). The parties have reviewed this agreement and agree to the following:

WHEREAS, the purpose of this Agreement is to facilitate and memorialize the cooperation between the City and MWISD for Technology services to be provided by the MWISD to the City.

WHEREAS, the Parties recognize the need for efficient, effective, and secure Technology services to support municipal and educational operations.

WHEREAS, MWISD possesses Technology personnel, infrastructure, and technical expertise that will benefit the City.

WHEREAS, the City seeks to establish a cooperative arrangement with MWISD for shared Technology services to optimize resources and enhance operational efficiency.

WHEREAS, MWISD agrees to provide the City with the Technology services outlined by this Agreement.

WHEREAS, any payments for performance required by this Agreement must come from current revenues legally available.

WHEREAS, both Parties are authorized to contract with one another for governmental functions under Chapter 791 of the Texas Local Government Code.

NOW, THEREFORE, for and in consideration of the mutual undertaking hereinafter set forth and for the adequate consideration given, the Parties agree as follows:

SECTION I: TERM

This Agreement shall commence on or before October 1, 2025, and remain in effect for three (3) years, concluding on August 31, 2028. This Agreement will automatically renew for three (3) one (1) year terms subsequent to the initial term if no action is taken by either Party to terminate this agreement as stated below.

SECTION II: TERMINATION

1. Convenience: Either Party may terminate this Agreement at any time upon ninety (90) days' written notice. Upon termination, the Parties shall coordinate an orderly transition for the discontinuation of Technology services.

2. Breach: If either party commits a material breach of the Agreement, the non-breaching party must give written notice to the breaching party that describes the breach in reasonable detail. The breaching party must cure the breach ten (10) calendar days after receipt of the notice from the non-breaching party, or other time frame as agreed to by the parties. If the breaching party fails to cure the breach within the stated period of time, the non-breaching party may, in its sole discretion, and without prejudice to any other right under the Agreement, law, or equity, immediately terminate the Agreement by giving written notice to the breaching party.

3. Fiscal Funding Out: In the event no funds or insufficient funds are appropriated by the City in any fiscal period for payments hereunder, the City will notify MWISD of each occurrence and the Agreement will terminate on the last day of the fiscal period for which appropriations were received without penalty or expenses to the City of any kind whatsoever, except as to the portions of the payments herein agreed upon for which funds have been appropriated.

SECTION III: OBLIGATIONS OF THE PARTIES

1. The City will:
    a. Provide MWISD with School Resource Officers consistent with the level of officers provided during fiscal year 2025, and for every year this agreement is in effect at no cost to MWISD pursuant to the Memorandum of Understanding between the City and MWISD for the provision of School Resource Officers to MWISD.
    b. Hire a position entitled Technology Support Specialist to provide on-site support at City facilities and who will coordinate with MWISD Technology Department staff on daily activities, projects, tasks, and deliverables.
    c. Provide financial reimbursement for reported mileage, in lieu of a fixed travel stipend, incurred on personal vehicles used by Technology personnel traveling to and from City facilities for work-related activities.
2. MWISD will:
    a. Provide expertise in the field of Technology services, including:
        i. Hardware & Software Support: the physical devices, include but not limited to computers, servers, networking equipment, telephones, cellular phones, and tablets, and the programs that run on them.

ii. Networking: the systems that connect devices, including the internet, intranets, and cloud-based infrastructure.
iii. Cybersecurity: protecting systems and data from cyber threats, including encryption, firewalls, and ethical hacking.
iv. Data Management: storing, processing, and analyzing data, including databases and cloud storage.
v. Technical Support: troubleshooting and maintaining Technology systems for employees.
vi. Software Optimization: maximizing applications to assist with the efficient and effective delivery of municipal services.
vii. Artificial Intelligence & Automation: assisting with the use of technology to streamline processes, deploy innovation, and enhance efficiency.
viii. Facilitate and manage the acquisition of specialized Technology certifications to support the City's systems, ensuring the Technology personnel working on the systems are qualified to perform required tasks effectively.

b. Designate a member of the MWISD Technology Department to serve as the City's contact person.

SECTION IV: PERSONNEL AND SUPERVISION

All Technology personnel assigned by MWISD shall remain employees of MWISD, which will retain responsibility for their hiring, supervision, compensation, and disciplinary actions. All Technology personnel assigned by the City shall remain employees of the City, which will retain responsibility for their hiring, supervision, compensation, and disciplinary actions. The City shall provide necessary access, facilities, and collaboration to enable service delivery.

With the exception of the Technology Support Specialist, IT staff will be the employees of MWISD; the Technology Support Specialist will be employed by the City. Each employee will report directly to their respective employer for employment-related issues. The City and MWISD agree to collaborate regarding the hiring, supervision, compensation, any disciplinary actions, and assignments of the City's Technology Support Specialist and MWISD's IT employees. In the event that any conflict arises regarding instructions to the City's Technology Support Specialist or MWISD IT employees, the instructions of each employee's respective hiring authority will prevail.

Exhibit A, entitled "Staffing Resources" is attached hereto and incorporated into this agreement, and outlines the anticipated positions and their respective roles for technology services under this agreement.

SECTION V: NETWORK, SOFTWARE, AND SYSTEM INTERDEPENDENCE

The City and ISD shall maintain separate Technology networks, infrastructure, software, and Technology systems.

SECTION VI: COMPENSATION

In lieu of the City paying for the services under this agreement, the City shall provide five (5) School Resource Officers to MWISD. The School Resource Officers shall be City employees, and the City shall retain responsibility for their hiring, supervision, compensation, and any disciplinary actions. They shall be under the direction of the Chief of Police. Services between the City and MWISD for the School Resource Officers, including the total number of hours of service, shall be governed by a separate Memorandum of Understanding.

SECTION VII: LAW AND VENUE

The Agreement and the rights and obligations of the Parties hereto are governed by, and construed in accordance with, the laws of the United States and the State of Texas, exclusive of conflicts of laws provisions. Venue for any suit brought under the Agreement must be in a court of competent jurisdiction in Palo Pinto County, Texas.

SECTION VIII: NOTICE

Any notice required to be given under the provisions of this agreement will be in writing and duly served when it is personally delivered to the address below, or deposited, enclosed in a wrapper with the proper postage prepaid thereon, and duly registered or certified, return receipt requested, in a United States Post Office, addressed to MWISD or the City at the following addresses. If mailed, any notice or communication will be deemed to be received three (3) days after the date of deposit in the United States Mail. Unless otherwise provided in this agreement, all notices must be delivered to the following addresses:

To Mineral Wells ISD:

c/o Superintendent's Office
906 SW 5th Avenue
Mineral Wells, Texas 76067

To the City of Mineral Wells

c/o City Manager's Office
115 SW 1st Street
Mineral Wells, Texas 76067

With a copy to:
c/o Director of Finance / Assistant City Manager
115 SW 1st Street
Mineral Wells, Texas 76067

SECTION IX: MODIFICATIONS

This instrument contains the entire Agreement between the Parties relating to the rights herein granted and obligations herein assumed.

Any oral or written representations or modifications concerning this Agreement will not be effective excepting a subsequent written modification signed by both Parties.

The City shall compensate MWISD for the services performed under this Agreement by funding the annual cost of school resource officers.

SECTION X: MISCELLANEOUS

1. Immunity. It is expressly understood and agreed that in the execution of this Agreement, neither Party waives, nor be deemed hereby to waive, any immunity or defense that would otherwise be available to it against claims arising in the exercise of governmental powers and functions.
2. Amendment. No supplement, modification, or amendment of any term, provision, or condition of this Agreement be binding or enforceable on either Party hereto unless in writing signed by both parties.
3. Assignment. No Party to this Agreement may assign its rights under this Agreement without prior written consent of the other Party.
4. Relationship of the Parties. None of the provisions of this Agreement are intended to create, and none will be deemed or construed to create any relationship between the Parties, other than that of independent contractors. This Agreement does not create the relationship of employer-employee, agency, partnership, or joint venture. Neither Party has the right or power in any manner to unilaterally obligate the other to a third party, whether or not related to the purpose of this Agreement.
5. Severability. Should any part, term, or provision of this agreement be declared to be invalid, void, or unenforceable, all remaining parts, terms, and provisions hereof remain in full force and effect, and are in no way invalidated, impaired, or affected hereby.
6. Entire Agreement. This Agreement contains the entire Agreement between the Parties relating to the rights herein granted and the obligations herein assumed and supersedes all prior written or oral agreements or communications between the Parties.
7. Liability. Each Party will be solely responsible for its own actions or inaction and the actions of failure to act of its respective employees, agents, officers, officials, and contractors. Neither Party is responsible for the actions, errors, omissions, negligence, misfeasance, or malfeasance of the other Party or any employee, agent, officer, official, or contractor of the other Party.
8. Electronic Signature. This Agreement may be executed by electronic signature, which will be considered as an original signature for all purposes and have the same force and effect as an original signature. For these purposes, “electronic signature” means electronically scanned and transmitted versions (e.g. via pdf file or facsimile

transmission) of an original signature, or signatures electronically inserted via software such as Adobe Sign.

9. Public Information. City and ISD are government entities under the laws of the State of Texas and all documents held or maintained by the City or ISD are subject to disclosure under the Texas Public Information Act. In the event there is a request for information related to any records, the City or ISD have indicated are confidential, the party receiving the request shall promptly notify the other party. It will be the responsibility of each party to submit reasons of objections to disclosure. A determination on whether such reasons are sufficient will not be decided by either Party, but by the Office of the Attorney General of the State of Texas or by a court of competent jurisdiction.
10. No Debt. In compliance with Article 11, Section 5 of the Texas Constitution, it is understood and agreed that all obligations of the City hereunder are subject to the availability of funds.

SIGNATURES

CITY OF MINERAL WELLS, TEXAS
By: _____
Jason Weeks
City Manager
Date: _____

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
By: _____
David Tarver
Superintendent
Date: _____

Exhibit A – Staffing Resources

Roles

Technology Support Specialist (City of Mineral Wells)
Technical Specialist of Shared Services (Mineral Wells ISD)
Network Support of Shared Services (Mineral Wells ISD)
Coordinator of Shared Services (Mineral Wells ISD)

General Responsibilities

Technology Support Specialist
Support the daily operations and functionality of end user devices across all departments.
Communicate and work closely with the Technical Specialist of Shared Services to maintain daily operations and assist with the operability of network infrastructure and server systems.
Responsible to the Coordinator of Shared Services for technology tasks.
Detailed job description supplied by City of Mineral Wells.

Technical Specialist of Shared Services
Support and work closely with the Technology Support Specialist.
Maintain the operability of network infrastructure and server systems across all departments.
Participate in training and meetings as decided by the City Manager in coordination with the Coordinator of Shared Services.
Detailed job description supplied by Mineral Wells ISD.

Network Support of Shared Services
Support the Technical Specialist of Shared Services, and guide and manage implementation and upgrade projects, as needed at the discretion of the Coordinator of Shared Services.
Make recommendations to the Coordinator of Shared Services about improvements and upgrades to the network infrastructure and server systems.

Coordinator of Shared Services
Oversee technology operations, maintenance, and implementations.
Direct, manage, and evaluate technology staff.
Regular attendance at City administration meetings.
Report and make recommendations to the City Manager and Director of Finance / Assistant City Manager about technology life cycles, updates, efficiency improvements, and upgrade projects, with consideration to budget and procurement, about network infrastructure, server systems, and endpoints.
Present to the City Council, as needed in coordination with the City Manager and Director of Finance / Assistant City Manager.

INTERLOCAL AGREEMENT BETWEEN THE CITY OF MINERAL WELLS, TX AND THE MINERAL WELLS INDEPENDENT SCHOOL DISTRICT

This Interlocal Agreement ("Agreement") is between the City of Mineral Wells ("City"), a Texas home-rule municipality, located at 211SW 1st Avenue, Mineral Wells, Texas 76067, and the Mineral Wells Independent School District ("MWISD"), an independent school district organized under the laws of the State of Texas, located at 906 SW 5th Avenue, Mineral Wells, Texas, 76067, each a unit of local government (collectively, the "Parties"). The parties have reviewed this agreement and agree to the following:

WHEREAS, the purpose of this Agreement is to facilitate and memorialize the cooperation between the City and MWISD for Technology services to be provided by the MWISD to the City.

WHEREAS, the Parties recognize the need for efficient, effective, and secure Technology services to support municipal and educational operations.

WHEREAS, MWISD possesses Technology personnel, infrastructure, and technical expertise that will benefit the City.

WHEREAS, the City seeks to establish a cooperative arrangement with MWISD for shared Technology services to optimize resources and enhance operational efficiency.

WHEREAS, MWISD agrees to provide the City with the Technology services outlined by this Agreement.

WHEREAS, any payments for performance required by this Agreement must come from current revenues legally available.

WHEREAS, both Parties are authorized to contract with one another for governmental functions under Chapter 791 of the Texas Local Government Code.

NOW, THEREFORE, for and in consideration of the mutual undertaking hereinafter set forth and for the adequate consideration given, the Parties agree as follows:

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SECTION II: TERMINATION

1. Convenience: Either Party may terminate this Agreement at any time upon ninety (90) days' written notice. Upon termination, the Parties shall coordinate an orderly transition for the discontinuation of Technology services.

2. Breach: If either party commits a material breach of the Agreement, the non-breaching party must give written notice to the breaching party that describes the breach in reasonable detail. The breaching party must cure the breach ten (10) calendar days after receipt of the notice from the non-breaching party, or other time frame as agreed to by the parties. If the breaching party fails to cure the breach within the stated period of time, the non-breaching party may, in its sole discretion, and without prejudice to any other right under the Agreement, law, or equity, immediately terminate the Agreement by giving written notice to the breaching party.

3. Fiscal Funding Out: In the event no funds or insufficient funds are appropriated by the City in any fiscal period for payments hereunder, the City will notify MWISD of each occurrence and the Agreement will terminate on the last day of the fiscal period for which appropriations were received without penalty or expenses to the City of any kind whatsoever, except as to the portions of the payments herein agreed upon for which funds have been appropriated.

SECTION III: OBLIGATIONS OF THE PARTIES

1. The City will:
    a. Provide MWISD with School Resource Officers consistent with the level of officers provided during fiscal year 2025, and for every year this agreement is in effect at no cost to MWISD pursuant to the Memorandum of Understanding between the City and MWISD for the provision of School Resource Officers to MWISD.
    b. Hire a position entitled Technology Support Specialist to provide on-site support at City facilities and who will coordinate with MWISD Technology Department staff on daily activities, projects, tasks, and deliverables.
    c. Provide financial reimbursement for reported mileage, in lieu of a fixed travel stipend, incurred on personal vehicles used by Technology personnel traveling to and from City facilities for work-related activities.
2. MWISD will:
    a. Provide expertise in the field of Technology services, including:
        i. Hardware & Software Support: the physical devices, include but not limited to computers, servers, networking equipment, telephones, cellular phones, and tablets, and the programs that run on them.

ii. Networking: the systems that connect devices, including the internet, intranets, and cloud-based infrastructure.
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v. Technical Support: troubleshooting and maintaining Technology systems for employees.
vi. Software Optimization: maximizing applications to assist with the efficient and effective delivery of municipal services.
vii. Artificial Intelligence & Automation: assisting with the use of technology to streamline processes, deploy innovation, and enhance efficiency.
viii. Facilitate and manage the acquisition of specialized Technology certifications to support the City's systems, ensuring the Technology personnel working on the systems are qualified to perform required tasks effectively.

b. Designate a member of the MWISD Technology Department to serve as the City's contact person.

SECTION IV: PERSONNEL AND SUPERVISION

All Technology personnel assigned by MWISD shall remain employees of MWISD, which will retain responsibility for their hiring, supervision, compensation, and disciplinary actions. All Technology personnel assigned by the City shall remain employees of the City, which will retain responsibility for their hiring, supervision, compensation, and disciplinary actions. The City shall provide necessary access, facilities, and collaboration to enable service delivery.

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Exhibit A, entitled "Staffing Resources" is attached hereto and incorporated into this agreement, and outlines the anticipated positions and their respective roles for technology services under this agreement.

SECTION V: NETWORK, SOFTWARE, AND SYSTEM INTERDEPENDENCE

The City and ISD shall maintain separate Technology networks, infrastructure, software, and Technology systems.

SECTION VI: COMPENSATION

In lieu of the City paying for the services under this agreement, the City shall provide five (5) School Resource Officers to MWISD. The School Resource Officers shall be City employees, and the City shall retain responsibility for their hiring, supervision, compensation, and any disciplinary actions. They shall be under the direction of the Chief of Police. Services between the City and MWISD for the School Resource Officers, including the total number of hours of service, shall be governed by a separate Memorandum of Understanding.

SECTION VII: LAW AND VENUE

The Agreement and the rights and obligations of the Parties hereto are governed by, and construed in accordance with, the laws of the United States and the State of Texas, exclusive of conflicts of laws provisions. Venue for any suit brought under the Agreement must be in a court of competent jurisdiction in Palo Pinto County, Texas.

SECTION VIII: NOTICE

Any notice required to be given under the provisions of this agreement will be in writing and duly served when it is personally delivered to the address below, or deposited, enclosed in a wrapper with the proper postage prepaid thereon, and duly registered or certified, return receipt requested, in a United States Post Office, addressed to MWISD or the City at the following addresses. If mailed, any notice or communication will be deemed to be received three (3) days after the date of deposit in the United States Mail. Unless otherwise provided in this agreement, all notices must be delivered to the following addresses:

To Mineral Wells ISD:

c/o Superintendent's Office
906 SW 5th Avenue
Mineral Wells, Texas 76067

To the City of Mineral Wells

c/o City Manager's Office
115 SW 1st Street
Mineral Wells, Texas 76067

With a copy to:
c/o Director of Finance / Assistant City Manager
115 SW 1st Street
Mineral Wells, Texas 76067

SECTION IX: MODIFICATIONS

This instrument contains the entire Agreement between the Parties relating to the rights herein granted and obligations herein assumed.

Any oral or written representations or modifications concerning this Agreement will not be effective excepting a subsequent written modification signed by both Parties.

The City shall compensate MWISD for the services performed under this Agreement by funding the annual cost of school resource officers.

SECTION X: MISCELLANEOUS

1. Immunity. It is expressly understood and agreed that in the execution of this Agreement, neither Party waives, nor be deemed hereby to waive, any immunity or defense that would otherwise be available to it against claims arising in the exercise of governmental powers and functions.
2. Amendment. No supplement, modification, or amendment of any term, provision, or condition of this Agreement be binding or enforceable on either Party hereto unless in writing signed by both parties.
3. Assignment. No Party to this Agreement may assign its rights under this Agreement without prior written consent of the other Party.
4. Relationship of the Parties. None of the provisions of this Agreement are intended to create, and none will be deemed or construed to create any relationship between the Parties, other than that of independent contractors. This Agreement does not create the relationship of employer-employee, agency, partnership, or joint venture. Neither Party has the right or power in any manner to unilaterally obligate the other to a third party, whether or not related to the purpose of this Agreement.
5. Severability. Should any part, term, or provision of this agreement be declared to be invalid, void, or unenforceable, all remaining parts, terms, and provisions hereof remain in full force and effect, and are in no way invalidated, impaired, or affected hereby.
6. Entire Agreement. This Agreement contains the entire Agreement between the Parties relating to the rights herein granted and the obligations herein assumed and supersedes all prior written or oral agreements or communications between the Parties.
7. Liability. Each Party will be solely responsible for its own actions or inaction and the actions of failure to act of its respective employees, agents, officers, officials, and contractors. Neither Party is responsible for the actions, errors, omissions, negligence, misfeasance, or malfeasance of the other Party or any employee, agent, officer, official, or contractor of the other Party.
8. Electronic Signature. This Agreement may be executed by electronic signature, which will be considered as an original signature for all purposes and have the same force and effect as an original signature. For these purposes, "electronic signature" means electronically scanned and transmitted versions (e.g. via pdf file or facsimile

transmission) of an original signature, or signatures electronically inserted via software such as Adobe Sign.

9. Public Information. City and ISD are government entities under the laws of the State of Texas and all documents held or maintained by the City or ISD are subject to disclosure under the Texas Public Information Act. In the event there is a request for information related to any records, the City or ISD have indicated are confidential, the party receiving the request shall promptly notify the other party. It will be the responsibility of each party to submit reasons of objections to disclosure. A determination on whether such reasons are sufficient will not be decided by either Party, but by the Office of the Attorney General of the State of Texas or by a court of competent jurisdiction.
10. No Debt. In compliance with Article 11, Section 5 of the Texas Constitution, it is understood and agreed that all obligations of the City hereunder are subject to the availability of funds.

SIGNATURES

CITY OF MINERAL WELLS, TEXAS
By: _____
Jason Weeks
City Manager
Date: August 5, 2025

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
By: _____
David Tarver
Superintendent
Date: August 6, 2025

Exhibit A – Staffing Resources

Roles

Technology Support Specialist (City of Mineral Wells)
Technical Specialist of Shared Services (Mineral Wells ISD)
Network Support of Shared Services (Mineral Wells ISD)
Coordinator of Shared Services (Mineral Wells ISD)

General Responsibilities

Technology Support Specialist
Support the daily operations and functionality of end user devices across all departments.
Communicate and work closely with the Technical Specialist of Shared Services to maintain daily operations and assist with the operability of network infrastructure and server systems.
Responsible to the Coordinator of Shared Services for technology tasks.
Detailed job description supplied by City of Mineral Wells.

Technical Specialist of Shared Services
Support and work closely with the Technology Support Specialist.
Maintain the operability of network infrastructure and server systems across all departments.
Participate in training and meetings as decided by the City Manager in coordination with the Coordinator of Shared Services.
Detailed job description supplied by Mineral Wells ISD.

Network Support of Shared Services
Support the Technical Specialist of Shared Services, and guide and manage implementation and upgrade projects, as needed at the discretion of the Coordinator of Shared Services.
Make recommendations to the Coordinator of Shared Services about improvements and upgrades to the network infrastructure and server systems.

Coordinator of Shared Services
Oversee technology operations, maintenance, and implementations.
Direct, manage, and evaluate technology staff.
Regular attendance at City administration meetings.
Report and make recommendations to the City Manager and Director of Finance / Assistant City Manager about technology life cycles, updates, efficiency improvements, and upgrade projects, with consideration to budget and procurement, about network infrastructure, server systems, and endpoints.
Present to the City Council, as needed in coordination with the City Manager and Director of Finance / Assistant City Manager.

BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 7/21/25

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

AGENDA ITEM TYPE:
- [x] Action Item
- [ ] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [x] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [ ] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [ ] Promote Community/School Partnerships
- [ ] Fiscal Responsibility
- [x] Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding Approval of the 2025-2026 Student Code of Conduct

RECOMMENDED ACTION: It is recommended that the 2025-26 Student Code of Conduct be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): TEC Chapter 37

OVERVIEW:

The Student Code of Conduct is the District's response to requirements of Chapter 37: Discipline; Law and Order of the Texas Education Code. The law requires the District to define misconduct that may or must result in a range of specific disciplinary consequences. The code provides information and direction to students and parents regarding standards of behavior as well as consequences of misconduct.

FISCAL IMPACT: N/A

ATTACHMENTS: Student Code of Conduct

DEPARTMENT(S) SUBMITTING FORM: Student Services

DEPARTMENT SIGNATURE/APPROVAL:

BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 7/21/25

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

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- [x] Action Item
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BOARD GOALS (check all that apply)

Academic Goals
- [ ] Academic Competitiveness
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  - [ ] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [ ] Promote Community/School Partnerships
- [x] Fiscal Responsibility
- [ ] Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Action Necessary Regarding a Waiver for Low Attendance

RECOMMENDED ACTION: It is recommended that the Board approve the waiver as recommended.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable):

OVERVIEW:

From the TEA Waiver Handbook P. 39:
For a day when school was held but attendance was at least 10 percentage points below the overall average attendance rate for your district or the applicable campus for the prior year because of inclement weather*-related, health, or safety issues, your district may apply for a waiver to have the day excluded from ADA and FSP funding calculations.

Previous year average attendance: 93.71%
September 12, 2024 83.58
February 19, 2025 attendance: 78.78%

FISCAL IMPACT: ADA

ATTACHMENTS: Attendance Information & Waiver Form

DEPARTMENT(S) SUBMITTING FORM: Student Services

DEPARTMENT SIGNATURE/APPROVAL:

Myrick ADA Template Parameters

ADA Report

Calendar Low	Calendar High	Grad Yr Low	Grad Yr High	Race Low	Race High	Student Type Low	Student Type High	Date Low	Date High	Totals By	Report Type
		Processed By									
	zzz	0000	9999		zzz		zzz	08/03/2023	05/31/2024	Entity	Summary Only
		Student Range									

Processed Entities: 001,002,041,103,104,105

Excluded Entities: 999,CF

Entity	Name	Cal	Operational Days	Grade Level	Total Days Membership	Total Ineligible Days Present	Total Eligible Days Present	Refined ADA	Percentage Of Attendance
001	MINERAL WELLS H S	001	153	ALL	138843.0	0.0	128053.0	836.95	92.23
002	MINERAL WELLS ACADEM	002	153	ALL	2280.0	0.0	1602.0	10.47	70.26
		PM	153	ALL	1014.0	0.0	859.0	5.61	84.71
041 (001)	MINERAL WELLS J H	041	153	ALL	34268.0	0.0	32355.0	211.47	94.42
		8th	153	ALL	36067.0	0.0	33774.0	220.75	93.64
103 (001)	HOUSTON ELEMENTARY	103	153	ALL	72172.0	0.0	68597.0	448.35	95.05
104 (001)	LAMAR ELEMENTARY	104	153	ALL	75673.5	0.0	71705.5	468.66	94.76
		EEA	153	ALL	308.5	0.0	259.5	1.70	84.12
		EEP	153	ALL	364.5	0.0	326.0	2.13	89.44
		PK	153	ALL	15232.5	4288.0	10058.5	65.74	94.18
105 (001)	TRAVIS ELEMENTARY	105	153	ALL	115678.0	0.0	109103.0	713.09	94.32
	REPORT TOTALS:				491901.0	4288.0	456692.5	2984.92	93.71

********** End of report **********

Entity	Name	Cal	Operational Days	Grade Level	Total Days Membership	Total Ineligible Days Present	Total Eligible Days Present	Refined ADA	Percentage Of Attendance
001	MINERAL WELLS H S	001	1	ALL	879.0	0.0	672.0	672.00	76.45
		CTE	1	ALL	47.0	0.0	33.0	33.00	70.21
		DAE	1	ALL	15.0	0.0	8.0	8.00	53.33
		SUM	1	ALL	7.0	0.0	6.0	6.00	85.71
002	MINERAL WELLS ACADEM	002	1	ALL	16.0	0.0	11.0	11.00	68.75
		PM	1	ALL	7.0	0.0	4.0	4.00	57.14
041 (001)	MINERAL WELLS J H	041	1	ALL	469.5	0.0	412.5	412.50	87.86
		DAE	1	ALL	4.0	0.0	3.0	3.00	75.00
103 (001)	HOUSTON ELEMENTARY	103	1	ALL	478.0	0.0	412.0	412.00	86.19
104 (001)	LAMAR ELEMENTARY	104	1	ALL	457.5	0.0	391.5	391.50	85.57
		EEA	1	ALL	1.5	0.0	0.5	0.50	33.33
		EEP	1	ALL	0.5	0.0	0.0	0.00	0.00
		PK	1	ALL	120.0	36.5	60.5	60.50	80.83
105 (001)	TRAVIS ELEMENTARY	105	1	ALL	748.0	0.0	666.0	666.00	89.04
	REPORT SUB TOTALS:				3250.0	36.5	2680.0	2680.00	83.58

Entity	Name	Cal	Operational Days	Grade Level	Total Days Membership	Total Ineligible Days Present	Total Eligible Days Present	Refined ADA	Percentage Of Attendance
001	MINERAL WELLS H S	001	1	ALL	841.0	0.0	665.0	665.00	79.07
		CTE	1	ALL	47.0	0.0	34.0	34.00	72.34
		DAE	1	ALL	8.0	0.0	6.0	6.00	75.00
		SUM	1	ALL	7.5	0.0	5.5	5.50	73.33
002	MINERAL WELLS ACADEM	002	1	ALL	19.0	0.0	10.0	10.00	52.63
		PM	1	ALL	13.0	0.0	10.0	10.00	76.92
041 (001)	MINERAL WELLS J H	041	1	ALL	463.5	0.0	393.5	393.50	84.90
		DAE	1	ALL	5.0	0.0	2.0	2.00	40.00
103 (001)	HOUSTON ELEMENTARY	103	1	ALL	481.0	0.0	379.0	379.00	78.79
104 (001)	LAMAR ELEMENTARY	104	1	ALL	467.5	0.0	373.5	373.50	79.89
		EEA	1	ALL	3.0	0.0	3.0	3.00	100.00
		EEP	1	ALL	2.5	0.0	1.0	1.00	40.00
		PK	1	ALL	122.0	38.5	61.5	61.50	81.97
105 (001)	TRAVIS ELEMENTARY	105	1	ALL	704.0	0.0	573.0	573.00	79.00
	REPORT SUB TOTALS:				3244.0	38.5	2517.0	2517.00	78.78

Texas Education Agency

Waivers

2024-2025 Application for Low Attendance Days Waiver

Waiver ID: 83613

Application Information

Category: Attendance
Creator: Angela Myrick, District Editor
Status: Draft
Creation Date: 7/1/2025
Approving Superintendent:
Assigned To: Angela Myrick

LEA Contact

Full Name:
Phone: Ext:
Email:

LEA Information

LEA: MINERAL WELLS ISD (182903)
Address: 906 S W 5TH AVE, MINERAL WELLS, TX 76067-4895
Phone: (940) 325-6404

Date of LEA Board of Trustees Approval

Date:

Special Instructions

Please complete this waiver for Low Attendance Due to Weather or Health or Safety issues. Your district must include as attachments, documentation of low attendance for the day (including the reason for the low attendance rate and an ADA or PEIMS report showing the attendance rate on the date of low attendance) and the prior year's attendance report (PEIMS summary report showing the average for the year) for the district or applicable campus. See Student Attendance Accounting Handbook 3.8.1.4. This application is due by the end of July for the current school year. Please direct questions to the State Waiver Unit at http://tea.texas.gov/index2.aspx?id=6635.

You may enter each campus and the number of minutes attended on that date individually within a single waiver application. Alternatively, if your district wide attendance was at least 10 percentage points below your prior year average, you may select "All Campuses". If the number of minutes of operation varies by campus on the date of low attendance for "All Campuses", please report the greatest number of minutes on the date of low attendance in the "Number of Min on the Low Attendance Day". Please note that in PEIMS you will claim the actual number of minutes in operation on the specific date by campus. The waiver minute reporting is used to total the number of attendance related waiver minutes by year. Per Student Attendance Accounting Handbook 3.8.2 Closures for Bad Weather or Other Issues of Health or Safety, you are limited to 4,200 minutes for attendance waivers of any kind.

LEA Summary

Date	Campus Name	Reason(s)	% of Attendance	Avg. % Attendance for Previous Year	Minutes
2024-09-12	ALL CAMPUSES	Safety	83.58	93.71	490
2025-02-19	ALL CAMPUSES	Health	78.78	93.71	490

LEA Attachments (0)

There are no LEA attachments.

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BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 7/21/25

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

AGENDA ITEM TYPE:
- [x] Action Item
- [ ] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [x] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [ ] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [ ] Promote Community/School Partnerships
- [ ] Fiscal Responsibility
- [ ] Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding Approval of the 2025-2026 Innovative Courses List

RECOMMENDED ACTION: It is recommended that the 2025-26 Innovative Courses list in the Texas Education Data Standards be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): TAC §74.27

OVERVIEW:

Innovative Courses allow districts to offer state-approved innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum.

With the approval of the local board of trustees, school districts and charter schools may offer any state-approved innovative course for state elective credit only. A district does not need apply to the agency to offer an approved innovative course.

Mineral Wells ISD seeks approval to offer Innovative Courses, approved by the state, upon identification of a need/interest in such field.

FISCAL IMPACT: N/A

ATTACHMENTS: Innovative Courses List

DEPARTMENT(S) SUBMITTING FORM: Student Services

DEPARTMENT SIGNATURE/APPROVAL:

Texas Education Agency

List of Approved Innovative Courses 2024–2025

The following is a list of approved innovative courses for the 2024–2025 school year. School districts and open-enrollment charter schools wishing to offer innovative courses must have the approval of their board of trustees and implement the course as written (19 Texas Administrative Code (TAC) §74.27(a)(7)). Innovative courses may only be used to meet state elective credit and are not approved to meet any other requirement for graduation (19 TAC 74.11(h)).

For questions related to innovative courses, please submit a curriculum help desk ticket on the TEA website.

Career and Technical Education (CTE)

Course	Content Area	PEIMS Code	Abbreviation	Credits
Advanced Floral Design	Agriculture, Food, and Natural Resources Cluster	N1300270	ADVFLDES	1.00
Agricultural Leadership, Research, and Communications	Agriculture, Food, and Natural Resources Cluster	N1300266	AGLRC	1.00
Beekeeping and Honey Processing	Agriculture, Food, and Natural Resources Cluster	N1300273	BEEKHP	1.00

Course	Content Area	PEIMS Code	Abbreviation	Credits
Geographic Information Systems for Agriculture	Agriculture, Food, and Natural Resources Cluster	N1300272	GISAG	1.00
Viticulture	Agriculture, Food, and Natural Resources Cluster	N1300265	VITICUL	1.00
Civil Engineering and Architecture	Architecture and Construction	N1303747	CEA	1.00
Computer Aided Drafting for Architecture	Architecture and Construction	N1300429	CAD4ARCH	1.00
Pipefitting Technology I	Architecture and Construction	N1300425	PIPETEC1	1.00
Pipefitting Technology I Lab	Architecture and Construction	N1300427	PIPETECL1	1.00
Pipefitting Technology II	Architecture and Construction	N1300426	PIPETEC2	1.00
Pipefitting Technology II Lab	Architecture and Construction	N1300428	PIPETECL2	1.00
Sheet Metal Technology	Architecture and Construction	N1300430	SHTMTL	1.00
Topographical Drafting	Architecture and Construction	N1300421	TOPDR	1.00

Course	Content Area	PEIMS Code	Abbreviation	Credits
Advanced Video Game Programming	Arts, AV/Technology, and Communications Cluster	N1300995	ADVIDEOGP	1.00
Practicum in Digital Audio Technology	Arts, AV/Technology, and Communications Cluster	N1300996	PRACDAT	2.00
Video Game Programming	Arts, AV/Technology, and Communications Cluster	N1300994	VIDEOPR	1.00
Fundamentals of Real Estate	Business, Marketing, and Finance	N1301120	FUNDRE	2.00
Marketing	Business, Marketing, and Finance	N1303424	MRKTING	1.00
Retail Management	Business, Marketing, and Finance	N1303420	REMGMT	1.00
Sports and Entertainment Marketing II	Business, Marketing, and Finance	N1303422	SPORTEM2	0.50
General Employability Skills	Career Development	N1270153	GEMPLS	1.00
Student to Industry Connection	Career Development	N1270154	ST2INDCN	1.00
Advanced Instrument and Electrical	Energy Cluster	N1303901	ADVINELEC	1.00

Course	Content Area	PEIMS Code	Abbreviation	Credits
Introduction to Instrumentation and Electrical	Energy Cluster	N1303900	INSTELEC	1.00
Practicum in Energy	Energy Cluster	N1303910	PRACENRG	2.00
Allied Health Therapeutic Services	Health Science Cluster	N1302120	ALLHTS	1.00
Clinical Ethics	Health Science Cluster	N1302121	CLINETH	1.00
Dental Anatomy and Physiology	Health Science Cluster	N1302122	DENAP	1.00
Dental Equipment and Procedures	Health Science Cluster	N1302130	DENTEP	1.00
Imaging Technology I	Health Science Cluster	N1302123	IMGTEC1	1.00
Imaging Technology II	Health Science Cluster	N1302131	IMGTEC2	2.00
Introduction to Dental Science	Health Science Cluster	N1302101	DNTSCI	1.00
Introduction to Imaging Technology	Health Science Cluster	N1302102	IMGTECH	1.00
Introduction to Pharmacy Science	Health Science Cluster	N1302103	PHARSCI	1.00
Introduction to Speech Pathology and Audiology	Health Science Cluster	N1302100	INTSPA	1.00

Course	Content Area	PEIMS Code	Abbreviation	Credits
Kinesiology I	Health Science Cluster	N1302104	KINES1	1.00
Kinesiology II	Health Science Cluster	N1302124	KINES2	1.00
Medical Intervention Evaluation and Research	Health Science Cluster	N1302125	MEDINEV	1.00
Occupational Therapy I	Health Science Cluster	N1302132	OCCHLTH1	1.00
Occupational Therapy II	Health Science Cluster	N1302133	OCCHLTH2	1.00
Optical Technician	Health Science Cluster	N1302126	OPTTEC	1.00
Physical Therapy I	Health Science Cluster	N1302128	PHYTHER1	1.00
Physical Therapy II	Health Science Cluster	N1302134	PHYTHER2	1.00
Principles of Allied Health	Health Science Cluster	N1302105	ALLHLTH	1.00
Principles of Diagnostic Healthcare	Health Science Cluster	N1302106	DIGHLTH	1.00
Principles of Exercise Science and Wellness	Health Science Cluster	N1302107	EXSCIWL	1.00

Course	Content Area	PEIMS Code	Abbreviation	Credits
Principles of Health Informatics	Health Science Cluster	N1302108	HLTHINF	1.00
Principles of Nursing Science	Health Science Cluster	N1302109	NURSSCI	1.00
Principles of Therapeutic Health Care	Health Science Cluster	N1302110	THERHLTH	1.00
Science of Nursing	Health Science Cluster	N1302129	SCINURS	1.00
Speech and Language Development	Health Science Cluster	N1302098	SCDIS	1.00
Speech Communication Disorders	Health Science Cluster	N1302099	SLDEV	1.00
Foundations of Restaurant Management	Hospitality and Tourism	N1302268	RESTMGMT	1.00
Introduction to Event and Meeting Planning	Hospitality and Tourism	N1302269	EVNTPLN	1.00
Practicum in Event and Meeting Planning	Hospitality and Tourism	N1302275	PRACEMP	2.00

Course	Content Area	PEIMS Code	Abbreviation	Credits
Tourism Marketing Concepts and Applications	Hospitality and Tourism	N1302270	TOURMRKT	1.00
Applied Nutrition and Dietetics	Human Services Cluster	N1302541	APPNUTR	1.00
Barbering I	Human Services Cluster	N1302534	BARBER1	3.00
Barbering II	Human Services Cluster	N1302535	BARBER2	3.00
Esthetics	Human Services Cluster	N1302533	ESTHE	2.00
Microbiology and Safety for Cosmetology Careers	Human Services Cluster	N1302540	MICRCOS	1.00
Nail Care, Enhancements and Spa Services	Human Services Cluster	N1302531	NCESS	2.00
Parenting Education I	Human Services Cluster	N1302536	PAED1	1.00
Parenting Education II	Human Services Cluster	N1302537	PAED2	1.00
Principles of Community Service	Human Services Cluster	N1302542	COMMSERV	1.00
Social and Community Service	Human Services Cluster	N1302543	SOCCOM	1.00

Course	Content Area	PEIMS Code	Abbreviation	Credits
Advanced Cloud Computing	Information Technology Cluster	N1302813	ADCLDCMP	1.00
Advanced User Experience (UX) Design	Information Technology Cluster	N1302814	ADVUXD	1.00
Foundations of User Experience (UX)	Information Technology Cluster	N1302809	FOUNDUX	1.00
Geographic Information Systems	Information Technology Cluster	N1302805	GIS	1.00
Internetworking Technologies I	Information Technology Cluster	N1302803	INTNET1	1.00
Internetworking Technologies II	Information Technology Cluster	N1302804	INTNET2	1.00
IT Troubleshooting	Information Technology Cluster	N1302815	ITTROUB	1.00
Raster-based Geographic Information Systems (GIS)	Information Technology Cluster	N1302806	RBGIS	1.00
Spatial Technology & Remote Sensing	Information Technology Cluster	N1302807	SPATECRS	1.00
Advanced Legal Skills and Professions	Law, Public Safety, Corrections, and Security Cluster	N1303016	ADVLSP	1.00

Course	Content Area	PEIMS Code	Abbreviation	Credits
Dimensions of Diplomacy	Law, Public Safety, Corrections, and Security Cluster	N1301820	DIDIPL	1.00
Disaster Response	Law, Public Safety, Corrections, and Security Cluster	N1303011	DISRESP	1.00
Emergency Medical Technician—Basic	Law, Public Safety, Corrections, and Security Cluster	N1303015	EMTB	2.00
Forensic Psychology	Law, Public Safety, Corrections, and Security Cluster	N1303012	FORENSPSY	1.00
Foundations of Court Reporting	Law, Public Safety, Corrections, and Security Cluster	N1303017	FDCRTREP	1.00
Legal Research and Writing	Law, Public Safety, Corrections, and Security Cluster	N1303014	LEGRW	1.00
Basic Fluid Power	Manufacturing Cluster	N1303683	BASICFP	1.00
Blueprint Reading for Manufacturing Applications	Manufacturing Cluster	N1303684	BRFMA	1.00
Computer Integrated Manufacturing	Manufacturing Cluster	N1303748	CIM	1.00
Fiber Optic Technician	[redacted]		[redacted]	[redacted]

Course	Content Area	PEIMS Code	Abbreviation	Credits
Introduction to Film Interpretation of Weldments	Manufacturing Cluster	N1303687	INTFMWLD	1.00
Introduction to Industrial Maintenance	[redacted]			
Occupational Safety & Environmental Technology I	Manufacturing Cluster	N1303680	OSET1	1.00
Occupational Safety & Environmental Technology II	Manufacturing Cluster	N1303681	OSET2	1.00
Occupational Safety & Environmental Technology III	Manufacturing Cluster	N1303682	OSET3	*2.00*
Programmable Logic Controller I	Manufacturing Cluster	N1303689	PROLGCNT1	1.00
Programmable Logic Controller II	Manufacturing Cluster	N1303690	PROLGCNT2	1.00

Course	Content Area	PEIMS Code	Abbreviation	Credits
Aerospace Engineering	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1303745	AERO	1.00
Biomedical Innovation	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1302095	BIOINN	1.00
Digital Image Processing	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1303766	DGIP	1.00
Engineering Applications of Computer Science Principles	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1303772	EACSP	1.00
Engineering Design and Development	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1303749	EDD	1.00

Course	Content Area	PEIMS Code	Abbreviation	Credits
Engineering Essentials	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1303760	ENGESS	1.00
Environmental Sustainability	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1303746	ENVSUS	1.00
Human Body Systems	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1302093	HUMBODSY	1.00
Introduction to C# Programming Applications	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1302812	INTCPA	1.00
Introduction to Engineering Design	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1303742	IED	1.00

Course	Content Area	PEIMS Code	Abbreviation	Credits
Medical Interventions	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1302094	MEDINT	1.00
Principles of Biomedical Science	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1302092	PRBIOSCI	1.00
Quality Assurance for Biosciences	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1303771	QABIOS	1.00
Texas Prefreshman Engineering Program II	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1303753	TXPRENG2	1.00
Texas Prefreshman Engineering Program III	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1303754	TXPRENG3	1.00
Texas Prefreshman Engineering Program IV	Science, Technology, Engineering, and Mathematics Cluster (STEM)	N1303755	TXPRENG4	1.00
Advanced Shipboard Engineering	Transportation, Distribution, and Logistics Cluster	N1304667	ADVSE	1.00

Course	Content Area	PEIMS Code	Abbreviation	Credits
Aviation Ground School	Transportation, Distribution, and Logistics Cluster	N1304675	AVIAGS	1.00
Concepts of Distribution and Logistics Technology	Transportation, Distribution, and Logistics Cluster	N1303800	DISTLOG	1.00
Introduction to Aerospace and Aviation	Transportation, Distribution, and Logistics Cluster	N1304672	INTAEAVI	1.00
Introduction to Shipboard Engineering	Transportation, Distribution, and Logistics Cluster	N1304666	INTSE	1.00
Introduction to Unmanned Aerial Vehicles (UAV) Flight	Transportation, Distribution, and Logistics Cluster	N1304670	PRINUAV	1.00
Logistics Engineering	Transportation, Distribution, and Logistics Cluster	N1303801	LOGENG	1.00
Maritime Science I	Transportation, Distribution, and Logistics Cluster	N1304662	MSCI1	1.00
Maritime Science II	Transportation, Distribution, and Logistics Cluster	N1304663	MSCI2	1.00
Principles of Maritime Science	Transportation, Distribution, and Logistics Cluster	N1304661	PRMSCI	1.00

Foundation

(Bilingual/ESL, English Language Arts and Reading, Mathematics, Science, Social Studies)

Course	Content Area	PEIMS Code	Abbreviation	Credits
Elements of Data Science	Math	N1110035	ELEMDSCI	1.00
Linear Algebra	Math	N1110021	LINALG	0.50
Modern Geometry	[redacted]	[redacted]	[redacted]	[redacted]
Multivariable Calculus	Math	N1110018	MULTCAL	0.5–1.0
Number Theory	[redacted]	[redacted]	[redacted]	[redacted]
Strategic Learning for High School Math	Math	N1110030	STLNHSM	1.00
Introduction to Renewable Energy	Science	N1120042	RENEWEN	0.5–1.0
Civic Discourse	[redacted]	[redacted]	[redacted]	[redacted]
Ethnic Studies: American Indian/Native Studies	Social Studies	N1130030	ESAINS	1.00
School to College	Social Studies	N1130029	SCH2COL	0.50
Teen and Police Service	Social Studies	N1130025	TEENPOL	1.00

Enrichment

(Fine Arts, Health, Physical Education, Technology Applications)

Course	Content Area	PEIMS Code	Abbreviation	Credits
Acting for the Camera	Fine Arts	N1170193	ACT4CAM	1.00
Acting Methods	Fine Arts	N1170123	ACTMET1	1.00
Acting Styles: Classical/Commedia	Fine Arts	N1170124	ACTMET2	1.00
Acting Styles: Improvisation/Monologue	[redacted]	[redacted]	[redacted]	[redacted]
Acting Styles: Realism/Post-war	Fine Arts	N1170125	ACTMET3	1.00
Dance Appreciation	Fine Arts	N1170195	DANCAPP	1.00
Dramaturgy	[redacted]	[redacted]	[redacted]	[redacted]
Forensic Art	Fine Arts	N1170190	FORART	1.00
Instrument Repair Technician	Fine Arts	N1170196	INSTTEC	1.00
Integration of Abilities: Exercises for Creative Growth	Fine Arts	N1170186	INTAB	0.50
Movement for the Actor	[redacted]	[redacted]	[redacted]	[redacted]
Physical Theatre I	Fine Arts	N1170180	PHYTHE1	1.00
Physical Theatre II	Fine Arts	N1170181	PHYTHE2	1.00
Piano Technician I	Fine Arts	N1170197	PIATEC1	1.00
Piano Technician II	Fine Arts	N1170198	PIATEC2	1.00
Piano Technician III	Fine Arts	N1170199	PIATEC3	1.00
Piano Technician IV	Fine Arts	N1170200	PIATEC4	1.00
Theatre Management	[redacted]	[redacted]	[redacted]	[redacted]

Other Electives

Course	PEIMS Code	Abbreviation	Credits
Advanced Placement (AP) Research	N1100014	APRES	1.00
Advanced Placement (AP) Seminar	N1130026	APSMNR	1.00
Advancement Via Individual Determination (AVID) I	N1290001	AVID1	1.00
Advancement Via Individual Determination (AVID) II	N1290002	AVID2	1.00
Advancement Via Individual Determination (AVID) III	N1290030	AVID3	1.00
Advancement Via Individual Determination (AVID) IV	N1290033	AVID4	1.00
Braille	N1100505	BRAILLE	1.00
College Transition	N1290050	CLGTRN	1.00
Community Transportation	N1304660	COMTRNS	0.50
G/T Interdisciplinary Study Mentorship I	N1290309	GTISM	1.00
G/T Interdisciplinary Study Mentorship II	N1290313	GTISM2	1.00
G/T Interdisciplinary Study Mentorship III	N1290317	GTISM3	1.00
G/T Interdisciplinary Study Mentorship IV	N1290318	GTISM4	1.00
IB Business and Management Higher Level	N1290326	IBMNTHL	1.00
IB Business and Management Standard Level	N1290325	IBMNTSL	1.00
IB Theory of Knowledge	N1290322	IBTOK	1.00
Innovative Thinking	N1290450	INNVTH	1.00
Leadworthy the Course	N1290012	LDWRTY	0.50
Logic I	N1290100	LOGIC1	0.50
Logic II	N1290101	LOGIC2	0.50
Making Connections I	N1290332	MAKECON1	0.50
Making Connections II	N1290333	MAKECON2	0.50

Course	PEIMS Code	Abbreviation	Credits
Making Connections III	N1290334	MAKECON3	0.50
Making Connections IV	N1290335	MAKECON4	0.50
Methodology for Academic and Personal Success (MAPS)	N1130021	MAPS	1.00
Multilingual Acculturation Studies	N1290062	MULTILAS	1.00
Navigating Life with Hearing Loss	N1290330	NAVLOSS	1.00
Path College Career I	N1290051	PATHCC1	1.00
Path College Career II	N1290052	PATHCC2	1.00
Path College Career III	N1290053	PATHCC3	1.00
Path College Career IV	N1290054	PATHCC4	1.00
PeaceKeepers® I	N1290024	PEACE1	1.00
PeaceKeepers® II	N1290025	PEACE2	1.00
Peer Assistance and Leadership (PAL®) I	N1290005	PAAL1	1.00
Peer Assistance and Leadership (PAL®) II	N1290006	PAAL2	1.00
Peer Assistance for Students with Disabilities I	N1290203	PASWD1	0.50
Peer Assistance for Students with Disabilities II	[redacted]	[redacted]	[redacted]
Sports Medicine I	N1150040	SPORTMD1	1.00
Sports Medicine II	N1150041	SPORTMD2	1.00
Sports Medicine III	N1150044	SPORTMD3	1.00
Student Leadership	N1290010	STULEAD	1.00
Team Sport Officiating	N1160012	TEAMOFF	1.00

BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 7/21/25

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

AGENDA ITEM TYPE:
- [x] Action Item
- [ ] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [x] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [x] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [ ] Promote Community/School Partnerships
- [ ] Fiscal Responsibility
- [ ] Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the Optional Flexible School Day

RECOMMENDED ACTION: It is recommended that the board approve the Optional Flexible School Day for MWISD Academy and MWHS as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): Texas Education Code 29.0822, Optional Flexible School Day Program

OVERVIEW:

Optional Flexible School Day allows us to meet the needs of our students at risk of dropping out by flexing their day. They can come in mornings or afternoons and then be able to take care of other obligations the rest of the day.

Some of the groups this benefits:

*Expecting parents
*Parents
*Those that have to work to help support their families
*Those with medical conditions that prevent them from coming for the full day

FISCAL IMPACT: N/A

ATTACHMENTS: OFSDP Application

DEPARTMENT(S) SUBMITTING FORM: Student Services

DEPARTMENT SIGNATURE/APPROVAL:

Texas Education Agency

APPLICATION

Updated May 2025

Optional Flexible School Day Program (OFSDP)

2025-2026 School Year

ELIGIBLE APPLICANTS: The Texas Education Agency (TEA) will make available to eligible school districts and open-enrollment charter schools an application form that must be completed and submitted annually to the TEA for approval.

Definition of Program Provisions

Eligible Students

A student in any grade level is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if the student is:

- at risk of dropping out of school, as defined by the TEC, §29.081,
- attending a campus implementing an approved innovative campus plan,
- attending a TEA-designated ECHS as defined by the TEC, §29.908, P-TECH, or ICIA,
- attending a community-based dropout recovery education program, as defined by the TEC, §29.081(e-1) or (e-2), or
- not meeting attendance requirements under the TEC, §25.092, resulting in denied credit for one or more classes in which the student has been enrolled.

AND

There must be an agreement in writing to the student's participation:

- by the student, if the student is over 18 years of age; or
- by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

Board Approval

The board of trustees of a school district must include the OFSDP as an item on a regular agenda for a board meeting. The board of trustees of a school district must discuss the progress of the program before approving the program and applying to operate an OFSDP (see Appendix Two). Please note that, pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.

Attendance Credit

A student attending an OFSDP under the TEC, §29.0822, may be counted in average daily attendance (ADA) for purposes of funding under the TEC, Chapters 46, 48, and 49, only for the actual number of contact hours the student receives, not to exceed 720 hours or 43,200 minutes per 12-month period. **Students enrolled in the traditional program for part of the year and the OFSDP program for part of the year may not earn more than one ADA.**

Assessment

The student must take the required state assessments specified under the TEC, §39.023, during the regularly scheduled assessment calendar.

Continuation or Revocation of Program Authorization

Applications are approved for a period of one (1) school year. Continuation of the approval for the OFSDP will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under the TEC, Chapter 39; the percentage of students participating in the program who graduate from high school; and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

Reporting Requirements

Following approval of the application, the applicant may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. When requested, reports will require applicants to disclose the overall progress of the students in the program, the number of students enrolled in the program (disaggregated by ethnicity, age, gender, and socioeconomic status), the number of students graduating from high school (disaggregated by ethnicity, age, gender, and socioeconomic status), and additional criteria selected by the applicant and agreed to by the commissioner. The TEA will provide notice to applicants and additional instructions for completion of reports at least 45 days before the date a report is due, or as soon as possible, in order to give school districts and charter schools adequate time to prepare and submit the reports to the TEA. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

Participation in University Interscholastic League (UIL)

A student enrolled in an OFSDP under the TEC, §29.0822, may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

Provisions of Agreement

Article I – Parties to Agreement

This agreement is entered into by and between the Texas Education Agency, an agency of the State of Texas, hereinafter referred to as the "TEA," and

Mineral Wells Independent School District

(Legal Name of School District or Open-Enrollment Charter School)

located at

906 SW 5th Ave, Mineral Wells, TX 76067

(Physical Address)

hereinafter referred to as "district."

Article II – Period of Agreement

The period of the agreement, as detailed by participating campus in **Appendix Five**, is for a maximum of one (1) school year plus an additional thirty (30) school days if the district is applying for credit recovery. **Note that the agreement term is subject to annual renewal.**

Article III – Purpose of Agreement

The district must perform all the functions and duties set out in the agreement, the authorizing program statute, and applicable regulations.

Article IV – Reporting Requirements

The district may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

Article V – General and Special Provisions to the Agreement

Each provision marked with an "X" below is hereby attached and incorporated by reference as part of this document:

X Appendix One, Assurances

X Appendix Two, Board Approval

X Appendix Three, Attendance and Compliance Procedures of Proposed Program (Attach PDF File)

X Appendix Four, District Contacts

X Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement (Attach Excel File)

Article VI – Application Process

- For questions or assistance regarding this application, email opflex@tea.texas.gov or call 512-463-8916.
- Applications should be submitted 30 days prior to the start of the program. Start date(s) on Appendix Five should be at least thirty (30) days after the application is submitted.
- Email the complete application and attachments to: opflex@tea.texas.gov.
- Email subject line should indicate: OFSDP Application - District Name, County District Number

Article VII – Agreement

AGREED and accepted on behalf of the school district or open-enrollment charter school to be effective on the earliest date written above by a person authorized to bind the district.

Typed Name David Tarver

Typed Title Superintendent

Authorized Signature

Appendix One
Assurances

The definition of the terms of the application applies to Appendix One, Assurances. The school district or open-enrollment charter school, hereinafter called "district," does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix One. All information requested must be included with this form.

The district agrees to enroll only eligible students to participate in an OFSDP authorized under this application. A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if:

1. the student meets one of the following conditions:
   - the student is at risk of dropping out of school, as defined by the TEC, §29.081; or
   - the student is attending a campus implementing an approved innovative campus plan; or
   - the student is attending a community-based dropout recovery education program, as defined by the TEC, §29.081(e-1) or (e-2); or
   - the student is attending a campus with an approved early college high school program designation as defined by the TEC, §29.908; or
   - the student, as a result of attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the student has been enrolled.

and

2. there is an agreement in writing to the student's participation
   - by the student, if the student is over 18 years of age; or
   - by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

The district agrees:

1. to administer mandatory assessment instruments during the regular assessment cycle to students enrolled in OFSDPs;

2. to ensure all instructional materials and facilities are comparable or exceed the required standards for students in similar programs;

3. that the students participating in an OFSDP will not be isolated from other academic and vocational programs of the school district and that all students will have access to school counselors for pre- and post-entry counseling, academic or personal counseling, and career counseling;

4. to provide faculty and administrators with baccalaureate or advanced degrees, highly qualified staff, and certified teachers as required by 19 Texas Administrative Code §129.1027 for the program;

5. to adopt a policy that does not penalize students participating in an OFSDP in accordance with the 90% rule (TEC, §25.092[a]) or the 75% to 90% rule for class credit (TEC, §25.092[a-1]);

6. to adopt a policy to require students to attend regularly scheduled instruction for the OFSDP with penalties for nonattendance, including filing truancy charges, if appropriate;

7. to track the number of minutes the student receives instruction each day and to comply with applicable sections of the Student Attendance Accounting Handbook.

8. to comply with all reporting requirements established by the TEA;

9. not to discriminate based on disability, race, color, national origin, religion, or sex; and

10. to prohibit a student participating in an OFSDP from participating in a competition or other activity sanctioned or conducted under the authority of the UIL unless the student meets all UIL eligibility requirements.

AGREED and accepted terms and conditions of Appendix One on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Sunny Lee, President 940-325-6404

Name, Title, and Telephone Number of School Board President

Signature of School Board President Date

David Tarver, Superintendent 940-325-6404

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School Date

Appendix Two
Board Approval

The definition of terms of the application applies to Appendix Two, Board Approval. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Two. All information requested must be included with this form.

1. The board of trustees of the school district or the governing board of the open-enrollment charter school **agrees to include the OFSDP as an item on the agenda** concerning the proposed application.

2. The board of trustees of the school district or the governing board of the open-enrollment charter school must discuss the progress of the program before applying to operate an OFSDP.

The proposed OFSDP application was on the agenda and discussed at the board meeting conducted on:

Month: July

Day: 21

Year: 2025

Time: 7:00pm

Location: Mineral Wells ISD Boardroom

Agreed and accepted on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Sunny Lee, President 940-325-6404
Name, Title, and Telephone Number of School Board President

Signature of SchoolBoard President Date

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

David Tarver, Superintendent 940-325-6404
Signature of Person Authorized to Bind the District or Charter School Date

Appendix Three
Attendance and Compliance Procedures of Proposed Program

The definition of terms of the application applies to Appendix Three, Attendance and Compliance Procedures of Proposed Program. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit a separate PDF document to concisely provide the information below, labeled with the corresponding number, for Appendix Three. Only responses in the specified format will be accepted. Do not submit any other documents in place of Appendix Three. All information requested must be included with this form and should be reviewed by the District PEIMS Coordinator prior to submission. If a question does not apply, please indicate "N/A" next to its number.

1. Describe the program goals and objectives. ***Note:*** *Pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.*

2. Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times courses are available.

3. Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours each staff position will be obligated to the program.

4. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtains student and parental consent for OFSDP participation.

5. Indicate the estimated number of OFSDP students that will be served per teacher.

6. **If** the OFSDP program will offer special education, career and technology education, pregnancy-related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the Student Attendance Accounting Handbook.

7. OFSDP requires a teacher of record to record the actual number of students' instructional minutes on any given day. NOTE: Absences and days present do not exist in the OFSDP

   Explain the following:

   a. How the classroom teacher will verify the number of instructional minutes a student receives each day.

   b. How the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.

   c. How will the district ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. ***Note:*** *It is recommended that the district apply the following formula to determine the maximum OFSDP*

minutes a student is eligible = (Calendar School Days - Traditional Days Present) x 240.

d. How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes.

e. How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the Student Attendance Accounting Handbook.

f. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.

8. If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.

9. If students are attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) or (e-2):

   a. Will the district operate the dropout recovery education program or utilize an education management organization? If services will be contracted, please provide the organization name, accreditation status, and the name of the accrediting agency.

   b. Indicate how students will be offered or provided referrals for mental health services.

10. If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §29.081 (e-2):

    a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.

    b. Describe the individual learning plan or process used to monitor each student's progress.

    c. Indicate how students will be served by an academic coach and local advocate.

    d. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.

    e. Provide the location and a brief description of the in-person student engagement center.

Optional Flexible School Day Program 2025-2026 School Year

Appendix Three – Mineral Wells ISD

1. **Describe the program goals and objectives.**
   The implementation of the OFSDP will allow the Mineral Wells Independent School District to document attendance in an alternative manner to maximize the availability of allowable resources to meet the needs of students. This program will allow flexible hours for students to complete credit recovery, student promotion, and alternative schedules. The OFSDP will allow the district to generate funding that will ensure the necessary and adequate resources for the implementation of the above-stated instructional interventions. The campuses will offer OFSDP to assist students struggling to meet the academic requirements for graduation. The goal of the program is to ensure the acquisition of a high-school diploma and a successful transition to college, career, or military. The objective is to provide flexible scheduling to facilitate the acquisition of a high school diploma through credit recovery, STAAR, and End of Course (EOC) remediation. The goal is to ensure that students are provided the opportunity to complete course instruction, academic achievement, assessment success, and promotion to the next grade level. The objective is to reduce the number of potential dropouts, to incorporate parental engagement and preventive interventions.

2. **Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times.**
   Proposed Schedule for Mineral Wells ISD: Eligible OFSDP students who are recovering credit due to insufficient attendance (in accordance with the 90% attendance requirement under TEC §25.092) will be offered credit recovery opportunities outside of the traditional school day and after the conclusion of the school year. Scheduled options include:
   - **After school** sessions from 4:30 p.m. – 7:30 p.m., Monday through Thursday
   - **Designated Fridays** from 8:00 a.m. – 3:00 p.m.
   - **Summer session** from June 1 through June 27, 2026, Monday through Thursday, with two daily blocks: 8:30 – 11:30 a.m. and 12:30 – 3:30 p.m.

   These sessions are designed to provide the instructional hours necessary for students to recover attendance-based credits under OFSDP guidelines. Credit recovery opportunities offered during the regular school day are not part of OFSDP funding and are not included in this proposal.

3. **Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours for each staff position that will be obligated to the program.**
   High School & AEA: 5 administrators (4 hours each week), PEIMS clerk (1 hour per week), certified counselors (1 hour per week), Multi-Tiered System of Support Intervention Teacher (up to 8 hours per week), and 2 Highly Qualified Teachers (up to 8 hours per week each).

4. **Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtaining student and parental consent for OFSDP participation.**
   Each campus Attendance Review Committee, comprised of administrators, counselors, teachers, and/or attendance clerks will identify students using one of the following criteria:
   - Student is identified as at-risk of dropping out of school, as defined by the TEC, 29.081

- Students with a history of unsuccessful academic achievement
- Student as a result of attendance requirements under the TECH, 25,092, will be denied credit for one or more classes in which the student has been enrolled; Students who meet the criteria will be recommended by the Attendance Review Committee. A conference with potential students will be held with the campus principal or their designee and parent/guardians if the student is younger than 18 years of age. Parents and students will sign an agreement to participate if they agree with the student's participation in OFSDP.

5. **Indicate the estimated number of OFSDP students that will be served per teacher.**
   Each teacher in ninth through twelfth grade will serve students at a 25:1 student-to-teacher ratio.

6. **If the OFSDP program will offer special education, career and technology education, pregnancy-related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the Student Attendance Accounting Handbook.**
   OFSDP will be offered throughout the regular school day Monday through Friday, after school, and Fridays, or any combination of these sessions. Students will be scheduled into classrooms combined with traditional students during the day. As such, all teacher certification standards for each program area will be adhered to including content area, grade level, special education, bilingual, and career and technology education certification requirements. This will ensure full compliance with all special program teacher requirements and with the Student Attendance Accounting Handbook.

7. **OFSDP requires a teacher of record to record the actual number of students' instructional minutes on any given day. NOTE: absences and days present do not exist in the OFSDP Explain the following:**

   a. **How the classroom teacher will verify the number of instructional minutes a student receives each day.**
   Classroom teachers will record attendance using the district's student information system (Skyward). For OFSDP sessions that occur outside the traditional school day (e.g., after school, designated Fridays, or summer), teachers will maintain instructional time logs, including exact minutes of instruction provided. Documentation may include sign-in sheets or electronic rosters and will be verified daily by the teacher of record. These logs will be reviewed by campus administration and kept for audit purposes.

   b. **How the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding?**
   District procedures require that attendance for OFSDP students be recorded in minutes. If a student does not meet the minimum threshold of 45 minutes of instructional time in a given day, that day will not be submitted for funding. Attendance logs will be reviewed by campus administrators for accuracy, and Skyward reports will be used to verify compliance before submission.

   c. **How the district will ensure that students transferring from the traditional program (ADA Codes0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. It is**

recommended that the district apply the following formula to determine the maximum OFSDP minutes a student is eligible = (Calendar School Days- Traditional Days Present) x 240.
The district will monitor ADA status changes within the student information system. Students will only be entered into OFSDP after being withdrawn from the traditional ADA track and may not exceed 10,800 minutes per course. The following formula will be used to determine the maximum allowable OFSDP minutes:
(Calendar School Days – Traditional Days Present) × 240 = Maximum OFSDP Minutes Available.
This process ensures that students will not generate more than one ADA in a school year.

d**. How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes?**
Skyward coding will prevent students from being reported under both traditional and OFSDP tracks on the same day. Once a student transitions into OFSDP, they are coded under ADA 7 or 8 and tracked accordingly. Students will only accumulate minutes toward OFSDP funding once that change is reflected in Skyward and documented with parent consent.

e. **How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the Student Attendance Accounting Handbook.**
Mineral Wells ISD will maintain compliance with all attendance accounting and documentation requirements outlined in the Student Attendance Accounting Handbook. Teachers will maintain accurate daily instructional minute logs using Skyward and/or approved attendance tracking tools. The district will:

- Ensure that all OFSDP attendance documentation (e.g., sign-in logs, time sheets, program approvals) is securely retained for five years;
- Provide training to relevant staff on proper procedures;
- Conduct periodic internal audits to verify compliance;
- Keep records readily available for state audits.

f. **How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.**
Student Detail Audit Reports for OFSDP students will be generated at the end of each six-week reporting period. These reports will be reviewed and certified by the teacher of record and verified by campus administration. Any discrepancies will be corrected before final submission. The district will maintain a certification process and documentation for each reporting cycle.

8. **If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.**
Students who need to attend summer school to regain credit and have less than 90% attendance will be allowed to participate in the summer OFSDP to regain credit. All guidelines previously written for the regular school year will be followed.

9. **If students are attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) or (e-2):**
Not Applicable

10. **If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §29.081 (e-2):**

Not Applicable

Appendix Four
District Contacts

The definition of terms of the application applies to Appendix Four, Contact(s) Sheet. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Four. All information requested must be included with this form.

District Contacts for the Application

District/Charter School Superintendent:	David Tarver
Mailing Address:	906 SW 5th Ave
City, State, Zip Code:	Mineral Wells, TX 76067
Telephone Number:	940-325-6404
Email Address:	dtarver@mwisd.net

District PEIMS Coordinator:	Chrissy Mayo
Email Address:	cmayo@mwisd.net

OFSDP Contact Name:	Angie Myrick
Email Address:	amyrick@mwisd.net

OFSDP Contact Name:	
Email Address:	

NOTE: Most of the contact for the approved OFSDP is done via email. Valid email address(es) must be submitted on this form. Provide the full name(s) of the person(s) who is (are) the email contact(s) to ensure that the TEA has accurate information.

Appendix Five
Participating Campuses, Student Eligibility, and Period of Agreement

The definition of terms of the application applies to Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Five. All information requested must be included with this template and submitted in a separate Excel file.

Download and complete Appendix 5, which can be found on the OFSDP webpage under the *Applications and Templates* section.

Once completed, email the following to OPFLEX@tea.texas.gov:

1. **The application (in PDF file format)**
2. **Appendix Three (in PDF file format)**
3. **Appendix Five (in MS Excel file format)**

***All file names should include the district/charter school's name**

Optional Flexible School Day Program (OFSDP) - Appendix 5

182903 MINERAL WELLS ISD School Year 2025-2026

Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4

Eligibility Designation

1 = TEC §29.081 At-Risk Students
2 = TEC §25.092 Minimum Attendance
3 = TEC §29.908 Early College High School
4 = TEC §39A.107 Campus Turnaround Plan
5 = Credit Recovery**
6 = TEC §29.081(e-1) Campus-Based Dropout Recovery Program
7 = TEC §29.081(e-2) Remote/Hybrid Dropout Recovery Program

School Year Period of Agreement

Reported in TSDS PEIMS Summer Collection 3

Program start date must be 30 days after application submission.

Program end date must not exceed the last day of the regular school calendar.

Summer Period of Agreement

Reported in TSDS PEIMS Extended Collection 4

**Credit Recovery - Designation 5

Summer period of agreement should not exceed 30 days or extend past July 31st.

Nine Digit District and Campus Number	Campus Name	1	2	3	4	5	6	7	Estimated Students Participating	Program Start Date	Program End Date	Proposed Days: SUMTWTHFS	Minutes Offered Per Day	Summer Program Start Date	Summer Program End Date	Proposed Days: SUMTWTHFS	Minutes Offered Per Day
182903001	MINERAL WELLS SCHOOLS	1	2			5			100	9/2/2025	5/28/2026	MTWTHFS	450	6/1/2026	6/27/2026	MTWTH	360
182903002	MINERAL WELLS ACADEMY	1	2			5			7	9/2/2025	5/28/2026	MTWTHFS	240	6/1/2026	6/27/2026	MTWTH	360
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Texas Education Agency

APPLICATION

Updated May 2025

Optional Flexible School Day Program (OFSDP)

2025-2026 School Year

ELIGIBLE APPLICANTS: The Texas Education Agency (TEA) will make available to eligible school districts and open-enrollment charter schools an application form that must be completed and submitted annually to the TEA for approval.

Definition of Program Provisions

Eligible Students

A student in any grade level is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if the student is:

- at risk of dropping out of school, as defined by the TEC, §29.081,
- attending a campus implementing an approved innovative campus plan,
- attending a TEA-designated ECHS as defined by the TEC, §29.908, P-TECH, or ICIA,
- attending a community-based dropout recovery education program, as defined by the TEC, §29.081(e-1) or (e-2), or
- not meeting attendance requirements under the TEC, §25.092, resulting in denied credit for one or more classes in which the student has been enrolled.

AND

There must be an agreement in writing to the student's participation:

- by the student, if the student is over 18 years of age; or
- by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

Board Approval

The board of trustees of a school district must include the OFSDP as an item on a regular agenda for a board meeting. The board of trustees of a school district must discuss the progress of the program before approving the program and applying to operate an OFSDP (see Appendix Two). Please note that, pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.

Attendance Credit

A student attending an OFSDP under the TEC, §29.0822, may be counted in average daily attendance (ADA) for purposes of funding under the TEC, Chapters 46, 48, and 49, only for the actual number of contact hours the student receives, not to exceed 720 hours or 43,200 minutes per 12-month period. **Students enrolled in the traditional program for part of the year and the OFSDP program for part of the year may not earn more than one ADA.**

Assessment

The student must take the required state assessments specified under the TEC, §39.023, during the regularly scheduled assessment calendar.

Continuation or Revocation of Program Authorization

Applications are approved for a period of one (1) school year. Continuation of the approval for the OFSDP will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under the TEC, Chapter 39; the percentage of students participating in the program who graduate from high school; and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

Reporting Requirements

Following approval of the application, the applicant may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. When requested, reports will require applicants to disclose the overall progress of the students in the program, the number of students enrolled in the program (disaggregated by ethnicity, age, gender, and socioeconomic status), the number of students graduating from high school (disaggregated by ethnicity, age, gender, and socioeconomic status), and additional criteria selected by the applicant and agreed to by the commissioner. The TEA will provide notice to applicants and additional instructions for completion of reports at least 45 days before the date a report is due, or as soon as possible, in order to give school districts and charter schools adequate time to prepare and submit the reports to the TEA. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

Participation in University Interscholastic League (UIL)

A student enrolled in an OFSDP under the TEC, §29.0822, may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

Provisions of Agreement

Article I – Parties to Agreement

This agreement is entered into by and between the Texas Education Agency, an agency of the State of Texas, hereinafter referred to as the "TEA," and

Mineral Wells Independent School District

(Legal Name of School District or Open-Enrollment Charter School)

located at

906 SW 5th Ave, Mineral Wells, TX 76067

(Physical Address)

hereinafter referred to as "district."

Article II – Period of Agreement

The period of the agreement, as detailed by participating campus in **Appendix Five**, is for a maximum of one (1) school year plus an additional thirty (30) school days if the district is applying for credit recovery. **Note that the agreement term is subject to annual renewal.**

Article III – Purpose of Agreement

The district must perform all the functions and duties set out in the agreement, the authorizing program statute, and applicable regulations.

Article IV – Reporting Requirements

The district may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

Article V – General and Special Provisions to the Agreement

Each provision marked with an "X" below is hereby attached and incorporated by reference as part of this document:

X Appendix One, Assurances

X Appendix Two, Board Approval

X Appendix Three, Attendance and Compliance Procedures of Proposed Program (Attach PDF File)

X Appendix Four, District Contacts

X Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement (Attach Excel File)

Article VI – Application Process

- For questions or assistance regarding this application, email opflex@tea.texas.gov or call 512-463-8916.
- Applications should be submitted 30 days prior to the start of the program. Start date(s) on Appendix Five should be at least thirty (30) days after the application is submitted.
- Email the complete application and attachments to: opflex@tea.texas.gov.
- Email subject line should indicate: OFSDP Application - District Name, County District Number

Article VII – Agreement

AGREED and accepted on behalf of the school district or open-enrollment charter school to be effective on the earliest date written above by a person authorized to bind the district.

Typed Name David Tarver



Authorized Signature

Typed Title Superintendent

Appendix One
Assurances

The definition of the terms of the application applies to Appendix One, Assurances. The school district or open-enrollment charter school, hereinafter called "district," does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix One. All information requested must be included with this form.

The district agrees to enroll only eligible students to participate in an OFSDP authorized under this application. A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if:

1. the student meets one of the following conditions:
   - the student is at risk of dropping out of school, as defined by the TEC, §29.081; or
   - the student is attending a campus implementing an approved innovative campus plan; or
   - the student is attending a community-based dropout recovery education program, as defined by the TEC, §29.081(e-1) or (e-2); or
   - the student is attending a campus with an approved early college high school program designation as defined by the TEC, §29.908; or
   - the student, as a result of attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the student has been enrolled.

and

2. there is an agreement in writing to the student's participation
   - by the student, if the student is over 18 years of age; or
   - by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

The district agrees:

1. to administer mandatory assessment instruments during the regular assessment cycle to students enrolled in OFSDPs;

2. to ensure all instructional materials and facilities are comparable or exceed the required standards for students in similar programs;

3. that the students participating in an OFSDP will not be isolated from other academic and vocational programs of the school district and that all students will have access to school counselors for pre- and post-entry counseling, academic or personal counseling, and career counseling;

4. to provide faculty and administrators with baccalaureate or advanced degrees, highly qualified staff, and certified teachers as required by 19 Texas Administrative Code §129.1027 for the program;

5. to adopt a policy that does not penalize students participating in an OFSDP in accordance with the 90% rule (TEC, §25.092[a]) or the 75% to 90% rule for class credit (TEC, §25.092[a-1]);

6. to adopt a policy to require students to attend regularly scheduled instruction for the OFSDP with penalties for nonattendance, including filing truancy charges, if appropriate;

7. to track the number of minutes the student receives instruction each day and to comply with applicable sections of the Student Attendance Accounting Handbook.

8. to comply with all reporting requirements established by the TEA;

9. not to discriminate based on disability, race, color, national origin, religion, or sex; and

10. to prohibit a student participating in an OFSDP from participating in a competition or other activity sanctioned or conducted under the authority of the UIL unless the student meets all UIL eligibility requirements.

AGREED and accepted terms and conditions of Appendix One on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Sunny Lee, President 940-325-6404

Name, Title, and Telephone Number of School Board President



7/21/25

Signature of School Board President — Date

David Tarver, Superintendent 940-325-6404

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer



7/21/25

Signature of Person Authorized to Bind the District or Charter School — Date

Appendix Two
Board Approval

The definition of terms of the application applies to Appendix Two, Board Approval. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Two. All information requested must be included with this form.

1. The board of trustees of the school district or the governing board of the open-enrollment charter school **agrees to include the OFSDP as an item on the agenda** concerning the proposed application.

2. The board of trustees of the school district or the governing board of the open-enrollment charter school must discuss the progress of the program before applying to operate an OFSDP.

The proposed OFSDP application was on the agenda and discussed at the board meeting conducted on:

Month: July

Day: 21

Year: 2025

Time: 7:00pm

Location: Mineral Wells ISD Boardroom

Agreed and accepted on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Sunny Lee, President 940-325-6404
Name, Title, and Telephone Number of School Board President

Signature of School Board President — Date: 7/21/25

David Tarver, Superintendent 940-325-6404
Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School — Date: 7/21/25

Appendix Three
Attendance and Compliance Procedures of Proposed Program

The definition of terms of the application applies to Appendix Three, Attendance and Compliance Procedures of Proposed Program. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit a separate PDF document to concisely provide the information below, labeled with the corresponding number, for Appendix Three. Only responses in the specified format will be accepted. Do not submit any other documents in place of Appendix Three. All information requested must be included with this form and should be reviewed by the District PEIMS Coordinator prior to submission. If a question does not apply, please indicate "N/A" next to its number.

1. Describe the program goals and objectives. ***Note:*** *Pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.*

2. Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times courses are available.

3. Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours each staff position will be obligated to the program.

4. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtains student and parental consent for OFSDP participation.

5. Indicate the estimated number of OFSDP students that will be served per teacher.

6. **If** the OFSDP program will offer special education, career and technology education, pregnancy-related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the Student Attendance Accounting Handbook.

7. OFSDP requires a teacher of record to record the actual number of students' instructional minutes on any given day. NOTE: Absences and days present do not exist in the OFSDP

   Explain the following:

   a. How the classroom teacher will verify the number of instructional minutes a student receives each day.

   b. How the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.

   c. How will the district ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. ***Note:*** *It is recommended that the district apply the following formula to determine the maximum OFSDP*

minutes a student is eligible = (Calendar School Days - Traditional Days Present) x 240.

d. How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes.

e. How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the Student Attendance Accounting Handbook.

f. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.

8. If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.

9. If students are attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) or (e-2):

   a. Will the district operate the dropout recovery education program or utilize an education management organization? If services will be contracted, please provide the organization name, accreditation status, and the name of the accrediting agency.

   b. Indicate how students will be offered or provided referrals for mental health services.

10. If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §29.081 (e-2):

    a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.

    b. Describe the individual learning plan or process used to monitor each student's progress.

    c. Indicate how students will be served by an academic coach and local advocate.

    d. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.

    e. Provide the location and a brief description of the in-person student engagement center.

Optional Flexible School Day Program 2025-2026 School Year

Appendix Three – Mineral Wells ISD

1. **Describe the program goals and objectives.**
   The implementation of the OFSDP will allow the Mineral Wells Independent School District to document attendance in an alternative manner to maximize the availability of allowable resources to meet the needs of students. This program will allow flexible hours for students to complete credit recovery, student promotion, and alternative schedules. The OFSDP will allow the district to generate funding that will ensure the necessary and adequate resources for the implementation of the above-stated instructional interventions. The campuses will offer OFSDP to assist students struggling to meet the academic requirements for graduation. The goal of the program is to ensure the acquisition of a high-school diploma and a successful transition to college, career, or military. The objective is to provide flexible scheduling to facilitate the acquisition of a high school diploma through credit recovery, STAAR, and End of Course (EOC) remediation. The goal is to ensure that students are provided the opportunity to complete course instruction, academic achievement, assessment success, and promotion to the next grade level. The objective is to reduce the number of potential dropouts, to incorporate parental engagement and preventive interventions.

2. **Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times.**
   Proposed Schedule for Mineral Wells ISD: Eligible OFSDP students who are recovering credit due to insufficient attendance (in accordance with the 90% attendance requirement under TEC §25.092) will be offered credit recovery opportunities outside of the traditional school day and after the conclusion of the school year. Scheduled options include:
   - **After school** sessions from 4:30 p.m. – 7:30 p.m., Monday through Thursday
   - **Designated Fridays** from 8:00 a.m. – 3:00 p.m.
   - **Summer session** from June 1 through June 27, 2026, Monday through Thursday, with two daily blocks: 8:30 – 11:30 a.m. and 12:30 – 3:30 p.m.

   These sessions are designed to provide the instructional hours necessary for students to recover attendance-based credits under OFSDP guidelines. Credit recovery opportunities offered during the regular school day are not part of OFSDP funding and are not included in this proposal.

3. **Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours for each staff position that will be obligated to the program.**
   High School & AEA: 5 administrators (4 hours each week), PEIMS clerk (1 hour per week), certified counselors (1 hour per week), Multi-Tiered System of Support Intervention Teacher (up to 8 hours per week), and 2 Highly Qualified Teachers (up to 8 hours per week each).

4. **Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtaining student and parental consent for OFSDP participation.**
   Each campus Attendance Review Committee, comprised of administrators, counselors, teachers, and/or attendance clerks will identify students using one of the following criteria:
   - Student is identified as at-risk of dropping out of school, as defined by the TEC, 29.081

- Students with a history of unsuccessful academic achievement
- Student as a result of attendance requirements under the TECH, 25,092, will be denied credit for one or more classes in which the student has been enrolled; Students who meet the criteria will be recommended by the Attendance Review Committee. A conference with potential students will be held with the campus principal or their designee and parent/guardians if the student is younger than 18 years of age. Parents and students will sign an agreement to participate if they agree with the student's participation in OFSDP.

5. **Indicate the estimated number of OFSDP students that will be served per teacher.**
   Each teacher in ninth through twelfth grade will serve students at a 25:1 student-to-teacher ratio.

6. **If the OFSDP program will offer special education, career and technology education, pregnancy-related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the Student Attendance Accounting Handbook.**
   OFSDP will be offered throughout the regular school day Monday through Friday, after school, and Fridays, or any combination of these sessions. Students will be scheduled into classrooms combined with traditional students during the day. As such, all teacher certification standards for each program area will be adhered to including content area, grade level, special education, bilingual, and career and technology education certification requirements. This will ensure full compliance with all special program teacher requirements and with the Student Attendance Accounting Handbook.

7. **OFSDP requires a teacher of record to record the actual number of students' instructional minutes on any given day. NOTE: absences and days present do not exist in the OFSDP Explain the following:**

   a. **How the classroom teacher will verify the number of instructional minutes a student receives each day.**
   Classroom teachers will record attendance using the district's student information system (Skyward). For OFSDP sessions that occur outside the traditional school day (e.g., after school, designated Fridays, or summer), teachers will maintain instructional time logs, including exact minutes of instruction provided. Documentation may include sign-in sheets or electronic rosters and will be verified daily by the teacher of record. These logs will be reviewed by campus administration and kept for audit purposes.

   b. **How the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding?**
   District procedures require that attendance for OFSDP students be recorded in minutes. If a student does not meet the minimum threshold of 45 minutes of instructional time in a given day, that day will not be submitted for funding. Attendance logs will be reviewed by campus administrators for accuracy, and Skyward reports will be used to verify compliance before submission.

   c. **How the district will ensure that students transferring from the traditional program (ADA Codes0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. It is**

recommended that the district apply the following formula to determine the maximum OFSDP minutes a student is eligible = (Calendar School Days- Traditional Days Present) x 240.

The district will monitor ADA status changes within the student information system. Students will only be entered into OFSDP after being withdrawn from the traditional ADA track and may not exceed 10,800 minutes per course. The following formula will be used to determine the maximum allowable OFSDP minutes:

(Calendar School Days – Traditional Days Present) × 240 = Maximum OFSDP Minutes Available.

This process ensures that students will not generate more than one ADA in a school year.

d. **How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes?**

Skyward coding will prevent students from being reported under both traditional and OFSDP tracks on the same day. Once a student transitions into OFSDP, they are coded under ADA 7 or 8 and tracked accordingly. Students will only accumulate minutes toward OFSDP funding once that change is reflected in Skyward and documented with parent consent.

e. **How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the Student Attendance Accounting Handbook.**

Mineral Wells ISD will maintain compliance with all attendance accounting and documentation requirements outlined in the Student Attendance Accounting Handbook. Teachers will maintain accurate daily instructional minute logs using Skyward and/or approved attendance tracking tools. The district will:

- Ensure that all OFSDP attendance documentation (e.g., sign-in logs, time sheets, program approvals) is securely retained for five years;
- Provide training to relevant staff on proper procedures;
- Conduct periodic internal audits to verify compliance;
- Keep records readily available for state audits.

f. **How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.**

Student Detail Audit Reports for OFSDP students will be generated at the end of each six-week reporting period. These reports will be reviewed and certified by the teacher of record and verified by campus administration. Any discrepancies will be corrected before final submission. The district will maintain a certification process and documentation for each reporting cycle.

8. **If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.**

Students who need to attend summer school to regain credit and have less than 90% attendance will be allowed to participate in the summer OFSDP to regain credit. All guidelines previously written for the regular school year will be followed.

9. **If students are attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) or (e-2):**

Not Applicable

10. **If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §29.081 (e-2):**

Not Applicable

Appendix Four
District Contacts

The definition of terms of the application applies to Appendix Four, Contact(s) Sheet. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Four. All information requested must be included with this form.

District Contacts for the Application

District/Charter School Superintendent:	David Tarver
Mailing Address:	906 SW 5th Ave
City, State, Zip Code:	Mineral Wells, TX 76067
Telephone Number:	940-325-6404
Email Address:	dtarver@mwisd.net

District PEIMS Coordinator:	Chrissy Mayo
Email Address:	cmayo@mwisd.net

OFSDP Contact Name:	Angie Myrick
Email Address:	amyrick@mwisd.net

OFSDP Contact Name:	
Email Address:	

NOTE: Most of the contact for the approved OFSDP is done via email. Valid email address(es) must be submitted on this form. Provide the full name(s) of the person(s) who is (are) the email contact(s) to ensure that the TEA has accurate information.

Appendix Five
Participating Campuses, Student Eligibility, and Period of Agreement

The definition of terms of the application applies to Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Five. All information requested must be included with this template and submitted in a separate Excel file.

Download and complete Appendix 5, which can be found on the **OFSDP webpage** under the *Applications and Templates* section.

Once completed, email the following to OPFLEX@tea.texas.gov:

1. **The application (in PDF file format)**
2. **Appendix Three (in PDF file format)**
3. **Appendix Five (in MS Excel file format)**

***All file names should include the district/charter school's name**

Optional Flexible School Day Program (OFSDP) - Appendix 5

182903 MINERAL WELLS ISD School Year 2025-2026

Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4

Eligibility Designation

1 = TEC §29.081 At-Risk Students
2 = TEC §25.092 Minimum Attendance
3 = TEC §29.908 Early College High School
4 = TEC §39A.107 Campus Turnaround Plan
5 = Credit Recovery**
6 = TEC §29.081(e-1) Campus-Based Dropout Recovery Program
7 = TEC §29.081(e-2) Remote/Hybrid Dropout Recovery Program

School Year Period of Agreement

Reported in TSDS PEIMS Summer Collection 3

Program start date must be 30 days after application submission.

Program end date must not exceed the last day of the regular school calendar.

Summer Period of Agreement

Reported in TSDS PEIMS Extended Collection 4

**Credit Recovery - Designation 5

Summer period of agreement should not exceed 30 days or extend past July 31st.

Nine Digit District and Campus Number	Campus Name	1	2	3	4	5	6	7	Estimated Students Participating	Program Start Date	Program End Date	Proposed Days: SUMTWTHFS	Minutes Offered Per Day	Summer Program Start Date	Summer Program End Date	Proposed Days: SUMTWTHFS	Minutes Offered Per Day
182903001	MINERAL WELLS SCHOOLS	1	2			5			100	9/2/2025	5/28/2026	MTWTHFS	450	6/1/2026	6/27/2026	MTWTH	360
182903002	MINERAL WELLS ACADEMY	1	2			5			7	9/2/2025	5/28/2026	MTWTHFS	240	6/1/2026	6/27/2026	MTWTH	360
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BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 7/21/25

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

AGENDA ITEM TYPE:
- [x] Action Item
- [ ] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [x] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [x] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [ ] Promote Community/School Partnerships
- [x] Fiscal Responsibility
- [ ] Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Action Necessary Action Regarding the Approval of the 2025-2026 Compensation Plan

RECOMMENDED ACTION: It is recommended that the 2025-2026 Compensation Plan be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): Board Policy DEA(LEGAL), DEA(LOCAL)

OVERVIEW:

The Mineral Wells Independent School District Compensation Plan describes wage and salary structures, stipends, benefits, and incentives and supports district goals for hiring and retaining qualified employees. The Board shall review and approve the Compensation Plan to be used by the District. Each job title within the plan is compensated based on the qualifications, duties and market value of the position.

FISCAL IMPACT:

ATTACHMENTS: Compensation Plan

DEPARTMENT(S) SUBMITTING FORM: Assistant Superintendent of Human Services

DEPARTMENT SIGNATURE/APPROVAL:

Compensation Plan
2025-2026

MWISD Human Resources Department
906 SW 5th Ave.
Mineral Wells, Texas 76067
940-325-6404

An Equal Opportunity Employer

Available online at:
www.mwisd.net

Mineral Wells ISD

2025-2026 New Hire Guide for 10 Month Teachers

Experience	2024-2025 Salary	Updated Salary for Teachers Eligible for TRA	Notes
0	$45,000	$45,000	
1	$45,730	$45,730	
2	$46,440	$46,440	
3	$47,170	$50,440	Prior Year 2 Salary + $4000
4	$48,690	$51,170	Prior Year 3 Salary + $4000
5	$50,220	$56,690	Prior Year 4 Salary + $8000
6	$51,750	$58,220	Prior Year 5 Salary + $8000
7	$53,170	$59,750	Prior Year 6 Salary + $8000
8	$54,510	$61,170	Prior Year 7 Salary + $8000
9	$55,780	$62,510	Prior Year 5 Salary + $8000
10	$56,970	$63,780	Prior Year 5 Salary + $8000
11	$58,110	$64,970	Prior Year 5 Salary + $8000
12	$59,190	$66,110	Prior Year 5 Salary + $8000
13	$60,190	$67,190	Prior Year 5 Salary + $8000
14	$61,150	$68,190	Prior Year 5 Salary + $8000
15	$62,050	$69,150	Prior Year 5 Salary + $8000
16	$62,910	$70,050	Prior Year 5 Salary + $8000
17	$63,710	$70,910	Prior Year 5 Salary + $8000
18	$64,480	$71,710	Prior Year 5 Salary + $8000
19	$65,200	$72,480	Prior Year 5 Salary + $8000
20	$65,880	$73,200	Prior Year 5 Salary + $8000
21	$66,180	$73,880	Prior Year 5 Salary + $8000
22	$66,480	$74,180	Prior Year 5 Salary + $8000
23	$66,780	$74,480	Prior Year 5 Salary + $8000
24	$67,080	$74,780	Prior Year 5 Salary + $8000
25	$67,380	$75,080	Prior Year 5 Salary + $8000
26+	* See Below	$75,380	Prior Year 5 Salary + $8000

$1,000 General Master's Degree Stipend

The salaries listed above are based on 10-month employment for the 2025-2026 school year. Salary plans are determined on an annual basis and salary advancement is not guaranteed. Pay increases are based on the annual pay raise budget approved by the Board of Trustees which will be based off the original TASB model, excluding District of Innovation adjustments.

* $300 Raise Every MWISD Year After Step 25

Mineral Wells ISD

2025-2026 New Hire Guide for 11 Month Teachers

Experience	2024-2025 Salary	Updated Salary for Teachers Eligible for TRA	Notes
0	$49,945	$49,945	
1	$50,755	$50,755	
2	$51,543	$51,543	
3	$52,354	$54,543	Prior Year 2 Salary + $4000
4	$54,041	$56,354	Prior Year 3 Salary + $4000
5	$55,739	$62,041	Prior Year 4 Salary + $8000
6	$57,437	$63,739	Prior Year 5 Salary + $8000
7	$59,013	$65,437	Prior Year 6 Salary + $8000
8	$60,500	$67,013	Prior Year 7 Salary + $8000
9	$61,910	$68,910	Prior Year 5 Salary + $8000
10	$63,230	$69,910	Prior Year 5 Salary + $8000
11	$64,496	$71,230	Prior Year 5 Salary + $8000
12	$65,694	$72,496	Prior Year 5 Salary + $8000
13	$66,804	$73,694	Prior Year 5 Salary + $8000
14	$67,870	$74,804	Prior Year 5 Salary + $8000
15	$68,869	$75,870	Prior Year 5 Salary + $8000
16	$69,823	$76,869	Prior Year 5 Salary + $8000
17	$70,711	$77,823	Prior Year 5 Salary + $8000
18	$71,566	$78,711	Prior Year 5 Salary + $8000
19	$72,365	$79,566	Prior Year 5 Salary + $8000
20	$73,120	$80,365	Prior Year 5 Salary + $8000
21	$73,453	$81,120	Prior Year 5 Salary + $8000
22	$73,785	$81,453	Prior Year 5 Salary + $8000
23	$74,118	$81,785	Prior Year 5 Salary + $8000
24	$74,451	$82,118	Prior Year 5 Salary + $8000
25	$74,784	$82,451	Prior Year 5 Salary + $8000
26+	* See Below	$82,784	Prior Year 5 Salary + $8000

$1,000 General Master's Degree Stipend

The salaries listed above are based on 10-month employment for the 2025-2026 school year. Salary plans are determined on an annual basis and salary advancement is not guaranteed. Pay increases are based on the annual pay raise budget approved by the Board of Trustees which will be based off the original TASB model, excluding District of Innovation adjustments.

* $300 Raise Every MWISD Year After Step 25

Mineral Wells ISD

2025-2026 New Hire Guide for 12 Month Teachers

Experience	2024-2025 Salary	Updated Salary for Teachers Eligible for TRA	Notes
0	$54,643	$54,643	
1	$55,529	$55,529	
2	$56,391	$56,391	
3	$57,278	$60,391	Prior Year 2 Salary + $4000
4	$59,124	$61,278	Prior Year 3 Salary + $4000
5	$60,981	$67,124	Prior Year 4 Salary + $8000
6	$62,839	$68,981	Prior Year 5 Salary + $8000
7	$64,564	$70,839	Prior Year 6 Salary + $8000
8	$66,191	$72,564	Prior Year 7 Salary + $8000
9	$67,733	$74,191	Prior Year 5 Salary + $8000
10	$69,178	$75,733	Prior Year 5 Salary + $8000
11	$70,562	$77,178	Prior Year 5 Salary + $8000
12	$71,874	$78,562	Prior Year 5 Salary + $8000
13	$73,088	$79,874	Prior Year 5 Salary + $8000
14	$74,254	$81,088	Prior Year 5 Salary + $8000
15	$75,346	$82,254	Prior Year 5 Salary + $8000
16	$76,391	$83,346	Prior Year 5 Salary + $8000
17	$77,362	$84,391	Prior Year 5 Salary + $8000
18	$78,297	$85,362	Prior Year 5 Salary + $8000
19	$79,171	$86,297	Prior Year 5 Salary + $8000
20	$79,997	$87,171	Prior Year 5 Salary + $8000
21	$80,361	$87,997	Prior Year 5 Salary + $8000
22	$80,726	$88,361	Prior Year 5 Salary + $8000
23	$81,090	$88,726	Prior Year 5 Salary + $8000
24	$81,454	$89,090	Prior Year 5 Salary + $8000
25	$81,819	$89,454	Prior Year 5 Salary + $8000
26+	* See Below	$89,819	Prior Year 5 Salary + $8000

$1,000 General Master's Degree Stipend

The salaries listed above are based on 10-month employment for the 2025-2026 school year. Salary plans are determined on an annual basis and salary advancement is not guaranteed. Pay increases are based on the annual pay raise budget approved by the Board of Trustees which will be based off the original TASB model, excluding District of Innovation adjustments.

* $300 Raise Every MWISD Year After Step 25

Mineral Wells ISD

2025-2026 New Hire Guide for Librarians and Nurses (RN)

	10 Month	11 Month
Experience	Salary	Salary
0	$45,000	$49,945
1	$45,730	$50,755
2	$46,440	$51,543
3	$47,170	$52,354
4	$48,690	$54,041
5	$50,220	$55,739
6	$51,750	$57,437
7	$53,170	$59,013
8	$54,510	$60,500
9	$55,780	$61,910
10	$56,970	$63,230
11	$58,110	$64,496
12	$59,190	$65,694
13	$60,190	$66,804
14	$61,150	$67,870
15	$62,050	$68,869
16	$62,910	$69,823
17	$63,710	$70,711
18	$64,480	$71,566
19	$65,200	$72,365
20	$65,880	$73,120
21	$66,180	$73,453
22	$66,480	$73,785
23	$66,780	$74,118
24	$67,080	$74,451
25	$67,380	$74,784
26+	* See Below	* See Below

$1,000 General Master's Degree Stipend

The salaries listed above are based on 10-month employment for the 2025-2026 school year. Salary plans are determined on an annual basis and salary advancement is not guaranteed. Pay increases are based on the annual pay raise budget approved by the Board of Trustees which will be based off the original TASB model, excluding District of Innovation adjustments.

* $300 Raise Every MWISD Year After Step 25

Mineral Wells ISD

2025-2026 New Hire Guide for Teachers, Librarians, and Nurses (RN)

Base Salary Range

10-Month Salary Range Minimum: $45,000

10-Month Salary Range Maximum: $75,380

$1,000 General Master's Degree Stipend

$300 Raise Every MWISD Year After Step 25

The salaries listed above are based on 10-month employment for the 2025-2026 school year. Salary plans are determined on an annual basis and salary advancement is not guaranteed. Pay increases are based on the annual pay raise budget approved by the Board of Trustees which will be based off the original TASB model, excluding District of Innovation adjustments.

Salaries are determined individually with consideration for job-related experience and credentials.

Administrative Pay Plan

Mineral Wells ISD

2025-2026

Pay Grade	Minimum	Midpoint	Maximum
1	$308.76	$376.54	$444.32
2	$328.70	$400.86	$473.01
3	$353.78	$431.43	$509.09
4	$385.71	$470.38	$555.05
5	$438.15	$527.90	$617.64
6	$489.66	$589.95	$690.24
7	$495.41	$596.88	$698.35
8	$556.65	$670.67	$784.68

Job Title	Days	Pay Grade	Minimum	Midpoint	Maximum
Campus Administration					
Assistant Principal, ES	185	1	$57,120.60	$69,659.90	$82,199.20
Assistant Principal, JH	185	2	$60,809.50	$74,159.10	$87,506.85
Dean of Students, JH	185	2	$60,809.50	$74,159.10	$87,506.85
Assistant Principal, HS	185	3	$65,449.30	$79,814.55	$94,181.65
Principal, ES	189	4	$72,899.19	$88,901.82	$104,904.45
Principal, JH	193	5	$84,562.95	$101,884.70	$119,204.52
Principal, HS	193	6	$94,504.38	$113,860.35	$133,216.32
District Services					
Coordinator, Public Relations	193	1	$59,590.68	$72,672.22	$85,753.76
Director, Counseling/Assessment	193	2	$63,439.10	$77,365.98	$91,290.93
Director, Maintenance	193	2	$68,279.54	$83,265.99	$98,254.37
Director, Child Nutrition	193	3	$68,279.54	$83,265.99	$98,254.37
Director, Transportation	193	3	$68,279.54	$83,265.99	$98,254.37
Director, Curriculum/Instruction	193	4	$74,442.03	$90,783.34	$107,124.65
Director, Special Education	193	5	$84,562.95	$101,884.70	$119,204.52
Director, Technology	193	5	$84,562.95	$101,884.70	$119,204.52
Director, Athletics	193	6	$94,504.38	$113,860.35	$133,216.32
Assistant Superintendent/Human Resources	193	7	$95,614.13	$115,197.84	$134,781.55
Assistant Superintendent/Student Services	193	7	$95,614.13	$115,197.84	$134,781.55
Chief Financial Officer	193	8	$107,433.45	$129,439.31	$151,443.24

Professional Pay Plan

Mineral Wells ISD

2025-2026

Pay Grade	Minimum	Midpoint	Maximum
1	$275.71	$336.23	$396.76
2	$325.72	$397.22	$468.72
3	$357.16	$435.57	$513.97
4	$407.56	$497.02	$586.49

Job Title	Days	Pay Grade	Minimum	Midpoint	Maximum
Campus Support					
LSSP Trainee	177	1	$48,800.67	$59,512.71	$70,226.52
Occupational Therapist Asst	166	1	$45,767.86	$55,814.18	$65,862.16
Speech Therapist Asst	166	1	$45,767.86	$55,814.18	$65,862.16

Network Manager	193	1	$53,212.03	$64,892.39	$76,574.68
BASE Coordinator	177	2	$57,652.44	$70,307.94	$82,963.44
Coordinator, Autism	166	2	$54,069.52	$65,938.52	$77,807.52
Counselor, ES	181	2	$58,955.32	$71,896.82	$84,838.32
Counselor, JH (Dean of Students)	185	2	$60,258.20	$73,485.70	$86,713.20
Counselor, HS	185	2	$60,258.20	$73,485.70	$86,713.20
Diagnostician	177	2	$57,652.44	$70,307.94	$82,963.44
LSSP	177	2	$57,652.44	$70,307.94	$82,963.44
Speech Therapist	166	2	$54,069.52	$65,938.52	$77,807.52
Occupational Therapist	166	3	$59,288.56	$72,304.62	$85,319.02
Physical Therapist	166	4	$67,654.96	$82,505.32	$97,357.34

Clerical Paraprofessional Pay Plan

Mineral Wells ISD

2025-2026

Pay Grade	Minimum	Midpoint	Maximum
1	$11.39	$15.39	$19.08
2	$11.79	$15.72	$19.65
3	$14.12	$17.65	$21.18
4	$15.18	$18.98	$22.78
5	$18.29	$22.30	$26.31
6	$20.84	$25.41	$32.78
7	$25.00	$30.49	$35.98
8	$28.32	$34.54	$40.76

Job Title	Days	Hours	Pay Grade	Minimum	Midpoint	Maximum
Campus Paraprofessional						
Bilingual Aide	166	7.5	1	$14,178.81	$19,160.55	$23,759.08
Classroom Teacher Aide	166	7.5	1	$14,178.81	$19,160.55	$23,759.08
Computer Lab Aide	166	7.5	1	$14,178.81	$19,160.55	$23,759.08
ESL Aide	166	7.5	1	$14,178.81	$19,160.55	$23,759.08
SPED Aide - General/Resource	166	7.5	1	$14,178.81	$19,160.55	$23,759.08
Library Aide	166	7.5	2	$14,678.55	$19,571.40	$24,464.25
SPED Aide - Self Contained	166	7.5	2	$14,678.55	$19,571.40	$24,464.25
Campus Clerical						
Attendance Clerk	166	7.5	2	$14,678.55	$19,571.40	$24,464.25
Office Clerk	166	7.5	2	$14,678.55	$19,571.40	$24,464.25
Secretary, General	181	7.5	2	$16,004.93	$21,339.90	$26,674.88
Secretary, General	185	7.5	2	$16,358.63	$21,811.50	$27,264.38
Bookkeeper	181	7.5	4	$20,612.28	$25,765.35	$30,918.42
PEIMS Clerk, ES	189	7.5	4	$21,523.32	$26,904.15	$32,284.98
PEIMS Clerk, JH	189	7.5	4	$21,523.32	$26,904.15	$32,284.98
Secretary, ES Principal	189	7.5	4	$21,523.32	$26,904.15	$32,284.98
Secretary, JH Principal	189	7.5	4	$21,523.32	$26,904.15	$32,284.98
Nurse (LVN)	166	7.5	4	$18,904.08	$23,630.10	$28,356.12
PEIMS Clerk, HS	193	7.5	5	$26,468.99	$32,279.25	$38,089.52
Secretary, HS Principal	193	7.5	5	$26,468.99	$32,279.25	$38,089.52
Coordinator, Go Center	177	7.5	6	$27,660.06	$33,731.78	$43,513.99

District Clerical/Support						
SPED PEIMS/Records Clerk	193	7.5	3	$20,438.70	$25,548.38	$30,658.05
Receptionist	193	7.5	4	$21,978.84	$27,473.55	$32,968.26
Secretary, Transportation Director	193	7.5	5	$26,468.99	$32,279.25	$38,089.52
Secretary, Director	193	7.5	5	$26,468.99	$32,279.25	$38,089.52
Accountant	193	7.5	6	$30,160.40	$36,780.98	$47,447.46
Payroll Clerk	193	7.5	6	$30,160.40	$36,780.98	$47,447.46
Purchasing Clerk	193	7.5	6	$30,160.40	$36,780.98	$47,447.46
Secretary, Assistant Superintendent	193	7.5	6	$30,160.40	$36,780.98	$47,447.46
Technology Support	193	7.5	6	$30,160.40	$36,780.98	$47,447.46
PEIMS Coordinator	193	7.5	7	$36,190.11	$44,134.28	$52,078.44
Technical Specialist	193	7.5	7	$36,190.11	$44,134.28	$52,078.44
Executive Admin Assistant, Superintendent	193	7.5	8	$40,993.20	$49,996.65	$59,000.10

Auxiliary Pay Plan

Mineral Wells ISD

2025-2026

Pay Grade	Minimum	Midpoint	Maximum
1	$10.98	$13.73	$16.48
2	$13.89	$17.36	$20.83
3	$16.10	$20.12	$24.14
4	$21.55	$26.28	$31.01
5	$25.96	$31.66	$37.36

Job Title	Days	Hours	Pay Grade	Minimum	Midpoint	Maximum
Food Services						
Cafeteria Worker	160	4	1	$7,029.76	$8,787.20	$10,544.64
Cafeteria Worker	160	6	1	$10,544.64	$13,180.80	$15,816.96
Cafeteria Worker	160	6.5	1	$11,423.36	$14,279.20	$17,135.04
Cafeteria Worker	160	7	1	$12,302.08	$15,377.60	$18,453.12
Cafeteria Manager	160	8	3	$14,059.52	$17,574.40	$21,089.28
Security						
Security Officer	185	7.5	2	$19,269.60	$24,087.00	$28,904.40
Maintenance						
Groundskeeper	210	8	2	$23,331.84	$29,164.80	$34,997.76
Maintenance Worker	210	8	3	$27,041.28	$33,801.60	$40,561.92
HVAC Mechanic	210	8	4	$36,203.33	$44,150.40	$52,097.47
Plumber	210	8	4	$36,203.33	$44,150.40	$52,097.47
Grounds Supervisor	210	8	5	$43,614.82	$53,188.80	$62,762.78
Maintenance Supervisor	210	8	5	$43,614.82	$53,188.80	$62,762.78
Transportation						
Bus Driver/Bus Aide	160	4	3	$10,301.44	$12,876.80	$15,452.16
Bus Fueler/Driver	193	4	3	$12,426.11	$15,532.64	$18,639.17
Vehicle Maintenance	193	8	5	$40,084.09	$48,883.04	$57,681.99

Blended Rate Pay Plan

Mineral Wells ISD

2025-2026

Pay Grade	Minimum	Midpoint	Maximum
1	$13.33	$17.31	$21.29

Job Title	Days	Hours	Pay Grade	Minimum	Midpoint	Maximum
Blended Transportation						
Campus Assignment + Driver/Aide	166	10	1	$22,125.64	$28,734.60	$35,343.56

Crossing Guard Pay Plan

Mineral Wells ISD

2025-2026

Pay Grade	Rate
Hourly	$20.00

Job Title	Days	Hours	Pay Grade	Rate
Campus Crossing Guard	Student Days	2	Hourly	$20/Hr.

Substitute Pay Plan

Mineral Wells ISD

2025-2026

Job Title	Short Term	Long Term
Paraprofessional Position	$100	$105
Teacher Position (Non-degreed)	$105	$110
Teacher Position (Degreed)	$110	$115
Teacher Position (Long-term Certified)	NA	$120

* Long-term is defined as after 10 consecutive days in the same position for the same person

Supplementary Pay Plan (Stipends)

Mineral Wells ISD

2025-2026

Category A	Range of Supplemental Pay	$300 - $1,000
Cashier (Cafeteria)		
Department Head		
HS Athletics Off-Season Coordinator		
JH Athletics Coordinator		
JH Soccer		
JH Tennis		
Math		
Pest Control (CA)		
Pest Control (Tech)		
SLPA Mentor (1)		
SPED (Lead Teacher)		
Sunset (1)		
T-TESS Duties (Non-Administrator)		
Librarian		
Category B	**Range of Supplemental Pay**	**$1,001 - $2,500**
Head Librarian		
Head Nurse		
HS Athletics Academic Coordinator		
HS Athletics Equipment Coordinator		
JH Basketball Coach		
JH Cross Country		
JH Football Coach		
JH Track Coach		
JH Cheer Sponsor		
JH Volleyball Coach		
NEHS		
NHS		
Reading Specialist		
SLPA (0-2 years exp.)		
SLPA Mentor (2+)		
SPED Lead Diagnostician		
SPED Skills and Behavior Class Para		
Speech Therapy Assistant		
Speech Therapy Supervisor		
Sports Medicine 1,2 (Trainers)		
Student Council Sponsor (HS)		
Summer Camp Director (Athletics)		
Sunset (2)		
Sup't Benefits		

Supplementary Pay Plan (Stipends) - Con't

Mineral Wells ISD

2025-2026

Category B - Con't	Range of Supplemental Pay	$1,001 - $2,500
Teacher Academic Leader		
Yearbook (HS)		
Librarian		
Category C	**Range of Supplemental Pay**	**$2,501 - $6,000**
Band Assistant		
Bilingual		
Cafeteria Manager		
Director's Secretary (Dual Role)		
ESL/Bilingual/Parent Engagement Coordinator		
HS Baseball Assistant Coach		
HS Basketball Assistant Coach		
HS Choir		
HS Cross Country Assistant Coach		
HS Cross Country Head Coach		
HS Football Assistant Coach		
HS Golf Head Coach		
HS Powerlifting Assistant Coach		
HS Powerlifting Head Coach		
HS Soccer Assistant Coach		
HS Soccer Head Coach		
HS Softball Assistant Coach		
HS Tennis Head Coach		
HS Theater Arts		
HS Track Assistant Coach		
HS Volleyball Assistant Coach		
JH Choir		
SLPA (3+ years exp)		
Testing Coordinator		
Systems Administration		
Librarian		
Category D	**Range of Supplemental Pay**	**$6,001 - $13,500**
Athletic Facilities Coordinator		
Athletic Trainer (Assistant)		
Athletic Trainer (Head)		
Autism Coordinator		
Band (Head)		
CTE Coordinator		
CTE (AG)		

Supplementary Pay Plan (Stipends) - Con't

Mineral Wells ISD

2025-2026

Category D - Con't	Range of Supplemental Pay	$6,001 - $13,500

HS Drill Team Sponsor
Safety
DAEP/Attendance Coordinator
HS Football Assistant AD
HS Football Defensive Coordinator
HS Football Offensive Coordinator
HS Girls Athletic Coordinator
HS Softball Head Coach
HS Track Head Coach
HS Volleyball Head Coach
Instuctional Coach
HS Basketball Head Coach
HS Cheer Sponsor
Librarian
Network Manager of Shared Services
Coordinator of Shared Services
HS Baseball Head Coach

BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 7/8/25

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

AGENDA ITEM TYPE:
- [x] Action Item
- [ ] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [x] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [x] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [ ] Promote Community/School Partnerships
- [ ] Fiscal Responsibility
- [ ] Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the 2025-2026 Teacher Appraisal Calendar and the T-TESS Appraiser List

RECOMMENDED ACTION: It is recommended that the 2024-2025 Teacher Appraisal Calendar and the T-TESS Appraiser List be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): Board Policy DNA(LEGAL), DNA(LOCAL)

OVERVIEW:

A District shall establish a calendar for teacher appraisals and provide that calendar to teachers within three weeks from the first day of instruction. The appraisal period for each teacher must include all of the days of the teacher's contract. Observations during the appraisal period must be conducted during the required days of instruction for students during one school year.

The appraisal calendar shall:
Exclude observations in the two weeks after the day of completion of T-TESS orientation in school years when an orientation is required: and Indicate a period for end-of-year conferences that ends no later than 15 working days before the last day of instruction for students.19 TAC 150.1003(d).

A teacher may be given advance notice of the date or time of an appraisal, but advance notice is not required. Education Code 21.352(d); 19 TAC 150.1003(c) The District shall appraise teachers using the Texas Teacher Evaluation and Support System (T-TESS) in accordance with law and administrative regulations. The Board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

FISCAL IMPACT: N/A

ATTACHMENTS: Teacher Appraisal Calendar/Teacher Appraiser List

DEPARTMENT(S) SUBMITTING FORM: Assistant Superintendent/Human Resources

DEPARTMENT SIGNATURE/APPROVAL:

Mineral Wells Independent School District

2025-2026

T-TESS Appraisers

Natalie Griffin

Kendra Fowler

Angie Myrick

Lindsey Wells

Shanna Spillers

Courtney Chaney

Stefany Johnston

Kelly Wilson

Eric Rivas

Steven Parkman

Lori Box

Nichole Gray

Esteban Flores

Melissa Murphy

Jaycee Roach

Robin Facteau

Rhonda Mack

Dianna Leggett

Tanya Weitzman

Susanna Lovern

Mineral Wells ISD

Teacher Appraisal Calendar

2025 - 2026

T-TESS Teacher Orientation training on	August 5, 2025
Last Day to submit Goal Setting and Professional Development Plan (GSPD), and Complete GSPD Conference	September 16, 2025 (New Teachers)
Formal Observation Period begins • Must be scheduled within a 1-week window • Post-Conference o within 10 working days after new teacher orientation	August 20, 2025 (New Teachers)
Formal Observation Period ends	April 13, 2026
End of Year Conference, before • Written Summative Annual Appraisal Report o within 10 working days of EOY conference	April 30, 2026

BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 7/21/25

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

AGENDA ITEM TYPE:
- [x] Action Item
- [ ] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [ ] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [ ] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [x] Promote Community/School Partnerships
- [ ] Fiscal Responsibility
- [ ] Safe and Secure Schools

TITLE: Discuss, Consider and Take Action Necessary Regarding the Adoption of Resolution for Nonbusiness Days Under House Bill 3033

RECOMMENDED ACTION: It is recommended that the board adopt resolution declaring dates as nonbusiness days under House Bill 3033.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable):

OVERVIEW:

House Bill 3033 clarified that schools may only declare 10 days (beyond statutorily declared holidays, Saturdays and Sundays) as Nonbusiness days for the purposes of Public Information Act request timelines. This resolution specifies which days are recommended to be named nonbusiness days for the 2024-2025 school year.

FISCAL IMPACT: N/A

ATTACHMENTS: Resolution

DEPARTMENT(S) SUBMITTING FORM: Superintendent

DEPARTMENT SIGNATURE/APPROVAL:

Resolution of the Board Regarding Nonbusiness Days for the 2025-2026 School Year

WHEREAS, House Bill 3033 passed in the most recent Texas legislative session made changes to the way deadlines are calculated for Public Information Requests, and

WHEREAS, these changes include the requirement that nonbusiness days exempted from counting toward Public Information Act deadlines include Saturdays, Sundays, and statutorily defined holidays, and

WHEREAS, House Bill 3033 indicated that up to 10 additional nonbusiness days for purposes of responding to Public Information Requests, and

WHEREAS, the Mineral Wells ISD Board of Trustees wishes to designate up to 10 additional nonbusiness days for purposes of responding to Public Information Requests, and

WHEREAS, the State Holiday Schedule for Fiscal Year 2026 published by the Texas State Auditor's Office lists the following dates as Texas' statutorily defined holidays:

9/1/2025, ~~9/23/2025~~, ~~9/24/2025, 10/2/2025~~,~~11/11/2025~~, 11/27/2025, 11/28/2025, 12/24/2025, 12/25/2025, 12/26/2025, 1/1/2026, 1/19/2026, ~~2/16/2026~~, ~~3/2/2026~~, ~~3/31/2026~~, ~~4/3/2026~~, ~~4/21/2026,~~ 5/25/2026, 6/19/2026, 7/4/2026

NOW, THEREFORE, BE IT RESOLVED that the board of Trustees of Mineral Wells Independent School District designates the following dates during the 2025-2026 school year as nonbusiness days for the purposes of responding to Public Information Requests:

July 11, 2025	December 29, 2025	January 2, 2026	June 26, 2026
July 18, 2025	December 30, 2025	March 6, 2026	
December 23, 2025	December 31, 2025	March 13, 2026	

The authority granted by this resolution to adjust FMH(LOCAL) requirements shall apply only for the 2025-2026 school year, unless the Board takes further action.

Adopted this 21st day of July, 2025, by the Board of Trustees.

_____

Presiding Officer

_____

Secretary

Resolution of the Board Regarding Nonbusiness Days for the 2025-2026 School Year

WHEREAS, House Bill 3033 passed in the most recent Texas legislative session made changes to the way deadlines are calculated for Public Information Requests, and

WHEREAS, these changes include the requirement that nonbusiness days exempted from counting toward Public Information Act deadlines include Saturdays, Sundays, and statutorily defined holidays, and

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BOARD OF TRUSTEES
Agenda Item

MEETING DATE: _____

MEETING TYPE:
- [x] Regular Meeting
- [ ] Special Meeting

AGENDA ITEM TYPE:
- [ ] Action Item
- [x] Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals
- [x] Academic Competitiveness
  - [ ] Early Literacy (HB3)
  - [ ] Early Math (HB3)
  - [x] Other
- [ ] Career Certifications (HB3)

Operational Goals
- [x] Promote Community/School Partnerships
- [x] Fiscal Responsibility
- [x] Safe and Secure Schools

TITLE: FIRST READING: Localized Policy Update 125

RECOMMENDED ACTION: The Board will have the opportunity to review Localized Policy Manual Update 124 during the month of July. It will be placed on the August board agenda for consideration/action

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): See attachment

OVERVIEW:

Update 125 includes revisions to legal framework documents based on regulatory changes, including amendments to the Texas Administrative Code. Changes to local policies offered for consideration address the following topics:

- Election of board officers
- Board committees
- Advisory committees
- Partial academic credit
- School safety transfers
- Attendance for credit

FISCAL IMPACT: N/A

ATTACHMENTS: Explanatory Note, Update Packet, Local Update Packet, Local Policy Comparison Packet

DEPARTMENT(S) SUBMITTING FORM: Superintendent

DEPARTMENT SIGNATURE/APPROVAL: _____

Explanatory Notes

TASB Localized Policy Manual Update 125

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AIA(LEGAL) ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

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This local policy has been impacted by the district’s innovation plan. Please contact your policy consultant to discuss your renewed or revised innovation plan and any potential policy revisions.

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Extensive changes throughout this legal framework have been made for clarity and to reflect new Department of State Health Services rules on Maintenance and Administration of Medication for Respiratory Distress.

FFAC(LOCAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

The revisions to the legal framework at this code reflect the new Department of State Health Services rules on unassigned medication for respiratory distress. If your district currently maintains medication that can be used when a person is experiencing respiratory distress, please contact your policy consultant for appropriate text to include in your local policy.

FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

A section on Use of Sentinel Assessment Instrument, Manual, and Field Guide has been added to reflect the new Sentinel rules found at 19 Administrative Code 103.1213, effective December 15, 2024.

FOC(LEGAL) STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Revisions to this legal framework at Determination of Violent Conduct reflect new language at 19 Administrative Code 103.1205, effective October 29, 2024.

FOF(LEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

A new section on Peace Officer or Security Personnel Use of Restraint or Taser has been added to reflect new language at 19 Administrative Code 89.1053, effective October 7, 2024.

Localized Policy Manual Update 125

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Update 125 contains local policies that require board action and adoption notification before we can incorporate the revisions into your district's Policy Online® manual. Local policies are completely within the control of each local school board. You may use the draft local policies provided, amend them, or write your own policy to meet your district's unique needs.

Please note that legal framework documents, which are not adopted by the board, will not be published on Policy Online until the board acts on the local policies or the district specifically requests earlier publication.

What should I do to prepare for board adoption?

1. Log in to Policy Online,[1] select **Local Manual Updates** from the **My Policy Manual** menu, click **Numbered Updates**, then click **UPDATE 125**.
2. Download and save the numbered update resource materials for Update 125.
3. Present the local policies to your board for adoption. Provide your board with the explanatory notes and encourage them to review those along with the local policies.

How do I notify Policy Service that the board has adopted the update?

1. Following board action, go to **Numbered Updates**,[2] select the appropriate numbered update, then click **Notify TASB of Board Action**.
2. Fill out and submit the electronic form so we can incorporate the adopted policies into your district's Policy Online manual.
3. If there are additional changes, submit the annotated changes with your adoption notification.

Questions?

- For questions about Policy Online, visit the User's Guide[3] or contact pol-support@tasb.org.
- For questions about policy text, contact your district's assigned policy consultant.[4]

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[1] Policy Online: https://pol.tasb.org/
[2] Policy Online Numbered Updates: https://pol.tasb.org/Member/LocalManualUpdates
[3] Policy Online User's Guide: https://www.tasb.org/resources/policy-online-user-guide
[4] Policy Consultant contact information: https://pol.tasb.org/Member/PolicyConsultant/Details

Localized Policy Manual Update 125

Mineral Wells ISD

You can download a PDF of this update packet, annotated copies of the local policies, editable local policy text, and more under Local Manual Updates on Policy Online®.[1]

Other materials, including an overview video of the local policy changes, are also available in Local Manual Updates.

Need help? Please contact your policy consultant,[2] or call Policy Service at 800-580-7529 or email policy.service@tasb.org.

Overview

Update 125 includes revisions to legal framework documents based on regulatory changes, including amendments to the Texas Administrative Code. Changes to local policies offered for consideration address the following topics:

- Election of board officers
- Board committees
- Advisory committees
- Partial academic credit
- School safety transfers
- Attendance for credit

Please see the Explanatory Notes included in this update packet for a description of the specific changes for each policy.

Board action on the local policies included in the update must occur within a properly posted, open meeting of the board. Instructions for placing policy changes on the agenda for board action and keeping minutes are included with the Update 125 materials under Local Manual Updates[3] on Policy Online.

For more guidance on reviewing and adopting TASB numbered updates, including information on incorporating the update into the district's policy manual and maintaining a historical record of policies, please refer to *The Administrator's Guide to Policy Management*,[4] available in the Policy Online Governance and Management Library[5] (TASB login required).

Scope of Work

Numbered updates involve timely monitoring of statutory sources and regulations, comprehensive review of affected policies, and revisions that are both substantive and related to format, to ensure the legal framework reflects current laws and regulations.

The legal framework documents are drafted and revised by TASB Policy and Legal Services, including attorneys who spend many hours monitoring, researching, analyzing, and drafting. Update 125 took more than 125 legal hours to complete. At a conservative cost of $250 per hour, this legal work provides an approximate value of $31,250. This estimate does not take into consideration the consulting, editing, and production hours that go into providing customized local policy recommendations.

The price of the update is calculated based on pages that are substantively edited, not on the total page count. When changes are made to correct typographical errors or style modifications, there is no charge. TASB Policy Service always endeavors to provide updates to you at the lowest cost possible while maintaining high-quality standards.

(LEGAL) vs. (LOCAL): Remember the Difference

Legal framework documents:

- Reflect the ever-changing legal context for governance and management of the district
- Inform local decision making
- Are NOT adopted, but only reviewed

Local policies:

- Require close attention by the administration and the board
- Reflect the practices of the district and the intentions of the board
- Are changed only by board action (adopt, revise, or repeal)

Keep Your Administrative Regulations Current

Inspect your district's administrative procedures and documents — including exhibits, regulations, handbooks, and guides — that may be affected by Update 125 policy changes. If you need to make changes to the regulations or exhibits contained in your board policy manual, please notify your policy consultant.

The *Regulations Resource Manual*[6] contains model regulations and forms and is available in the Governance and Management Library (TASB login required).

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This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

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[1] Policy Online: https://pol.tasb.org/
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[6] *TASB Regulations Resource Manual*: https://pol.tasb.org/Member/Collections/Details?id=21

Instruction Sheet

TASB Localized Policy Manual Update 125

Mineral Wells ISD

Code	Type	Action To Be Taken	Note
AIA	(LEGAL)	Replace policy	Revised policy
AIE	(LEGAL)	Replace policy	Revised policy
B	(LEGAL)	Replace table of contents	Revised table of contents
BBD	(LEGAL)	Replace policy	Revised policy
BDAA	(LOCAL)	Replace policy	Revised policy
BDB	(LEGAL)	Replace policy	Revised policy
BDB	(LOCAL)	Replace policy	Revised policy
BDF	(LEGAL)	Replace policy	Revised policy
BDF	(LOCAL)	ADD policy	See explanatory note
BJB	(LEGAL)	Replace policy	Revised policy
CBA	(LEGAL)	Replace policy	Revised policy
CKA	(LEGAL)	Replace policy	Revised policy
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FDA	(LEGAL)	Replace policy	Revised policy
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FEC(LOCAL) ATTENDANCE: ATTENDANCE FOR CREDIT

This local policy has been impacted by the district’s innovation plan. Please contact your policy consultant to discuss your renewed or revised innovation plan and any potential policy revisions.

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Extensive changes throughout this legal framework have been made for clarity and to reflect new Department of State Health Services rules on Maintenance and Administration of Medication for Respiratory Distress.

FFAC(LOCAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

The revisions to the legal framework at this code reflect the new Department of State Health Services rules on unassigned medication for respiratory distress. If your district currently maintains medication that can be used when a person is experiencing respiratory distress, please contact your policy consultant for appropriate text to include in your local policy.

FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

A section on Use of Sentinel Assessment Instrument, Manual, and Field Guide has been added to reflect the new Sentinel rules found at 19 Administrative Code 103.1213, effective December 15, 2024.

FOC(LEGAL) STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Revisions to this legal framework at Determination of Violent Conduct reflect new language at 19 Administrative Code 103.1205, effective October 29, 2024.

FOF(LEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

A new section on Peace Officer or Security Personnel Use of Restraint or Taser has been added to reflect new language at 19 Administrative Code 89.1053, effective October 7, 2024.

Accreditation

Each district must be accredited by Texas Education Agency (TEA). A district that is not accredited may not receive funds from TEA or hold itself out as operating a public school of this state. *Education Code 11.001, 39.052(f)*

District accreditation is determined in accordance with Education Code Chapter 39, Subchapter C and rules adopted by the commissioner of education at 19 Administrative Code, Chapter 97, Subchapter EE (Accreditation Status, Standards, and Sanctions). *Education Code 39.051*

Statuses

The commissioner shall determine criteria for the following accreditation statuses:

1. Accredited. Accredited means TEA recognizes the district as a public school of this state that meets the standards determined by the commissioner under Education Code 39.052(b) and (c), and specified in 19 Administrative Code 97.1059; and is not currently assigned an accreditation status of Accredited-Warned or Accredited-Probation;

2. Accredited-Warned. Accredited-Warned means the district exhibits deficiencies in performance, as specified in 19 Administrative Code 97.1055(b), that, if not addressed, will lead to probation or revocation of its accreditation status;

3. Accredited-Probation. Accredited-Probation means the district exhibits deficiencies in performance, as specified in 19 Administrative Code 97.1055(c), that must be addressed to avoid revocation of its accreditation status; and

4. Not Accredited-Revoked. Not Accredited-Revoked means TEA does not recognize the district as a Texas public school because the district's performance has failed to meet standards adopted by the commissioner under Education Code 39.052(b) and (c), and specified in 19 Administrative Code 97.1055(d).

Education Code 39.051; 19 TAC 97.1055(a)(1)

Annual Evaluation

Each year, the commissioner shall determine the accreditation status of each district. In determining the accreditation status of a district, the commissioner:

1. Shall evaluate and consider performance:

    a. On achievement indicators under Education Code 39.053 [see Performance Indicators, below]; and

b. Under the financial accountability rating system developed under Education Code, Chapter 39, Subchapter D [see CFA].

2. May evaluate and consider:

a. The district's compliance with statutory requirements and requirements imposed by rule of the commissioner or State Board of Education that relate to:

(1) Reporting data through the Public Education Information Management System (PEIMS) or other reports required by state or federal law or court order;

(2) High school graduation requirements; or

(3) Extracurricular activities, student health and safety, purchasing, elementary class size limits, removal of a disruptive student from the classroom, at-risk programs, and prekindergarten programs;

b. The effectiveness of the district's programs for special populations; and

c. The effectiveness of the district's career and technology program.

Based on a district's performance, the commissioner shall assign each district an accreditation status or revoke the accreditation of the district and order closure of the district.

A district's accreditation status may be raised or lowered based on the district's performance or may be lowered based on the performance of one or more campuses in the district that is below a standard required by Education Code Chapter 39, Subchapter C.

Education Code 7.056(e)(3)(C)-(I), 39.052; 19 TAC 97.1055

For additional information on the commissioner process for assigning accreditation status, see 19 Administrative Code 97.1055.

Notice of Status

The commissioner shall notify a district if the district has received an accreditation status of accredited-warned or accredited-probation, or a campus's performance is below standard. *Education Code 39.052(e)*

To Parents and Property Owners

A district assigned an accreditation status of accredited-warned, accredited-probation, or not accredited-revoked shall notify the parents of students enrolled in the district and property owners in the district as specified in 19 Administrative Code 97.1055. The district's notice must contain information about the accreditation status, the implications of such status, and the steps the district is tak-

ing to address the areas of deficiency identified by the commissioner. The district's notice shall use the format and language determined by the commissioner.

The district's notice must:

1. Not later than 30 calendar days after the accreditation status is assigned, appear on the home page of the district's website, with a link to the required notification, and remain until the district is assigned the accredited status; and

2. Appear in a newspaper of general circulation, as defined in 19 Administrative Code 97.1051 (Definitions), in the district for three consecutive days as follows:

   a. From Sunday through Tuesday of the second week following assignment of the status; or

   b. If the newspaper is not published from Sunday through Tuesday, then for three consecutive issues of the newspaper beginning the second week following assignment of the status; or

3. Not later than 30 calendar days after the status is assigned, be sent by first class mail addressed individually to each parent of a student enrolled in the district and each property owner in the district; or

4. Not later than 30 calendar days after the status is assigned, be presented as a discussion item in a public meeting of the board of trustees conducted at a time and location that allows parents of students enrolled in the district and property owners in the district to attend and provide public comment.

To TEA

A district required to act under this subsection shall send the following to TEA via certified mail, return receipt requested:

1. The universal resource locator (URL) for the link to the notification required above; and

2. Copies of the notice in the newspaper showing dates of publication, or a paid invoice showing the notice content and its dates of publication; or

3. Copies of the notice sent by mail and copies of all mailing lists and postage receipts; or

4. Copies of the notice presented at a public meeting and copies of the board of trustees meeting notice and minutes for the

board meeting in which the notice was presented and publicly discussed.

19 TAC 97.1055(f)

Performance Indicators

The commissioner shall adopt a set of indicators of the quality of learning and achievement, including three domains of achievement indicators. [See Achievement Indicators, below] *Education Code 39.053(a)*

The indicators must measure and evaluate districts and campuses with respect to:

1. Improving student preparedness for success in subsequent grade levels and entering the workforce, the military, or post-secondary education;
2. Reducing, with the goal of eliminating, student academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds; and
3. Informing parents and the community regarding campus and district performance.

Education Code 39.053(a-1)

Achievement Indicators

Districts and campuses must be evaluated based on indicators of achievement grouped in three domains:

1. Student achievement domain;
2. School progress domain; and
3. Closing the gaps domain.

Education Code 39.053(c)

Performance on the achievement indicators in the three domains shall be compared to state-established standards. The indicators must be based on information that is disaggregated by race, ethnicity, and socioeconomic status. *Education Code 39.053(b)*

Each school district shall submit the data required for the indicators to the commissioner. *Education Code 39.053(i)*

A-F Performance Ratings

Except when the commissioner determines the assignment of an overall performance rating would be inappropriate [see Assignment of Not Rated, below], the commissioner shall adopt rules to evaluate district and campus performance and assign each district and campus an overall performance rating of A, B, C, D, or F.

In addition to the overall performance rating, the commissioner shall assign each district and campus a separate domain perfor-

mance rating of A, B, C, D, or F for each domain under Education Code 39.053(c) [see Achievement Indicators, above].

An overall or domain performance rating of:

1. A reflects exemplary performance.
2. B reflects recognized performance.
3. C reflects acceptable performance.
4. D reflects performance that needs improvement.
5. F reflects unacceptable performance.

A district may not receive an overall or domain performance rating of A if the district includes any campus with a corresponding overall or domain performance rating of D or F.

For purposes of assigning districts and campuses an overall and a domain performance rating, the commissioner shall ensure that the method used to evaluate performance is implemented in a manner that provides the mathematical possibility that all districts and campuses receive an A rating.

Not later than August 15 of each year, the following information shall be made publicly available as provided by rules adopted by the commissioner:

1. The performance ratings for each district and campus; and
2. If applicable, the number of consecutive school years of unacceptable performance ratings for each district and campus.

Education Code 39.054(a), (a-3), (b)

Assignment of Not Rated

Notwithstanding any other law, the commissioner may assign a district or campus an overall performance rating of “Not Rated” if the commissioner determines that the assignment of a performance rating of A, B, C, D, or F would be inappropriate because:

1. The district or campus is located in an area that is subject to a declaration of a state of disaster under Government Code Chapter 418 and due to the disaster, performance indicators for the district or campus are difficult to measure or evaluate and would not accurately reflect quality of learning and achievement for the district or campus;
2. The district or campus has experienced breaches or other failures in data integrity to the extent that accurate analysis of data regarding performance indicators is not possible;

3. The number of students enrolled in the district or campus is insufficient to accurately evaluate the performance of the district or campus; or

4. For other reasons outside the control of the district or campus, the performance indicators would not accurately reflect quality of learning and achievement for the district or campus.

Education Code 39.054(a-4)

Calculating Consecutive Years

Notwithstanding any other law, an overall performance rating of "Not Rated" is not included in calculating consecutive school years of unacceptable performance ratings and is not considered a break in consecutive school years of unacceptable performance ratings for purposes of any provision of the Education Code. *Education Code 39.054(a-5)*

Acceptable Performance

A reference in law to an acceptable performance rating or acceptable performance includes an overall or domain performance rating of A, B, or C or performance that is exemplary, recognized, or acceptable. A reference in law to an unacceptable performance rating or unacceptable performance includes an overall or domain performance rating of F. For the purposes of public reporting requirements, an overall or domain performance rating of D shall be referred to as performance that needs improvement. *Education Code 39.0543(a)*

D Rating

A reference in law to an acceptable performance rating or acceptable performance for a district or campus includes an overall performance rating of D if, since previously receiving an overall performance rating of C or higher, the district or campus has not previously received more than one overall performance rating of D or has not received an overall performance rating of F. *Education Code 39.0543(b)*

Local Accountability System

The local accountability system standards established by the commissioner under Education Code 39.0544 shall be used by districts to develop a plan to locally evaluate the performance of their campuses. *19 TAC 97.1003(a)*

Local Accountability Plan

A local accountability plan created by a district must include domain performance ratings assigned by the commissioner under Education Code 39.054, and performance ratings based on locally developed domains or sets of accountability measures. *19 TAC 97.1003(b)*

A district must create its local accountability plan based on school type. The four school types are elementary school, middle school, high school, and kindergarten-grade 12. The plan must include all campuses within a school type. The district may also request to

identify an additional school group within a school type for which to customize its local accountability plan. Otherwise, all campuses within a school type must be evaluated on a common set of components determined by the district. A district may also request to identify a campus rated under alternative education accountability provisions as a unique school type. *19 TAC 97.1003(b)(4)*

Plan Components

A locally developed domain or set of accountability measures is referred to as a plan component. Plan components must describe each item and the reason for its inclusion in the plan. A district must assign each component to one of the following five domains: academics, culture and climate, extra- and co-curricular, future-ready learning, and locally determined. The weight of all plan components must equal 100 percent. *19 TAC 97.1003(b)(1)*

A district may assign weights to each plan component, as determined by the district, provided that the plan components must in the aggregate account for no more than 50 percent of the combined overall performance rating. A local accountability plan may include no fewer than two and no more than 10 components weighted between 5 percent and 60 percent. *19 TAC 97.1003(c)*

Each plan component must contain levels of performance that allow for differentiation, with assigned standards for achieving the differentiated levels that are aligned to a letter grade of A, B, C, D, or F and meet the requirements of 19 Administrative Code 97.1003(d)(1)-(3). *19 TAC 97.1003(d)*

Each plan component measure must meet standards for reliability and validity as required by 19 Administrative Code 97.1003(e)(1)-(3). *19 TAC 97.1003(e)*

Campuses without STAAR or State Ratings

For the purposes of assigning state accountability ratings, a campus that does not serve any grade level for which a State of Texas Assessments of Academic Readiness (STAAR) examination is administered is paired with a campus in its district that serves grade levels for which STAAR examinations are administered.

A campus not rated under the state accountability system is not eligible to combine state and local ratings. Local accountability data for a campus without state ratings may be displayed on TEA, district, and campus websites but will not be combined with state accountability data. The state accountability manual adopted under 19 Administrative Code 97.1001 (Accountability Rating System) provides information about campus ratings and eligibility for applicable years.

19 TAC 97.1003(b)(3)

Campus Performance Ratings

A district authorized to assign campus performance ratings shall evaluate the performance of each campus and assign each campus a performance rating of A, B, C, D, or F for overall performance and for each locally developed domain or set of accountability measures. Not later than a date established by the commissioner, the district shall:

1. Report the performance ratings to the agency; and
2. Make the performance ratings available to the public as provided by commissioner rule.

Education Code 39.0544(e)

Each campus with an approved district plan is eligible to receive a local accountability rating. A campus with an overall state accountability rating of C or higher based on ratings derived from student performance at the campus is eligible to combine an overall local accountability rating with the overall state accountability rating to determine the combined rating. *19 TAC 97.1003(b)(2); Education Code 39.054(a)*

Submission and Audit Standards

Calculations for each plan component and overall performance ratings must be capable of being audited by a third party.

A district must use a one-to-one correspondence when converting campus grades based on plan component measures to a standard scale of 30-100 where A=90-100, B=80-89, C=70-79, D=60-69, and F=30-59.

Categorical data, or data not on a continuous scale, must be converted to the standard scale of A=90-100, B=80-89, C=70-79, D=60-69, and F=30-59 by assigning the maximum value for each scaled score interval with the corresponding category used in the campus rating scale.

A district is required to submit a local accountability plan that includes components, domains, and overall scaled scores and ratings to TEA on a timeline determined by the commissioner. The timeline will be published on the TEA website.

All scaled scores and letter grades submitted by a school district are subject to audit. Any data discrepancies or any indication that data have been compromised may result in verification and audit of district and campus data used to assign local accountability ratings. The audit process may include requests for data used for campus-level calculation of component and domain scaled scores.

On an annual basis, TEA will randomly select districts for local accountability audits, and, for each such audit, TEA will randomly se-

lect components for review. Selected districts must submit the requested data for review within the timeframe specified. A district must maintain documentation of its local accountability plan, along with all associated data used to assign campus ratings, for two years after the end of the plan implementation period.

Responsibility for the accuracy and quality of data used to determine local accountability ratings rests with each district. Superintendent certification of data accuracy during the ratings submission process shall include an assurance that calculations have been verified to ensure that all data were included as appropriate for all components.

19 TAC 97.1003(f)(1)-(6)

Scorecard and Website

A district must produce a campus scorecard and make available on the district website an explanation of the methodology used to assign local accountability performance ratings. The campus scorecard shall include, at a minimum, the scaled score and rating for each component and domain along with the overall rating. A link to the local accountability ratings posted by the district must be provided to TEA and may be included on the agency-developed school report card. *19 TAC 97.1003(g)*

Appeal and Revision

An appeal of a local accountability rating may be submitted by the superintendent once ratings are released. The local accountability appeals timeline follows the appeal deadline dates and processes as described in the state accountability manual adopted under 19 Administrative Code 97.1001 of this title for the applicable year. *19 TAC 97.1003(f)(7)*

Ratings may be revised as a result of investigative activities by the commissioner as authorized under Education Code 39.057(d) and (e) (redesignated to Education Code 39.003). *19 TAC 97.1003(h)*

Distinction Designations for Outstanding Performance

The commissioner shall award distinction designations for outstanding performance. A distinction designation awarded to a district or campus shall be referenced directly in connection with the performance rating assigned to the district or campus and made publicly available together with the A-F performance ratings.

A district or campus may not be awarded a distinction designation unless the district or campus has acceptable performance under the A-F performance ratings.

Education Code 39.201

Academic Distinction

The commissioner shall establish an academic distinction designation for districts and campuses for outstanding performance in at-

tainment of postsecondary readiness based on the commissioner's adopted criteria. *Education Code 39.202*

Campus Distinction

The commissioner shall award a campus a distinction designation for outstanding performance in:

1. Improvement in student achievement;
2. Closing student achievement differentials; and
3. Academic achievement in English language arts, mathematics, science, or social studies.

Education Code 39.203

The commissioner may award a distinction designation for outstanding performance in advanced middle or junior high school student achievement. *Education Code 39.203(d)*

Excellence Exemptions

Except as listed below, a district or campus that is rated A (exemplary) is exempt from requirements and prohibitions imposed under the Education Code, including regulations adopted under the Education Code.

An exemplary campus or district is not exempt from:

1. A prohibition on conduct that constitutes a criminal offense;
2. Requirements imposed by federal law or rule, including requirements for special education or bilingual education programs;
3. A requirement, restriction, or prohibition relating to:
    a. Curriculum essential knowledge and skills or high school graduation requirements;
    b. Public school accountability;
    c. Extracurricular activities;
    d. Health and safety;
    e. Purchasing;
    f. Elementary class size limits;
    g. Removal of a disruptive student from the classroom;
    h. At-risk programs;
    i. Prekindergarten programs;
    j. Rights and benefits of school employees;

k. Special education programs; or

l. Bilingual education programs.

The commissioner may exempt an exemplary campus from class size limits if the campus submits a written plan showing steps that will be taken to ensure that the exemption will not be harmful to the academic achievement of the students on the school campus. If granted, the exemption remains in effect until the commissioner determines that achievement levels of the campus have declined.

Education Code 39.232

Special Investigations

The commissioner may authorize a special investigation:

1. When excessive numbers of absences of students eligible to be tested on state assessment instruments are determined;
2. When excessive numbers of allowable exemptions from the required state assessment are determined;
3. In response to complaints to the Texas Education Agency (TEA) of alleged violations of civil rights or other requirements imposed on the state by federal law or court order;
4. In response to established compliance reviews of the district's financial accounting practices and state and federal reporting requirements;
5. When extraordinary numbers of student placements in disciplinary alternative education programs, other than placements under Education Code 37.006 and 37.007, are determined;
6. In response to an allegation involving a conflict between members of the board or between the board and the district administration if it appears that the conflict involves a violation of a role or duty of the board members or the administration clearly defined by the Education Code. If TEA's findings indicate the board has observed a lawfully adopted policy, TEA may not substitute its judgment for that of the board;
7. When excessive numbers of students in special education programs are assessed through modified assessment instruments;
8. In response to an allegation regarding, or an analysis using a statistical method result indicating, a possible violation of an assessment instrument security procedure;
9. When a significant pattern of decreased academic performance has developed as a result of the promotion in the preceding two school years of students who did not perform satisfactorily on the state assessments;
10. When excessive numbers of students eligible to enroll fail to complete an Algebra II course or any other advanced course as determined by the commissioner;
11. When resource allocation practices indicate a potential for significant improvement in resource allocation;
12. When a disproportionate number of students of a particular demographic group is graduating with a particular endorsement;

13. When an excessive number of students is graduating with a particular endorsement;

14. When a school district for any reason fails to produce, at the request of TEA, evidence or an investigation report relating to an educator who is under investigation by the State Board for Educator Certification;

15. When 10 percent or more of the students graduating in a particular school year from a particular high school campus are awarded a diploma based on the determination of an individual graduation committee under Education Code 28.0258;

16. In response to a complaint with respect to alleged inaccurate data that is reported through PEIMS or through other reports required by state or federal law or rule or court order and that is used by TEA to make a determination relating to public school accountability, including accreditation, under Education Code Chapter 39;

17. In response to repeated complaints submitted to TEA concerning imposition of excessive paperwork requirements on classroom teachers; or

18. As the commissioner otherwise determines necessary.

Education Code 39.003(a), (c)

TEA shall adopt written procedures for conducting special investigations, including procedures that allow TEA to obtain information from district employees in a manner that prevents a district or campus from screening the information. *Education Code 39.004(a)*

Note: The procedures for conducting a special investigation, holding a hearing following an investigation, the process for commissioner determinations, and judicial appeal are described in Education Code 39.004-.007.

Commissioner Action

Based on the results of a special investigation, the commissioner may:

1. Take appropriate action under Education Code Chapter 39A, [see AIC];

2. Lower the district's accreditation status or a district's or campus's performance rating; or

3. Take action under both items 1 and 2 above.

Education Code 39.003(d)

At any time before issuing a report with the TEA's final findings, the commissioner may defer taking the above action until:

1. A person who is a third party, selected by the commissioner, has reviewed programs or other subjects of a special investigation and submitted a report identifying problems and proposing solutions;
2. A district completes a corrective action plan developed by the commissioner; or
3. The completion of actions under both items 1 and 2 above.

Education Code 39.003(e)

Based on the results of an action taken above, the commissioner may decline to take the deferred action. *Education Code 39.003(f)*

Note: The procedures for an informal review or hearing following an investigation are described in 19 Administrative Code Chapter 157, Subchapter EE.

Monitoring Reviews

In accordance with Education Code 7.028(a), TEA may monitor compliance with requirements applicable to a process or program provided by a district, campus, or program, only as necessary to ensure:

1. Compliance with federal law and regulations;
2. Financial accountability, including compliance with grant requirements;
3. Data integrity for purposes of:
    a. The Public Education Information Management System (PEIMS); and
    b. Accountability under Education Code Chapter 39 and 39A; and
4. Qualification for funding under Education Code Chapter 48.

The board has primary responsibility for ensuring that the district complies with all applicable requirements of state educational programs.

Education Code 7.028

Compliance Monitoring Activities

Districts are subject to general supervision and monitoring activities for compliance with state law and federal regulation, implemented by TEA under 34 C.F.R. 300.600-.609 [see Supervision

Under IDEA, below], and review of program implementation and effectiveness within certain special populations of students.

Activities may include:

1. Random, targeted, or cyclical reviews authorized under Education Code 39.056 (monitoring reviews), conducted remotely or on-site to identify problems implementing state and federal requirements and to provide support for development of reasonable and appropriate strategies to address identified problems; and/or

2. Intensive or special investigative remote or on-site reviews authorized under Education Code 39.003 and 39.004.

Activities described above are applicable for compliance with requirements for reading diagnosis in Education Code 28.006 [see EKC], dyslexia and related disorders in Education Code 38.003 and 19 Administrative Code 74.28 [see EHB], and program effectiveness for emergent bilingual students in Education Code 29.062.

19 TAC 97.1071(b)-(d)

Notice

TEA shall give written notice to the superintendent and the board of trustees of any impending monitoring review. *Education Code 39.056(d)*

Conducting the Review

A monitoring review may include desk reviews and on-site visits, including random on-site visits. In conducting a monitoring review, TEA may obtain information from administrators, other district employees, parents of students enrolled in the district, and other persons as necessary. *Education Code 39.056(c), (g)*

Converting to a Special Investigation

The commissioner may at any time convert a monitoring review to a special investigation under Education Code 39.003, provided the commissioner promptly notifies the district of the conversion. *Education Code 39.056(h)*

Improvements

TEA shall report in writing to the superintendent and president of the board and shall make recommendations concerning any necessary improvements or sources of aid such as regional education service centers. A district that takes action with regard to the recommendations provided by TEA shall make a reasonable effort to seek assistance from a third party in developing an action plan to improve district performance using improvement techniques that are goal-oriented and research-based. *Education Code 39.056(e)-(f)*

Appeals

A decision by the commissioner under Education Code Chapter 39 or 39A is final and may not be appealed unless an applicable provision of Chapter 39 or 39A provides otherwise. *Education Code 39A.906* [See AIC]

Compliance Investigation

A compliance investigation is an investigation by TEA of a state education grant recipient to determine compliance with the statutory or rule requirements of a state education program. A compliance investigation is not a special investigation subject to Education Code 39.003 and 39.004 (above). *19 TAC 102.1401(a)(1)*

Supervision Under IDEA

In exercising its general supervision authority under 34 C.F.R. sections 300.149 and 300.600, TEA has established a process that provides for the investigation and issuance of findings regarding credible allegations of violations of the Individuals with Disabilities Education Act (IDEA), Part B, or a state statute or administrative rule created to implement IDEA, that arise from an area of concern. The following guidelines shall apply to this process.

Definitions

"Area of concern" means that TEA has been made aware of an allegation regarding a violation of, or noncompliance with, a requirement of IDEA, Part B, or a state special education law or administrative rule.

"Credible allegation" means that TEA has determined that an allegation arising from an area of concern is credible enough to investigate further to determine if a violation or noncompliance has occurred.

Credibility Determination

Information and awareness of an area of concern may arise directly from TEA or from external sources.

TEA will engage in a process to determine if an area of concern is determined to be a credible allegation, and, if determined credible, TEA will initiate an investigation to determine if findings of noncompliance will be issued.

TEA will generally not engage in the process described below to determine if an area of concern is a credible allegation if it is a media report, social media post, or an anonymous report, unless TEA receives corroborating information and facts that a specific violation of state or federal law or rule has occurred if the allegation were to be confirmed true.

When an individual or organization reports a special education area of concern, TEA may direct the individual or organization to the established dispute resolution processes. Depending on the frequency or specificity of the type of allegation made, TEA may engage in a process to determine credibility of the allegation.

Process

The process to determine if an area of concern is a credible allegation may include one or more of the following actions:

1. Reviewing existing citations of noncompliance or any noncompliance identified within the last two school years on the same or similar alleged violation;
2. Reviewing filed state complaints that are in process of being investigated or that have been substantiated within the last two school years on the same or similar alleged violation;
3. Reviewing due process hearing decisions issued within the last two years in which the hearing officer's final written decision contains a finding of noncompliance on the same or similar alleged violation;
4. Gathering evidence from groups that represent or advocate for families and communities served by the district;
5. Reviewing and analyzing available student- or district-level data that relate to the alleged violation;
6. Reviewing and analyzing fiscal and program information, such as grant applications, contracts, self-assessments, and other special education documents submitted to TEA by the district; and
7. Any other activity or measure used to gather evidence within TEA's general supervision and monitoring authority.

The investigation to determine if a credible allegation will result in the issuance of findings will include contacting the school district that is the subject of the allegation and requesting a response from the school district. Additional investigative actions may include one or more of the following:

1. Conducting interviews with the district, staff, parents, or students;
2. A referral for review or investigation by any other appropriate unit or division within TEA;
3. Utilizing the review and analysis of the activities conducted during the review process in this provision to determine if noncompliance is found; and
4. Any other activity or measure within TEA's general supervision and monitoring authority.

Intervention and Sanction	TEA may apply any intervention or sanction within its authority if noncompliance or a violation is substantiated, including those described in 19 Administrative Code 89.1076 [see AIC]. *19 TAC 97.1071(l)*

Please Note: *This manual does not have policies in all codes. The coding structure is common to all TASB manuals and is designed to accommodate expansion of both (LEGAL) and (LOCAL) policy topics and administrative regulations.*

SECTION B: LOCAL GOVERNANCE

BA	BOARD LEGAL STATUS
BAA	Powers and Duties
BB	BOARD MEMBERS
BBA	Eligibility/Qualifications
BBB	Elections
BBBA	Conducting Elections
BBBB	Post-election Procedures
BBBC	Campaign Finance
BBBD	Campaign Ethics
BBC	Vacancies and Removal from Office
BBD	Training and Orientation
BBE	Authority
BBF	Ethics
BBFA	Conflict of Interest Disclosures
BBFB	Prohibited Practices
BBG	Compensation and Expenses
BBH	Conventions, Conferences, and Workshops
BBI	Technology Resources and Electronic Communications
BC	BOARD MEMBERSHIPS
BD	BOARD INTERNAL ORGANIZATION
BDA	Officers and Officials
BDAA	Duties and Requirements of Board Officers
BDAE	Duties and Requirements of Depository
BDB	Board Committees
BDD	Attorney
BDE	Consultants
BDF	Advisory Committees
BE	BOARD MEETINGS
BEC	Closed Meetings
BED	Public Participation
BEE	News Coverage
BEF	Staff Participation
BF	BOARD POLICIES
BG	BOARD SELF-EVALUATION
BI	ADMINISTRATIVE GOALS AND OBJECTIVES

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SECTION B: LOCAL GOVERNANCE

BJ	SUPERINTENDENT
BJA	Qualifications and Duties
BJB	Recruitment and Appointment
BJC	Contract
BJCA	Travel
BJCB	Professional Development
BJCC	Consulting
BJCD	Evaluation
BJCE	Suspension/Termination During Contract
BJCF	Nonrenewal
BJCG	Resignation
BK	ADMINISTRATIVE ORGANIZATION
BKA	Organization Charts
BKB	Line and Staff Relations
BM	ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES
BP	ADMINISTRATIVE REGULATIONS
BQ	PLANNING AND DECISION-MAKING PROCESS
BQA	District-Level
BQB	Campus-Level
BR	REPORTS

Open Meetings Act Training

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its members under Government Code Chapter 551 (Open Meetings Act).

The attorney general may provide the training and may also approve other acceptable sources of training.

The board shall maintain and make available for public inspection the record of its members' completion of the training. The failure of one or more members of the board to complete the training does not affect the validity of an action taken by the board.

Gov't Code 551.005

Public Information Act Training

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act [PIA]). A board member may designate a public information coordinator to satisfy the training for the board member if the public information coordinator is primarily responsible for administering the responsibilities of the board member or board under the PIA. The attorney general may require a board member to complete the course of training if the attorney general determines that the district has failed to comply with a requirement of the PIA. *Gov't Code 552.012(b), (b-1), (c)* [See GBAA regarding public information coordinator training.]

SBOE-Required Training

A trustee must complete any training required by the State Board of Education (SBOE). *Education Code 11.159*

The SBOE's framework for governance leadership [see BBD(EXHIBIT)] shall be distributed annually by the board president to all current board members and the superintendent. *19 TAC 61.1(a)*

The continuing education required under Education Code 11.159 applies to each member of the board. To the extent possible, an entire board shall participate in continuing education programs together. *19 TAC 61.1(b), (i)*

No continuing education shall take place during a board meeting unless that meeting is called expressly for the delivery of board member continuing education. Continuing education may take place prior to or after a legally called board meeting in accordance with Government Code 551.001(4) (definition of "meeting"). *19 TAC 61.1(e)*

A regional education service center (ESC) board member continuing education program shall be open to any interested person, including a current or prospective board member. A district is not responsible for any costs associated with individuals who are not current board members. *19 TAC 61.1(f)*

Annually, the SBOE shall commend those board-superintendent teams that complete at least eight hours of the continuing education specified at Team Building and Additional Continuing Education, below, as an entire board-superintendent team.

Annually, the SBOE shall commend board-superintendent teams that effectively implement the commissioner of education's trustee improvement and evaluation tool developed under Education Code 11.182 [see BG] or any other tool approved by the commissioner.

19 TAC 61.1(k), (l)

Verification

For each training described below, the provider of continuing education shall provide verification of completion of board member continuing education to the individual participant and to the participant's school district. The verification must include the provider's authorization or registration number. *19 TAC 61.1(h)*

Reporting

At the last regular board meeting before an election of trustees, the board president shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in meeting the required continuing education as of the anniversary of the date of each board member's election or appointment to the board or two-year anniversary of his or her previous training, as applicable. The announcement shall state that completing the required continuing education is a basic obligation and expectation of any board member under SBOE rule. The minutes of the last regular board meeting held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable. The president shall cause the minutes to reflect the announcement and, if the minutes reflect that a trustee is deficient in training as of the anniversary of his or her joining the board, the district shall post the minutes on the district's internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements. *19 TAC 61.1(j); Education Code 11.159(b)*

Local District Orientation

Each board member shall complete a local district orientation session. The purpose of the local orientation is to familiarize new

board members with local board policies and procedures and district goals and priorities.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall:

1. Be at least three hours in length.
2. Address local district practices in the following, in addition to topics chosen by the local district:
    a. Curriculum and instruction;
    b. Business and finance operations;
    c. District operations;
    d. Superintendent evaluation; and
    e. Board member roles and responsibilities.

Each board member should be made aware of the continuing education requirements of 19 Administrative Code 61.1 and those of the following:

1. Open meetings act in Government Code 551.005 [see Open Meetings Act Training above];
2. Public information act in Government Code 552.012 [see Public Information Act Training above]; and
3. Cybersecurity in Government Code 2054.5191 [see CQB].

The orientation shall be open to any board member who chooses to attend.

19 TAC 61.1(b)(1)

Education Code Orientation

Each board member shall complete a basic orientation to the Education Code and relevant legal obligations. The orientation shall have special, but not exclusive, emphasis on statutory provisions related to governing Texas school districts.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall be at least three hours in length. Topics shall include, but not be limited to, Education Code Chapter 26 (Parental Rights and Responsibilities) and Education Code 28.004 (Local School Health Advisory Council and Health Education Instruction).

The orientation shall:

1. Be provided by an ESC.

2. Be open to any board member who chooses to attend.

The continuing education may be fulfilled through online instruction, provided that the training incorporates interactive activities that assess learning and provide feedback to the learner and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(2)

Legislative Update

After each session of the Texas Legislature, including each regular session and called session related to education, each board member shall complete an update to the basic orientation to the Education Code.

The update session shall be of sufficient length to familiarize board members with major changes in statute and other relevant legal developments related to school governance.

The update shall be provided by an ESC or a registered provider [see Registered Provider, below].

A board member who has attended an ESC basic orientation session described at Education Code Orientation, above, that incorporated the most recent legislative changes is not required to attend an update.

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(3)

Team Building

The entire board shall participate with their superintendent in a team-building session.

The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team.

The session shall be held annually and shall be at least three hours in length.

The session shall include a review of the roles, rights, and responsibilities of the board as outlined in the framework for governance leadership. [See BBD(EXHIBIT)] The assessment of needs shall be based on the framework for governance leadership and shall be used to plan continuing education activities for the year for the governance leadership team.

The team-building session shall be provided by an ESC or a registered provider [see Registered Provider and Authorized Provider, below].

19 TAC 61.1(b)(4)

Additional Continuing Education (Based on Assessed Needs)

In addition to the continuing education requirements set out above, each board member shall complete additional continuing education based on the framework for governance leadership. [See BBD(EXHIBIT)]

The purpose of continuing education is to address the continuing education needs referenced at Team Building above.

The continuing education shall be completed annually.

At least 50 percent of the continuing education shall be designed and delivered by persons not employed or affiliated with the board member's school district. No more than one hour of the required continuing education that is delivered by the district may use self-instructional materials.

The continuing education shall be provided by an ESC or a registered provider [see Registered Provider, below].

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

First Year

In a board member's first year of service, he or she shall complete at least 10 hours of continuing education in fulfillment of assessed needs.

Subsequent Years

Following a board member's first year of service, he or she shall complete at least five hours of continuing education annually in fulfillment of assessed needs.

Board President

A board president shall complete continuing education related to leadership duties of a board president as some portion of the annual requirement.

19 TAC 61.1(b)(5)

Evaluating Student Academic Performance

Each board member shall complete continuing education on evaluating student academic performance and setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness.

The purpose of the training on evaluating student academic performance is to provide research-based information to board members that is designed to support the oversight role of the board of trustees outlined in Education Code 11.1515. [See BAA]

The purpose of the continuing education on setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness is to facilitate boards meeting the requirements of Education Code 11.185 and 11.186.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The continuing education shall be completed every two years and shall be at least three hours in length.

The continuing education required by this provision shall include, at a minimum:

1. Instruction in school board behaviors correlated with improved student outcomes with emphasis on:
    a. Setting specific, quantifiable student outcome goals; and
    b. Adopting plans to improve early literacy and numeracy and college, career, and military readiness for applicable student groups evaluated in the Closing the Gaps domain of the state accountability system established under Education Code Chapter 39;
2. Instruction in progress monitoring practices to improve student outcomes; and
3. Instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under Education Code Chapter 39, and the state accountability system established under Chapter 39.

The continuing education shall be provided by an authorized provider [see Authorized Provider, below].

If the training is attended by an entire board and its superintendent, includes a review of local school district data on student achieve-

ment, and otherwise meets the requirements described at Team Building above, the training may serve to meet a board member's obligation to complete training described at Team Building and at Evaluating Student Academic Performance, above, as long as the training complies with the Open Meetings Act.

19 TAC 61.1(b)(6)

Identifying and Reporting Abuse

Each board member shall complete continuing education on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children in accordance with Education Code 11.159(c)(2).

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The training shall be completed every two years and shall be at least one hour in length.

The training must familiarize board members with the requirements of Education Code 38.004 and 38.0041, and 19 Administrative Code 61.1051 (relating to Reporting Child Abuse or Neglect, Including Trafficking of a Child).

Note: 19 Administrative Code 61.1051 was repealed and the requirements were recodified at 19 Administrative Code 103.1401.

The training required by this provision shall include, at a minimum:

1. Instruction in best practices of identifying potential victims of child abuse, human trafficking, and other maltreatment of children;

2. Instruction in legal requirements to report potential victims of child abuse, human trafficking, and other maltreatment of children; and

3. Instruction in resources and organizations that help support victims and prevent child abuse, human trafficking, and other maltreatment of children.

The training sessions shall be provided by a registered provider [see Registered Provider, below].

This training may be completed online, provided that the training is designed and offered by a registered provider, incorporates inter-

active activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(7)

School Safety

The SBOE shall require a trustee to complete training on school safety. *Education Code 11.159(b-1)*

The continuing education required under Education Code 11.159(b-1) applies to each member of an independent school district board of trustees.

Each member shall complete the training on school safety adopted by the SBOE. The training requirement shall be fulfilled by completing the online course adopted by the SBOE and made available by the commissioner of education. The training shall be completed every two years.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed trustee who did not complete the training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

A district shall maintain verification of completion for each trustee.

19 TAC 61.3

Training Provider

Registered Provider

For the purposes of 19 Administrative Code 61.1, a registered provider has demonstrated proficiency in the content required for a specific training. A private or professional organization, school district, government agency, college/university, or private consultant shall register with the Texas Education Agency (TEA) to provide the board member continuing education required by 19 Administrative Code 61.1(b)(3), (5), and (7) [see Legislative Update, Additional Continuing Education, and Identifying and Reporting Abuse, above].

A district that provides continuing education exclusively for its own board members is not required to register under 19 Administrative Code 61.1(c)(1)-(2).

19 TAC 61.1(c)

Authorized Provider

An authorized provider meets all the requirements of a registered provider and has demonstrated proficiency in the content required by 19 Administrative Code 61.1(b)(4) and (6). Proficiency may be demonstrated in accordance with 19 Administrative Code 61.1(d).

A private or professional organization, school district, government agency, college/university, or private consultant may be authorized

by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

An ESC shall be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

19 TAC 61.1(d)

[See above for 19 Administrative Code 61.1(b)(4) on Team Building and (b)(6) on Evaluating Student Academic Performance.]

Note: For cybersecurity training requirements, see CQB(LEGAL).

Board Officers The Board shall elect a President, a Vice President, and a Secretary who shall be members of the Board. Officers shall be elected by majority vote of the members present and voting.

Vacancy A vacancy among officers of the Board, other than the President, shall be filled by majority action of the Board.

Term and Duties Board officers shall serve for a term of one year or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties as required by action of the Board.

President In addition to the duties required by law, the President of the Board shall:

1. Preside at all Board meetings unless unable to attend.
2. Have the right to discuss, make motions, propose resolutions, and vote on all matters coming before the Board.

Vice President The Vice President of the Board shall:

1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.
2. Automatically become President of the Board if a vacancy in that office occurs and serve in this role until the Board reorganizes.

Secretary The Secretary of the Board shall:

1. Ensure that an accurate record is kept of the proceedings of each Board meeting.
2. Ensure that notices of Board meetings are posted and sent as required by law.
3. In the absence of the President and Vice President, call the meeting to order and act as presiding officer.
4. Sign or countersign documents as directed by action of the Board.

Government Code Chapter 551 (Open Meetings Act) applies to board committee meetings if:

1. At least a quorum of the board is on the committee;
2. A quorum of the board is present at the committee meeting, even though less than a quorum is actually on the committee; or
3. Less than a quorum of the board is on the committee, but the committee is authorized to make final decisions or control or supervise public business.

A committee that includes less than a quorum of board members is not subject to the Open Meetings Act if it serves a purely advisory function, with no power to supervise or control public business.

Atty. Gen. Op. Nos. GA-0957 (2012), JC-0060 (1999), JH-0994 (1977); Willmann v. City of San Antonio, 123 S.W.3d 469 (Tex. App.—San Antonio 2003, pet. denied) [See BE]

Note: For advisory committees that include staff, parents, community members, or students, see BDF.

Board Committees

For purposes of this policy, a Board committee is a committee composed only of current Board members.

Formation of a Board committee shall be by Board action. When establishing a Board committee, the Board action shall, at a minimum, specify the:

- Number of Board members on the committee;
- Process to appoint Board members to the committee;
- Term of committee membership; and
- Responsibilities of the committee.

A Board committee shall be fact-finding, deliberative, and advisory, and shall make recommendations in the areas of their responsibility. Board committees shall report their findings and recommendations to the Board and shall not assume administrative duties or responsibilities.

Transacting Business

Unless specified by the Board, a Board committee shall not have final decision-making authority. Board committee recommendations must be reported to the Board at a regular or special meeting. The Board shall not accept a Board committee's recommendation without due consideration of the matter.

Dissolution

A Board committee shall be dissolved upon Board action.

School Health Advisory Council

The board shall establish a local school health advisory council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. *Education Code 28.004(a)* [See EHAA regarding duties of the SHAC.]

Meetings

The SHAC shall meet at least four times each year. For each meeting the SHAC shall:

1. At least 72 hours before the meeting post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the district; and ensure that the required notice is posted on the district's internet website, if the district has an internet website;
2. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the council during the meeting;
3. Make an audio or video recording of the meeting; and
4. Not later than the tenth day after the meeting, submit the minutes and audio or video recording of the meeting to the district.

As soon as practicable after receipt of the minutes and audio or video recording, the district shall post the minutes and audio or video recording on the district's internet website, if the district has an internet website.

Education Code 28.004(d-1), (d-2)

Composition

The board shall appoint at least five members to the SHAC. A majority of members must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair or co-chair of the SHAC.

The board also may appoint one or more persons from each of the following groups or a representative from a group other than a group specified:

1. Classroom teachers employed by the district;
2. School counselors certified under Education Code Chapter 21, Subchapter B, employed by the district;
3. School administrators employed by the district;
4. District students;
5. Health-care professionals licensed or certified to practice in this state, including medical or mental health professionals;

6. The business community;
7. Law enforcement;
8. Senior citizens;
9. The clergy;
10. Nonprofit health organizations; and
11. Local domestic violence programs.

Education Code 28.004(d)

Physical Activity and Fitness Planning Subcommittee

The SHAC shall establish a physical activity and fitness planning subcommittee to consider issues relating to student physical activity and fitness and make policy recommendations to increase physical activity and improve fitness among students. *Education Code 28.004(l-1)*

Annual Report

In addition to its other duties, the SHAC shall submit to the board, at least annually, a written report that includes:

1. Any SHAC recommendation concerning the district's health education curriculum and instruction or related matters that the SHAC has not previously submitted to the board;
2. Any suggested modification to a SHAC recommendation previously submitted to the board;
3. A detailed explanation of the SHAC's activities during the period between the date of the current report and the date of the last prior written report; and
4. Any recommendations made by the physical activity and fitness planning subcommittee.

Education Code 28.004(m)

Public Statement

A district shall publish in the student handbook and post on the district's internet website, if the district has an internet website, a statement of:

1. The policies and procedures adopted to promote the physical health and mental health of students, the physical health and mental health resources available at each campus, contact information for the nearest providers of essential public health services under Health and Safety Code Chapter 121, and the contact information for the nearest local mental health authority;
2. The policies adopted to ensure that elementary school, middle school, and junior high school students engage in at least

the amount and level of physical activity required by Education Code 28.002(l) [see EHAB and EHAC];

3. The number of times during the preceding year the SHAC has met;

4. Whether the district has adopted and enforces policies to ensure that district campuses comply with the Texas Education Agency's vending machine and food service guidelines for restricting student access to vending machines;

5. Whether the district has adopted and enforces policies and procedures that prescribe penalties for the use of e-cigarettes, as defined by Education Code 38.006, and tobacco products by students and others on school campuses or at school-sponsored or school-related activities [see DH and GKA];

6. Notice to parents that they can request in writing their child's physical fitness assessment results at the end of the school year [see FFAA]; and

7. Whether each campus in the district has a full-time nurse or full-time school counselor.

Education Code 28.004(k)

Note: For committees composed only of current Board members, see BDB.

Advisory Committees

For purposes of this policy, an advisory committee is a committee composed primarily of District staff, parents, other community members, and/or students. An advisory committee may also include Board members in numbers less than a quorum of the Board.

Formation of an advisory committee shall be by Board action. When establishing an advisory committee, the Board action shall, at a minimum, specify the:

- Number of members on the committee;
- Process to appoint members to the committee;
- Term of committee membership; and
- Responsibilities of the committee.

An advisory committee shall be fact-finding, deliberative, and advisory and shall not assume administrative duties or responsibilities. Advisory committees shall report their findings and recommendations to the Board.

Transacting Business

An advisory committee may transact business only within the specific authority granted by the Board. To be binding, all such committee recommendations must be reported to the Board at a regular or special meeting for approval and entry into the minutes as a public record.

Dissolution

An advisory committee shall be dissolved upon completion of the assigned task or Board action.

Vacancy Posting

A district's employment policy must provide for notice to each current district employee of a vacant position for which a certificate is required. Notice must be provided not later than the 10th school day before the date on which a district fills the position. Notice shall be posted on:

1. A bulletin board at:
    a. A place convenient to the public in the district's central administrative office, and
    b. The central administrative office of each campus during any time the office is open; or
2. The district's internet website, if the district has a website.

A district shall provide each current district employee a reasonable opportunity to apply for the position.

Education Code 11.1513(d)

Names of Applicants

The name of an applicant for superintendent is excepted from disclosure under Chapter 552, Government Code (Public Information Act). However, a board must give public notice of the name or names of the finalists being considered for superintendent at least 21 days before the date of the meeting at which a final action or vote is to be taken on the employment of the person. *Gov't Code 552.126*

Required Reporting After Superintendent Change

Subsequent to a school system superintendent change, the direct contact information of the superintendent (or person acting in that capacity) must be updated in Sentinel within three business days of a corresponding board meeting. *19 TAC 103.1213(e)(3)(F)* [See CKA]

Available School Fund

The available school fund is apportioned annually to Texas counties according to the scholastic population of each. *Education Code 43.001(b)*

Foundation School Program

The purposes of the Foundation School Program (FSP) set forth in Education Code Chapter 48 are to guarantee that each district in the state has:

1. Adequate resources to provide each eligible student a basic instructional program and facilities suitable to the student's educational needs; and
2. Access to a substantially equalized program of financing in excess of basic costs for certain services, as provided by that chapter.

The FSP consists of:

1. Two tiers that in combination provide for:
    a. Sufficient financing for all school districts to provide a basic program of education that is rated acceptable or higher under Education Code 39.054 and meets other applicable legal standards; and
    b. Substantially equal access to funds to provide an enriched program; and
2. A facilities component as provided by Education Code Chapter 46. [See CCA]

Education Code 48.002

The cost of the FSP for a district is the total sum of:

1. The sum of the tier one allotments and other funding as follows:
    a. The basic allotment under Education Code Chapter 48, Subchapter B;
    b. The student-based allotments under Education Code Chapter 48, Subchapter C; and
    c. The additional funding under Education Code Chapter 48, Subchapter D (including the transportation allotment [see CNA] and the new instructional facility allotment below); and
2. The tier two allotment under Education Code Chapter 48, Subchapter E.

The sum of the FSP maintenance and operations costs for all accredited school districts in this state constitutes the total maintenance and operations cost of the FSP.

The FSP shall be financed by:

1. State available school funds distributed in accordance with the law;
2. Ad valorem tax revenue generated by local school district effort [see CCG series]; and
3. State funds appropriated for the purposes of public school education and allocated to each district in an amount sufficient to finance the cost of each district's FSP not covered by other funds specified.

Education Code 48.251

PEIMS

A district shall participate in the Public Education Information Management System (PEIMS) and shall provide through that system information required for the administration of Education Code Chapter 48 (Foundation School Program) and of other appropriate provisions of the Education Code. Data standards, established by the commissioner of education, shall be used by a district to submit required information. *Education Code 48.008; 19 TAC 61.1025(b)*

New Instructional Facility Allotment (NIFA)

A district is entitled to an additional allotment as provided by Education Code 48.152 for operational expenses associated with opening a new instructional facility. A district entitled to an allotment may use funds from the district's allotment to renovate an existing instructional facility to serve as a dedicated cybersecurity computer laboratory. *Education Code 48.152*

Definitions

“Instructional facility” means real property, an improvement to real property, or a necessary fixture of an improvement to real property that is used predominantly for teaching the curriculum required by Education Code 28.002. *Education Code 46.001, 48.152(a)(1); 19 TAC 61.1034(a)(2)* [See CCA for the Instructional Facilities Allotment]

“New instructional facility” is a facility that includes:

1. A newly constructed instructional facility, which is a new instructional campus built from the ground up;
2. A repurposed instructional facility, which is a facility that has been renovated to become an instructional facility for the first time for the applying school district; or

3. A leased facility operating for the first time as an instructional facility with a minimum lease term of not less than 10 years. The lease must not be a continuation of or renegotiation of an existing lease for an instructional facility.

Education Code 48.152(a)(2); 19 TAC 61.1034(a)(3)

Eligibility

The following eligibility criteria apply to the NIFA in accordance with Education Code 48.152.

1. The facility for which NIFA funds are requested must meet the following requirements:

   a. The facility must qualify as an instructional campus and a new instructional facility used for teaching the curriculum required by Education Code Chapter 28.

   b. To qualify for first-year funding, a new facility must not have been occupied in the prior school year. To qualify for follow-up funding, the facility must have been occupied for the first time in the prior school year and funded for the NIFA for that first year. If an instructional facility qualifies as a new instructional facility but did not receive the allotment in the first year of eligibility due to a failure to apply, the school district or open-enrollment charter school may still apply for and receive funding for the average daily attendance (ADA) earned only during the second year of occupation in the new instructional facility.

   c. With the exception of a covered walkway connecting the new facility to another building, the new facility must be physically separate from other existing school structures.

   d. Career and technical education (CTE) campuses must report each CTE campus student’s ADA when the ADA for that student is reported at the student's home campus.

2. Expansion or renovation of existing instructional facilities, as well as portable and temporary structures, are not eligible for the NIFA.

3. All instructional buildings on the campus must be newly constructed as new instructional facilities, except for an existing gymnasium that remains on the campus and will be utilized on the instructional campus.

Application Process

To apply for the NIFA, a district must complete the Texas Education Agency's (TEA) online application process requesting funding pursuant to the NIFA.

The initial (first-year) application, or an application for one-year funding only, must be submitted electronically no later than July 15. The application must include the following:

1. The electronic submission of TEA's online application for initial funding; and
2. The electronic submission of the following materials:
    a. A brief description and photograph of the newly constructed, repurposed, or leased instructional facility;
    b. A copy of a legal document that clearly describes the nature and dates of the new or repurposed construction or a copy of the applicable lease;
    c. A site plan;
    d. A floor plan; and
    e. If applicable, a demolition plan.

Second-year applications require only the electronic submission of TEA's online application for follow-up funding no later than July 15 of the year preceding the applicable school year.

Survey on Days of Instruction

In the fall of the school year after a school year for which an applicant received NIFA funds, the district that received the funds must complete an online survey on the number of instructional days held in the new facility and submit the completed survey electronically. TEA will use submitted survey information in determining the final (settle-up) amount earned by each eligible school district, as described by 19 Administrative Code 61.1034(e)(6).

Costs and Payments

The costs and payments for the NIFA are determined by the commissioner.

The allotment for the NIFA is a part of the cost of the first tier of the FSP. This allotment is not counted in the calculation of weighted average daily attendance for the second tier of the FSP.

If, for all eligible applicants combined, the total cost of the NIFA exceeds the amount appropriated, each allotment is reduced so that the total amount to be distributed equals the amount appropriated. Reductions to allotments are made by applying the same percentage adjustment to each school district.

Allocations will be made in conjunction with allotments for the FSP in accordance with the school district's payment class. For school districts that are subject to the excess local revenue provisions under Education Code 48.257, and do not receive payments from the Foundation School Fund, NIFA distributions will be reflected as reduced recapture payments.

For school districts that are subject to the excess local revenue provisions under Education Code 48.257, NIFA distributions increase the amount of the FSP entitlement and so will automatically reduce any excess local revenue and reduce the requirement to send recapture to the state in the amount of the NIFA allocation.

For all school districts receiving the NIFA, a final (settle-up) amount earned is determined by the commissioner when information reported through the survey described above is available in the fall of the school year after the school year for which NIFA funds were received. [See Survey on Days of Instruction, above] The final amount earned is determined using the submitted survey information and final counts of ADA for the school year for which NIFA funds were received, as reported through PEIMS.

The amount of funds to be distributed for the NIFA to a school district is in addition to any other state aid entitlements.

19 TAC 61.1034(b)-(e)

Safety and Security Audit

At least once every three years, each district shall conduct a safety and security audit of the district's facilities. A district, or a person included in the registry of persons providing school safety or security consulting services established by the Texas School Safety Center (TxSSC) who is engaged by the district to conduct a safety and security audit, shall follow safety and security audit procedures developed by the TxSSC in coordination with the commissioner of education.

A district must confirm that a person is included in the registry before the district may engage the person to provide school safety or security consulting services to the district.

In a district's safety and security audit, the district must certify that the district used the funds provided through the school safety allotment only for the purposes provided by Education Code 48.115.

A district shall report the results of the safety and security audit to the board and, in the manner required by the TxSSC, to the TxSSC. The report provided to the TxSSC must be signed by the board and the superintendent.

Education Code 37.108(b), (b-1), (c), 37.2091(b-1)

In addition to a review of a district's multihazard emergency operations plan under Education Code 37.2071 [see CKC], the TxSSC may require a district to submit its plan for immediate review if the district's audit results indicate that the district is not complying with applicable standards. *Education Code 37.207(c)*

Failure to Report Audit Results

If a district fails to report the results of its audit, the TxSSC shall provide the district with written notice that the district has failed to report its audit results and must immediately report the results to the center.

If three months after the date of the initial notification the district has still not reported the results of its audit to the TxSSC, the TxSSC shall notify the Texas Education Agency (TEA) and the district of the district's requirement to conduct a public hearing under Education Code 37.1081. [See CKC]

Education Code 37.207(d)-(e)

Disclosure

Except as provided by Education Code 37.108(c-2) [see CKC], any document or information collected, developed, or produced during a safety and security audit is not subject to disclosure under Government Code Chapter 552 (Public Information Act). *Education Code 37.108(c-1)*

TEA Monitoring of Safety and Security Requirements

TEA shall monitor the implementation and operation of requirements related to school district safety and security, including school district multihazard emergency operations plans [see CKC] and safety and security audits [see above].

Office of School Safety and Security

TEA shall establish an office of school safety and security to coordinate monitoring and, in coordination with the TxSSC and relevant local law enforcement agencies, provide technical assistance to school districts to support the implementation and operation of safety and security requirements.

Vulnerability Assessments

As part of the technical assistance, TEA shall conduct a detailed vulnerability assessment of each school district on a random basis once every four years. Any documentation requested by TEA for a vulnerability assessment must be uploaded to Sentinel [see below at Reporting Through Sentinel].

On completion of a vulnerability assessment TEA shall provide to the superintendent and school safety and security committee [see CK] for the applicable school district a report on the results of the assessment that includes recommendations and required corrective actions to address any deficiencies in campus security identified by the agency.

District Information and Records

Each school district shall submit information requested by TEA in TEA's efforts to monitor the implementation and operation of school district safety and security requirements, including notice of an event requiring a district's emergency response including the discovery of a firearm on a campus and information regarding the district's response and use of emergency operations procedures during such an event [see below at Reporting Through Sentinel].

TEA may review school district records as necessary to ensure compliance with Education Code Subchapter D (Protection of Building and Grounds) and Subchapter G (Texas School Safety Center).

Any document or information collected, identified, developed, or produced relating to the monitoring of school district safety and security requirements is confidential under Government Code 418.177 and 418.181 (Texas Disaster Act), and not subject to disclosure under Government Code Chapter 552.

Education Code 37.1083; 19 TAC 103.1213(a), (e)(2)(B)

Reporting Through Sentinel

Sentinel is TEA's formal school safety system designed to collect, process, store, and distribute school safety and security information. Sentinel serves as a repository for all safety and security-related data submitted to TEA. Each school district shall report information to TEA through Sentinel, including:

1. On or before June 30th of each year, a district shall input its upcoming school year calendar into Sentinel. Any changes to the school year calendar shall be updated in Sentinel within three business days after approval by district leadership.
2. On or before June 30th of each year, a district must verify that all district facilities listed in Sentinel reflect the correct address and campus emergency contact information.
3. If a district closes for a localized emergency, closure information must be immediately recorded in Sentinel.
4. School districts shall submit information related to events requiring an emergency response, including the discovery of a firearm on a campus [see above] in the Sentinel portal. This is inclusive of notifications regarding a bomb threat or terroristic threat [see CKC]. Submission of information in the Sentinel portal does not substitute the requirement for local law enforcement notification of certain activities [see GRAA].

[For additional requirements for reporting through Sentinel, see BJB for reporting a superintendent change, CKC for TxSSC uploading of multihazard emergency operations plans, FDA for transfer of threat assessments between districts, and FFB for application to behavioral threat assessments.]

19 TAC 103.1213(a), (b)(3), (c), (e)(3)(A)-(D)

Intruder Detection Audits

TEA's office of school safety and security shall establish a school safety review team in each region served by a regional education service center, which shall annually conduct on-site general intruder detection audits of school district campuses in the team's region.

Notice to Superintendent

In conducting an intruder detection audit, a safety review team must notify the superintendent of the district in which the campus being audited is located not later than the seventh day before the date of a scheduled audit.

Documentation

Any documentation requested by TEA for an intruder detection audit must be uploaded to Sentinel [see above at Reporting Through Sentinel].

Report

On completion of the audit, a safety review team must provide to the superintendent and school safety and security committee for the school district in which the campus is located a report on the results of the audit that includes recommendations and required corrective actions to address any deficiencies in campus security identified by the team.

A report produced by a safety review team is confidential and not subject to disclosure under Government Code Chapter 552.

Education Code 37.1084; 19 TAC 103.1213(e)(4)(B)

Assignment of Conservator for Noncompliance

The commissioner may assign a conservator under Education Code Chapter 39A if a school district fails to:

1. Submit to any required monitoring, assessment, or audit under Education Code 37.1083 or 37.1084 [see above];
2. Comply with applicable safety and security requirements; or
3. Address in a reasonable time period, as determined by commissioner rule, issues raised by TEA's monitoring, assessment, or audit of the district under Education Code 37.1083 or 37.1084.

A conservator may exercise the powers and duties of a conservator under Education Code 39A.003 [see AIC] only to correct a failure identified above. TEA may not assign a conservator for a district's failure to comply with Education Code 37.0814 (Armed Security Officer Required) or a good cause exception claimed under that section. [See CKE]

Education Code 37.1085

Notice of Bomb Threat or Terroristic Threat

A district that receives a bomb threat or terroristic threat relating to a campus or other district facility at which students are present shall provide notification of the threat as soon as possible to the parent or guardian of or other person standing in parental relation to each student who is assigned to the campus or who regularly uses the facility, as applicable. *Education Code 37.113*

Notice Regarding Violent Activity

The Texas Education Agency (TEA) shall develop model standards for providing notice regarding violent activity that has occurred or is being investigated at a district campus or other district facility or at a district-sponsored activity to parents, guardians, and other persons standing in parental relation to students who are assigned to the campus, regularly use the facility, or are attending the activity, as applicable. A district shall adopt a policy for providing this notice in a manner that meets TEA standards. *Education Code 37.1131*

Emergency Response Map and Walk-Through

A district shall provide to the Department of Public Safety (DPS) and all appropriate local law enforcement agencies and emergency first responders:

1. An accurate map of each district campus and school building that is developed and documented in accordance with the standards described by Education Code 37.351 related to developing site and floor plans, access control, and exterior door numbering; and
2. An opportunity to conduct a walk-through of each district campus and school building using the map.

Education Code 37.117

Emergency Operations Plan

Each district shall adopt and implement a multihazard emergency operations plan for use in the district's facilities. The plan must address prevention, mitigation, preparedness, response, and recovery as defined by the Texas School Safety Center (TxSSC) in conjunction with the governor's office of homeland security and the commissioner. The plan must provide for:

1. Training in responding to an emergency for district employees, including substitute teachers;
2. Measures to ensure district employees, including substitute teachers, have classroom access to a telephone, including a cellular telephone, or another electronic communication device allowing for immediate contact with district emergency services or emergency services agencies, law enforcement agencies, health departments, and fire departments;

3. Measures to ensure district communications technology and infrastructure are adequate to allow for communication during an emergency;

4. Mandatory school drills and exercises, including drills required under Education Code 37.114 (emergency evacuations), to prepare district students and employees for responding to an emergency [see CKB];

5. Measures to ensure coordination with the Texas Department of State Health Services (TDSHS) and local emergency management agencies, law enforcement, health departments, and fire departments in the event of an emergency;

6. The implementation of a required safety and security audit [see CKA]; and

7. Any other requirements established by the TxSSC in consultation with TEA and relevant local law enforcement agencies.

Education Code 37.108(a)

A district shall include in its multihazard emergency operations plan:

1. A chain of command that designates the individual responsible for making final decisions during a disaster or emergency situation and identifies other individuals responsible for making those decisions if the designated person is unavailable;

2. Provisions that address physical and psychological safety for responding to a natural disaster, active shooter, and any other dangerous scenario identified for purposes of these provisions by TEA or TxSSC;

3. Provisions for ensuring the safety of students in portable buildings;

4. Provisions for ensuring that students and district personnel with disabilities are provided equal access to safety during a disaster or emergency situation;

5. Provisions for providing immediate notification to parents, guardians, and other persons standing in parental relation in circumstances involving a significant threat to the health or safety of students, including identification of the individual with responsibility for overseeing the notification;

6. Provisions for supporting the psychological safety of students, district personnel, and the community during the response

and recovery phase following a disaster or emergency situation that:

a. Are aligned with best practice-based programs and research-based practices recommended under Education Code 38.351;

b. Include strategies for ensuring any required professional development training for suicide prevention and grief-informed and trauma-informed care is provided to appropriate school personnel;

c. Include training on integrating psychological safety and suicide prevention strategies into the district's plan, such as psychological first aid for schools training, from an approved list of recommended training established by the commissioner and TxSSC for:

(1) Members of the district's school safety and security committee [see CK];

(2) District school counselors and mental health professionals; and

(3) Educators and other district personnel as determined by the district;

d. Include strategies and procedures for integrating and supporting physical and psychological safety that align with the provisions described by item 2, above; and

e. Implement trauma-informed policies;

7. A policy for providing a substitute teacher access to school campus buildings and materials necessary for the substitute teacher to carry out the duties of a district employee during an emergency or a mandatory emergency drill;

8. The name of each individual on the district's school safety and security committee and the date of each committee meeting during the preceding year [see CK]; and

9. Certification that the district is in compliance with Education Code 37.117 [see Emergency Response Map, above].

Education Code 37.108(f)

Guidelines for Individuals with Disabilities or Impairments

TEA shall establish guidelines for the provisions in a district's multi-hazard emergency operations plan to ensure the safety of students and district personnel with disabilities or impairments during a disaster or emergency situation. A district must follow the guidelines

established by TEA in adopting and implementing the district's multihazard emergency operations plan. *Education Code 37.1086*

Active Shooter Emergency

A district shall include in its multihazard emergency operations plan a policy for responding to an active shooter emergency. The district may use any available community resources in developing the policy. *Education Code 37.108(g)*

Train Derailment

A district shall include in its multihazard emergency operations plan a policy for responding to a train derailment near a district school. A district is only required to adopt the policy if a district facility is located within 1,000 yards of a railroad track, as measured from any point on the school's real property boundary line. A district may use any available community resources in developing the policy. *Education Code 37.108(d)*

Polling Place Security

A district shall include in its multihazard emergency operations plan a policy for district property selected for use as a polling place under Election Code 43.031. In developing the policy, the board may consult with the local law enforcement agency with jurisdiction over the district property selected as a polling place regarding reasonable security accommodations that may be made to the property. This requirement may not be interpreted to require the board to obtain or contract for the presence of law enforcement or security personnel for the purpose of securing a polling place located on district property. Failure to comply with this subsection does not affect the requirement of the board to make a school facility available for use as a polling place under Election Code 43.031. *Education Code 37.108(e)* [See GKD]

Disclosure

A document relating to a district's multihazard emergency operations plan is subject to disclosure if the document enables a person to:

1. Verify that the district has established a plan and determine the agencies involved in the development of the plan and the agencies coordinating with the district to respond to an emergency, including TDSHS, local emergency services agencies, law enforcement agencies, health departments, and fire departments;
2. Verify that the district's plan was reviewed within the last 12 months and determine the specific review dates;
3. Verify that the plan addresses the five phases of emergency management listed above at Emergency Operations Plan;
4. Verify that district employees have been trained to respond to an emergency and determine the types of training, the num-

ber of employees trained, and the person conducting the training;

5. Verify that each campus in the district has conducted mandatory emergency drills and exercises in accordance with the plan and determine the frequency of the drills;

6. Verify that the district has established a plan for responding to a train derailment if required [see Train Derailment, above];

7. Verify that the district has completed a safety and security audit and determine the date the audit was conducted, the person conducting the audit, and the date the district presented the results of the audit to the board [see CKA];

8. Verify that the district has addressed any recommendations by the board for improvement of the plan and determine the district's progress within the last 12 months; and

9. Verify that the district has established a visitor policy and identify the provisions governing access to a district building or other district property.

Education Code 37.108(c-2)

[See GRC for emergency management training requirements and response to requests from other governmental entities for mutual aid.]

Plan Review

A district shall submit its multihazard emergency operations plan to the TxSSC not later than the 30th day after the date the TxSSC requests the submission and in accordance with the review cycle developed under Education Code 37.2071(a).

Any document or information collected, developed, or produced during the review and verification of multihazard emergency operations plans is not subject to disclosure under Government Code Chapter 552 (Public Information Act).

Upon completed review of a district's multihazard emergency operations plan, the TxSSC may upload a copy of that plan, including all required appendices, to the Sentinel portal. [See CKA] *19 TAC 103.1213(e)(3)(E)*

Failure to Submit Plan

If a district fails to submit its multihazard emergency operations plan to the TxSSC for review following a notification by the TxSSC that the district has failed to submit the district's plan, the TxSSC shall provide the district with written notice stating that the district must hold a public hearing as outlined at Public Hearing on Noncompliance, below. The notice must state that the commissioner is

authorized to appoint a conservator under Education Code 37.1082.

Notice of Plan Deficiencies

The TxSSC shall review each district's multihazard emergency operations plan and verify the plan meets the requirements or provide the district with written notice describing the plan's deficiencies, including specific recommendations to correct the deficiencies, and stating that the district must correct the deficiencies in its plan and resubmit the revised plan to the TxSSC.

The TxSSC may approve a district multihazard emergency operations plan that has deficiencies if the district submits a revised plan that the center determines will correct the deficiencies.

Failure to Correct Deficiencies

If one month after the date of initial notification of a plan's deficiencies outlined above a district has not corrected the plan deficiencies, the TxSSC shall provide written notice to the district and TEA that the district has not complied with the requirements and must comply immediately.

If a district still has not corrected the plan deficiencies three months after the date of initial notification, the TxSSC shall provide written notice to the district stating that the district must hold a public hearing as outlined at Public Hearing on Noncompliance, below.

Education Code 37.2071

Public Hearing on Noncompliance

If the board receives notice of noncompliance under Education Code 37.207(e) [see CKA], 37.2071(d) [see Failure to Submit Plan, above] or 37.2071(g) [see Failure to Correct Deficiencies, above], the board shall hold a public hearing to notify the public of:

1. The district's failure to submit or correct deficiencies in a multihazard emergency operations plan or report the results of a safety and security audit to the TxSSC as required by law;
2. The dates during which the district has not been in compliance; and
3. The names of each member of the board and the superintendent serving in that capacity during the dates the district was not in compliance. The district shall provide this information in writing to each person at the hearing.

The board shall give members of the public a reasonable opportunity to appear before the board and to speak on the issue of the district's failure to submit or correct deficiencies in a multihazard emergency operations plan or report the results of a safety and security audit during a hearing held under this provision. A district re-

quired to hold a public hearing shall provide written confirmation to the TxSSC that the district held the hearing.

Education Code 37.1081

Safe Firearm Storage

The TxSSC, in collaboration with DPS, shall provide to each district information and other resources regarding the safe storage of firearms for distribution by the district including information on the offense of making a firearm accessible to a child under Penal Code 46.13 and ways in which parents and guardians can effectively prevent children from accessing firearms.

A district shall provide the information and other resources to the parent or guardian of each student enrolled in the district or school.

Education Code 37.222

Confidential Information under the Texas Disaster Act

Information is confidential if the information is collected, assembled, or maintained by or for a district for the purpose of preventing, detecting, responding to, or investigating an act of terrorism or related criminal activity and:

Emergency Response Provider Information

1. Relates to the staffing requirements of an emergency response provider, including a law enforcement agency, a firefighting agency, or an emergency services agency;
2. Relates to a tactical plan of the provider; or
3. Consists of a list or compilation of pager or telephone numbers, including mobile and cellular telephone numbers, of the provider.

Gov't Code 418.176

Risk or Vulnerability Assessment

Information is confidential if the information:

1. Is collected, assembled, or maintained by or for a district for the purpose of preventing, detecting, or investigating an act of terrorism or related criminal activity; and
2. Relates to an assessment by or for a district, or an assessment that is maintained by a district, of the risk or vulnerability of persons or property, including critical infrastructure, to an act of terrorism or related criminal activity.

Gov't Code 418.177

Information, other than financial information, in the possession of a district is confidential if the information:

1. Is part of a report to an agency of the United States;
2. Relates to an act of terrorism or related criminal activity; and

3. Is specifically required to be kept confidential:

    a. Under the Public Information Act, Government Code 552.101, because of a federal statute or regulation;

    b. To participate in a state-federal information sharing agreement; or

    c. To obtain federal funding.

Security Systems

Financial information in the possession of a district that relates to the expenditure of funds by a district for a security system is public information that is not excepted from required disclosure under the Public Information Act. [See GBA]

Information, including access codes and passwords, in the possession of a district that relates to the specifications, operating procedures, or location of a security system used to protect public or private property from an act of terrorism or related criminal activity is confidential.

Gov't Code 418.182

Disaster Disclosure Exception

At any time during a state of disaster, the superintendent may voluntarily disclose or otherwise make available all or part of the information that is confidential under Government Code 418.175-.182 to another person or another entity if the superintendent believes that the other person or entity has a legitimate need for the information. The disclosure or making available of confidential information under this provision does not waive or affect the confidentiality of the information. *Gov't Code 418.183(b), (e)*

Note: For information regarding the district's ability to request identification, refuse entry, or eject persons from district property, see GKA and GKC.

Safety Rules

The board may adopt rules for the safety and welfare of students, employees, and property and other rules it considers necessary to carry out Education Code Chapter 37, Subchapter D (Protection of Buildings and Grounds) and the governance of the district, including rules providing for the operation and parking of vehicles on school property. *Education Code 37.102(a)* [See also CLC]

Human Trafficking Warning Signs

Each public primary or secondary school shall post warning signs of the increased penalties for trafficking of persons under Penal Code 20A.02(b-1)(2) in a conspicuous place reasonably likely to be viewed by all school employees and visitors.

Each warning sign must:

1. Describe the offense of trafficking in persons as provided under Penal Code 20A.02(a). The sign must emphasize that an offense under Penal Code 20A.02, is a felony of the first degree punishable by imprisonment in the Texas Department of Criminal Justice for life or for a term of not more than 99 years or less than 25 years if it is shown on the trial of the offense that the actor committed the offense in a location that was:
    a. On the premises of or within 1,000 feet of the premises of:
        (1) A school;
        (2) A juvenile detention facility;
        (3) A post-adjudication secure correctional facility;
        (4) A shelter or facility operating as a residential treatment center that serves runaway youth, foster children, people who are homeless, or persons subjected to human trafficking, domestic violence, or sexual assault;
        (5) A community center offering youth services and programs;
        (6) A child-care facility, as defined by Human Resources Code 42.002; or
        (7) An institution of higher education or private or independent institution of higher education, as defined by Education Code 61.003; or

b. On premises or within 1,000 feet of premises where:

(1) An official school function was taking place; or

(2) An event sponsored or sanctioned by the University Interscholastic League was taking place;

2. Be written in English and Spanish; and

3. Be at least 8.5 by 11 inches in size.

Education Code 37.086; 19 TAC 103.1403(c)

Note: For provisions regarding selection and adoption of instructional materials, see EFA.

Instructional Materials and Technology

Instructional materials selected for use in the public schools shall be furnished without cost to the students attending those schools. Except as provided by Education Code 31.104(d), a district may not charge a student for instructional material or technological equipment purchased by the district with the district's technology and instructional materials allotment. *Education Code 31.001*

Each instructional material, including electronic instructional material only to the extent of any applicable licensing agreement, purchased as provided by Education Code Chapter 31 for a district is the property of the district. *Education Code 31.102(a)-(b)*

Allotment

A district is entitled to an allotment each biennium from the state instructional materials and technology fund for each student enrolled in the district on a date during the last year of the preceding biennium specified by the commissioner of education. The commissioner shall determine the amount of the allotment per student each biennium on the basis of the amount of money available in the state instructional materials and technology fund to fund the allotment. The allotment shall be transferred from the state instructional materials and technology fund to the credit of the district's instructional materials and technology account as provided by Education Code 31.0212. *Education Code 31.0211(a)*

The commissioner shall, as early as practicable during each biennium, notify each district of the estimated amount to which the district will be entitled during the next fiscal biennium. *Education Code 31.0215(a)*

Additional State Aid

State-Approved Instructional Materials

For each student enrolled in the district, a school district is entitled to additional state aid for each school year in an amount equal to $40, or a greater amount provided by appropriation, to procure instructional material that has been reviewed by the Texas Education Agency (TEA); placed on the State Board of Education (SBOE) list of approved instructional materials; designated by the SBOE as being included or capable of being included in an instructional materials parent portal; and acquired from a publisher, manufacturer, or other entity that has not been found to violate Education Code 31.151. *Education Code 48.307(a)*

Open Education Resource Instructional Materials

Subject to Education Code 31.0751 (Open Education Resource [OER] transition plan), a district is entitled to additional state aid for each school year in an amount not to exceed $20 for each student for the costs incurred or for which the district is obligated to pay during the school year in which the aid is provided for the printing

and shipping of OER instructional material made available under Education Code Chapter 31, Subchapter B-1. *Education Code 48.308(a)*

Allotment Adjustment

Change in Enrollment

Not later than May 31 of each school year, a district may request that the commissioner adjust the number of students for which the district is entitled to receive an allotment on the grounds that the number of students attending school in the district will increase or decrease during the school year for which the allotment is provided. The commissioner may also adjust the number of students for which a district is entitled to receive an allotment, without a request by the district, if the commissioner determines a different number of students is a more accurate reflection of students who will be attending school in the district. The commissioner's determination is final. *Education Code 31.0211(e)*

High Enrollment Growth

Each year the commissioner shall adjust the instructional materials and technology allotment of districts experiencing high enrollment growth. *Education Code 31.0214(a)*

Permitted Expenditures

The allotment funds may be used to purchase or pay for:

1. Instructional materials, regardless of whether the instructional materials are on the list of approved instructional materials maintained by the SBOE under Education Code 31.022;
2. Consumable instructional materials;
3. Instructional materials for use in bilingual education classes, as provided by Education Code 31.029;
4. Instructional materials for use in college preparatory courses under Education Code 28.014, as provided by Education Code 31.031;
5. Supplemental instructional materials;
6. OER instructional materials, as provided by Education Code Chapter 31, Subchapter B-1;
7. Instructional materials and technological equipment under any continuing contracts of the district in effect on September 1, 2011;
8. Technological equipment necessary to support the use of any instructional materials purchased with an allotment under this provision;
9. Inventory software or systems for storing, managing, and accessing instructional materials and analyzing the usage and effectiveness of instructional materials;

10. Services, equipment, and technology infrastructure necessary to ensure internet connectivity and adequate bandwidth;

11. Training educational personnel directly involved in student learning in the appropriate use of instructional materials and for providing for access to technological equipment for instructional use;

12. Training personnel in the electronic administration of assessment instruments;

13. The salary and other expenses of an employee who provides technical support for the use of technological equipment directly involved in student learning; and

14. Costs associated with distance learning, including services, equipment, and technology such as Wi-Fi, internet access hotspots, wireless network service, broadband service, and other services and technological equipment necessary to facilitate internet access.

The allotment funds may not be used to purchase instructional material that contains obscene or harmful content or would otherwise cause the district to which the funds were allotted to be unable to submit the certification required under Education Code 31.1011(a)(1)(B) [see Certification of Instructional Materials, below].

Education Code 31.0211(c), (f)

Technological Equipment

In purchasing technological equipment, a district shall:

1. Secure technological solutions that meet the varying and unique needs of students and teachers in the district; and

2. Consider both the long-term cost of ownership of the technological equipment and flexibility for innovation.

Education Code 31.0211(d)

Instructional Materials and Technology Account

The commissioner shall maintain an instructional materials and technology account for each district. In the first year of each biennium, the commissioner shall deposit the district's allotment in the account. The commissioner shall pay the cost of instructional materials requisitioned by a district under Education Code 31.103 using funds from the district's instructional materials and technology account.

Money deposited in a district's instructional materials and technology account during each state fiscal biennium remains in the account and available for use by the district for the entire biennium.

At the end of each biennium, a district with unused money in the district's account may carry forward any remaining balance to the next biennium.

A district shall provide to TEA the title and publication information for any instructional materials requisitioned or purchased by the district with the district's instructional materials and technology allotment.

Education Code 31.0212(a)-(d)

Purchasing Method

A district is not required to use a method provided by Education Code 44.031(a) to purchase instructional materials that have been reviewed by TEA and included on the list of approved instructional materials maintained by the SBOE. *Education Code 31.102(d)*

Requisitions, Use, and Distribution

Delegation of Authority

The board may delegate to an employee the authority to requisition, distribute, and manage the inventory of instructional materials, consistent with Education Code Chapter 31 and rules adopted under that chapter. *Education Code 31.104(a)*

Local Funds

A district may use local funds to purchase any instructional materials in addition to those selected under Education Code Chapter 31. *Education Code 31.106*

Online Requisition Program

A district shall make a requisition for instructional materials using the online requisition program maintained by the commissioner. A district may requisition instructional materials for grades above the grade level in which a student is enrolled. *Education Code 31.103(b)-(c)*

Distribution

The board shall distribute printed instructional materials to students in the manner that the board determines is most effective and economical. *Education Code 31.102(c)*

OER Instructional Materials

A district may adopt OER instructional material at any time. Except as otherwise provided by the Education Code, the commissioner may not require a district to adopt or use an OER instructional material. A district may not be charged for a cost associated with the selection of an OER instructional material, except for the cost of printing copies of the material. *Education Code 31.073(a), (c)-(d)*

OER Transition Plan

To qualify for additional state aid under Education Code 48.308, the board must adopt an OER instructional material transition plan to assist classroom teachers in the district who will be using an OER instructional material in a specific subject or grade level for which the teacher has not previously used an OER instructional material.

The plan must ensure that OER instructional materials are used in a manner that maintains the instructional flexibility of a classroom teacher to address the needs of each student.

A district that participates in the program developed and maintained by TEA under Education Code 31.0752 is not required to adopt a transition plan under this provision. [See OER Instructional Material Support Program, below]

Education Code 31.0751

The OER instructional material transition plan shall be submitted in a format determined by the commissioner.

A district is required to have a locally maintained OER transition plan that complies with 19 Administrative Code 67.1315 to access funding allotted under Education Code 48.308.

A district is required to submit an OER instructional material transition plan only when:

1. First adopting an SBOE-approved OER product for a grade level or subject/course; or
2. Expanding implementation of an SBOE-approved OER product to additional campuses and/or grade levels.

The OER instructional material transition plan adopted by the board of trustees shall include the plan of the district to ensure the following:

1. Clear communication and stakeholder change management plans and timelines;
2. Timely access to print materials and related manipulatives through OER procurement and distribution;
3. Sufficient planning and instructional time evidenced by instructional calendars and master schedules aligned to the requirements of the materials;
4. Clear expectations for the implementation of:
    a. Instructional materials;
    b. Internalization and student work analysis protocols; and
    c. Curriculum-embedded assessments;
5. Processes for stakeholder communication and public posting, as outlined in Education Code 26.006, if materials have been modified by the district;

6. The maintenance of instructional flexibility through clear guidance for acceptable teacher modifications to instructional pacing, sequencing, and lesson content to address the needs of each student; and

7. Sufficient professional learning and development for school leaders, instructional coaches, and teachers, including:

    a. Pre-service product onboarding and orientation; and

    b. Ongoing, job-embedded, curriculum-based professional learning, including cycles of observation and feedback.

The commissioner may request and review OER instructional material transition plans before funding is released and reject a plan subsequent to review.

19 TAC 67.1315

OER Instructional Material Support Program

TEA shall develop and maintain a program to assist school districts in adopting and using OER instructional material, including by assisting districts to:

1. Maintain the instructional flexibility of classroom teachers to address the needs of each student; and

2. Schedule instructional periods in a manner that allows classroom teachers sufficient time to effectively prepare and present instructional material within the teacher's normal work day.

Education Code 31.0752

Requisition

A district that selects OER instructional material shall requisition a sufficient number of printed copies for use by students unable to access the instructional material electronically unless the district provides to each student:

1. Electronic access to the instructional material at no cost to the student; or

2. Printed copies of the portion of the instructional material that will be used in the course.

Education Code 31.103(d)

Parent Portal

An entity that hosts an instructional materials parent portal must comply with requests regarding parental access to the portal made by a district in compliance with Education Code 31.154 or Education Code 26.006 [see EFA]. *Education Code 31.154(e)*

[For more information regarding the requirements for certain entities that supply instructional materials to host a parent portal, see Education Code 31.154.]

Bilingual Instructional Materials

A district shall purchase with its allotment or otherwise acquire instructional materials for use in bilingual education classes. *Education Code 31.029*

Certification of Instructional Materials

Prior to the beginning of each school year, a district shall submit to the SBOE and commissioner certification that the district:

1. For each subject in the required curriculum under Education Code 28.002, other than physical education, and each grade level:
    a. Provides each student with instructional materials that cover all elements of the essential knowledge and skills adopted by the SBOE for that subject and grade level; and
    b. In the provision of instructional materials, the district protects students from obscene or harmful content as necessary for compliance with the Children's Internet Protection Act (Pub. L. No. 106-554) [see CQ], Education Code 28.0022 [see EMB], Penal Code 43.22, and any other law or regulation that protects students from obscene or harmful content [see EFA]; and
2. The district used money allocated to the district or school under the instructional materials and technology allotment only for purposes allowed under Education Code 31.0211.

To determine whether each student has instructional materials that cover all elements of the essential knowledge and skills, a district may consider:

1. Instructional materials adopted by the SBOE;
2. Instructional materials developed, purchased, or otherwise acquired by the district; and
3. OER instructional materials and other electronic instructional materials included in the repository under Education Code 31.0722.

Education Code 31.1011

Annual Report

Each district shall annually report to TEA information regarding the instructional materials used by the district during the previous school year, including the cost of each material. *Education Code 31.1012*

Ownership

Except as otherwise provided, a student must return all instructional materials to the teacher at the end of the school year or when the student withdraws from school. At the end of the school year for which OER instructional material that a district does not intend to use for another student is distributed, the printed copy of the OER instructional material becomes the property of the student to whom it is distributed.

This provision does not apply to an electronic copy of OER instructional material.

Education Code 31.104(c), (g)-(h)

Responsibility for Instructional Materials and Equipment

Each student or the student's parent or guardian is responsible for all instructional material and technological equipment not returned in an acceptable condition by the student. A student who fails to return in an acceptable condition all instructional materials and technological equipment forfeits the right to free instructional materials and technological equipment until all instructional materials and technological equipment previously issued but not returned in an acceptable condition are paid for by the student, parent, or guardian.

As provided by board policy, a district may waive or reduce the payment required if the student is from a low-income family. [See FP] The district shall allow the student to use instructional materials and technological equipment at school during each school day.

If instructional materials or technological equipment is not returned in an acceptable condition or paid for, a district may withhold the student's records. A district may not prevent the student from graduating, participating in a graduation ceremony, or receiving a diploma. [See FL and GBA regarding student and parental right to access records; and FD, FFAB, and FL regarding a district's duties to provide records to another district]

The board may not require an employee of the district who acts in good faith to pay for instructional materials or technological equipment that is stolen, misplaced, or not returned by a student. [See DG]

These provisions do not apply to an electronic copy of OER instructional material.

Education Code 31.104(d), (e), (h) [See also EFA]

Acceptable Condition

Printed instructional materials are considered to be in acceptable condition if:

1. The cover, binding, pages, spine, and all integral components of the instructional materials are wholly intact and the instructional materials are fully usable by students; and

2. No component of the instructional materials is soiled, torn, or damaged (whether intentionally or by lack of appropriate care) to the extent that any portion of the content is too disfigured or obscured to be fully accessible to other students.

Electronic instructional materials are considered to be in acceptable condition if:

1. All components or applications that are a part of the electronic instructional materials are returned;

2. The electronic materials perform as they did when they were new;

3. The electronic instructional materials do not contain computer code (e.g., bug, virus, worm, or similar malicious software) that has been designed to self-replicate, damage, change, or otherwise hinder the performance of any computer's memory, file system, or software; and

4. The electronic instructional materials have not been installed with plug-ins, snap-ins, or add-ins without the prior approval of the district.

Technological equipment is considered to be in acceptable condition if:

1. The equipment is returned with the software and hardware in their original condition unless the district authorized changes; and

2. The physical condition of the equipment is fully usable as it was originally intended to be used.

19 TAC 66.1310

Lost or Damaged Instructional Materials

A district may order replacements for instructional materials that have been lost or damaged directly from the publisher of the instructional materials or any source for a printed copy of OER instructional material. *Education Code 31.104(b)*

Sale or Disposal

The board shall determine how the district will dispose of discontinued printed instructional materials, electronic instructional materials, and technological equipment.

Sale

The board may sell printed instructional materials on the date the instructional material is discontinued for use in the public schools by the SBOE or the commissioner. The board may also sell elec-

tronic instructional materials and technological equipment owned by the district.

Use of Proceeds Any funds received by a district from a sale must be used to purchase instructional materials and technological equipment allowed under Education Code 31.0211.

Disposal The board may dispose of printed instructional material before the date the instructional material is discontinued for use in the public schools by the SBOE if the board determines that the instructional material is not needed by the district and the board does not reasonably expect that the instructional material will be needed. A district must notify the commissioner of any instructional material the district disposes of under this provision.

Education Code 31.105

Note: For additional legal requirements applicable to purchases with federal funds, see CBB.

Authorization to Purchase or Lease Vehicles

A district may purchase school motor vehicles through the comptroller or through competitive bidding under Education Code Chapter 44, Subchapter B. *Education Code 34.001(a)* [See CH]

Each contract proposed to be made by a district for the purchase or lease of one or more school buses, including a lease with an option to purchase, must be submitted to competitive bidding when the contract is valued at $20,000 or more. *Education Code 44.031(l)*

When a contract for the purchase of school buses is valued at $20,000 or more, the contract must be made either through competitive bidding or by purchasing the buses through the comptroller. *Atty. Gen. Op. LO-98-063 (1998)*

Payment

A district financially unable to pay for a vehicle the district purchases may, as prescribed by Education Code 34.005, issue interest-bearing time warrants in amounts sufficient to make the purchase. *Education Code 34.005(a)*

A board may issue bonds to purchase new school buses. *Education Code 45.001(a)(1)(D)* [See CCA]

New Van Purchases or Leases

A school system may not purchase or lease a new 15-passenger van if it will be used significantly by, or on behalf of, the school system to transport preprimary, primary, or secondary school students to or from school or an event related to school, unless the 15-passenger van complies with the motor vehicle standards prescribed for school buses and multi-function school activity buses under United States Code Title 49. This provision does not apply in some limited circumstances, including the purchase or lease of a 15-passenger van under a contract executed before August 10, 2005, the date of enactment of this provision. *49 U.S.C. 30112*

Contracts for School Bus Use, Acquisition, or Lease

A board may contract with any person for use, acquisition, or lease with option to purchase a school bus if the board determines the contract to be economically advantageous to the district. Such a contract may have any lawful term of not less than two or more than 10 years. The competitive bidding requirements of Education Code Chapter 44, Subchapter B apply to a contract under this provision. A school bus that is leased or leased with an option to purchase must meet or exceed safety standards set out in Education Code 34.002. *Education Code 34.009* [See CH]

Registration

District-owned vehicles used exclusively in the service of a district are exempt from the state registration fee. The Department of Motor Vehicles (DMV) must approve an application for registration before exempt license plates are issued. *Transp. Code 502.451, .453*

Identification

The DMV may not issue exempt license plates unless the applicant for registration certifies in writing that the name of a district is printed on each side of the vehicle, in letters that are at least two inches high or in an emblem that is at least 100 square inches in size. The letters or emblem must be of a color sufficiently different from the body of the vehicle to be clearly legible from a distance of 100 feet. *Transp. Code 502.452(a)*

Maintenance

District vehicles are subject to inspection pursuant to Transportation Code Chapter 548.

School Bus Advertising

The exterior of a school bus may not bear advertising or another paid announcement directed at the public if the advertising or announcement distracts from the effectiveness of required safety-warning equipment. A school bus that violates this provision or rules adopted under this provision shall be placed out of service until it complies. *Transp. Code 547.701(d)*

Advertising Rules

A district may allow advertisements on school buses in accordance with rules. The rules adopted by the Texas Department of Public Safety (DPS) at 37 Administrative Code 14.61-14.65 apply to all school buses used to transport preprimary, primary, and secondary public school students. *37 TAC 14.61*

"Advertisement"

For purposes of this policy, "advertisement" means any communication brought to the attention of the public by paid announcement or in return for public recognition in connection with an event or offer or sale of a product or service, except for a single-line listing of a district name and/or school or manufacturer logo approved by DPS. *37 TAC 14.1(1)*

Material and Location

Advertisements must be of a material and in a location specified in the rules. *37 TAC 14.62-.64*

Annual Notice

By September 1 of each year, districts involved in an advertising program shall provide the School Bus Transportation Program at DPS written notification of the number of buses operated by or for the district that display exterior advertising or another paid announcement. *37 TAC 14.65(a)(1), (b)* [See CNC for required reporting of crashes involving buses with advertising]

Delivery of Notice

Notices to DPS shall be delivered by facsimile at (512) 424-2238, electronic mail at sbt@txdps.state.tx.us, or mailed to School Bus Transportation, Texas Department of Public Safety, P.O. Box 4087, Austin, TX 78773-0525. *37 TAC 14.65(d)*

Nonschool Use A board may contract with nonschool organizations for use of school buses. The board may provide services relating to the maintenance and operation of the buses in accordance with the contract. *Education Code 34.010*

Sale of Buses At the request of a district, the comptroller shall dispose of a school bus. A district is not required to dispose of a bus through the comptroller. *Education Code 34.006*

Safety Standards

A district shall meet or exceed the safety standards for school buses established by the Department of Public Safety (DPS), with the advice of the Texas Education Agency (TEA). A district that fails or refuses to meet these safety standards for school buses is ineligible to share in the transportation allotment until the first anniversary of the date the district begins complying with the safety standards. *Education Code 34.002; Transp. Code 547.102; 37 TAC 14.51-.52*

Student Safety

Prohibitions

A district may not require or allow a child to stand on a moving bus or passenger van. *Education Code 34.004*

An operator of a school bus, while operating the bus, shall prohibit a passenger from:

1. Standing in the bus; or
2. Sitting:
    a. On the floor of the bus, or
    b. In any location on the bus that is not designed as a seat.

Transp. Code 545.426

Seat Belts

Required on Buses

A bus, including a school bus, a school activity bus, multifunction school activity bus, or school-chartered bus, operated by or contracted for use by a district for the transportation of schoolchildren shall be equipped with a three-point seat belt for each passenger, including the operator. This requirement does not apply to:

1. A bus purchased by a school district that is a model year 2017 or earlier; or
2. A bus purchased by a school district that is a model year 2018 or later if the board:
    a. Determines that the district's budget does not permit the district to purchase a bus that is equipped with the required seat belts; and
    b. Votes to approve that determination in a public meeting.

Transp. Code 547.701(e)

Student Requirement

A district shall require a student riding a bus operated by or contracted for operation by the district to wear a seat belt if the bus is equipped with seat belts for all passengers on the bus. A school district may implement a disciplinary policy to enforce the use of seat belts by students. *Education Code 34.013*

Donations

A board shall consider any offer made by a person to donate three-point seat belts or money for the purchase of three-point seat belts for a district's school buses. A board may accept or decline the offer after adequate consideration.

A board may acknowledge a person who donates three-point seat belts or money for the purchase of three-point seat belts for a school bus by displaying a small, discreet sign on the side or back of the bus recognizing the person who made the donation. The sign may not serve as an advertisement for the person who made the donation.

Education Code 34.014

Use of Warning Signals

When a school bus is being stopped or is stopped on a highway to permit students to board or exit the bus, the operator of the bus shall activate all flashing warning signal lights and other equipment on the bus designed to warn other drivers that the bus is stopping to load or unload children.

A person may not operate a light or other equipment described above except when a school bus is being stopped or is stopped on a highway to:

1. Permit a student to board or exit the bus; or
2. Distribute to a student or the parent or guardian of a student:
    a. Food; or
    b. Technological equipment for use by the student for educational purposes.

Transp. Code 547.701(c), (c-1)

Wireless Communication Devices

An operator commits an offense if the operator uses a portable wireless communication device to read, write, or send an electronic message while operating a motor vehicle unless the vehicle is stopped. *Transp. Code 545.4251(b)*

General Rule

School Property

An operator may not use a wireless communication device while operating a motor vehicle within a school crossing zone or on the property of a public elementary, middle, junior high, or high school served by a school crossing zone, during the time a reduced speed limit is in effect for the school crossing zone, unless:

1. The vehicle is stopped; or
2. The wireless communication device is used with a hands-free device.

Transp. Code 545.4252

An operator may not use a wireless communication device while operating a school bus or passenger bus with a minor passenger on the bus unless the bus is stopped. This provision does not apply to an operator of a school bus or passenger bus using a wireless communication device in the performance of the operator's duties as a bus driver and in a manner similar to using a two-way radio. *Transp. Code 545.425(c), (e-1)*

Definitions

"Hands-free device" means speakerphone capability, a telephone attachment, or another function or other piece of equipment, regardless of whether permanently installed in or on a wireless communication device or in a motor vehicle, that allows use of the wireless communication device without use of either of the operator's hands, except to activate or deactivate a function of the wireless communication device or hands-free device. The term includes voice-operated technology and a push-to-talk function. *Transp. Code 545.425(a)(1)*

"Electronic message" means data that is read from or entered into a wireless communication device for the purpose of communicating with another person. *Transp. Code 545.4251(a)(1)*

Disruption of Transportation

Any person other than a primary or secondary grade student who intentionally disrupts, prevents, or interferes with the lawful transportation of students to and from school on a vehicle owned or operated by a district or to or from activities sponsored by a school on a vehicle owned and/or operated by a district shall be guilty of a misdemeanor. It is an exception to the application of the offense that, at the time the person engaged in the prohibited conduct, the person was younger than 12 years of age. *Education Code 37.126*

Exhibition of Firearm

For information regarding offenses pertaining to firearms on buses, see GKA(LEGAL).

Collision Reports

Notice to DPS for Buses With Advertising

A district shall provide DPS written notification of any collision directly or indirectly involving a school bus operated by or for the district that bears advertising or another paid announcement. *37 TAC 14.65(a)(2)* [See CNB for rules related to school bus advertising.]

Notice must be received not more than five days from the date of the collision and shall include the following:

1. The name and address of the owner of the school bus;
2. The name and driver's license number of the school bus operator;
3. The date of the collision;
4. The city or county where the collision occurred; and

5. The investigating police agency.

37 TAC 14.65(c)

Notices to DPS may be delivered by facsimile, electronic mail, or mailed to School Bus Transportation, Texas Department of Public Safety, P.O. Box 4087, Austin, TX 78773-0525. *37 TAC 14.65(d)*

Annual Report to TEA

A district shall report annually to TEA the number of collisions in which its buses were involved in the past year in a manner prescribed by the commissioner of education. A district shall file annual collision reports to TEA only in the period beginning July 1 and ending July 31 and shall include the following information in the report:

1. The total number of bus collisions;
2. The date each collision occurred;
3. The type of bus, as specified in 19 Administrative Code 103.1231(a), involved in each collision;
4. Whether the bus involved in each collision was equipped with seat belts and, if so, the type of seat belts;
5. The number of students and adults involved in each collision;
6. The number and types of injuries that were sustained by the bus passengers in each collision; and
7. Whether the injured passengers in each collision were wearing seat belts at the time of the collision and, if so, the type of seat belts.

A school district shall report a bus collision involving a school bus, a multifunction school activity bus, a school activity bus, or a motor bus if:

1. The bus is owned, leased, contracted, or chartered by a school district and was transporting school district personnel, students, or a combination of personnel and students; or
2. The bus was driven by a school district employee or by an employee of the school district's bus contractor with no passengers on board and the collision involved a pedestrian.

Exceptions

A school district shall not report a bus collision involving a school bus, a multifunction school activity bus, a school activity bus, or a motor bus if:

1. The bus was driven by a school district employee or by an employee of the school district's bus contractor, the collision

occurred when no passenger other than the school district's driver or bus contractor's driver was on board the bus, and the collision did not involve a pedestrian; or

2. The collision involved a bus chartered by a school district for a school activity trip and no school district personnel or students were on board the bus at the time of the collision.

A school district shall not report a collision that occurred in a vehicle that is owned, contracted, or chartered by a school district and is not a school bus, a multifunction school activity bus, a school activity bus, or a motor bus.

Education Code 34.015(b); 19 TAC 103.1231(b)

Fair Labor Standards Act

Minimum Wage and Overtime

Unless an exemption applies, a district shall pay each of its employees not less than minimum wage for all hours worked. *29 U.S.C. 206(a)(1)*

Unless an exemption applies, a district shall pay an employee not less than one and one-half times the employee's regular rate of pay for all hours worked in excess of 40 in any workweek. *29 U.S.C. 207(a)(1); 29 C.F.R. pt. 778*

Breaks for Nonexempt Employees

Rest periods of up to 20 minutes must be counted as hours worked. Coffee breaks or time for snacks are rest periods, not meal periods. *29 C.F.R. 785.18*

Bona fide meal periods of 30 minutes or more are not counted as hours worked if the employee is completely relieved from duty. The employee is not relieved from duty if the employee is required to perform any duties, whether active or inactive, while eating. For example, an office employee who is required to eat at his or her desk is working while eating. It is not necessary that an employee be permitted to leave the premises if the employee is otherwise completely freed from duties during the meal period. *29 C.F.R. 785.19*

Compensatory Time

Accrual

Nonexempt employees may receive, in lieu of overtime compensation, compensatory time off at a rate of not less than one and one-half hours for each hour of overtime work, pursuant to an agreement or understanding arrived at between the employer and employee before the performance of the work. Such agreement or understanding may be informal, such as when an employee works overtime knowing that the employer rewards overtime with compensatory time.

An employee may accrue not more than 240 hours of compensatory time. If the employee's overtime work included a public safety activity, an emergency response activity, or a seasonal activity, the employee may accrue not more than 480 hours of compensatory time. After the employee has reached these limits, the employee shall be paid overtime compensation for additional overtime work.

Payment for Accrued Time

Compensation paid to an employee for accrued compensatory time shall be paid at the regular rate earned by the employee at the time of payment. An employee who has accrued compensatory time off shall be paid for any unused compensatory time upon separation from employment at the rates set forth at 29 U.S.C. 207(o)(4).

Use

An employee who has requested the use of compensatory time shall be permitted to use such time within a reasonable period after making the request if the use of the compensatory time does not unduly disrupt the operations of the district.

The Fair Labor Standards Act (FLSA) does not prohibit a district from compelling the use of accrued compensatory time.

29 U.S.C. 207(o); Christensen v. Harris Cnty., 529 U.S. 576 (2000); Houston Police Officers' Union v. City of Houston, 330 F.3d 298 (5th Cir. 2003)

Exempt Employees

The minimum wage and overtime provisions do not apply to any employee employed in a bona fide executive, administrative, or professional capacity. *29 U.S.C. 213(a)(1)*

Academic Administrators

The term ''employee employed in a bona fide administrative capacity'' includes an employee:

1. Compensated on a salary or fee basis at the established weekly threshold, exclusive of board, lodging, or other facilities; or on a salary basis which is at least equal to the entrance salary for teachers in the district by which employed; and

2. Whose primary duty is performing administrative functions directly related to academic instruction or training in a district or department or subdivision thereof.

"Performing administrative functions directly related to academic instruction or training'' means work related to the academic operations and functions in a school rather than to administration along the lines of general business operations. Such academic administrative functions include operations directly in the field of education. Jobs relating to areas outside the educational field are not within the definition of academic administration.

Employees engaged in academic administrative functions include:

1. The superintendent or other head of an elementary or secondary school system, and any assistants, responsible for administration of such matters as curriculum, quality and methods of instructing, measuring and testing the learning potential and achievement of students, establishing and maintaining academic and grading standards, and other aspects of the teaching program;

2. The principal and any vice principals responsible for the operation of an elementary or secondary school;

3. Academic counselors who perform work such as administering school testing programs, assisting students with academic problems and advising students concerning degree requirements; and

4. Other employees with similar responsibilities.

Jobs relating to building management and maintenance, jobs relating to the health of the students, and academic staff such as social workers, psychologists, lunchroom managers, or dietitians do not perform academic administrative functions, although such employees may qualify for another exemption.

29 C.F.R. 541.204

Salary Basis

To qualify as an exempt executive, administrative, or professional employee, the employee must be compensated on a salary basis, unless the employee is a teacher. Subject to the exceptions listed in the rule, an employee must receive the full salary for any week in which the employee performs any work, without regard to the number of days or hours worked. A district that makes improper deductions from salary shall lose the exemption if the facts demonstrate that the district did not intend to pay exempt employees on a salary basis. *29 C.F.R. 541.600, .602(a), .603*

Partial-Day Deductions

A district employee who otherwise meets the salary basis requirements shall not be disqualified from exemption on the basis that the employee is paid according to a pay system established by statute, ordinance, or regulation, or by a policy or practice established pursuant to principles of public accountability, under which the employee accrues personal leave and sick leave and which requires the employee's pay to be reduced or the employee to be placed on leave without pay for absences for personal reasons or because of illness or injury of less than one workday when accrued leave is not used by an employee because:

1. Permission for its use has not been sought or has been sought and denied;
2. Accrued leave has been exhausted; or
3. The employee chooses to use leave without pay.

Deductions from the pay of a district employee for absences due to a budget-required furlough shall not disqualify the employee from being paid on a salary basis except in the workweek in which the furlough occurs and for which the employee's pay is accordingly reduced.

29 C.F.R. 541.710

Safe Harbor Policy

If a district has a clearly communicated policy that prohibits improper pay deductions and includes a complaint mechanism, reimburses employees for any improper deductions, and makes a good faith commitment to comply in the future, the district will not lose the exemption unless the district willfully violates the policy by con-

tinuing to make improper deductions after receiving employee complaints.

The best evidence of a clearly communicated policy is a written policy that was distributed to employees before the improper pay deductions by, for example, providing a copy of the policy to employees upon hire, publishing the policy in an employee handbook, or publishing the policy on a district's intranet.

29 C.F.R. 541.603(d)

Teachers

The term ''employee employed in a bona fide professional capacity'' includes any employee with a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and who is employed and engaged in this activity as a teacher in an elementary or secondary school system by which the employee is employed. The salary basis requirements do not apply to teaching professionals.

Exempt teachers include:

1. Regular academic teachers;
2. Teachers of kindergarten or nursery school pupils;
3. Teachers of gifted or disabled children;
4. Teachers of skilled and semi-skilled trades and occupations;
5. Teachers engaged in automobile driving instruction;
6. Home economics teachers; and
7. Vocal or instrumental music instructors.

Those faculty members who are engaged as teachers but also spend a considerable amount of their time in extracurricular activities such as coaching athletic teams or acting as moderators or advisors in such areas as drama, speech, debate, or journalism are engaged in teaching. Such activities are a recognized part of the schools' responsibility in contributing to the educational development of the student.

The possession of an elementary or secondary teacher's certificate provides a clear means of identifying the individuals contemplated as being within the scope of the exemption for teaching professionals. Teachers who possess a teaching certificate qualify for the exemption regardless of the terminology (e.g., permanent, conditional, standard, provisional, temporary, emergency, or unlimited) used by the state to refer to different kinds of certificates. However, a teacher who is not certified may be considered for

exemption, provided that such individual is employed as a teacher by the employing school or school system.

29 C.F.R. 541.303

Wage and Hour Records

A district shall maintain and preserve payroll or other records for nonexempt employees containing the information required by the regulations under the FLSA. *29 C.F.R. 516.2(a)*

Payday Law Exemption

The Texas Payday Law does not apply to the state or a political subdivision. *Labor Code 61.003*

Staff Development

Educator

The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.

Principal

The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB]

Education Code 21.451(a), (a-1)

Professional Development Policy

A board shall annually review the SBEC continuing education and training clearinghouse published under Education Code 21.4514 and adopt a professional development policy that must:

1. Be guided by the recommendations for training in the clearinghouse;
2. Note any differences in the policy adopted by the district or school from the recommendations in the clearinghouse; and
3. Include a schedule of all training required for educators or other school personnel at the district or school.

To the extent of any conflict, a frequency requirement for the completion of training provided by statute prevails over a frequency requirement for that training included in the professional development policy.

Education Code 21.4515(a), (b)

Requirements for Training

In designing staff development for educators other than principals, a district must use procedures that, to the greatest extent possible, ensure the training included in the staff development:

1. Incorporates proactive instructional planning techniques using a framework that:
    a. Provides flexibility in the ways:
        (1) Information is presented;
        (2) Students respond or demonstrate knowledge and skills; and
        (3) Students are engaged;
    b. Reduces barriers in instruction;
    c. Provides appropriate accommodations, supports, and challenges; and

d. Maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency; and

2. Integrates inclusive and evidence-based instructional practices for all students, including students with disabilities.

Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.

A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]

Education Code 21.451(a-2), (b), (c)

Optional Training

Staff development may include training in:

1. Technology and digital learning; and

2. Positive behavior intervention and support strategies, including classroom management, district discipline policies, and the Student Code of Conduct.

Technology and digital learning training must:

1. Discuss basic technology proficiency expectations and methods to increase an educator's digital literacy; and

2. Assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

Staff development may include instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

Education Code 21.451(d)(1), (d-3), (g)

Required Training

Staff development must include training on:

1. Suicide prevention;

2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution; and

3. Preventing, identifying, responding to, and reporting incidents of bullying.

Required training above must be provided in accordance with the board’s professional development policy and use a best practice-based program recommended by the Health and Human Services

Commission under Education Code 38.351 [see FFEB]. Required training may include two or more topics listed together.

Education Code 21.451(d)(3), (d-1)

Instruction of Students with Disabilities

Definition

"Student with a disability" means a student who is:

1. Eligible to participate in a school district's special education program under Education Code 29.003;
2. Covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794); or
3. Covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

Education Code 21.001(3-a)

Requirements

Staff development must include training that is evidence-based, as defined by Section 8101, Every Student Succeeds Act (20 USC 7801), and that:

1. Relates to the instruction of students with disabilities, including students with disabilities who also have other intellectual or mental health conditions; and
2. Is designed for educators who work primarily outside the area of special education.

A district is required to provide the training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.

In developing or maintaining the training, a district must consult with persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and nonprofit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district, regardless of whether the training is provided at the campus or district level.

Education Code 21.451(d)(2), (e)-(f)

Suicide Prevention

The required suicide prevention training may be satisfied through independent review of suicide prevention training material that complies with the guidelines developed by the Texas Education Agency (TEA) and is offered online. *Education Code 21.451(d-2); 19 TAC 153.1013(d)*

Suicide prevention programs on TEA's list of recommended best practice-based programs [see FFEB] must include components that provide for training school counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of attempting suicide, including students who are or may be the victims of or who engage in bullying;

2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;

3. Intervene effectively with students described above by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian; and

4. Assist students in returning to school following treatment of a mental health concern or suicide attempt.

A district shall provide training described in the components above for teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on TEA's list of recommended best practice-based programs [see FFEB] to satisfy this training requirement.

If a district provides the training, a district shall require completion in accordance with the district's professional development policy and maintain records that include district employees who participated in the training.

A district may satisfy a requirement to implement a program in the area of substance abuse prevention and intervention by providing instruction related to youth substance use and abuse education under Education Code 38.040. [See EHAC]

Education Code 38.351(e), (g), (g-1), (h); 19 TAC 153.1013

Staff Development Account

A district that receives resources from the commissioner of education's staff development account must pay to the commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453(c)*

Child Abuse, Trafficking, and Maltreatment

A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children [see District Improvement Plan at BQ and Sexual Abuse, Trafficking, and Maltreatment Policies and Programs at FFG] must include training concerning prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.

The training must be provided in accordance with the district's professional development policy and as part of new employee orientation to all new employees.

The training must include:

1. Factors indicating a child is at risk for sexual abuse, trafficking, or other maltreatment;
2. Warning signs indicating a child may be a victim of sexual abuse, trafficking, or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse, trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;
4. Techniques for reducing a child's risk of sexual abuse, trafficking, or other maltreatment; and
5. Information on community organizations that have relevant research-based programs and that are able to provide training or other education for district staff, students, and parents.

A district must maintain records that include staff members who participated in the training.

To the extent that resources are not yet available from TEA or the commissioner of education, districts shall implement the policies and trainings with existing or publicly available resources. The district may also work in conjunction with a community organization to provide the training at no cost to the district.

Education Code 38.0041(c)-(f); 19 TAC 103.1401(d)

Trauma-Informed Care

A district's efforts to increase awareness and implementation of trauma-informed care must include training to new and existing employees in accordance with the district's professional development policy. [See BQ, FFBA] *Education Code 38.036(c)*

Mental Health

A district shall require each district employee who regularly interacts with students enrolled at the district to complete an evidence-

based mental health training program designed to provide instruction to participants regarding the recognition and support of children and youth who experience a mental health or substance use issue that may pose a threat to school safety.

A district may not require a district employee who has previously completed mental health training offered by a local mental health authority under Health and Safety Code 1001.203 to complete the required training.

Education Code 22.904

To complete the required evidence-based mental health training program, personnel who regularly interact with students shall participate and complete the general training program, participate and complete the training program related to local school district practices and procedures, and submit and maintain supporting documentation of completion. *19 TAC 153.1015(b)*

Records

School districts shall require each district employee to provide the certificate of completion of the general training program to the school district.

Documentation of the training program related to local school district practices and procedures may be satisfied when the employee submits to the district an acknowledgement form signed by the employee who received the current training and a copy of the local procedures and practices that are published in the district handbook and/or district improvement plan.

Documentation of training for the mental health training program must be kept by the school district and made available to TEA upon request, which may include a reporting process, for the duration of the employee's employment with the district.

19 TAC 153.1015(f)(1)-(3)

Student Discipline

Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Education Code 37.002(b) [see FOA].

The professional development training may be provided in coordination with an education service center through the use of distance

learning methods, such as telecommunications networks, and using available TEA resources.

Education Code 37.0181

Test Administration

The commissioner may require training for district employees involved in the administration of assessment instruments. The commissioner may only require the employee at each district campus who oversees the administration of the assessment instruments to annually receive the training. The district employee who oversees test administration on a district campus may, with discretion, require other district employees involved in the administration of assessment instruments to repeat the training. *Education Code 39.0304(a), (b-1), (b-2)*

Cybersecurity

Employees identified by the district with access to a district computer system or database and who use a computer to perform at least 25 percent of the employee's required duties must complete a cybersecurity training program selected by the board. The district, in consultation with its cybersecurity coordinator, shall determine how frequently employees must complete the training. [See CQB] *Gov't Code 2054.5191(a-1); Education Code 11.175(h-1)*

Special Programs

A district shall ensure that:

Teacher Literacy Achievement Academies (Reading Academies)

1. Not later than the 2022-23 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a teacher literacy achievement academy developed under Education Code 21.4552; and

2. Each classroom teacher and each principal initially employed in a grade level or at a campus described above for the 2022-23 school year or a subsequent school year has attended a teacher literacy achievement academy developed under Education Code 21.4552 by the end of the teacher's or principal's first year of placement in that grade level or campus.

Education Code 28.0062(a)(2)

[See EHAB for kindergarten-grade 3 reading standards.]

Gifted and Talented Education

A district shall ensure that:

1. Prior to assignment in the program or within one semester of assignment, teachers who provide instruction and services that are a part of the program for gifted/talented students [see EHBB] have a minimum of 30 hours of professional learning that includes nature and needs of gifted/talented students, as-

sessing student needs, and curriculum and instruction for gifted/talented students;

2. Teachers who provide instruction and services that are a part of the program for gifted/talented students receive a minimum of six hours annually of professional learning in gifted/talented education; and

3. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional learning that includes nature and needs of gifted/talented students and program options with an update after legislative sessions.

19 TAC 89.2

Elective Bible Course

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a certificate in language arts, social studies, or history that qualifies the teacher to teach at the grade level at which the course is offered with, where practical, a minor in religious or biblical studies. The teacher must successfully complete staff development training developed by the commissioner for elective Bible courses. An elective Bible course may be taught only by a teacher who has successfully completed the commissioner's training under Education Code 21.459. *Education Code 28.011(f)*

Texas English Language Proficiency Assessment System Training

The employee assigned to oversee the administration of the Texas English Language Proficiency Assessment System (TELPAS) at a district campus may, with discretion, require other district employees involved in administering the TELPAS to complete training or online calibration activities described by Education Code 21.4571(a). An employee may not be required to complete a training or online calibration activity in one sitting. *Education Code 21.4571(b), (c)*

Automated External Defibrillators

A district shall, in accordance with its professional development policy, make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and

2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

Education Code 22.902

Extracurricular Activity Safety

The following persons must satisfactorily complete an extracurricular activity safety training program in accordance with the district's professional development policy:

1. A coach, trainer, or sponsor for an extracurricular athletic activity; and

2. A director responsible for a school marching band.

The safety training program must include:

1. Certification of participants by the American Red Cross, the American Heart Association, or a similar organization or by the University Interscholastic League;

2. Current training in:

   a. Emergency action planning;

   b. Communicating effectively with 9-1-1 emergency service operators and other emergency personnel; and

   c. Recognizing symptoms of potentially catastrophic injuries, including head and neck injuries, concussions, injuries related to second impact syndrome, asthma attacks, heatstroke, cardiac arrest, and injuries requiring use of a defibrillator; and

3. A safety drill that incorporates the training and simulates various injuries described above.

Education Code 33.202(b), (c); 19 TAC 76.1003

Records

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the public proof of compliance for each person employed by or volunteering for the district who is required to receive safety training.

A campus that is determined by a superintendent to be out of compliance with the safety training requirements shall be subject to the range of penalties determined by the UIL.

Education Code 33.206; 19 TAC 76.1003(e)

Steroids

A district shall require that each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL complete:

1. The educational program developed by the UIL regarding the health effects of steroids; or
2. A comparable program developed by the district or a private entity with relevant expertise.

Education Code 33.091(c-1)

Concussions

At least once every two years, the following employees shall take a training course from an authorized provider:

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL that provides for not less than two hours of training in the subject matter of concussions, including evaluation, prevention, symptoms, risks, and long-term effects.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course concerning the subject matter of concussions that meets the requirements set by the Texas Department of Licensing and Regulation (TDLR).
3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL for coaches or that meets the requirements set by TDLR for athletic trainers, or a course concerning the subject matter of concussions that has been approved for continuing education credit by the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A school nurse or licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

Education Code 38.158

Seizure Recognition and Related First Aid

A school nurse employed by a district must complete a TEA-approved online course of instruction for school nurses regarding managing students with seizure disorders that includes information about seizure recognition and related first aid.

A district employee, other than a school nurse, whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction for school personnel regard-

ing awareness of students with seizure disorders that includes information about seizure recognition and related first aid.

Education Code 38.033(a), (b)

[See FFAF for information about a seizure management and treatment plan.]

Identification

Child Find

A district shall ensure that all children residing within the district who have disabilities, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located, and evaluated. This requirement applies to:

1. Homeless children;
2. Children who are wards of the state;
3. Children attending private schools;
4. Highly mobile children (including migrant children); and
5. Children who are suspected of being in need of special education but who are advancing from grade to grade.

20 U.S.C. 1412(a)(3)(A); 34 C.F.R. 300.111(a)(1)(i), (c)

Private School Students

A district shall conduct a timely and meaningful consultation with private school representatives regarding the child find process and the provision of special education and related services to children enrolled in private schools in the district.

A district shall undertake activities similar to those undertaken for public school children and shall complete the child find process for children enrolled in private schools in a time period comparable to that for other students attending public schools in the district.

20 U.S.C. 1412(a)(10)(A)(ii)-(iv) [See EHBAC regarding students in nondistrict placement.]

Preschool Students

A district shall develop a system to notify district residents with children who are at least three and younger than six and who are eligible for enrollment in a special education program of the availability of the program. *Education Code 29.009*

Requests and Referrals for Evaluation

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. *20 U.S.C. 1414(a)(1)(E)*

Multi-tiered System

Referral of students for a full individual and initial evaluation (FIIE) must be a part of the district's multi-tiered system of academic and behavioral supports. Students not making progress in the general education classroom should be considered for all interventions and support services available to all students; such as tutorial, compensatory, response to evidence-based intervention, and other academic or behavior support services.

The district cannot require a student to participate in interventions and support services for any specific length of time prior to a referral being made or an FIIE being conducted.

District Obligation to Refer

If the student continues to experience difficulty in the general education classroom with the provision of interventions and support services or at any time district personnel suspect a disability and a possible need for special education and related services, district personnel must refer the student for an FIIE.

A referral or request for an FIIE may be initiated at any time by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. While an FIIE is being conducted, a student must continue to receive any necessary interventions and support services to target their academic or behavioral needs.

19 TAC 89.1011(a)

Prior Written Notice

Parent

If a parent submits a written request to a district's director of special education services or to a district administrative employee, such as a campus principal, for a FIIE of a student, the district shall, not later than the 15th school day after the date the district receives the request:

1. Provide the parent with prior written notice of its proposal to conduct an evaluation consistent with 34 C.F.R. 300.503, a copy of the procedural safeguards notice required by 34 C.F.R. 300.504, a copy of the Overview of Special Education for Parents form created by the Texas Education Agency (TEA), and an opportunity to give written consent for the evaluation; or

2. Provide the parent with prior written notice of its refusal to conduct an evaluation consistent with 34 C.F.R. 300.503, a copy of the Overview of Special Education for Parents form created by TEA, and a copy of the procedural safeguards notice required by 34 C.F.R. 300.504.

District

When a district initiates the referral for an FIIE of a student, the district must provide the parent with the information and materials described at item 1 above.

19 TAC 89.1011(b)-(c); Education Code 29.004(c); 20 U.S.C. 1414(a)(1); 34 C.F.R. 300.301

Notice of Rights

A reasonable time before a district proposes or refuses to initiate the identification, evaluation, or educational placement of a student or the provision of a free appropriate public education (FAPE) to a student, the district shall provide written notice to the student's parent or guardian. *20 U.S.C. 1415(b)(3); 34 C.F.R. 300.503(a)* [See EHBAE]

Initial Evaluation Required

A district shall conduct an FIIE before the initial provision of special education and related services. *20 U.S.C. 1414(a)(1)(A)*

Consent for Initial Evaluation

Before a district conducts an initial evaluation, it shall make reasonable efforts to obtain informed parental consent.

If the parent does not provide consent for an initial evaluation, or if the parent fails to respond to a request to provide consent, a district may, but is not required to, pursue the initial evaluation by utilizing due process procedures [see EHBAE], except to the extent inconsistent with state law relating to such parental consent.

Parental consent to initial evaluation shall not be construed as consent for placement for special education and related services.

20 U.S.C. 1414(a)(1)(D)(i)(I); 34 C.F.R. 300.300(b)

Wards of the State

If the child is a ward of the state and is not residing with the child's parent, a district shall make reasonable efforts to obtain the informed consent from the parent for an initial evaluation, unless:

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent;
2. The rights of the parent have been terminated; or
3. The rights of the parent to make educational decisions have been subrogated and an individual appointed by a judge to represent the student has given consent for an initial evaluation.

20 U.S.C. 1414(a)(1)(D)(iii); 34 C.F.R. 300.300(a)(2)

Time Frame for Completion of Written Report

A district must complete the written report of a full individual and initial evaluation:

1. Not later than the 45th school day following the date on which the district receives written consent for the evaluation from the student's parent. If a student has been absent from school during that period on three or more school days, the period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent; or
2. For students under five years of age by September 1 of the school year and not enrolled in public school and for students enrolled in a private or homeschool setting, not later than the 45th school day following the date on which the district receives written consent for the evaluation from the student's parent.

If a district receives written consent for the evaluation from the student's parent at least 35 but less than 45 school days before the last instructional day of the school year, the written report of a FIIE of a student must be provided to the student's parent not later than June 30 of that year.

If a district receives written consent for the evaluation from the student's parent at least 35 but less than 45 school days before the last instructional day of the school year but the student was absent three or more school days between the time that the school district received written consent and the last instructional day of the school year, the timeline in item 1 above applies to the date the written report of the FIIE must be completed.

If the district received the written consent for the evaluation from the student's parent less than 35 school days before the last day of the school year, the timeline in item 1, above, applies to the date the written report of the FIIE must be completed.

19 TAC 89.1011(d)-(e)

For purposes of the timelines under this provision, "school day" does not include a day that falls after the last instructional day of the spring school term and before the first instructional day of the subsequent fall school term. In the case of a school that operates under a school year calendar without spring and fall terms, a school day does not include a day that falls after the last instructional day of one school year and before the first instructional day of the subsequent school year. *19 TAC 89.1011(i)-(j)*

These time frames do not apply if the parent repeatedly fails or refuses to produce the child for the evaluation. *34 C.F.R. 300.301(d)(1)*

Transfer Students

A district shall ensure that evaluations of children who transfer from one district to another in the same academic year are coordinated with the children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of evaluations. *34 C.F.R. 300.304(c)(5)*

If a student was in the process of being evaluated for special education eligibility by a district and enrolls in another district before the previous district completed the FIIE, the new district must coordinate with the previous district as necessary and as expeditiously as possible to ensure a prompt completion of the evaluation in accordance with 34 C.F.R., 300.301(d)(2) and (e) and 300.304(c)(5).

The timelines above do not apply in such a situation if:

1. The new school district is making sufficient progress to ensure a prompt completion of the evaluation; and

2. The parent and the new school district agree to a specific time when the evaluation will be completed.

19 TAC 89.1011(f); Education Code 29.004; 20 U.S.C. 1414(a)(1)(C), (b)(3)(D); 34 C.F.R. 300.301(c)-(e)

Student Communication

The evaluation shall be conducted using procedures that are appropriate for the student's most proficient method of communication. *Education Code 29.004(b)*

Psychological Examinations

If a district determines that an additional examination or test is required for the initial and individual evaluation, the district shall provide the information required by Education Code 29.0041(a) and shall obtain additional parental consent. If a parent does not give consent within 20 calendar days after the district provided the information, the parent's consent is considered denied.

The time required for a district to provide information and seek consent may not be counted toward the time frame for completion of an evaluation. [See Time Frame for Completion of Written Report, above]

Education Code 29.0041

Eligibility and Reevaluations

A student is eligible to participate in a district's special education program if:

1. The student is between the ages of 3 and 21, inclusive;

2. The student has one or more of the disabilities listed in federal regulations, state law, or both; and

3. The student's disability(ies) prevents the student from being adequately or safely educated in the public schools without the provision of special services.

20 U.S.C. 1401(3); Education Code 29.003(b); 19 TAC 89.1035

Disability Definitions

To be eligible to receive special education services, a student must be a "child with a disability," as defined in 34 C.F.R. 300.8(a), subject to the provisions of 34 C.F.R. 300.8(c), Education Code Subchapter A, and 19 Administrative Code 89.1040. The provisions in 19 Administrative Code 89.1040 specify criteria to be used in determining whether a student's condition meets one or more of the definitions in federal regulations or in state law. *19 TAC 89.1040(a)*

[For additional information on special education of students with dyslexia and related disorders, see EHB.]

Visual and Auditory Impairments

Students with visual impairments or who are deaf or hard of hearing shall be eligible to participate in a district's special education program from birth. *19 TAC 89.1035(b); Education Code 30.002(e), .081*

Birth Through Age Two

Children from birth through the age of two with visual impairments (VI), who are deaf or hard of hearing (DHH), or who are deaf-blind (DB) must be enrolled at the parent's request by a district when the district becomes aware of a child needing services. The appropriate instructional arrangement [see EHBA] for students from birth through the age of two with VI, DHH, or DB shall be determined in accordance with the individualized family services plan, current attendance guidelines, and the agreement memorandum between TEA and Texas Health and Human Services Commission Early Childhood Intervention (ECI) Services. *19 TAC 89.1005(d)*

Determination of Initial Eligibility

Upon completion of the administration of assessments and other evaluation measures, a team of qualified professionals and the parent shall make the determination of whether the child has a disability and of the educational needs of the child.

A district shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

20 U.S.C. 1414(b)(4); 34 C.F.R. 300.306(a)

The admission, review, and dismissal (ARD) [see EHBAB] committee must make its decisions regarding a student's initial eligibility determination and, if appropriate, individualized education program (IEP) and placement within 30 calendar days from the date of the completion of the written FIIE report. If the 30th day falls during the summer and school is not in session, the ARD committee must meet not later than the 15th school day of the following school year to finalize decisions concerning the student's initial eligibility determination, and, if appropriate, IEP and placement. If the 30th day falls during the summer and school is not in session but an FIIE report indicates that the student would need extended school year services during that summer, the ARD committee must meet as expeditiously as possible after completion of the report.

Parent Copy

A copy of the written FIIE report must be provided to the parent as soon as possible after completion of the report but no later than five school days prior to the initial ARD committee meeting, which will determine a student's initial eligibility, or not later than June 30 if the district received the written consent for the evaluation from the student's parent at least 35 but less than 45 school days before the last instructional day of the school year.

19 TAC 89.1011(g)-(h); Education Code 29.004(a-1)

[For additional information regarding the evaluation and identification process when dyslexia is a suspected disability, see EHB.]

Consent for Services

Initial Provision of Services

A district must obtain informed consent from the parent for the initial provision of special education and related services. If the parent of a child fails to respond to a request for, or refuses to consent to, the initial provision of services, the district:

1. May not use the procedures in 34 C.F.R. part 300 subpart E (including the mediation and due process procedures) in order to obtain agreement or a ruling that the services may be provided to the child;
2. Will not be considered to be in violation of the requirement to make FAPE available to the child for the failure to provide the services for which the district requests consent; and
3. Is not required to convene an ARD meeting or develop an IEP for the child for the services.

Revoking Consent

If, at any time after the provision of initial services, the parent of a child revokes consent in writing for the continued provision of services, the district:

1. May not continue to provide services to the child, but must provide prior written notice before ceasing services;
2. May not use the procedures in 34 C.F.R. part 300 subpart E in order to obtain agreement or a ruling that the services may be provided to the child;
3. Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further services; and
4. Is not required to convene an ARD meeting or develop an IEP for further provision of services.

34 C.F.R. 300.300(b)

Reevaluations

A district shall ensure that each child with a disability is reevaluated if the district determines that the educational or related services needs of the child, including improved academic achievement and functional performance, warrant a reevaluation, or if the child's parent or teacher requests a reevaluation.

Reevaluation shall occur:

1. No more than once a year, unless the parent and the district agree otherwise; and

2. At least once every three years, unless the parent and district agree that a reevaluation is unnecessary.

A district shall obtain informed parental consent before conducting a reevaluation, except that informed parental consent is not needed if the district can demonstrate that it has taken reasonable measures to obtain consent and the child's parent has failed to respond.

20 U.S.C. 1414(a)(2), (c)(3); 34 C.F.R. 300.303

Evaluation for Change in Eligibility

A district must evaluate a child with a disability before determining that the child is no longer a child with a disability. However, an evaluation is not required before the termination of eligibility due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under state law. If a child's eligibility terminates under the aforementioned circumstances, a district must provide a summary of academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. *34 C.F.R. 300.305(e); 20 U.S.C. 1414(c)(5)*

[See EIF(LEGAL) at Summary of Academic Achievement and Evaluation.]

Independent Evaluation

The parents have a right to obtain an independent educational evaluation of their child. If a parent requests an independent evaluation, a district shall provide the parents with information regarding where one can be obtained and the district's criteria for independent evaluations.

The results of a parent-initiated independent educational evaluation, whether at public or private expense, must be considered by the district if it meets the district's criteria, in any decision made with respect to providing FAPE to the child.

At Public Expense

If a parent requests an independent evaluation at public expense, the district shall, without unnecessary delay, either:

1. File a due process complaint to request a hearing to show that its evaluation is appropriate; or

2. Ensure that an independent evaluation is provided at public expense, unless the district demonstrates that the evaluation obtained by the parent did not meet district criteria.

At Private Expense

If a district initiates a hearing, and the final decision is that the district's evaluation is appropriate, the parent still has a right to an independent evaluation, but not at public expense.

34 C.F.R. 300.502

Prescription Medication

An employee of a district is prohibited from requiring a child to obtain a prescription for a substance covered under the federal Controlled Substances Act (21 U.S.C. 801 et seq.) as a condition of attending school, receiving an evaluation for special education, or receiving special education and related services.

Observations

An employee is not prohibited from consulting or sharing classroom-based observations with parents regarding a student's academic and functional performance, behavior in the classroom or school, or the need for evaluation for special education or related services.

20 U.S.C. 1412(a)(25)

Transition Services Defined

"Transition services" means a coordinated set of activities for a child with a disability that:

1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
2. Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests.
3. Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.

20 U.S.C. 1401(34); 34 C.F.R. 300.43

Individual Transition Planning

14 Years of Age

Not later than the first individualized education program (IEP) to be in effect when a student turns 14 years of age, the admission, review, and dismissal (ARD) committee must consider, and if appropriate, address the following issues in the IEP:

1. Appropriate student involvement in the student's transition to life outside the public school system;
2. Appropriate involvement in the student's transition by the student's parents and other persons invited to participate by the student's parents or the district in which the student is enrolled;
3. Appropriate postsecondary education options, including preparation for postsecondary-level coursework;
4. An appropriate functional vocational evaluation;
5. Appropriate circumstances for facilitating a referral of a student or the student's parents to a governmental agency for services or public benefits, including a referral to a governmental agency to place the student on a waiting list for public benefits available to the student, such as a waiver program established under Section 1915(c), Social Security Act [42 U.S.C. 1396n(c)]; and
6. The use and availability of appropriate supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills; and supports and services to foster the student's independence and self-deter-

mination, including a supported decision-making agreement under Estates Code Chapter 1357.

Beginning not later than the first IEP to be in effect when the student turns 14 years of age, or younger if determined appropriate by the ARD committee, the IEP must include:

1. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
2. The transition services, including courses of study, needed to assist the student in reaching the postsecondary goals .

18 Years of Age

Beginning not later than the first IEP to be in effect when the student turns 18 years of age, the ARD committee must consider and, if appropriate, address the following issues in the student's IEP:

1. Involvement in the student's transition and future by the student's parents and other persons, if the parent or other person:
   a. Is invited to participate by the student or the district in which the student is enrolled; or
   b. Has the student's consent to participate pursuant to a supported decision-making agreement under Estates Code Chapter 1357; and
2. The availability of age-appropriate instructional environments, including community settings or environments that prepare the student for postsecondary education or training, competitive integrated employment, or independent living, in coordination with the student's transition goals and objectives.

Annual Review

A student's ARD committee shall review at least annually the issues described above and, if necessary, update the portions of the student's IEP that address those issues.

[See EHBAB regarding membership of ARD committee for transition services meetings.]

19 TAC 89.1055(k)-(o); 20 U.S.C. 1414(d)(1)(A)(i)(VIII), 1414(d)(6); 34 C.F.R. 300.320(b); Education Code 29.011(a-1), .0111

Transition and Employment Designee

The transition and employment designee required of each district must complete the required training as developed by the commissioner of education and provide information about transition requirements and coordination among parents, students, and appro-

priate state agencies to ensure that school staff can communicate and collaborate effectively. *19 TAC 89.1075(i)*

Transition and Employment Guide

The Texas Education Agency (TEA) is required to develop a transition and employment guide for students enrolled in special education programs and their parents to provide information on statewide services and programs that assist in the transition to life outside the public school system. A school district shall:

1. Post the transition and employment guide on the district's website if the district maintains a website;
2. Provide written information and, if necessary, assistance to a student or parent regarding how to access the electronic version of the guide at:
    a. The first meeting of the student's ARD committee at which transition is discussed; and
    b. The first committee meeting at which transition is discussed that occurs after the date on which the guide is updated; and
3. On request, provide a printed copy of the guide to a student or parent.

Education Code 29.0112(a), (e)

Graduation

Graduation under 19 Administrative Code 89.1070(b)(1), or reaching maximum age eligibility described by 19 Administrative Code 89.1035 (Age Ranges for Student Eligibility) terminates a student's eligibility for special education services. For students who graduate and receive a diploma according to 19 Administrative Code 89.1070(b)(2) or (b)(3)(A), (B), or (C), the ARD committee must determine needed special education services upon the request of the student or parent to resume services, as long as the student meets the age requirements. *19 TAC 89.1070(a), (j)* [See EHBAA]

Graduation from high school with a regular diploma constitutes a change in placement that requires written prior notice to parents.

A district is not required to conduct an evaluation before termination of eligibility due to graduation from secondary school with a regular high school diploma or due to exceeding the age eligibility for FAPE under state law.

A district shall provide the child with a summary of the child's academic achievement and functional performance, which shall in-

clude recommendations on how to assist the child in meeting the child's postsecondary goals.

[See EIF]

20 U.S.C. 1414(c)(5); 34 C.F.R. 300.102(a)(3), .305(e)(2)

Driving with Disability Program

A district shall provide information regarding the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and who receive special education services or who are covered by Section 504 and their parents.

The information shall be provided to each student who is 16 years of age or older and annually until the earlier of the student's graduation from high school or 21st birthday.

Education Code 29.0113(a)-(b)

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Parental Consent Not Required

An employee of a district is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used for a purpose related to the promotion of student safety under Education Code 29.022. *Education Code 26.009(b)*

Video Surveillance of Special Education Settings

In order to promote student safety, on receipt of an authorized written request, a district shall provide equipment, including a video camera, to the campus in the district specified in the request.

Classroom or Other Setting

A campus that receives equipment shall place, operate, and maintain one or more video cameras in self-contained classrooms and other special education settings in which a majority of the students in regular attendance are provided special education and related services and are assigned to one or more self-contained classrooms or other special education settings for at least 50 percent of the instructional day, provided that:

1. A campus that receives equipment as a result of the request by a parent or staff member is required to place equipment only in classrooms or settings in which the parent's child is in regular attendance or to which the staff member is assigned, as applicable; and

2. A campus that receives equipment as a result of the request by a board of trustees, principal, or assistant principal is required to place equipment only in classrooms or settings identified by the requestor, if the requestor limits the request to specific classrooms or settings subject to Education Code 29.022.

Education Code 29.022(a)

Definitions

“Incident” means an event or circumstance that:

Incident

1. Involves alleged “abuse” or “neglect,” as described in Family Code 261.001, of a student by a staff member of the district or alleged “physical abuse” or “sexual abuse,” as described in Family Code 261.410, of a student by another student; and

2. Allegedly occurred in a self-contained classroom or other special education setting in which video surveillance under Education Code 29.022 and 19 Administrative Code 103.1301 is conducted.

Other Special Education Setting

“Other special education setting” means a classroom on a separate campus (i.e., a campus that serves only students who receive special education and related services) of a district—including a room attached to the classroom or setting used for time-out—in which a

majority of the students in regular attendance are provided special education and related services, are assigned to the setting for at least 50 percent of the instructional day, and have one of the following instructional arrangements/settings described in the student attendance accounting handbook:

1. Residential care and treatment facility—separate campus; or
2. Off home campus—separate campus.

Parent "Parent" means a person described in Education Code 26.002, whose child receives special education and related services in one or more self-contained classrooms or other special education settings. "Parent" also means a student who receives special education and related services in one or more self-contained classrooms or other special education settings and who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Family Code, Chapter 31, unless the student has been determined to be incompetent or the student's rights have been otherwise restricted by a court order.

School Business Day "School business day" means a day that campus or district administrative offices are open.

Self-contained Classroom "Self-contained classroom" means a classroom on a regular campus (i.e., a campus that serves students in general education and students in special education), including a room attached to the classroom used for time-out, but not including a classroom that is a resource room instructional arrangement under Education Code 48.102, in which a majority of the students in regular attendance are provided special education and related services for at least 50 percent of the instructional day and have one of the following instructional arrangements/settings described in the student attendance accounting handbook:

1. Self-contained (mild/moderate/severe) regular campus;
2. Full-time early childhood (preschool program for children with disabilities) special education setting;
3. Residential care and treatment facility—self-contained (mild/moderate/severe) regular campus;
4. Residential care and treatment facility—full-time early childhood special education setting;
5. Off home campus—self-contained (mild/moderate/severe) regular campus; or
6. Off home campus—full-time early childhood special education setting.

Staff Member "Staff member" means a teacher, a related service provider, a paraprofessional, a counselor, or an educational aide assigned to work in the self-contained classroom or other special education setting.

Time-out "Time-out" has the meaning assigned by Education Code 37.0021.

Video Camera "Video camera" means a video surveillance camera with audio recording capabilities.

Video Equipment "Video equipment" means one or more video cameras and any technology and equipment needed to place, operate, and maintain video cameras as required by Education Code 29.022 and 19 Administrative Code 103.1301. "Video equipment" also means any technology and equipment needed to store and access video recordings as required.

19 TAC 103.1301(b); Education Code 29.022

Administrative Coordinator

Each district shall designate an administrator at the primary administrative office of the district with responsibility for coordinating the provision of equipment to schools and campuses. *Education Code 29.022(a-2)*

Authorized Requestors

The following people may request in writing that equipment be provided to a campus at which one or more children receive special education services in a qualifying classroom or setting:

1. A parent of a child who receives special education services for the campus at which the child receives those services;
2. The board of trustees for one or more specified campuses;
3. The principal or assistant principal for their campus; and
4. A staff member assigned to work with one or more children receiving special education services for the campus at which the staff member works.

Education Code 29.022(a-1)

Processing the Request

A written request must be submitted and acted on as follows:

1. A parent, staff member, or assistant principal must submit a request to the principal or the principal's designee of the campus addressed in the request, and the principal or designee must provide a copy of the request to the district's designated administrator;
2. A principal must submit a request by the principal to the district's designated administrator; and

3. A board of trustees must submit a request to the district's designated administrator, and the administrator must provide a copy of the request to the principal or the principal's designee of the campus addressed in the request.

A campus shall operate and maintain the camera in the classroom or setting as long as the classroom or setting continues to satisfy these requirements, for the remainder of the school year in which the campus received the request, unless the requestor withdraws the request in writing.

Education Code 29.022(a-3)-(b)

Video Camera Coverage

The video cameras must be capable of:

1. Covering all areas of the classroom or setting, including a room attached to the classroom or setting used for time-out; and

2. Recording audio from all areas of the classroom or setting, including a room attached to the classroom or setting used for time-out.

The inside of a bathroom or any area in the classroom or other special education setting in which a student's clothes are changed may not be visually monitored, except for incidental coverage of a minor portion of a bathroom or changing area because of the layout of the classroom or setting.

Education Code 29.022(c)-(c-1)

Written Notice

Before a campus activates a video camera in a classroom or special education setting, the campus shall provide written notice of the placement to all campus staff and to the parents of each student attending class or engaging in school activities in the classroom or setting.

If for any reason a campus will discontinue operation of a video camera during a school year, not later than the fifth school day before the date the operation of the video camera will be discontinued, the campus must notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue unless requested by a person eligible to make a request. Not later than the 10th school day before the end of each school year, the campus must notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue during the following

school year unless a person eligible to make a request for the next school year submits a new request.

Education Code 29.022(b), (d)

Retention Period

A district shall retain video recorded from a video camera for at least three months after the date the video was recorded.

If a person requests to view a video recording from a video camera, a district must retain the recording from the date of receipt of the request until the person has viewed the recording and a determination has been made as to whether the recording documents an alleged incident. If the recording documents an alleged incident, the district or campus shall retain the recording until the alleged incident has been resolved, including the exhaustion of all appeals.

Education Code 29.022(e)-(e-1)

Gifts, Grants, and Donations

A district may solicit and accept gifts, grants, and donations from any person to implement the requirements of Education Code 29.022 and 19 Administrative Code 103.1301. A district is not permitted to use Individuals with Disabilities Education Act, Part B, funds or state special education funds to implement these requirements. *19 TAC 103.1301(d)*

No Waiver of Immunity

The requirements described by Education Code 29.022 do not:

1. Waive any immunity from liability of a district, or of district officers or employees; or
2. Create any liability for a cause of action against a district or against district officers or employees.

No Monitoring

A district may not:

1. Allow regular or continual monitoring of video recorded under Education Code 29.022; or
2. Use video for teacher evaluation or for any other purpose other than the promotion of safety of students receiving special education services.

Education Code 29.022(g)-(h)

Confidentiality

A video recording of a student made under this provision is confidential and may not be released or viewed except as provided below.

Limited Release

A district shall release a recording for viewing by:

1. An employee who is involved in an alleged incident that is documented by the recording and has been reported to the district, on request of the employee;

2. A parent of a student who is involved in an alleged incident that is documented by the recording and has been reported to the district or campus, on request of the parent;

3. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged or suspected abuse or neglect of a child under Family Code 261.406;

4. A peace officer, a school nurse, a district administrator trained in de-escalation and restraint techniques as provided by commissioners rule, or a human resources staff member designated by the board in response to a report of an alleged incident or an investigation of district personnel or a report of alleged abuse committed by a student; or

5. Appropriate agency or State Board for Educator Certification personnel or agents as part of an investigation.

A contractor or employee performing job duties relating to the installation, operation, or maintenance of video equipment or the retention of video recordings who incidentally views a video recording does not violate these confidentiality provisions.

Education Code 29.022(i)-(i-1); 19 TAC 103.1301(h)-(i)

Duty to Report

If a person described by item 4 or 5, above, views a video recording and has cause to believe that the recording documents possible abuse or neglect of a child under Family Code Chapter 261, the person must submit a report to the Texas Department of Family and Protective Services or other authority in accordance with the local policy adopted under 19 Administrative Code 61.1051 (Reporting Child Abuse and Neglect) and Family Code Chapter 261.

Note: 19 Administrative Code 61.1051 was repealed and the requirements were recodified at 19 Administrative Code 103.1401. [See FFG]

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19 TAC 103.1301(j); Education Code 29.022(j)

Use in Disciplinary Actions Against District Personnel

If a person described by items 3, 4, or 5, above, views the recording and believes that it documents a possible violation of district or campus policy, the person may allow access to the recording to appropriate legal and human resources personnel of the district to the extent not limited by the Family Educational Rights and Privacy

Act (FERPA) or other law. A recording believed to document a possible violation of district policy relating to the neglect or abuse of a student may be used in a disciplinary action against district personnel and must be released in a legal proceeding at the request of a parent of the student involved in the incident documented by the recording. A recording believed to document a possible violation of district policy relating to the neglect or abuse of a student must be released for viewing by the district employee who is the subject of the disciplinary action at the request of the employee. *19 TAC 103.1301(k)*

Federal Law / FERPA

19 Administrative Code 103.1301(j) (child abuse reporting) and (k) (disciplinary actions against personnel) do not limit the access of a student's parent to a record regarding the student under FERPA or other law. To the extent any provisions in Education Code 29.022 and 19 Administrative Code 103.1301 conflict with FERPA or other federal law, federal law prevails. *19 TAC 103.1301(l)*

District Policy

A district must adopt written policies relating to the placement, operation, and maintenance of video cameras under Education Code 29.022 and 19 Administrative Code 103.1301. At a minimum, the policies must include:

1. A statement that video surveillance is for the purpose of promoting student safety in certain self-contained classrooms and other special education settings;

2. Information on how a person may appeal an action by the district that the person believes to be in violation of this section or a policy adopted in accordance with this section, including the appeal and expedited review processes under 19 Administrative Code 103.1303 (Commissioner's Review of Actions Concerning Video Cameras in Special Education Settings) and the appeals process under Education Code 7.057;

3. A requirement that the district provide a response to a request made under this section not later than the seventh school business day after receipt of the request by the person to whom it must be submitted under Education Code 29.022(a-3) (at Limited Release, above) that authorizes the request or states the reason for denying the request;

4. Except as provided by item 6 of this provision, a requirement that a campus begin operation of a video camera in compliance with this provision not later than the 45th school business day, or the first school day after the 45th school business day if that day is not a school day, after the request is authorized unless the Texas Education Agency (TEA) grants an extension of time;

5. A provision permitting the parent of a student whose admission, review, and dismissal (ARD) committee has determined that the student's placement for the following school year will be in a classroom or other special education setting in which a video camera may be placed under this section to make a request for the video camera by the later of:

    a. The date on which the current school year ends; or

    b. The 10th school business day after the date of the placement determination by the ARD committee;

6. A requirement that, if a request is made by a parent in compliance with item 5 of this provision, unless TEA grants an extension of time, a campus begins operation of a video camera in compliance with this provision not later than the later of:

    a. The 10th school day of the fall semester; or

    b. The 45th school business day, or the first school day after the 45th school business day if that day is not a school day, after the date the request is made;

7. The procedures for requesting video surveillance and the procedures for responding to a request for video surveillance;

8. The procedures for providing advanced written notice to the campus staff and the parents of the students assigned to a self-contained classroom or other special education setting that video and audio surveillance will be conducted or cease in the classroom or setting, including procedures for notice, in compliance with Education Code 29.022(b), of the opportunity to request continued video and audio surveillance if video and audio surveillance will otherwise cease;

9. A requirement that video cameras be operated at all times during the instructional day when one or more students are present in a self-contained classroom or other special education setting in which video cameras are placed;

10. A statement regarding the personnel who will have access to video equipment or video recordings for purposes of operating and maintaining the equipment or recordings;

11. A requirement that a campus continue to operate and maintain any video camera placed in a self-contained classroom or other special education setting for as long as the classroom or setting continues to satisfy the requirements in Education Code 29.022(a), for the remainder of the school year in which

the campus received the request, unless the requester withdraws the request in writing;

12. A requirement that video cameras placed in a self-contained classroom or other special education setting be capable of recording video and audio of all areas of the classroom or setting, except that no visual monitoring of bathrooms and areas in which a student's clothes are changed may occur. Incidental visual coverage of the inside of a bathroom or any area of the classroom or other special education setting in which a student's clothes are changed is permitted only to the extent that such coverage is the result of the layout of the classroom or setting. Audio recording of the inside of a bathroom or any area of the classroom or other special education setting in which a student's clothes are changed is required;

13. A statement that video recordings must be retained for at least three months after the date the video was recorded and that video recordings will be maintained in accordance with the requirements of Education Code 29.022(e-1), when applicable;

14. A statement that the regular or continual monitoring of video is prohibited and that video recordings must not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety;

15. At the district's discretion, a requirement that campuses post a notice at the entrance of any self-contained classroom or other special education setting in which video cameras are placed stating that video and audio surveillance are conducted in the classroom or setting;

16. The procedures for reporting an allegation to the district that an incident occurred in a self-contained classroom or other special education setting in which video surveillance under Education Code 29.022 and 19 Administrative Code 103.1301 is conducted;

17. The local grievance procedures for filing a complaint alleging violations of Education Code 29.022, and/or 19 Administrative Code 103.1301; and

18. A statement that video recordings made under Education Code 29.022 and 19 Administrative Code 103.1301 are confidential and a description of the limited circumstances under which the recordings may be viewed.

19 TAC 103.1301(g)

Governmental Record

A video recording under this section is a governmental record only for purposes of Penal Code 37.10.

Operation of Camera

These provisions apply to the placement, operation, and maintenance of a video camera in a self-contained classroom or other special education setting during the regular school year and extended school year services.

A video camera placed under this section is not required to be in operation for the time during which students are not present in the classroom or other special education setting.

Education Code 29.022(s)-(t)

Exclusions

A district is not required to provide video equipment to a campus of another district or charter school or to a nonpublic school. *19 TAC 103.1301(c)*

Dispute Resolution

The special education dispute resolution procedures in 34 Code of Federal Regulations 300.151-.153 and 300.504-.515 do not apply to complaints alleging that a district has failed to comply with Education Code 29.022 and 19 Administrative Code 103.1301. Complaints alleging violations of those sections must be addressed through the district's local grievance procedures or other dispute resolution channels. *19 TAC 103.1301(e)*

Denial of Request

The following standards and procedures apply to a denial of a request for placement of a video camera under Education Code 29.022(a), or to the denial of a request to release a video or to view a video made under Education Code 29.022(i) or (l)(2).

Exhaustion of Administrative Remedies

Once a request for placement of a video camera or a request to release a video is administratively denied, the requester must exhaust administrative remedies through the district's grievance process even if the requester opts for the expedited review process. However, a district, parent, staff member, or administrator may request an expedited review even before the local remedies are exhausted.

After local remedies are exhausted by filing a grievance with the board and obtaining a board determination, the requester may appeal the denial to the commissioner of education under Education Code 7.057 by filing a petition for review.

Proper Request

In a case where there is a denial of a request for the placement of a video camera, the commissioner will determine whether the person requesting placement is a person allowed to request placement under Education Code 29.022(a-1) (see Limited Release, above) and whether the requester made a proper request under Education Code 29.022(a-3) (see Processing the Request, above).

Cost

The commissioner will not consider the cost to the district of installing cameras or releasing video.

Release Determination

In a case where there is a denial of a request to release a video, the commissioner will determine whether the requester is a person allowed to receive a video under Education Code 29.022(i) (described at Limited Release, above).

Timelines for Petition for Review

The following timelines are established for filing a petition for review:

1. A petition for review shall be filed with the commissioner within 10 calendar days of the decision of the board denying the request being first communicated to the requester or requester's counsel, whichever occurs first. The petition for review shall be made in accordance with 19 Administrative Code 157.1073(c) (hearings brought under Education Code 7.057) and may include a request for expedited review.
2. The district's answer and local record shall comply with 19 Administrative Code 157.1052(b) and (c) and 19 Administrative Code 157.1073(d) and shall be filed with the commissioner within 10 calendar days of the district receiving notification from the commissioner of the appeal.
3. The procedures specified in 19 Administrative Code 157.1059; .1061; and .1073(e)-(h), (j), and (k) apply to a case brought to the commissioner under this section.

Expedited Review

A request for expedited review is governed by the following.

1. The expedited review process is designed to allow a requester to promptly receive a preliminary judgment from the commissioner as to a decision to deny a request for the installation of cameras or a decision to deny a request to release a video while at the same time respecting the school grievance process. The expedited review process does not apply to a request to only view a video. Invoking the expedited review process results in a prompt initial determination. However, the final commissioner's determination is to be based on a substantial evidence review of the district's grievance record. This allows for a full record to be developed at the district level and does not require the requester and the district to make an evidentiary record before TEA in Austin, Texas. Because the requirements of Education Code 7.057 are met when the board's decision is heard by the commissioner, an appeal to district court is allowed under Education Code 7.057(d). Education Code 29.022 does not by itself allow an appeal to district court.

2. A district, parent, staff member, or administrator may request an expedited review. Any request for an expedited review shall include the names, telephone numbers, and addresses of all interested parties to the request. “Interested parties” are all persons who brought the grievance, all persons who have testified or provided written statements as part of the grievance process, and the district. The request for expedited review shall specify whether the district denied a request for the placement of a video camera or the district denied a request to release a video and briefly describe why that decision is either correct or incorrect.

3. A request for expedited review shall be filed with the commissioner no earlier than 14 business days after a request for placement of a video camera or a request to release a video is administratively denied under Education Code 29.022(i) or (l)(2) (see Limited Release and Process, above), and no later than the fifth business day after a board resolves a grievance as to a request for placement of a video camera or a request to release a video. A request for expedited review shall be filed with the commissioner electronically as provided on TEA’s Division of Hearings and Appeals website or by U.S. Mail, facsimile, hand-delivery, or by a commercial delivery service.

4. Whenever an interested party files a document with the commissioner, with the exception of the request for expedited review, the interested party shall send the same document to all other interested parties by the same method that the document was sent to the commissioner. Hand-delivery of the document by the next day may be substituted for service by facsimile delivery.

5. If a request for expedited review is timely filed, the commissioner will establish a briefing schedule and will send to all interested parties a notice that an expedited review has been filed, which will include relevant statutes and rules. Any interested party who knows of any additional interested parties who have not been notified will promptly inform the commissioner in writing.

6. All briefing shall clearly state the facts relied upon. Documents relevant to the issues presented may be attached to a brief. All briefing shall provide the reasons why the commissioner should or should not grant the request for expedited review. Citations to statutes, rules, commissioner decisions, and case law are important to identify the legal basis for the claims made.

7. All interested parties who are in favor of granting the request for expedited review shall file briefing at the time specified for the requester of the expedited review.

8. All interested parties who are opposed to granting the request for expedited review shall file briefing at the same time.

9. Briefing is not limited to the issues specifically raised in the pleadings in the case. However, no new arguments may be raised in the reply briefs. Reply briefs may contain new citations to the record and legal authority as to issues previously raised.

10. A preliminary judgment shall be issued based on the briefing of the interested parties. The preliminary judgment will be sent to the requestor, the district, and all interested parties. If it is determined that a district is not likely to prevail on the issue of a request for the placement of video cameras or the issue of a request to view a video under full review, the district will fully comply with Education Code 29.022.

11. After a preliminary judgment is made, a final judgment will be made in accordance with the procedures set forth in 19 Administrative Code 103.1303(b)(1)-(5) (the Denial of Request Review process).

19 TAC 103.1303(b)

Extension of Time

A request by a district for an extension of time to begin the operation of a video camera under Education Code 29.022 shall be made and decided using the following procedures.

Request

Any request by a district for an extension of time to begin the operation of a video camera shall be filed with the commissioner prior to the 45th school business day after a request to begin operating a video camera is received. However, a district should request an extension of time as soon as it determines that an extension of time should be filed.

A request for an extension of time to begin the operation of a video camera shall specify why an extension of time should be granted. The request shall include affidavits supporting any factual claims made in the request and reference any legal authority as to why the request should be granted. The request may include a request for expedited review. The request shall name the individual who requested the installation of cameras and provide the individual's address and telephone number. Immediately following the individual's address and telephone number there shall appear in bold type: "You have been identified as the individual who requested the operation of a video camera that is the subject of this request to the

commissioner of education to extend the statutory timeline. You may, but are not required to, participate in the proceedings before the commissioner concerning the school district's request for an extension of time. It is entirely up to you whether and to what extent you wish to participate in these proceedings. The procedures governing these proceedings are found at 19 Texas Administrative Code 103.1303(c) and Texas Education Code 29.022."

A request for an extension of time to begin the operation of a video camera shall list the names, telephone numbers, and addresses of all interested parties to the request. All interested parties include all parents of students in the classroom or other special education setting for which a video camera has been requested and all staff who provided services in a classroom for which a video camera has been requested.

Filing Documents All documents in a case shall be filed with the Division of Hearings and Appeals, Texas Education Agency, 1701 N. Congress Ave., Austin, Texas 78701, facsimile number (512) 475-3662. Documents shall be filed electronically as provided on the division's website or by mail, delivery, or facsimile. All documents must be actually received by the Division of Hearings and Appeals by the date specified in this section. The mailbox rule does not apply to filings in a case filed under this subsection. Electronic filing is strongly encouraged.

All filings in a case shall be sent to the district, the individual who initially requested the installation of the cameras, and all interested parties who have filed a request to receive documents filed in the case by the same method as the request is filed with the commissioner. Due to the requirements of FERPA, the names, telephone numbers, and addresses of parents and other publicly identifiable student information may not be given to the interested parties. The copies of the filings sent to interested parties shall be redacted to remove all personally identifiable student information.

Filing Responses Any response to a request for an extension of time to begin the operation of a video camera shall be filed with the commissioner by an interested party within 10 calendar days of the filing of the request. If no response to the request is timely filed, the commissioner shall issue a final decision within 20 calendar days of the filing of the request.

A response to a request for an extension of time to begin the operation of a video camera shall specify why an extension of time should or should not be granted. The response shall include affidavits concerning any factual claims made in the request and reference any legal authority as to why the request should or should not

be granted. The response may include a request for expedited review.

Expedited Review

A request for expedited review must be filed with the commissioner within 10 calendar days of the filing of the request for an extension of time to begin the operation of a video camera. If a request for expedited review is made, all interested parties shall be notified that they have been identified as interested parties in the request for an extension of time to begin the operation of a video camera. In particular, the interested parties will be informed that it is their choice whether to participate in the proceedings before the commissioner, that it is entirely up to them to determine to what extent they wish to participate in the proceedings, that the procedures governing these proceedings are found in 19 Administrative Code 103.1303 and Education Code 29.022, and that upon their written request filed with the commissioner they will be sent all filings in this case.

If a request for an expedited review is not made, the commissioner shall issue a final decision within 45 calendar days of the filing of the request for an extension of time to begin the operation of a video camera, unless the commissioner determines that an evidentiary hearing would be helpful in deciding the issues raised. If the commissioner decides to hold an evidentiary hearing, the commissioner shall establish the timelines and procedures to be used. Whether to conduct the hearing by telephone or other electronic methods will be considered.

If a request for expedited review is made, the following procedures shall be followed:

1. Any reply by the district to any response to the request shall be filed with the commissioner within 25 calendar days of the filing of the request for an extension of time to begin the operation of a video camera.
2. A preliminary judgment shall be made by the commissioner within 35 calendar days of the filing of the request for an extension of time to begin the operation of a video camera.
3. Any interested party or the district may file objections to the preliminary judgment within 40 calendar days of the filing of the request for an extension of time to begin the operation of a video camera.
4. Any reply to an objection to a preliminary judgment must be filed within 45 calendar days of the filing of a request for an extension of time to begin the operation of a video camera.

5. The commissioner shall issue a final decision within 55 calendar days of the filing of the request for an extension of time to begin the operation of a video camera, unless the commissioner determines that an evidentiary hearing would be helpful in deciding the issues raised. If the commissioner decides to hold an evidentiary hearing, the commissioner shall establish the timelines and procedures to be used. Whether to conduct the hearing by telephone or other electronic methods will be considered.

Commissioner Consideration — In making either a preliminary judgment or a final judgment under this subsection, the commissioner will consider whether granting the requested extension is reasonable considering all factors, including contracting statutes, architectural and structural issues, and the difference in costs to the district if a moderate extension of time is granted.

No Appeal — A commissioner's final decision under this provision is not subject to appeal.

19 TAC 103.1303(c)

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Title III Requirements

A district that receives funds under Title III of the Elementary and Secondary Education Act shall comply with the statutory requirements regarding English learners and immigrant students. *20 U.S.C. 6801-7014*

A district that receives funds under Title I or Title III to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform the parents of an English learner identified for participation in such a program of the information required by 20 U.S.C. 6312(e)(3). *20 U.S.C. 6312(e)(3)*

Definitions

Alternative Methods — "Alternative methods" means a temporary instructional plan that meets the affective, linguistic, and cognitive needs of emergent bilingual (EB) students and equips the teacher under a bilingual exception or an English as a second language (ESL) waiver to align closely to the required bilingual or ESL program through the comprehensive professional development plan.

Certified Bilingual Program Teacher — "Certified bilingual program teacher" means a teacher holding bilingual certification and appropriately certified for the grade level and content area. The term "certified bilingual program teacher" is synonymous with the term "professional bilingual educator" used in Education Code 29.063.

Certified English as a Second Language Teacher — "Certified English as a second language teacher" means a teacher appropriately certified in ESL as well as for the grade level and content area. The term "certified English as a second language teacher" is synonymous with the term "professional transitional language educator" used in Education Code 29.063.

Dual Language Immersion Program — "Dual language immersion (DLI) program" means a state-approved bilingual program in accordance with Education Code 29.066 that uses English and a partner language. The two state-approved DLI program models are one-way DLI and two-way DLI.

Emergent Bilingual — "Emergent bilingual (EB)" means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English. "Emergent bilingual" also means a student identified by the Language Proficiency Assessment Committee (LPAC) who is in the process of acquiring English and has another language as the student's home language. This term is interchangeable with English learner as used in federal regulations and replaces the term "limited English proficient student."

English as a Second Language Program — "English as a second language (ESL) program" means a special language program in accordance with Education Code, Chapter 29, Subchapter B, to include both content-based and pull-out pro-

	gram models. Another related term for an ESL program is "English as an additional language program."
English Proficient Student	"English proficient student" means a former EB student who has met reclassification as English proficient by the LPAC.
Exit	"Exit" refers to the point when an EB student is reclassified as English proficient and ends bilingual or ESL program participation with LPAC recommendation and parental approval. The term "exit" is synonymous with the description in Education Code, Chapter 29, Subchapter B, of a student having been "transferred out" of bilingual or special language programming. For the purpose of meeting the goals of a DLI program, the LPAC recommends that the EB student is reclassified as English proficient but continues participation in the program to further develop biliteracy for the duration of the program for prekindergarten through grade 12.
Language Proficiency Assessment Committee	"Language Proficiency Assessment Committee" means a designated group of committee members as described in 19 Administrative Code 89.1220 (relating to Language Proficiency Assessment Committee) and Education Code 26.063 that ensures the appropriate identification, placement, assessment, services, reclassification, and monitoring of EB students. The LPAC also meets in conjunction with all other committees related to programs and services for which an EB student qualifies.
Parent	"Parent" includes the parent or legal guardian of the student in accordance with Education Code 29.052(2).
Reclassification	"Reclassification" means the process by which the LPAC determines that an EB student has met the appropriate criteria to be classified as English proficient, and the student enters year 1 of monitoring as indicated in the Texas Student Data System Public Education Information Management System. *Education Code 29.052; 19 TAC 89.1203(1), (3)-(4), (6), (8)-(9), (11), (13), (16), (19), (22)*

District Responsibility

Each district shall:

1. Identify EB students based on criteria established by the state;
2. Provide bilingual education, including bilingual and ESL programs as integral parts of the general program;
3. Seek appropriately certified teaching personnel to ensure that EB students are afforded full opportunity to master the essential knowledge and skills; and

4. Assess academic achievement and linguistic progress in accordance with Education Code Chapter 29, Subchapter B, to ensure accountability for EB students and the schools that serve them.

19 TAC 89.1201(a)

Identification of Emergent Bilingual Students

Within the first four weeks of the first day of school, the LPAC shall determine and report to the board the number of EB students on each campus and shall classify each student according to the language in which the student possesses primary proficiency. A board shall report that information to the Texas Education Agency (TEA) before November 1 each year. *Education Code 29.053(b)*

Language Proficiency Assessment Committees

A district shall by local board policy establish and operate one or more LPACs. The district shall have on file a policy and procedures for the selection, appointment, and orientation of members of the LPAC(s).

A district shall establish and operate a sufficient number of LPACs to enable them to discharge their duties within four calendar weeks of the enrollment of an EB student.

19 TAC 89.1220(a), (e)

Membership of LPAC

The LPAC shall include:

1. An appropriately certified bilingual educator (for students served through a bilingual program);
2. An appropriately certified ESL educator (for students served through an ESL program);
3. A parent of an (EB) student participating in a bilingual or ESL program; and
4. A campus administrator.

A district may add other members to the committee.

All required members of an LPAC must be present either in person or virtually to make individualized student decisions.

No parent serving on the LPAC shall be an employee of the district.

All members of the LPAC, including parents, shall be acting for the district and shall observe all laws and rules governing confidentiality of information concerning individual students. A district shall be responsible for the orientation of all members, including the parents, of the LPAC.

Meetings The LPAC may use alternative meeting methods, such as phone or video conferencing and the use of electronic signatures that adhere to district policy.

19 TAC 89.1220(b)-(d), (f); Education Code 29.063(a)-(b);

Duties The LPAC shall have the duties set forth at Education Code 29.063(c) and 19 Administrative Code 89.1220(g)-(i), (k), including duties to review information, classify students, notify parents, and monitor student academic progress.

Home Language Survey

For each new student enrolling for the first time in a Texas public school in any grade from prekindergarten through grade 12, the TEA-developed home language survey shall be administered. This home language survey will serve as the original and only home language survey throughout the student's educational experience in Texas public schools.

The district shall:

1. Ensure that the student's parent understands the language used in the survey and its implications;
2. Require that the survey be signed by the student's parent for each student in prekindergarten through grade 8 or by the student in grades 9-12;
3. Ensure the student's parent is aware of the benefits of bilingual and ESL programs; and
4. Maintain the original copy of the survey in the student's permanent record and transfer it to any subsequent Texas public school districts in which the student enrolls.

If the response on the home language survey indicates that a language other than English is or was used for communication, the student shall be tested in accordance with 19 Administrative Code 89.1226 (Testing and Classification of Students).

If a parent determines an error was made when completing the original home language survey, the parent may request a correction only if the student has not yet been assessed for English proficiency; and corrections are made within two calendar weeks of the student's initial enrollment date in Texas public schools.

19 TAC 89.1215(a), (c), (e)

English Language Proficiency Testing

Within four calendar weeks of initial enrollment in a Texas public school, a student with a language other than English indicated on the home language survey shall be administered the state-approved English language proficiency test in accordance with 19 Ad-

ministrative Code 89.1226(c) and shall be identified as an EB student and recommended for placement into the required bilingual or ESL program in accordance with the testing and classification requirements in 19 Administrative Code 89.1226(f). *19 TAC 89.1226(b)*

Emergent Bilingual Classification

The LPAC may classify a student as EB if:

1. The student's ability in English is so limited or the student's disabilities are so severe that assessment procedures cannot be administered;
2. The student's score or relative degree of achievement on the TEA-approved English proficiency test is below the levels established by TEA as indicative of reasonable proficiency;
3. The student's primary language proficiency score as measured by a TEA-approved test is greater than the student's proficiency in English; or
4. The LPAC determines, based on other information, including a teacher evaluation, parental viewpoint, or student interview, that the student's primary language proficiency is greater than the student's proficiency in English or that the student is not reasonably proficient in English.

Education Code 29.056(c)

Parental Notice and Consent

Not later than the 10th day after the date of the student's classification as an EB student, the LPAC shall give written notice to the student's parent. *Education Code 29.056(d)*

The district shall notify the parent in English and in the parent's home language that their child has been identified as an EB student and recommended for placement in the required bilingual or ESL program using the TEA-developed identification and placement letter.

The parent shall be provided information describing the bilingual or ESL program recommended, its benefits and goals, and its being an integral part of the school program to ensure that the parent understands the purposes and content of the program and their parental rights.

The placement of a student in the bilingual or ESL program must be approved in writing by the student's parent or through allowable alternatives described in 19 Administrative Code 89.1220, in order to have the student included in the bilingual education allotment (BEA). The parent's approval shall be considered valid for the student's continued participation in the required bilingual or ESL pro-

gram until the student meets the reclassification criteria described in 19 Administrative Code 89.1226(i) (Testing and Classification of Students), the student graduates from high school, or a change occurs in program placement. A change between bilingual and ESL program placement requires new parental approval using the TEA-developed continuation of language program services letter.

If a parent denies program placement at any point, the TEA-developed parental denial of program services letter shall be used to ensure parents are informed of the implications of program denial, including understanding that the child will continue to be identified as an EB student and will continue to be assessed annually using the Texas English Language Proficiency Assessment System (TELPAS) until reclassification criteria have been met.

19 TAC 89.1240(a)

Pending completion of the identification process, receipt of LPAC documentation for transferring students, or parental approval of an identified EB student's placement into the bilingual education or ESL program recommended by the LPAC, a district shall place the student in the recommended program. Only EB students with parental approval for program participation will be included in the bilingual education allotment.

A district may place a student in or exit a student from a program without written approval of the student's parent if:

1. The student is 18 years of age or has had the disabilities of minority removed;
2. The parent provides approval through a phone conversation or email that is documented in writing and retained; or
3. An adult who the district recognizes as standing in parental relation to the student provides written approval. This may include a foster parent or employee of a state or local governmental agency with temporary possession or control of the student.

19 TAC 89.1220(j), (m)

Reclassification and Exit Approval

The district shall use the TEA-developed parent notification of reclassification and approval of program exit letter to give written notification to the student's parent of the student's reclassification as English proficient and acquire written approval for their exit from the bilingual or ESL program.

The district shall use the TEA-developed parent notification of reclassification and option to continue in a dual language immersion

program letter to give written notification to the student's parent of the student's reclassification as English proficient and acquire written approval for continued program participation as an English proficient student.

Students meeting reclassification criteria who have been recommended for exit by the LPAC may only exit the bilingual or ESL program with parental approval.

19 TAC 89.1240(b); Education Code 29.056(a)

Participation of Other Students

With the approval of a district and a student's parents, a student who is not LEP may also participate in a bilingual education program. *Education Code 29.058*

The number of participating non-EB students shall not exceed 40 percent of the number of students enrolled in those bilingual or ESL program models district-wide. *19 TAC 89.1233(c)*

Students with Disabilities

For students with disabilities, a district shall utilize the state's criteria for identification of EB students as described in 19 Administrative Code 89.1226(f) (relating to Testing and Classification of Students) and shall establish placement procedures that ensure that the placement recommendation by the LPAC, in conjunction with the admission, review, and dismissal (ARD) committee, in a bilingual or English as a second language program is not refused based on the student's disabling condition.

LPAC members shall meet in conjunction with ARD committee members to review progress and provide recommendations regarding the educational needs of each EB student who also qualifies for services in the district's special education program. [See EHBAB] *19 TAC 89.1230*

Bilingual and ESL Programs

Each district that has an enrollment of 20 or more students identified as EB students in any language classification in the same grade level district-wide shall offer a bilingual program for the EB students in prekindergarten through the elementary grades with that language classification. "Elementary grades" shall include prekindergarten through grade 5; grade 6 shall be included when clustered with elementary grades.

A district required to provide a bilingual program shall offer dual-language instruction (English and home or partner language) in prekindergarten through the elementary grades, using one of the four bilingual program models described in 19 Administrative Code 89.1210 (relating to Program Content and Design).

19 TAC 89.1205(a)-(b); Education Code 29.053(c)-(d)

A district shall provide an ESL program to all EB students for whom a district is not required to offer a bilingual program, regardless of the students' grade levels and home language, and regardless of the number of such students, except in cases where a district exercises the option to provide a bilingual education program that is not required by law [see below]. A district required to provide an ESL program shall provide an ESL program using one of the two models described in 19 Administrative Code 89.1210.*19 TAC 89.1205(c)-(d)*

A district is authorized to establish a bilingual program even if the district has fewer than 20 students identified as EB bilingual students in any language classification in the same grade level district-wide and at grade levels in which the bilingual program is not required under 19 Administrative Code 89.1205(a). If a district does operate such a program under this authorization, the district shall adhere to all program requirements in 19 Administrative Code 89.1210, .1227, .1228, and .1229. *19 TAC 89.1205(f)-(g)*

Exceptions and Waivers

A district shall comply with the requirements for bilingual exceptions and ESL waivers under 19 Administrative Code 89.1207. *Education Code 29.054; 19 TAC 89.1207*

A district that is unable to employ a sufficient number of teachers, including part-time teachers, who meet the certification requirements for the bilingual and ESL programs shall apply on or before November 1 for an exception to the bilingual program or a waiver for the ESL program as provided in 19 Administrative Code 89.1207. *19 TAC 89.1245(b)*

Program Design

A district that is required to offer bilingual education through bilingual or ESL program models shall provide each EB student the opportunity to be enrolled in the required program at their grade level.

A district's bilingual and ESL program models shall comply with the program content and design requirements of 19 Administrative Code 89.1210. A district shall ensure ongoing collaboration between bilingual and ESL programs and the general education programs to provide equitable educational access for all learners.

19 TAC 89.1210(a)-(b)

EB students shall participate with their non-EB peers in general education classes provided in subjects such as art, music, and physical education. A district shall provide students enrolled in the program a meaningful opportunity to participate fully with other non-EB peers in all extracurricular activities. Elective courses included in the curriculum may be taught in a language other than English. *Education Code 29.055, .057(b); 19 TAC 89.1210(f)*

Bilingual Education Program Models

Bilingual education shall be implemented through at least one of the following program models:

1. Transitional bilingual/early exit;
2. Transitional bilingual/late exit;
3. Dual language immersion/one-way; or
4. Dual language immersion/two-way.

19 TAC 89.1210(c)

ESL Program Models

The ESL program shall be implemented through one of the following program models:

1. An ESL/content-based program model is an English acquisition program that serves students identified EB students through English instruction by a teacher appropriately certified in ESL under Education Code 29.061(c), using content-based language instruction in reading and language arts, mathematics, science, and social studies. The goal of content-based ESL is for program participants to attain full proficiency in English in order to participate equitably in school.
2. An ESL/pull-out program model is an English acquisition program that serves identified EB students through English instruction using content-based language instruction methods provided by an appropriately certified ESL teacher under Education Code 29.061(c), in reading and language arts in a pull-out or inclusionary delivery setting. The goal of ESL pull-out is for program participants to attain full proficiency in English in order to participate equitably in school.

19 TAC 89.1210(d)

Dual Language Immersion Program

A district may adopt a DLI program for students enrolled in elementary school grades. *Education Code 28.005(c), .0051(c)*

Implementation

Program implementation shall:

1. Begin at prekindergarten, kindergarten, or grade 1 as applicable, according to the district's earliest grade level provided;
2. Continue without interruption incrementally through the elementary grades;
3. Consider expansion to middle school and high school whenever possible; and

4. Include participation of former EB students who have reclassified as English proficient for the duration of the program.

19 TAC 89.1227(e)

Requirements

A DLI program model shall be a full-time program of academic instruction in the program's partner language and English for all program participants, emphasizing the participation of identified EB students. Access to the DLI program shall not be restricted based on race, creed, color, religious affiliation, age, or disability.

A DLI program shall meet the minimum requirements described in 19 Administrative Code 89.1227.

19 TAC 89.1227(b)

Two-Way DLI Program Enrollment

Student enrollment in a two-way DLI program model is optional for non-EB students. The program shall fully disclose candidate selection criteria and ensure that access to the program is not based on race, creed, color, religious affiliation, age, or disability. Additionally, identified and reclassified EB students and non-EB students shall not be restricted access to the two-way DLI program model based on any linguistic or academic achievement measures in the program's partner language or English.

A district implementing a two-way DLI program model shall develop a policy for enrollment and continuation for students in the program model. The policy must address:

1. Equitable access, including the program's intention to maintain a ratio of 50 percent EB students to 50 percent non-EB students and have no more than two-thirds speakers of the partner language to one-third speakers of English in each classroom;

2. Support of program benefits and goals as stated in 19 Administrative Code 89.1210 (Program Content and Design);

3. The district's commitment to providing equitable access to services for EB students and to ensuring continuity of program for all program participants;

4. The program's language allocation plan for the grade levels in which the program will be implemented; and

5. Expectations for students, families, and district and campus stakeholders.

19 TAC 89.1228(a)-(c)

A district implementing a two-way DLI program model shall obtain written parental approval as follows:

1. For EB students in accordance with 19 Administrative Code 89.1240; and

2. For non-EB students, through a district-developed process.

19 TAC 89.1228(d)

Two-Way DLI Program State Assessment

A district implementing a two-way DLI program model shall determine the appropriate assessment option for program participants as follows:

1. For EB students, the LPAC shall convene before the administration of the state criterion-referenced test each year to determine the appropriate assessment option for each EB student in accordance with 19 Administrative Code 89.1220(i) (Language Proficiency Assessment Committee).

2. For reclassified EB students and non-EB students, the appropriate assessment option for the administration of the state criterion-referenced test each year is determined by the LPAC or through a district-developed process.

19 TAC 89.1228(e)

School District Recognition

A district may recognize one or more of its campuses that implement an exceptional DLI program if the campus meets all of the following criteria. The school shall:

1. Meet the minimum requirements stated in 19 Administrative Code 89.1227;

2. Receive an acceptable performance rating in the state accountability system; and

3. Not have a bilingual and/or ESL program identified in any stage of intervention under the state's accountability system.

Student Recognition

An individual student participating in a DLI is eligible for local school district recognitions, including a performance acknowledgement in accordance with 19 Administrative Code 74.14. [See EIF]

19 TAC 89.1229

Facilities

Bilingual and ESL programs shall be located in public schools of the district with equitable access to all educational resources rather than in separate facilities. A district may cluster the programs at designated facilities within the district. Recent immigrant EB students shall not remain enrolled in a newcomer center for longer than two years. *Education Code 29.057; 19 TAC 89.1235*

Cooperation Among Districts

A district may join with one or more other districts to provide the required bilingual education or special language programs. The avail-

ability of the programs shall be publicized throughout the districts involved.

A district may allow a nonresident EB student to enroll in or attend its bilingual education or special language programs if the student's district of residence does not provide an appropriate program. The tuition for the student shall be paid by the district in which the student resides.

Education Code 29.059; 19 TAC 89.1205(e)

Documentation

A student's permanent record shall contain the documentation items required by 19 Administrative Code 89.1220(l). Documentation in a student's permanent record shall be forwarded in the same manner as other student records to another school district in which the student enrolls. *19 TAC 89.1220(l)*

For students previously enrolled in a Texas public school, the receiving district shall secure the student records, including the original home language survey and LPAC documentation as described in 19 Administrative Code 89.1220(l), as applicable. All attempts to contact the sending district to request records shall be documented. Multiple attempts to obtain the student's original home language survey shall be made. *19 TAC 89.1215(d)*

Summer Program

If a district is required to offer a bilingual education or special language program, it shall offer a voluntary summer school program for EB children who will be eligible for admission to kindergarten or first grade at the beginning of the next school year.

A school that operates on a semester system shall offer the program during the period school is recessed for the summer and for one-half day for eight weeks or on a similar schedule approved by the board. A school that operates on any other system shall offer 120 hours of instruction on a schedule approved by the board.

The program must be an intensive bilingual education or special language program that meets the standards set by TEA, and the student/teacher ratio may not exceed 18:1. A district shall comply with the requirements of 19 Administrative Code 89.1250 in providing such a program.

Other Programs

A district may establish on a full- or part-time basis other summer school, extended day, or extended week bilingual education or special language programs for EB students and may join with other districts in establishing such programs.

The programs required or authorized by Education Code 29.060 may not be a substitute for programs required to be provided during the regular school year.

Education Code 29.060; 19 TAC 89.1250

Personnel

Teachers assigned to a bilingual education program using one of the following program models must be appropriately certified in bilingual education:

1. Transitional bilingual/early exit program model; or
2. Transitional bilingual/late exit program model.

Education Code 29.061(b)

Teachers assigned to a bilingual education program using a dual language immersion/one-way or two-way program model must be appropriately certified for:

1. Bilingual education for the component of the program provided in a language other than English; and
2. Bilingual education or English as a second language for the component of the program provided in English.

A district that provides a bilingual education program using a dual language immersion/one-way or two-way program model may assign a teacher certified for the language other than English component of the program and a different teacher certified for the English language component.

Education Code 29.061(b-1)-(b-2)

A district shall take all reasonable affirmative steps to assign appropriately certified teachers to the required bilingual and ESL programs. A district that is unable to secure a sufficient number of appropriately certified bilingual education and/or ESL teachers to provide the required programs may request activation of the appropriate permits in accordance with 19 Administrative Code Chapter 230. *19 TAC 89.1245(a); Education Code 29.061(c)*

A district that is unable to provide the required bilingual and/or ESL program because of an insufficient number of appropriately certified teachers shall request from the commissioner of education an exception to the bilingual program and/or a waiver for the ESL program and the approval of temporary alternative methods. EB students with parental approval for program participation under a bilingual exception or an ESL waiver will be included in the bilingual education allotment (BEA) designated for temporary alternative methods. The approval of a bilingual exception and/or an ESL

waiver application shall be valid only during the school year for which it was granted, which includes summer school. The bilingual exception and/or ESL waiver application shall be submitted by November 1 and shall adhere to the requirements in 19 Administrative Code 89.1207. [See Exceptions and Waivers, above] *19 TAC 89.1207(a)-(d); Education Code 29.054*

Emergent Bilingual Students and State Assessments

In kindergarten-grade 12, an EB student shall participate in the state assessment in accordance with commissioner's rules at 19 Administrative Code Chapter 101, Subchapter AA. [See EKBA]

Program Exit

A district may transfer an EB student out of a bilingual education or special language program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instructional program as determined by:

1. TEA-approved tests administered at the end of each school year to determine the extent to which the student has developed oral and written language proficiency and specific language skills in English;
2. Satisfactory performance on the reading assessment instrument under Education Code 39.023(a) or an English language arts assessment instrument under Education Code 39.023(c), as applicable, with the assessment instrument administered in English, or, if the student is enrolled in the first or second grade, an achievement score at or above the 40th percentile in the reading and language arts sections of an English standardized test approved by TEA; and
3. TEA-approved criterion-referenced tests and the results of a subjective teacher evaluation.

Education Code 29.056(g)

Post-Exit Monitoring and Reenrollment

The LPAC may reenroll the student in the program if later evidence suggests that a student who has been transferred out of a bilingual education or special language program has inadequate English proficiency and achievement. Classification of students for reenrollment must be based on the criteria required by Education Code 29.056. *Education Code 29.056(h)*

The LPAC shall reevaluate a student who is transferred out of a bilingual education or special language program if the student earns a failing grade in a subject in the foundation curriculum during any grading period in the first two school years after the student is transferred to determine whether the student should be reenrolled in a bilingual education or special language program.

During the first two school years after a student is transferred out of a bilingual education or special language program, the LPAC shall review the student's performance and consider:

1. The total amount of time the student was enrolled in bilingual education or special language programs;
2. The student's grades each grading period in each subject in the foundation curriculum;
3. The student's performance on state assessment instruments;
4. The number of credits the student has earned toward high school graduation, if applicable; and
5. Any disciplinary actions taken against the student under Education Code Chapter 37, Subchapter A.

After the evaluation, the LPAC may require intensive instruction for the student or reenroll the student in a bilingual education or special language program.

Education Code 29.0561

Program Evaluation

A district that is required to implement a bilingual education or ESL program shall conduct an annual evaluation in accordance with 19 Administrative Code 89.1265. The annual evaluation report shall be presented to the board before November 1 of each year. The report shall be retained at the district level and must meet the requirements of 19 Administrative Code 89.1265(b)-(c).

A district shall report to parents their child's English proficiency development as a result of participation in the program offered to EB students.

In alignment with the district improvement plan, each school year, the principal of each campus, with assistance from the campus level committee, shall develop, review, and revise the campus improvement plan for the purposes of improving student performance for EB students. [See BQB]

19 TAC 89.1265

Distance Learning and Correspondence Courses

Credit toward state graduation requirements may be granted for distance learning and correspondence courses only as follows:

1. The institution offering the correspondence course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the commissioner of education.
2. Students may earn course credit through distance learning technologies such as satellite, internet, two-way videoconferencing, online courses, the Texas Virtual School Network (TXVSN), and instructional television.
3. The distance learning and correspondence courses must include the state-required essential knowledge and skills for such a course.

19 TAC 74.23

Texas Virtual School Network

The TXVSN is a state-led initiative for online learning authorized by Education Code Chapter 30A. The TXVSN is a partnership network administered by the Texas Education Agency (TEA) in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, institutions of higher education, and other eligible entities.

The TXVSN is comprised of two components—the online school (OLS) program and the statewide course catalog.

19 TAC 70.1001(4)

Online School (OLS) Program

"Online School (OLS) program" is a full-time, virtual instructional program that is made available through an approved course provider and is designed to serve students in grades 3-12 who are not physically present at school. *19 TAC 70.1001(7)*

A TXVSN OLS may serve students in grades 3-12 but may not serve students in kindergarten-grade 2.

A school district that operates a TXVSN OLS that serves students in full-time virtual instruction shall, prior to the start of each academic year, notify TEA of grade levels to be served and the total number of students to be served during that academic year. A school district may not add grade levels after the start of the school year.

A TXVSN OLS or a school district wishing to add additional grade levels to its online program shall certify that the OLS has courses sufficient to comprise a full instructional program for each additional grade level to be served by the OLS prior to serving that grade level.

School districts approved to serve as TXVSN OLSs shall follow the TEA procedures related to obtaining a campus number for the virtual campus through which they serve their TXVSN OLS students.

School districts serving as TXVSN OLSs must follow all requirements in 19 Administrative Code 70.1011.

19 TAC 70.1011

Statewide Course Catalog

"Statewide course catalog" is a supplemental online instructional program available through approved providers. *19 TAC 70.1001(10)*

Course Providers

A TXVSN course provider is an entity that provides an electronic course through the TXVSN. Course providers include TXVSN OLSs and providers in the statewide course catalog. *19 TAC 70.1001(8)*

Electronic Course

"Electronic course" means an educational course in which:

1. Instruction and content are delivered primarily over the internet;
2. A student and teacher are in different locations for a majority of the student's instructional period;
3. Most instructional activities take place in an online environment;
4. The online instructional activities are integral to the academic program;
5. Extensive communication between a student and a teacher and among students is emphasized; and
6. A student is not required to be located on the physical premises of a school district or open-enrollment charter school.

An electronic course is the equivalent of what would typically be taught in one semester. For example: English IA is treated as a single electronic course and English IB is treated as a single electronic course.

Education Code 30A.001(4); 19 TAC 70.1001(1)

OLS Eligibility

To be eligible to serve as a TXVSN OLS, a school district shall:

1. Have a current accreditation status of Accredited under 19 Administrative Code 97.1055 (Accreditation Status);
2. Be rated acceptable under Education Code 39.054;

3. Be rated at the Standard Achievement level or higher under the state financial accountability rating system under 19 Administrative Code 109.1001 (Financial Accountability Ratings);

4. Have met statutory requirements for timely submission of annual audit and compliance reports, Public Education Information Management System (PEIMS) reports, and timely deposits with the Teacher Retirement System, with all records and reports reflecting satisfactory performance;

5. Be in good standing with other programs, grants, and projects administered through TEA; and

6. Have been approved to operate a TXVSN OLS as of January 1, 2013.

19 TAC 70.1009(a)

Statewide Course Catalog Provider Eligibility

To be eligible to serve as a course provider in the TXVSN statewide course catalog, a district must be rated acceptable under Education Code 39.054. A Texas school district may provide an electronic course through the TXVSN to a student enrolled in that district or school, a student enrolled in another school district or school in the state, or a student who resides in Texas who is enrolled in a school other than a public school district or charter school. *19 TAC 70.1007(a)*

General Requirements

TXVSN course providers shall:

1. Provide the TXVSN receiver district in which each TXVSN student is enrolled with written notice of a student's performance in the course at least once every 12 weeks;

2. Provide the TXVSN receiver district in which each TXVSN student is enrolled with written notice of a student's performance at least once every three weeks if the student's performance in the course is consistently unsatisfactory, as determined by the TXVSN course provider;

3. Notify students in writing upon enrollment to participate in the TXVSN course with specific dates and details regarding enrollment;

4. Meet all federal and state requirements for educating students with disabilities;

5. Provide a contingency plan for the continuation of instructional services to all TXVSN students allowing them to complete their TXVSN courses in the event that the contract or agreement through which the electronic courses are provided

are terminated or the TXVSN courses become unavailable to students;

6. Ensure a maximum class size limit of 40 students in a single section of a course and ensure that the class size does not exceed the maximum allowed by law, as applicable, whichever is less; and

7. Meet all reporting requirements established by TXVSN central operations, including timely submission of student performance reports, course completion results, catalog data, data required to verify instructor qualifications, and all data necessary for the TXVSN Informed Choice Report required under 19 Administrative Code 70.1031 (Informed Choice Reports).

19 TAC 70.1007(c)

Receiver District Requirements

A district is eligible to serve as a receiver district in the TXVSN statewide course catalog. Each TXVSN receiver district shall:

1. Register as a receiver district with TXVSN central operations;

2. Assign a qualified staff member to serve as the TXVSN coordinator;

3. Enroll a student who resides in Texas and who is enrolled in a school other than a public school district or charter school upon request by the student and/or parent or guardian; and

4. In accordance with 19 Administrative Code 74.26 (Award of Credit), award credit to a student enrolled in the district who has successfully completed all state and local requirements and received a grade that is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for a high school course offered through the TXVSN statewide course catalog.

19 TAC 70.1008

Courses

All electronic courses to be made available through the TXVSN shall be reviewed and approved prior to being offered in accordance with the course requirements at 19 Administrative Code 70.1005. *19 TAC 70.1005(a)*

An electronic course or program that was offered or could have been offered during the 2008-09 school year under former Education Code 29.909, as that section existed on January 1, 2009, may be offered during a subsequent school year through the TXVSN. *Education Code 30A.006*

Student Eligibility

Generally

A student is eligible to enroll in a TXVSN course only if the student:

1. On September 1 of the school year is younger than 21 years of age or is younger than 26 years of age and entitled to the benefits of the Foundation School Program under Education Code 48.003;
2. Has not graduated from high school; and
3. Is otherwise eligible to enroll in a public school in this state.

A student is eligible to enroll full-time in courses provided through the TXVSN only if the student:

1. Was enrolled in a public school in this state in the preceding school year;
2. Is a dependent of a member of the United States military who has been deployed or transferred to this state and was enrolled in a publicly funded school outside of this state in the preceding school year; or
3. Has been placed in substitute care in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year.

Exception for Military Dependents

A student is eligible to enroll in one or more TXVSN courses or enroll full-time in courses provided through the network if the student:

1. Is a dependent of a member of the United States military;
2. Was previously enrolled in high school in this state; and
3. No longer resides in this state as a result of a military deployment or transfer.

Provisional Enrollment

If a student has not provided required evidence of eligibility to enroll, a TXVSN OLS may enroll a student provisionally for 10 school days and withdraw the student from the OLS if the student does not provide the required evidence of eligibility within 10 school days of the provisional enrollment.

Upon enrolling a student provisionally, the TXVSN OLS shall notify the student and the student's parents or guardians that the student will be withdrawn if documentation is not provided within the required timeframe.

Education Code 30A.002; 19 TAC 70.1013

Enrolled Students

A student who is enrolled in the district as a full-time student may take one or more electronic courses through the TXVSN. *Education Code 30A.107(b)*

Unenrolled Students

A student who resides in this state but who is not enrolled in a school district or open-enrollment charter school in this state as a full-time student may, subject to Education Code 30A.155, enroll in electronic courses through the TXVSN. The student:

1. May not in any semester enroll in more than two electronic courses offered through the TXVSN;
2. Is not considered to be a public school student;
3. Must obtain access to a course provided through the network through the school district or open-enrollment charter school attendance zone in which the student resides;
4. Is not entitled to enroll in a course offered by a school district or open-enrollment charter school other than an electronic course provided through the network; and
5. Is not entitled to any right, privilege, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing an electronic course.

Education Code 30A.107(c)

Enrollment, Advancement, and Withdrawal

A student taking a course through the TXVSN statewide course catalog or a TXVSN OLS program is considered to:

1. Be enrolled in a TXVSN course when he or she begins receiving instruction and actively engages in instructional activities in a TXVSN subject area or course;
2. Have successfully completed a course if the student demonstrates academic proficiency and, for a high school course, earns credit for the course, as determined by the TXVSN teacher; and
3. Be, and must be reported as, withdrawn from the TXVSN when the student is no longer actively participating in the TXVSN course or program.

A student taking a course through the TXVSN statewide course catalog:

1. Shall enroll in each TXVSN course through the TXVSN online registration system;
2. Shall be assigned a grade by the TXVSN teacher after the drop period established by TXVSN central operations;
3. May withdraw from a course taken through the TXVSN after the instructional start date without academic or financial

penalty within the drop period established by TXVSN central operations; and

4. Shall have the grade assigned by the TXVSN teacher added to the student's record by the student's home district, and for a high school course, added to the student's transcript.

A student enrolled full time in a TXVSN online program in grades 3-8 must demonstrate academic proficiency sufficient to earn promotion to the next grade, as determined by the TXVSN teacher for the educational program.

19 TAC 70.1015

Compulsory Attendance

Texas public school students are not required to be in physical attendance while participating in courses through a TXVSN OLS or the TXVSN course catalog.

Based upon successful completion of a TXVSN course for students in grades 9-12 or a TXVSN OLS instructional program for students in grades 3-8, students are considered to have met attendance requirements for that course or program. A student who has successfully completed the grade level or course is eligible to receive any weighted funding for which the student is eligible.

For audit purposes, TXVSN course providers and TXVSN receiver districts shall maintain documentation to support the students' successful completion and to support verification of compulsory attendance.

"TXVSN receiver district" means a Texas public school district that has students enrolled in the school district who take one or more online courses through the TXVSN statewide course catalog.

19 TAC 70.1001(9), .1017

Local Policy

A district shall adopt a written policy that provides students enrolled in the district with the opportunity to enroll in electronic courses provided through the TXVSN statewide course catalog. The policy must be consistent with the requirements regarding notice, enrollment requests, and students with disabilities as described below.

A district shall, at least once per school year, send to a parent of each district student enrolled at the middle or high school level a copy of the policy. A district may send the policy with any other information that the district sends to a parent.

Education Code 30A.007; 19 TAC 70.1033

Notice

At the time and in the manner that a district informs students and parents about courses that are offered in the district's traditional

classroom setting, the district shall notify parents and students of the option to enroll in an electronic course offered through the TXVSN.

Requests to Enroll

Except as provided below, a district may not deny the request of a parent of a full-time student to enroll the student in an electronic course offered through the TXVSN.

A district may deny a request to enroll a student in an electronic course if:

1. A student attempts to enroll in a course load that is inconsistent with the student's high school graduation plan or requirements for college admission or earning an industry certification;
2. The student requests permission to enroll in an electronic course at a time that is not consistent with the enrollment period established by the district providing the course; or
3. The district offers a substantially similar course.

The course provider shall make all reasonable efforts to accommodate the enrollment of a student in the course under special circumstances.

If a parent of a student requests permission to enroll the student in a TXVSN course, a district has discretion to select a course provider approved by TEA for the course in which the student will enroll based on factors including the informed choice report required by Education Code 30A.108(b).

Appeals

A parent may appeal to the commissioner a district's decision to deny a request to enroll a student in an electronic course offered through the TXVSN. The commissioner's decision under this subsection is final and may not be appealed.

Education Code 26.0031; 19 TAC 70.1008, .1035

Students with Disabilities

For purposes of the policy, the determination of whether or not an electronic course will meet the needs of a student with a disability shall be made by the student's admission, review, and dismissal (ARD) committee in a manner consistent with state and federal law, including the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794. *Education Code 30A.007(b)*

Required Enrollment Prohibited

A school district or open-enrollment charter school may not require a student to enroll in an electronic course. *Education Code 30A.107(d)*

Inducements for Enrollment Prohibited	A course provider may not promise or provide equipment or any other thing of value to a student or a student's parent as an inducement for the student to enroll in an electronic course offered through the TXVSN. The commissioner shall revoke approval of electronic courses offered by a course provider that violates this prohibition. The commissioner's action under this section is final and may not be appealed. *Education Code 30A.1052*
Course Portability	A student who transfers from one educational setting to another after beginning enrollment in an electronic course is entitled to continue enrollment in the course. *Education Code 30A.1051; 19 TAC 70.1015(d)*
Student Assessment	All Texas public school students enrolled in the TXVSN are required to take the statewide assessments as required in Education Code 39.023 [see EKB]. The administration of the assessment instrument to the student enrolled in the electronic course must be supervised by a proctor. A district shall report to the commissioner through the Public Education Information Management System (PEIMS) the results of assessment instruments administered to students enrolled in an electronic course offered through the TXVSN separately from the results of assessment instruments administered to other students. All districts participating in the TXVSN OLS program are included in the state's academic accountability system. *Education Code 30A.110; 19 TAC 70.1023*
Funding	A district in which a student is enrolled is entitled to funding under Education Code Chapter 48 for the student's enrollment in a TXVSN course in the same manner that the district is entitled to funding for the student's enrollment in courses provided in a traditional classroom setting, provided that the student successfully completes the electronic course. Funding is limited to a student's enrollment in not more than three electronic courses during any school year, unless the student is enrolled in a full-time online program that was operating on January 1, 2013. *Education Code 30A.153* A district may decline to pay the cost for a student of more than three yearlong electronic courses, or the equivalent, during any school year unless the student is enrolled in a full-time online program that was operating on January 1, 2013. If the district declines to pay the cost, a student is able to enroll in additional electronic courses at the student's cost. *Education Code 26.0031(c-1)*

Course Cost

A district may charge the course cost for enrollment in a TXVSN course to a student who resides in this state and:

1. Is enrolled in the district as a full-time student with a course load greater than that normally taken by students in the equivalent grade level in other school districts; or
2. Elects to enroll in a TXVSN course for which the district in which the student is enrolled as a full-time student declines to pay the cost as authorized by Education Code 26.0031(c-1).

A district may charge the course cost for enrollment in a TXVSN course during the summer.

A district shall charge the course cost for enrollment in a TXVSN course to a student who resides in this state and is not enrolled in a school district or open-enrollment charter school as a full-time student.

A TXVSN course cost may not exceed the lesser of the cost of providing the course or $400.

A district may decline to pay the course costs for a student who chooses to enroll in more than three year-long electronic courses, or the equivalent, during any school year. This does not limit the ability of the student to enroll in additional electronic courses offered through the TXVSN at the student's expense.

A district that is not the course provider may charge a student enrolled in the district a nominal fee, not to exceed $50, if the student enrolls in a TXVSN course that exceeds the course load normally taken by students in the equivalent grade level.

A course provider in the TXVSN statewide course catalog shall receive:

1. No more than 70 percent of the catalog course cost prior to a student successfully completing the course; and
2. The remaining 30 percent of the catalog course cost when the student successfully completes the course.

Education Code 30A.155(a)-(c-1); 19 TAC 70.1025

Educators of Electronic Courses

Each instructor of an electronic course, including a dual credit course, offered through the TXVSN by a course provider must be certified under Education Code Chapter 21, Subchapter B, to teach that course and grade level or meet the credentialing requirements of the institution of higher education with which they are affiliated and that is serving as a course provider.

In addition, each instructor must successfully complete one continuing professional development course specific to online learning every three years, and:

1. Successfully complete a professional development course or program approved by TXVSN central operations before teaching an electronic course offered through the TXVSN; or
2. Have a graduate degree in online or distance learning and have demonstrated mastery of the National Standards for Quality Online Teaching; or
3. Have two or more years of documented experience teaching online courses for students in grades 3-12 and have demonstrated mastery of the National Standards for Quality Online Teaching.

Each instructor of an electronic course, including a dual credit course, offered through the TXVSN by a course provider must meet highly qualified teacher requirements under the Elementary and Secondary Education Act, as applicable.

TXVSN course providers shall affirm the preparedness of teachers of TXVSN electronic courses to teach public school-age students in a highly interactive online classroom and shall:

1. Maintain records documenting:
    a. Valid Texas educator certification credentials appropriate for the instructor's TXVSN assignment;
    b. Successful initial completion of TXVSN-approved professional development, evidence of prior online teaching, or a graduate degree in online or distance learning; and
    c. Instructors' demonstrated mastery of the National Standards for Quality Online Teaching prior to teaching through the TXVSN;
2. Conduct and maintain records for background checks;
3. Maintain records of successful completion of continuing professional development;
4. Maintain records documenting successful completion of TXVSN-approved professional development before the end of the school year for any instructor who is hired after the school year has begun; and

5. Make the records specified in this subsection available to TEA and TXVSN central operations upon request.

19 TAC 70.1027

Revocation

The commissioner may revoke the right to participation in the TXVSN based on any of the following factors:

1. Noncompliance with relevant state or federal laws;
2. Noncompliance with requirements and assurances outlined in the contractual agreements with TXVSN central operations and/or these provisions and Education Code Chapter 30A; or
3. Consistently poor student performance rates as evidenced by results on statewide student assessments, student withdrawal rates, student completion rates, successful completion rates, or campus accountability ratings.

19 TAC 70.1029

Applicability

Unless a district chooses to participate in providing an electronic course or an electronic diagnostic assessment under Education Code Chapter 30A to a student who is located on the physical premises of a school district or open-enrollment charter school, Chapter 30A does not affect the provision of a course to such a student.

Requirements imposed by or under Education Code Chapter 30A do not apply to a virtual course provided by a district only to district students if the course is not provided as part of the TXVSN.

Education Code 30A.004

Certificate of Coursework Completion	The District shall not issue a certificate of coursework completion to a student who fails to meet all state and local requirements for graduation. [See EIF, FMH]
Partial Credit	When a student earns a passing grade in only half of a course and the average of both halves is lower than 70, the District shall award the student credit for the half with the passing grade.

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High School Diploma

A student may graduate and receive a diploma only if the student:

1. Successfully completes the curriculum requirements identified by the State Board of Education (SBOE) [see State Graduation Requirements, below], has performed satisfactorily on applicable state assessments [see EKB], and complies with the financial aid application requirements in Education Code 28.0256 [see below]; or

2. Successfully completes an individualized education program (IEP) developed under Education Code 29.005. [See EHBAB]

Education Code 28.025(c)

Note: Education Code 28.0256 applies beginning with students enrolled at the 12th grade level during the 2021-22 school year.

FAFSA Required

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), except as provided below.

A student is not required to comply with the above provision if:

1. The student's parent or other person standing in parental relation submits a signed form indicating that the parent or other person authorizes the student to decline to complete and submit the financial aid application;

2. The student signs and submits the form described above on the student's own behalf if the student is 18 years of age or older or the student's disabilities of minority have been removed for general purposes under Family Code Chapter 31; or

3. A school counselor authorizes the student to decline to complete and submit the financial aid application for good cause, as determined by the school counselor.

If a school counselor notifies a district whether a student has complied with this section for purposes of determining whether the student meets high school graduation requirements under Education Code 28.025, the school counselor may only indicate whether the student has complied with this section and may not indicate the manner in which the student complied, except as necessary for the district to comply with the commissioner’s rules.

A school counselor may not indicate that a student has not complied with this section if the district fails to provide the required form

to the student or the student's parent or other person standing in parental relation to the student.

Education Code 28.0256; 19 TAC 74.11(b)

Opt-Out Form

The board shall adopt the standard opt-out form provided by the Texas Education Agency (TEA).

The opt-out form shall be available in English, Spanish, and any other language spoken by a majority of the students enrolled in a bilingual education or special language program in the district. A district is responsible for translations not provided by TEA.

The opt-out form must include the student's signature of intent to decline to complete a financial aid application prior to the student's anticipated graduation date.

19 TAC 74.1023(c)

Notification

A district shall provide students with the notifications regarding the financial aid application requirement, in accordance with 19 Administrative Code 74.1023(d).

Proof of Submission

A district shall require one of the following methods of proof that a student has completed and submitted the FAFSA or TASFA.

For completion and submission of the FAFSA:

1. ApplyTexas Counselor Suite FAFSA data;
2. Notification from the U.S. Department of Education that demonstrates a student has completed and submitted a FAFSA; or
3. A local policy developed by a district for the method by which a student must provide proof that the student has completed a FAFSA.

A district shall develop a local policy for the method by which a student must provide proof that the student has completed a TASFA.

19 TAC 74.1023(e)

Information Submission and Confidentiality

A district shall report through the Texas Student Data System Public Education Information Management System (TSDS PEIMS) not later than December 1 of each school year for students awarded diplomas in the previous school year the number of students who completed and submitted a financial aid application and the number of students who submitted an exception.

A district shall maintain student financial aid application information securely and ensure compliance with federal law regarding the

confidentiality of student educational information, including the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), and any state law relating to the privacy of student information [see FL].

19 TAC 74.1023(f)-(g)

Individual Graduation Committee

A student may receive a diploma if the person is eligible for a diploma as determined by an individual graduation committee (IGC) established under Education Code 28.0258. *Education Code 28.025(c-6)*

A student receiving special education services is not subject to the IGC requirements in Education Code 28.0258 or 19 Administrative Code 74.1025. A student's admission, review, and dismissal (ARD) committee determines whether a student is required to achieve satisfactory performance on an end-of-course (EOC) assessment to graduate. *19 TAC 74.1025(n)* [See EHBAB]

For each 11th or 12th grade student who has failed to comply with the EOC assessment instrument performance requirements under Education Code 39.025 for not more than two courses, the district shall establish an IGC at the end of or after the student's 11th grade year to determine whether the student may qualify to graduate. A student may not qualify to graduate as a result of an IGC decision before the student's 12th grade year.

The IGC shall be composed of:

1. The principal or principal's designee;
2. For each EOC assessment instrument on which the student failed to perform satisfactorily, the teacher of the course;
3. The department chair or lead teacher supervising the teacher(s) above; and
4. As applicable:
    a. The student's parent or person standing in parental relation to the student;
    b. A designated advocate if the parent is unable to serve; or
    c. The student, at the student's option, if the student is at least 18 years of age or is an emancipated minor.

The superintendent shall establish procedures for convening the committee.

The district shall provide an appropriate translator, if available, for a parent, advocate, or student who is unable to speak English.

Education Code 28.0258(a)-(c), (c-2); 19 TAC 74.1025(b)

A district may not establish an initial IGC for eligible students after June 10 or before the start of the next school year. Once the IGC has been established, it is the original IGC for that student.

If a student leaves a district after an original IGC has been established and before that original IGC awards a high school diploma to the student, any other district that later enrolls the student shall request information from the student's original IGC of record and shall implement the original IGC recommendations to the extent possible.

Alternate Members

In the event that the teacher identified in item 2 above is unavailable, the principal shall designate as an alternate member of the committee a teacher certified in the subject of the EOC assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area.

In the event that the individual identified above in item 3 above is unavailable, the principal shall designate as an alternate member of the committee an experienced teacher certified in the subject of the EOC assessment on which the student failed to perform satisfactorily and who is familiar with the content of and instructional practices for the applicable course.

In the event that the student's parent or person standing in parental relation to the student is unavailable to participate in the IGC, the principal shall designate an advocate with knowledge of the student to serve as an alternate member of the committee.

19 TAC 74.1025(c), (e), (g)-(i)

Notice

A district shall ensure a good faith effort is made to timely notify the appropriate person described under item 4 above of the time and place for convening the IGC and the purpose of the committee. The notice must be provided in person or by regular mail or email; clear and easy to understand; and written in English, in Spanish, or, to the extent practicable, in the native language of the appropriate person. *Education Code 28.0258(d)*

Curriculum Requirements

To be eligible to graduate and receive a high school diploma from the IGC, a student must successfully complete the curriculum requirements required for high school graduation. [See State Graduation Requirements, below] *Education Code 28.0258(e)*

Additional Requirements to Graduate

A student's IGC shall recommend additional requirements by which the student may qualify to graduate, including additional remediation; and for each EOC assessment instrument on which the student failed to perform satisfactorily:

1. The completion of a project related to the subject area of the course that demonstrates proficiency in the subject area; or
2. The preparation of a portfolio of work samples in the subject area of the course, including work samples from the course that demonstrate proficiency in the subject area.

A student may submit to the IGC coursework previously completed to satisfy a recommended additional requirement.

Education Code 28.0258(f), (g)

In determining whether a student is qualified to graduate, the committee shall consider the criteria at Education Code 28.0258(h) and any other academic information designated for consideration by the board. After considering the criteria, the committee may determine that the student is qualified to graduate. A student may graduate and receive a high school diploma on the basis of the committee's decision only if the student successfully completes all additional requirements recommended by the committee, the student meets applicable curriculum requirements, and the committee's vote is unanimous. The decision of a committee is final and may not be appealed. *Education Code 28.0258(i)*

Emergent Bilingual Students

For provisions related to an IGC and emergent bilingual students, see EKBA.

Special Education

A student receiving special education services who successfully completes the requirements of his or her IEP, including performance on a state assessment required for graduation, shall receive a high school diploma. A student's ARD committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation. *19 TAC 101.3023(a)* [See Graduation of Students Receiving Special Education Services, below, and EKB]

Posthumous Diploma

Beginning with students who would have graduated at the end of the 2019-20 school year, and on request of the student's parent, a district shall issue a high school diploma posthumously to each student who died while enrolled in the district at the end of the school year in which the student was expected to graduate under the regular schedule of school attendance. The high school diploma may not be issued before the graduation date of the class in which the student was enrolled at the time of death.

Exception

A district is not required to issue a posthumous diploma if the student was convicted of a felony offense under Penal Code Title 5 or 6 or adjudicated as having engaged in conduct constituting a felony offense under Penal Code Title 5 or 6.

Education Code 28.0254

Diplomas for Veterans

Notwithstanding any other provision of this policy, a district may issue a high school diploma to a person who is an honorably discharged member of the armed forces of the United States; was scheduled to graduate from high school after 1940 and before 1975 or after 1989; and left school after completing the sixth or a higher grade, before graduating from high school, to serve in:

1. World War II, the Korean War, the Vietnam War, the Persian Gulf War, the Iraq War, or the war in Afghanistan; or
2. Any other war formally declared by the United States, military engagement authorized by the United States Congress, military engagement authorized by a United Nations Security Council resolution and funded by the United States Congress, or conflict authorized by the president of the United States under the War Powers Resolution of 1973, 50 U.S.C. 1541, et seq.

Education Code 28.0251

Texas First Early High School Completion Program

A district shall allow a student to graduate and receive a high school diploma under the Texas First Early High School Completion Program if, using the standards established by TEA and the Texas Higher Education Coordinating Board and eligible institutions of higher education, the student demonstrates mastery of and early readiness for college in each of the subject areas described by the standards and in a language other than English, notwithstanding any other local or state requirements.

A student who earns a high school diploma through the program is considered to have earned a distinguished level of achievement.

Notice Upon Enrollment

On a student's initial enrollment in high school in a grade level below grade 12 in a district, the district shall provide to the student and the student's parent or guardian information regarding the requirements to earn a high school diploma under the Texas First Early High School Completion Program and the Texas First Scholarship Program.

Education Code 28.0253(e)-(g); 19 TAC 21.52(a)

The notice must include information about the requirement that a student must provide an official copy of their assessment results

and transcripts, as applicable, to receive credit for the assessments and credits required to receive early graduation from the program. *19 TAC 21.54*

Personal Graduation Plan

Junior High or Middle School PGP

A principal of a junior high or middle school shall designate a school counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in the junior high or middle school who:

1. Does not perform satisfactorily on a state assessment instrument; or
2. Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level 9, as determined by a district.

A PGP must:

1. Identify educational goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. Include an intensive instruction program described in Education Code 28.0213 [see EHBC];
4. Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
5. Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

Education Code 28.0212

Students Receiving Special Education Services

For a student receiving special education services, the student's ARD committee and the district are responsible for developing the student's PGP.

A student's IEP developed under Education Code 29.005 may be used as the student's PGP.

Education Code 28.0212(c); 19 TAC 89.1050(a) [See EHBAB]

High School PGP

A principal of a high school shall designate a school counselor or school administrator to review PGP options with each student entering grade 9 together with that student's parent or guardian. The

PGP options reviewed must include the distinguished level of achievement and endorsements.

Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a PGP for the student that identifies a course of study that:

1. Promotes college and workforce readiness and career placement and advancement; and
2. Facilitates the student's transition from secondary to postsecondary education.

A district may not prevent a student and the student's parent or guardian from confirming a PGP that includes pursuit of a distinguished level of achievement or an endorsement.

A student may amend the student's PGP after the initial confirmation of the plan. If a student amends the student's PGP, the school must send written notice to the student's parents regarding the change.

TEA must make available to a district information that explains the advantages of the distinguished level of achievement described by Education Code 28.025(b-15) and each endorsement described by Education Code 28.025(c-1). A district, in turn, shall publish the information from TEA on the internet website of the district and ensure that the information is available to students in grades nine and above and the parents or legal guardians of those students in the language in which the parents or legal guardians are most proficient.

A district is required to provide this information in the language in which the parents or legal guardians are most proficient only if at least 20 students in a grade level primarily speak that language.

Education Code 28.02121

Early Graduation

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the parent's child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation. The decision of a board concerning the request is final and may not be appealed. *Education Code 26.003(a)(3)(C), (b)*
[See FMH, FNG]

State Graduation Requirements

Note: For current state graduation requirements, including those for students who entered grade 9 before the 2007-08 school year but that are not otherwise referenced in this policy, see Education Code 28.025 and 19 Administrative Code Chapter 74.

Students Entering Grade 9

To receive a high school diploma, a student entering grade 9 in the 2014-15 school year and thereafter must complete:

1. Requirements of the foundation high school program under 19 Administrative Code 74.12 [see Foundation High School Program, below];
2. Testing requirements for graduation under 19 Administrative Code Chapter 101 [see EKB]; and
3. Demonstrated proficiency, in grade 8 or higher, as determined by the district, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

A student shall enroll in the courses necessary to complete the curriculum requirements for the foundation high school program and the curriculum requirements for at least one endorsement.

Education Code 28.025(c); 19 TAC 74.11(a), (d)

Foundation High School Program

A student must earn at least 22 credits to complete the foundation high school program and must demonstrate proficiency in the following core courses:

1. English language arts — 4 credits;
2. Mathematics — 3 credits;
3. Science — 3 credits;
4. Social Studies — 3 credits;
5. Languages other than English — 2 credits;
6. Physical Education — 1 credit;
7. Fine Arts — 1 credit; and
8. Elective courses — 5 credits.

19 TAC 74.12(a)-(b)

Endorsements

A student shall specify in writing an endorsement the student intends to earn upon entering grade 9. *19 TAC 74.13(a)*

A student may earn any of the following endorsements:

1. Science, technology, engineering, and mathematics (STEM);
2. Business and industry;
3. Public services;
4. Arts and humanities; and
5. Multidisciplinary studies.

A district must make at least one endorsement available to students. A district that offers only one endorsement curriculum must offer multidisciplinary studies.

To earn an endorsement a student must demonstrate proficiency in the curriculum requirements for the foundation high school program and, in accordance with 19 Administrative Code 74.13(e), earn:

1. A fourth credit in mathematics;
2. An additional credit in science; and
3. Two additional elective credits.

A course completed as part of the four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the foundation high school program, including an elective requirement. The same course may count as part of the set of four courses for more than one endorsement.

A district shall permit a student to enroll in courses under more than one endorsement before the student's junior year and to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated.

A student must earn at least 26 credits to earn an endorsement, but a student is not entitled to remain enrolled to earn more than 26 credits.

A district may define advanced courses and determine a coherent sequence of courses for an endorsement area, provided that prerequisites in 19 Administrative Code Chapters 110-117, 127, and 130 are followed.

19 TAC 74.13(a)-(d); Education Code 28.025

For more information on endorsements, including the requirements for specific endorsements, see 19 Administrative Code 74.13(e)-(g).

Exception

A student may graduate under the foundation high school program without earning an endorsement if, after the student's sophomore year:

1. The student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
2. The student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by TEA, allowing the student to graduate under the foundation high school program without earning an endorsement.

19 TAC 74.11(e)

Distinguished Level of Achievement

A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the foundation high school program and the curriculum requirements for at least one endorsement, including four credits in science and four credits in mathematics, including Algebra II. *19 TAC 74.11(f)*

Algebra II Notification

Not later than September 1 of each school year, a district shall notify by regular mail or email the parent of or other person standing in parental relation to each student enrolled in grade 9 or above that the student is not required to complete an Algebra II course to graduate under the foundation high school program. The notification must include information regarding the potential consequences to a student of not completing an Algebra II course, including the impact on eligibility for:

1. Automatic college admission under Education Code 51.803; and
2. Certain financial aid authorized under Title 3 of the Education Code.

Education Code 28.02123

Prerequisites

A student may not be enrolled in a course that has a required prerequisite unless:

1. The student has completed the prerequisite course(s);
2. The student has demonstrated equivalent knowledge as determined by the district; or

3. The student was already enrolled in the course in an out-of-state, an out-of-country, or a Texas nonpublic school and transferred to a Texas public school prior to successfully completing the course.

A district may award credit for a course a student completed without having met the prerequisites if the student completed the course in an out-of-state, an out-of-country, or a Texas nonpublic school where there was not a prerequisite.

19 TAC 74.11(j)-(k)

Dual Credit Courses

Courses offered for dual credit at or in conjunction with an institution of higher education (IHE) that provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course required for graduation may satisfy graduation requirements, including requirements for required courses, advanced courses, and courses for elective credit as well as requirements for endorsements. *19 TAC 74.11(i)*

Core Curriculum College Courses

A district shall permit a student to comply with the curriculum requirements under the foundation high school program by successfully completing appropriate courses in the core curriculum of an IHE. A student who has completed the core curriculum of an IHE in accordance with Education Code 61.822, as certified by the IHE in accordance with Education Code 4.28:

1. Is considered to have earned an endorsement by successfully completing the appropriate courses for that endorsement;

2. Is considered to have earned a distinguished level of achievement under the foundation high school program; and

3. Is entitled to receive a high school diploma.

19 TAC 74.11(o)

Languages Other Than English

Students may earn credit for languages other than English in accordance with 19 Administrative Code 74.12(b)(5).

A student who successfully completes a dual language immersion program may satisfy one credit of the two credits required in a language other English in accordance with 19 Administrative Code 74.12(b)(5)(F).

19 TAC 74.12(b)(5)

A student who successfully completes a course in American Sign Language while in elementary school may satisfy one credit of the two credits required in a language other than English. *19 TAC 74.12(b)(5)(G)*

Physical Education

The required credit may be selected from one full credit or a combination of two half credits from two different courses from the following courses:

1. Lifetime Fitness and Wellness Pursuits;
2. Lifetime Recreation and Outdoor Pursuits; and
3. Skill-Based Lifetime Activities.

Other Physical Education Activities

In accordance with local district policy, the required physical education credit may be earned through completion of any TEKS-based course that meets the requirement for 100 minutes of moderate to vigorous physical activity per five-day school week and that is not being used to satisfy another specific graduation requirement. [See Restrictions, below]

In accordance with local district policy, credit for any physical education course may be earned through participation in the following activities:

1. Athletics;
2. Junior Reserve Officer Training Corps (JROTC); and
3. Appropriate private or commercially sponsored physical activity programs conducted on or off campus. A district must apply to the commissioner for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions:
    a. Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.
    b. Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

In accordance with local district policy, up to one credit for any one of the required physical education courses may be earned through participation in any of the following activities:

1. Drill team;
2. Marching band; and
3. Cheerleading.

Restrictions

All substitution activities permitted by local district policy must include at least 100 minutes of moderate to vigorous physical activity per five-day school week.

No more than four substitution credits may be earned through any combination of substitutions listed above.

Credit may not be earned more than once for the Lifetime Fitness and Wellness Pursuits course or the Skill-Based Lifetime Activities course. Credit may not be earned more than twice for the Lifetime Recreation and Outdoor Pursuits course.

Student with Disability or Illness

A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit in English language arts, mathematics, science, social studies, or a course that is offered for credit as provided by Education Code 28.002(g-1) for the required physical education credit. A credit allowed to be substituted may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The determination regarding a student's ability to participate in physical activity must be made by:

1. The student's ARD committee if the student receives special education services under Education Code Chapter 29, Subchapter A;
2. The committee established for the student under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794) if the student does not receive special education services under Education Code Chapter 29, Subchapter A but is covered by the Rehabilitation Act of 1973; or
3. A committee, established by the district, of persons with appropriate knowledge regarding the student if each of the committees described above is inapplicable. This committee must follow the same procedures required of an ARD or a Section 504 committee.

19 TAC 74.12(b)(6); Education Code 28.025(b-10)-(b-11)

Community-Based Fine Arts Programs

In accordance with local district policy, the required fine arts credit may be earned through participation in a community-based fine arts program not provided by the school district in which the student is enrolled.

In accordance with local policy, credit may be earned through participation in the community-based fine arts program only if the program meets each of the following requirements:

1. The district must apply to the commissioner for approval of the community-based fine arts program;
2. The board must certify that the program provides instruction in the essential knowledge and skills for fine arts as defined by 19 Administrative Code Chapter 117, Subchapter C;
3. The district must document student completion of the approved activity;
4. The program must be organized and monitored by appropriately trained instructors;
5. The fine arts program may be provided on or off a school campus and outside the regular school day; and
6. Students may not be dismissed from any part of the regular school day to participate in the community-based fine arts program.

The district shall require that instructors of the community-based fine arts program provide the district, at its request, the information necessary to obtain the criminal history record information required for school personnel in accordance with 19 Administrative Code Chapter 153, Subchapter DD, if the community-based program is offered on campus.

Education Code 28.025(b-9); 19 TAC 74.12(b)(7)(B), .1030

Performance Acknowledgments

In accordance with the requirements of 19 Administrative Code 74.14, a student may earn a performance acknowledgment on the student's transcript for:

1. Outstanding performance:
    a. In a dual credit course;
    b. In bilingualism and biliteracy;
    c. On a College Board advanced placement test or international baccalaureate examination;

d. On an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace; or

e. On an established, valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process; or

2. Earning a state-recognized or nationally or internationally recognized business or industry certification or license.

Education Code 28.025(c-5); 19 TAC 74.14

Students Who Entered Grade 9 Before the 2014-15 School Year

All credit for graduation must be earned no later than grade 12. *19 TAC 74.61(b), .71(b)*

Minimum High School Program

A student entering grade 9 prior to the 2014-15 school year who does not choose to complete the curriculum requirements for high school graduation under the foundation high school program must enroll in the courses necessary to complete the curriculum requirements for the Recommended High School Program or the Advanced/Distinguished Achievement High School Program, unless the student, the student's parent or other person standing in parental relation to the student, and a school counselor or school administrator agree in writing signed by each party that the student should be permitted to take courses under the Minimum High School Program, and the student:

1. Is at least 16 years of age;

2. Has completed two credits required for graduation in each subject of the foundation curriculum under Education Code 28.002(a)(1); or

3. Has failed to be promoted to the 10th grade one or more times as determined by the school district.

Students with Disabilities

If an ARD committee makes decisions that place a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum High School Program.

Applicability

A student who was permitted to take courses under the Minimum High School Program prior to the 2009-10 school year may remain in the Minimum High School Program.

19 TAC 74.61(c), (d), .71(c), (d)

Requirements

A student must earn at least 22 credits to complete the Minimum High School Program.

A student who entered grade 9 in the 2012-13 or 2013-14 school year must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.72.

A student who enters grade 9 before the 2012-13 school year must meet the applicable program requirements in 19 Administrative Code Chapter 74, Subchapters D-F.

Education Code 28.025; 19 TAC 74.62, .72

Recommended High School Program

A student who entered grade 9 in the 2012-13 or 2013-14 school year must earn at least 26 credits to complete the Recommended High School Program. A student must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.73. *Education Code 28.025; 19 TAC 74.63, .73*

Advanced / Distinguished Achievement High School Program

A student who entered grade 9 in the 2012-13 or 2013-14 school year must earn at least 26 credits to complete the Advanced/Distinguished Achievement High School Program. A student must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.74. *Education Code 28.025; 19 TAC 74.64, .74*

Substitutions

No substitutions are allowed for high school graduation requirements in the Recommended and Advanced/Distinguished Achievement High School Programs, except as provided by State Board rule. *19 TAC 74.63(d), .64(e), .73(d), .74(e)*

AP or IB Courses

College Board advanced placement and international baccalaureate courses may be substituted for required courses in appropriate areas. These courses may be used as electives in all three high school graduation programs. *19 TAC 74.61(k), .71(i)*

Reading

A district may offer a maximum of 3 credits of reading for state graduation elective credit for identified students if the district:

1. Adopts policies to identify students in need of additional reading instruction;
2. Has procedures that include assessment of individual student needs and ongoing evaluation of each student's progress; and
3. Monitors instructional activities to ensure that student needs are addressed.

Reading credits may be selected from Reading I, II, or III.

19 TAC 74.61(h), .71(f)

College Courses

A student may comply with the curriculum requirements under the Minimum, Recommended, or Advanced/Distinguished Achievement High School Program for each subject of the foundation curriculum and for languages other than English by successfully completing appropriate courses in the core curriculum of an IHE. *19 TAC 74.61(l), .71(j)*

Physical Education Substitutions

In accordance with local district policy, credit for any physical education course may be earned through participation in the following activities:

Other Physical Activity

1. Athletics;
2. JROTC; and
3. Appropriate private or commercially sponsored physical activity programs conducted on or off campus. A district must apply to the commissioner for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions:
    a. Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.
    b. Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

In accordance with local district policy, up to one credit for any one of the physical education courses listed in 19 Administrative Code Chapter 74 [see EHAC] may be earned through participation in any of the following activities:

1. Drill team;
2. Marching band; and
3. Cheerleading.

Restrictions

All substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.

No more than four substitution credits may be earned through any combination of substitutions listed above.

Student with Disability or Illness

A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit in English language arts, mathematics, science, or social studies for the required physical education credit. A credit allowed to be substituted may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The determination regarding a student's ability to participate in physical activity must be made by:

1. The student's ARD committee if the student receives special education services under Education Code Chapter 29, Subchapter A;
2. The committee established for the student under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794) if the student does not receive special education services under Education Code Chapter 29, Subchapter A but is covered by the Rehabilitation Act of 1973; or
3. A committee, established by the district, of persons with appropriate knowledge regarding the student if each of the committees described above is inapplicable. This committee must follow the same procedures required of an ARD or a Section 504 committee.

Student with Physical Limitations

If a student entering grade 9 during the 2007-08 school year or thereafter is unable to comply with all of the requirements for a physical education course due to a physical limitation certified by a licensed medical practitioner, a modification to a physical education course does not prohibit the student from earning a Recommended or Advanced/Distinguished High School Program diploma. A student with a physical limitation must still demonstrate proficiency in the relevant knowledge and skills in a physical education course that do not require physical activity.

Education Code 28.025(b-10)-(b-11); 19 TAC 74.62(b)(7), .63(b)(7), .64(b)(7), .72(b)(6), .73(b)(6), .74(b)(6)

Transfers from Out-of-State or Nonpublic Schools

Out-of-state or out-of-country transfer students (including foreign exchange students) and transfer students from Texas nonpublic schools are eligible to receive Texas diplomas but shall complete all applicable high school graduation requirements. Any course credits required for graduation that are not completed before enrollment may be satisfied through credit by examination, correspon-

dence courses, distance learning, or completing the course, according to the provisions of 19 Administrative Code 74.26. *19 TAC 74.11(g)* [See EHDB, EHDC, EHDE, and EI]

Graduation of Students Receiving Special Education Services

Modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in 19 Administrative Code Chapters 110-117, 126-128, and 130. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content. *19 TAC 89.1070(k)*

Modified Curriculum and Content

Employability and Self-Help Skills

Employability and self-help skills are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment. *19 TAC 89.1070(i)*

Summary of Academic Achievement and Evaluation

A summary of academic achievement and functional performance must be provided prior to exit from public school for students who meet one of the following conditions:

1. A student who has met requirements for graduation specified in 19 Administrative Code 89.1070(b)(1) or who has exceeded the maximum age eligibility as described by 19 Administrative Code 89.1035; or

2. A student who has met requirements for graduation specified in 19 Administrative Code 89.1070(b)(2) or (b)(3)(A), (B), or (C). A student meeting this condition is entitled to an evaluation as described by 34 C.F.R. 300.305(e)(1).

The summary of performance must include recommendations on how to assist the student in meeting the student's postsecondary goals, as required by 34 C.F.R. 300.305(e)(3). This summary must also consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. Students who meet graduation requirements under 19 Administrative Code 89.1070(b)(2) or (b)(3)(A), (B),or (C) and who will continue enrollment in public school to receive special education services aligned to their transition plan will be provided the summary of performance upon exit from the public school system. These students are entitled to participate in commencement ceremonies and receive a certificate of attendance after completing four years of high school.

19 TAC 89.1070 (f)-(h)

Graduation Criteria

A student who receives special education services may graduate and be awarded a diploma if the student meets one of the following conditions:

1. The student has demonstrated mastery of the required state standards (or district standards if greater) in 19 Administrative Code Chapters 110-117, 126-128, and 130; satisfactorily completed credit requirements for graduation under the foundation high school program applicable to students in general education; and demonstrated satisfactory performance as established in Education Code Chapters 28 and 39, on the required EOC assessment instruments, which could include meeting the requirements of 19 Administrative Code 89.1070(d).

2. The student has demonstrated mastery of the required state standards (or district standards if greater) in 19 Administrative Code Chapters 110-117, 126-128, and 130; the student has satisfactorily completed credit requirements for graduation under the foundation high school program specified in 19 Administrative Code 74.12 applicable to students in general education; and the student's ARD committee has determined that satisfactory performance, beyond what would otherwise by required in 19 Administrative Code 89.1070(b)(1) and (d), on the required EOC assessment instruments is not required for graduation.

3. The student has satisfactorily completed credit requirements for graduation under the foundation high school program, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education; demonstrated mastery of the required state standards (or district standards if greater) in 19 Administrative Code Chapters 110-117, 126-128, and 130 in accordance with modified content and curriculum expectations established in the student's IEP; and demonstrated satisfactory performance on the required EOC assessment instruments, unless the student's ARD committee has determined that satisfactory performance on the required EOC assessment instruments is not required for graduation. The student must also successfully complete the student's IEP and meet one of the following conditions:

    a. Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;

    b. Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help

skills that do not require direct ongoing educational support of the local school district; or

c. The student has access to services or other supports that are not within the legal responsibility of public education, including employment or postsecondary education established through transition planning.

When a student receives a diploma under item 2 or 3(a), (b), or (c), above, the ARD committee must determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

19 TAC 89.1070(b), (j)

Endorsements

A student who is enrolled in a special education program may earn an endorsement on the student's transcript by:

1. Successfully completing, with or without modification of the curriculum:

   a. The curriculum requirements identified by the SBOE for the foundation high school program; and

   b. The additional endorsement curriculum requirements prescribed by the SBOE; and

2. Successfully completing all curriculum requirements for that endorsement adopted by the SBOE:

   a. Without modification of the curriculum; or

   b. With modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student's ARD committee.

The ARD committee of a student in a special education program shall determine whether the student is required to achieve satisfactory performance on an end-of-course assessment instrument to earn an endorsement on the student's transcript.

Education Code 28.025(c-7)-(c-8), 19 TAC 89.1070(c)

Graduation of Military Dependents

Course Waiver

District officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed by a military student in another district or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the district shall provide an alternative means of acquiring required coursework so that graduation may occur on time.

Transfers During Senior Year	Should a military student transferring at the beginning or during the student's senior year be ineligible to graduate from the district after all alternatives have been considered, the sending and receiving districts shall ensure the receipt of a diploma from the sending district, if the student meets the graduation requirements of the sending district. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on-time graduation of the student.
Substitute Passing Standard	The commissioner shall adopt a passing standard on one or more national norm-referenced achievement tests for purposes of permitting a qualified military dependent to meet that standard as a substitute for completing a specific course otherwise required for graduation. The passing standard is available only for a student who enrolls in a public school in this state for the first time after completing the ninth grade or who reenrolls in a public school in this state at or above the 10th-grade level after an absence of at least two years from the public schools of this state. Each passing standard in effect when a student first enrolls in a Texas public high school remains applicable to the student for the duration of the student's high school enrollment, regardless of any subsequent revision of the standard. *Education Code 162.002 art. VII, A, C* [See FDD]
Graduation of Student Who Is Homeless or in Conservatorship of DFPS	If an 11th or 12th grade student who is homeless or in the conservatorship of the Department of Family and Protective Services transfers to a different school district and the student is ineligible to graduate from the district to which the student transfers, the district from which the student transferred shall award a diploma at the student's request, if the student meets the graduation requirements of the district from which the student transferred. *Education Code 28.025(i)*

Agreement Between Districts

The boards of two or more adjoining school districts or the boards of county school trustees of two or more adjoining counties may, by agreement and in accordance with Education Code 25.032-.034, arrange for the transfer and assignment of any student from the jurisdiction of one board to that of another. In the case of the transfer and assignment of a student under this provision, the participating governing boards shall also agree to the transfer of school funds or other payments proportionate to the transfer of attendance. *Education Code 25.035*

Initiated by Student or Parent

Any student, other than a high school graduate, who is under 21 years of age and eligible for enrollment on September 1, may transfer to another Texas district, provided that both the receiving district and the applicant's parent, guardian, or person having lawful control agree in writing to the transfer.

Discipline and Threat Assessment Records

In the case of a transfer under this provision, a child's district of residence shall provide the receiving district with the child's disciplinary record and any threat assessment involving the child's behavior conducted under Education Code 37.115 [see FFB].

Effective August 1, 2025, a district shall utilize Sentinel to securely transfer any threat assessment conducted on a student to a receiving district when a student transfers to a new district [see CKA]. All threat assessments for a student are subject to the transfer requirement. Any threat assessments conducted prior to August 1, 2025, that are associated with a student transfer shall be uploaded into Sentinel in a manner determined by the Texas Education Agency (TEA).

Education Code 25.036; 19 TAC 103.1213(e)(1)(B) [See FD for placement of transfer students.]

Transfer to a District Offering In-Person Instruction

If a district provides notice to the parent or person standing in parental relation to a student enrolled in the district of the district's intent to offer only virtual instruction for more than one grading period during a school year, the student may transfer for that school year to another district that offers in-person instruction during that school year and accepts the student's transfer.

"Virtual instruction" means instructional activities delivered to students primarily over the internet.

A student who transfers to another school district under this section may not be charged tuition. The student is included in the average daily attendance of the district in which the student attends school.

Education Code 25.045

Basis for Transfer

A board or its designee must make transfer decisions on an individual basis and may not consider as a factor in arriving at any decision regarding assignments any matter relating to the national origin of the student or the student's ancestral language. *Education Code 25.032* [See FDAA]

Transportation

A board may establish and operate an economical public school transportation system outside the district if students enrolled in the district reside outside the district and the district meets the requirements of Education Code 34.007(a)(3) [see CNA]. *Education Code 34.007(a)*

Funding for Transfers

Upon the filing and certification of any transfer, the state per capita apportionment shall transfer with the student. For purposes of computing state allotments to districts eligible under the Foundation School Program, the student's attendance prior to the date of transfer shall be counted by the sending district and the student's attendance after transfer shall be counted by the receiving district. *Education Code 25.037*

Credits and Records

Credits earned in local credit courses may be transferred at the enrolling district's discretion. Transfer students shall not be prohibited from attending school pending receipt of transcripts or academic records from the district the student previously attended. *19 TAC 74.26(a)(1)*

Nonpublic Schools

Records and transcripts of students from Texas nonpublic schools or from out of state or out of the country (including foreign exchange students) shall be evaluated, and students shall be placed promptly in appropriate classes. A district may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit. *19 TAC 74.26(a)(2)*

Tuition Fee for Transfer Students

A receiving district may charge a tuition fee to the extent that the district's actual expenditure per student in average daily attendance exceeds the sum of state available school fund apportionment benefits transferred under Education Code 25.037. However, unless a tuition fee is prescribed and set out in a transfer agreement prior to its execution by the parties, no increase in tuition charge shall be made for the year of that transfer that exceeds the tuition charge, if any, of the preceding school year. *Education Code 25.038*

Transfer by Servicemember Request

On request of a servicemember who is a parent of or person standing in parental relation to a student, the board or the board's designee shall transfer the student to another district campus or to another school district under an agreement under Education Code 25.035 [see Agreement Between Districts, above].

"Servicemember" means an active duty member of the armed forces of the United States, a reserve component of the armed forces of the United States, or the Texas National Guard.

A transfer under this provision must be to the campus or district, as applicable, selected by the servicemember making the request.

A district is not required to provide transportation to a student who transfers to another campus or district under this provision.

Education Code 25.0344

Transfer by Peace Officer Request

On request of a peace officer who is a parent of or person standing in parental relation to a student, the board or the board's designee shall transfer the student to another district campus or to another district under an agreement under Education Code 25.035.

"Peace officer" has the meaning assigned by Occupations Code 1701.001.

A transfer under this provision must be to the campus or school district, as applicable, selected by the peace officer making the request.

A district is not required to provide transportation to a student who transfers to another campus or district under this provision.

Education Code 25.0344

Transfers to Adjoining States

Note: The following provision applies to a district located on the border of an adjoining state.

Any student who would be entitled to attend the public school of any district situated on the border of Louisiana, Arkansas, Oklahoma, or New Mexico and who may find it more convenient to attend the public school in a district in one of those contiguous states, may have the state and county per capita apportionment of the available school funds paid to the school district of the contiguous state and may have additional tuition, if necessary, paid by the district of residence on such terms as may be agreed upon by the trustees of the receiving district and the trustees of the residence district. *Education Code 25.040*

Contracts for Education Outside Districts

Note: The following section applies only to districts that do not offer all grades, kindergarten-grade 12.

A district that does not offer each grade, kindergarten-grade 12, may provide by contract for students residing in the district who are at grade levels not offered by the district to be educated at those

grade levels in one or more other districts. In each contract, the districts also shall agree to the transfer of school funds or other payments proportionate to the transfer of attendance.

Tuition

The district in which the students reside shall pay tuition to any district with which it has a contract under this section for each of its students attending school in that district at a grade level for which the district has contracted. The amount of the tuition paid may not exceed the greater of the amount provided for by Education Code 25.038 [see above], or an amount specified by commissioner rule [see below].

A district is not required to pay tuition to any district with which it has not contracted for the attendance by any of its students at a grade level for which it has contracted under this provision with another district.

A contract under this provision may not be for a period exceeding five years.

Education Code 25.039

Definitions

"Home district" means a district of residence of a transferring student.

"Receiving district" means a district to which a student is transferring for the purpose of obtaining an education.

"Tuition" means an amount charged to the home district by the receiving district to educate the transfer student.

Tuition Allotment of the Home District

For the purposes of calculating the tuition allotment of the home district as authorized by Education Code 48.154, the amount of tuition that may be attributed to a home district for a transfer student in payment for that student's education may not exceed an amount per enrollee calculated for each receiving district. The calculated limit applies only to tuition paid to a receiving district for the education of a student at a grade level not offered in the home district. Tuition may be set at a rate higher than the calculated limit if both districts enter a written agreement, but the calculated tuition limit will be used in the calculation of the tuition allotment for the home district. The calculation will use the most currently available data in an ongoing school year to determine the limit that applies to the subsequent school year. For purposes of this provision, the number of students enrolled in a district will be appropriately adjusted to account for students ineligible for the Foundation School Program funding and those eligible for half-day attendance.

Calculated Tuition Limit

The calculated tuition limit is the sum of the excess maintenance and operations (M&O) revenue per enrollee and the excess debt

revenue per enrollee, as calculated in 19 Administrative Code 61.1012(b)(2)-(3).

Notification and Appeal Process

In the spring of each school year, the commissioner will provide each district with its calculated tuition limit and a worksheet with a description of the derivation process. A district may appeal to the commissioner if it can provide evidence that the use of projected student counts from the LPE in making the calculation is so inaccurate as to result in an inappropriately low authorized tuition charge and undue financial hardship. A district that used significant nontax sources to make any of its debt service payments during the base year for the computation may appeal to the commissioner to use projections of its tax collections for the year for which the tuition limit will apply. The commissioner's decision regarding an appeal is final.

19 TAC 61.1012

Safe Schools Data

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
    a. Attempted murder;
    b. Indecency with a child;
    c. Aggravated kidnapping;
    d. Aggravated assault on someone other than a District employee or volunteer;
    e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
    f. Aggravated robbery;
    g. Continuous sexual abuse of a young child or disabled individual; or
    h. Bullying.

School Safety Transfers

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently Dangerous School

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a Violent Criminal Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

Additional Transfer Options

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

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Consent to Medical Treatment

The school in which a minor student is enrolled may consent to medical, dental, psychological, and surgical treatment of that student, provided all of the following conditions are met:

1. The person having the power to consent as otherwise provided by law cannot be contacted.
2. Actual notice to the contrary has not been given by that person.
3. Written authorization to consent has been received from that person.

Family Code 32.001(a)(4)

Form of Consent

Consent to medical treatment under this policy shall be in writing, signed by the school official giving consent, and given to the doctor, hospital, or other medical facility that administers the treatment. The consent must contain:

1. The name of the student.
2. The name of one or both parents, if known, and the name of the managing conservator or guardian of the student, if either has been appointed.
3. The name of the person giving consent and the person's relation to the student.
4. A statement of the nature of the medical treatment to be given.
5. The date on which the treatment is to begin.

Family Code 32.002

Minor's Consent to Treatment

A minor may consent to medical, dental, psychological, and surgical treatment furnished by a licensed physician or dentist if the minor:

1. Is 16 years of age and residing separate and apart from the minor's parents, managing conservator, or guardian, with or without the consent of the parents, conservator, or guardian and regardless of the duration of the residence, and is managing his or her own financial affairs, regardless of the source of the income;
2. Consents to the diagnosis and treatment of any infectious, contagious, or communicable disease required to be reported to the Texas Department of State Health Services (DSHS), including all reportable diseases under Health and Safety Code 81.041;

3. Is unmarried and pregnant, and consents to hospital, medical, or surgical treatment, other than abortion, related to her pregnancy; or

4. Consents to examination and treatment for drug or chemical addiction, drug or chemical dependency, or any other condition directly related to drug or chemical use.

Family Code 32.003; Planned Parenthood of Cent. Mo. v. Danforth, 428 U.S. 52 (1976); Bellotti v. Baird, 443 U.S. 622 (1979)

Telehealth in Medicaid Covered Services

Telemedicine medical services and telehealth services authorized as Texas Medicaid covered services must meet the conditions specified in 1 Administrative Code 354.1432(5). *1 TAC 354.1432(5)*

Administering Medication

Upon adoption of policies concerning the administration of medication to students by district employees, the district, its board, and its employees are immune as described below, provided:

1. The district has received a written request to administer the medication from the parent, legal guardian, or other person having legal control of the student.

2. When administering prescription medication, the medication is administered either:

   a. From a container that appears to be the original container and to be properly labeled; or

   b. From a properly labeled unit dosage container filled by a registered nurse or another qualified district employee, as determined by district policy, from a container that appears to be the original container and to be properly labeled.

By Volunteer Professionals

If a district provides liability insurance for a licensed physician or registered nurse who provides volunteer services to the district, a board may allow the physician or nurse to administer to any student nonprescription medication or medication currently prescribed for the student by the student's personal physician.

Immunity from Civil Liability

A district, a board, and its employees shall be immune from civil liability for damages or injuries resulting from the administration of medication to a student in accordance with this policy.

Education Code 22.052(a)-(b)

[See DG regarding protection of nurses for refusal to perform acts.]

Self-Administration of Asthma or Anaphylaxis Medicine

A student with asthma or anaphylaxis may possess and self-administer prescription asthma or anaphylaxis medicine while on school property or at a school-related event or activity if:

1. The medicine has been prescribed for that student as indicated by the prescription label on the medicine;
2. The student has demonstrated to the student's physician or other licensed health-care provider and the school nurse, if available, the skill level necessary to self-administer the prescription medication, including the use of any device required to administer the medication;
3. The self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health-care provider; and
4. A parent of the student provides to the school:
    a. Written authorization, signed by the parent, for the student to self-administer the prescription medicine while on school property or at a school-related event or activity; and
    b. A written statement, signed by the student's physician or other licensed health-care provider, that states:
        (1) That the student has asthma or anaphylaxis and is capable of self-administering the medicine;
        (2) The name and purpose of the medicine;
        (3) The prescribed dosage for the medicine;
        (4) The times at which or circumstances under which the medicine may be administered; and
        (5) The period for which the medicine is prescribed.

The physician's statement must be kept on file in the school nurse's office, or, if there is no school nurse, in the office of the principal of the school the student attends.

[See FFAF for care of students with diagnosed food allergies at risk for anaphylaxis.]

No Waiver of Immunity

The provisions above neither waive any liability or immunity nor create any liability for or a cause of action against a district, a board, or its employees.

Education Code 38.015

Sunscreen Products

A student may possess and use a topical sunscreen product while on school property or at a school-related event or activity to avoid overexposure to the sun and not for the medical treatment of an injury or illness if the product is approved by the federal Food and Drug Administration for over-the-counter use. This provision does not waive any immunity from liability of a district, its board, or its employees; or create any liability for or a cause of action against a district, its board, or its employees. *Education Code 38.021*

Dietary Supplements

A district employee commits a Class C misdemeanor offense if the employee:

1. Knowingly sells, markets, or distributes a dietary supplement that contains performance enhancing compounds to a primary or secondary education student with whom the employee has contact as part of the employee's school district duties; or

2. Knowingly endorses or suggests the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance enhancing compounds by a primary or secondary education student with whom the employee has contact as part of the employee's school district duties.

Education Code 38.011(a), (c)

Prescription Medication and Special Education Students

An employee of a district is prohibited from requiring a child to obtain a prescription for a substance covered under the federal Controlled Substances Act (21 U.S.C. 801 et seq.) as a condition of attending school, receiving an evaluation for special education, or receiving special education and related services.

An employee is not prohibited from consulting or sharing classroom-based observations with parents regarding a student's academic and functional performance, behavior in the classroom or school, or the need for evaluation for special education or related services.

20 U.S.C. 1412(a)(25)

[See FFEB for information regarding psychotropic drugs and psychiatric evaluations]

Low-THC Cannabis

A district may not enact, adopt, or enforce a rule, ordinance, order, resolution, or other regulation that prohibits the cultivation, production, dispensing, or possession of low-THC cannabis, as authorized by the Texas Compassionate-Use Act. *Health and Safety Code 487.201*

Dextromethorphan (Certain Cold Medication)

A district may not adopt or enforce an ordinance, order, rule, regulation, or policy that governs the sale, distribution, or possession of dextromethorphan. *Health and Safety Code 488.005*

Maintenance and Administration of Opioid Antagonists

Each district shall adopt and implement a policy regarding the maintenance, administration, and disposal of opioid antagonists at each campus in the district that serves students in grades 6 through 12 and may adopt and implement such a policy at each campus in the district, including campuses serving students in a grade level below grade 6.

The policy adopted must:

1. Provide that school personnel and school volunteers who are authorized and trained may administer an opioid antagonist to a person who is reasonably believed to be experiencing an opioid-related drug overdose;
2. Require that each school campus subject to a policy adopted under this provision have one or more school personnel members or school volunteers authorized and trained to administer an opioid antagonist present during regular school hours;
3. Establish the number of opioid antagonists that must be available at each campus at any given time; and
4. Require that the supply of opioid antagonists at each school campus subject to a policy adopted under this provision must be stored in a secure location and be easily accessible to school personnel and school volunteers authorized and trained to administer an opioid antagonist.

Education Code 38.222(a), (c); 25 TAC 40.84(b)-(c); 19 TAC 103.1103

Definitions

“Authorized health-care provider” means a physician, as defined in Education Code 38.201, or person who has been delegated prescriptive authority by a physician under Occupations Code Chapter 157.

“Campus” means a unit of a district that has an assigned administrator, has enrolled students who are counted for average daily attendance, has assigned instructional staff, provides instructional services to students, has one or more grades in the range from early childhood education through grade 12 or is ungraded, and complies with relevant Texas laws.

“Opioid antagonist” as defined in Health and Safety Code 483.101, means any drug that binds to opioid receptors and blocks or otherwise inhibits the effects of opioids acting on those receptors.

	"Opioid-related drug overdose" as defined in Health and Safety Code 483.101, means a condition, evidenced by symptoms of extreme physical illness, decreased level of consciousness, constriction of the pupils, respiratory depression, or coma, that a layperson would reasonably believe to be the result of the consumption or use of an opioid. *25 TAC 40.82(2)-(3), (5)-(6)*
Maintenance	Once a district adopts an opioid antagonist medication policy, a campus implementing an opioid policy must stock opioid antagonist medication.
Prescription	A campus must obtain a prescription from a physician or a person who has been delegated prescriptive authority to stock, possess, and maintain the established number of doses of opioid antagonists as determined by a district, on each campus as described in Education Code 38.225 (Prescription of Opioid Antagonists). The campus must renew this prescription or obtain a new prescription annually. The number of additional doses may be determined by an individual campus review led by a physician or a person who has been delegated prescriptive authority. *25 TAC 40.85(a)-(b)*
Standing Order	A physician or person who has been delegated prescriptive authority under Occupations Code Chapter 157 may prescribe opioid antagonists in the name of a school district. *Education Code 38.225(a); 25 TAC 40.85(c)*
Storage of Medication	The unassigned opioid antagonist medication must be stored in a secure location and be easily accessible, in accordance with the manufacturer's guidelines and local policy of the district.
Disposal	Used, unassigned opioid antagonists are considered infectious waste and must be disposed of according to the school's bloodborne pathogen control policy. Expired, unassigned opioid antagonists must be disposed of in accordance with the Federal Drug Administration's disposal of unused medications guidelines and local policy of the district. *25 TAC 40.85(d)-(f)*
Reporting Requirement	The campus must submit the report no later than the 10th business day after the date a school personnel member or school volunteer administers an opioid antagonist in accordance with the unassigned opioid antagonist medication policy.

The report shall be submitted to the following individuals and entities:

1. The district;
2. The physician or other person who prescribed the opioid antagonist; and
3. The commissioner of DSHS.

Notifications to the commissioner of DSHS must be submitted on the designated electronic form available on DSHS School Health Program website found at dshs.texas.gov.

25 TAC 40.87(b)-(c)

The school shall report the following information:

1. The age of the person who received the administration of the opioid antagonist;
2. Whether the person who received the administration of the opioid antagonist was a student, a school personnel member or school volunteer, or a visitor;
3. The physical location where the opioid antagonist was administered;
4. The number of doses of opioid antagonist administered;
5. The title of the person who administered the opioid antagonist; and
6. Any other information required by the commissioner of education.

Education Code 38.223(b)

Records Retention

Records relating to implementing and administering the district unassigned opioid antagonist medication policy must be retained per the campus record retention schedule. *25 TAC 40.87(a)*

Training

A district that adopts an opioid antagonist policy is responsible for training school personnel and school volunteers in the administration of an opioid antagonist. *Education Code 38.224(a)*

Training must include information on:

1. Recognizing the signs and symptoms of an opioid-related drug overdose;
2. Responding to an opioid-related drug overdose and administering an opioid antagonist;

3. Implementing emergency procedures, after administering an opioid antagonist;

4. Understanding the medical purpose and misuse of opioids; and

5. Properly disposing of used or expired opioid antagonists.

Training must:

1. Be provided annually in a formal training session or through online education, including practicing the administration of an opioid antagonist with an opioid antagonist trainer device; and

2. Be provided in accordance with the policy adopted under Education Code 21.4515.

Each campus must maintain training records and must make available upon request a list of school personnel and school volunteers who are trained and authorized to administer the unassigned opioid antagonist medication on the campus.

25 TAC 40.86(b)-(c)

Gifts, Grants, and Donations

A district may accept gifts, grants, donations, and federal and local funds to implement these provisions. *Education Code 38.226*

Immunity

A person who in good faith takes, or fails to take, any action under Education Code Chapter 38, Subchapter E-1 is immune from civil or criminal liability or disciplinary action resulting from that action or failure to act as described by Education Code 38.227. *Education Code 38.227*

Maintenance and Administration of Epinephrine Auto-Injectors

Note: The following provisions apply only to a district that adopts an unassigned epinephrine auto-injector policy.

A district may adopt and implement a policy regarding the maintenance, administration, and disposal of epinephrine auto-injectors at each campus in the district.

If a policy is adopted, the policy:

1. Must provide that school personnel and school volunteers who are authorized and trained may administer an epinephrine auto-injector to a person who is reasonably believed to be experiencing anaphylaxis on a school campus; and

2. May provide that school personnel and school volunteers who are authorized and trained may administer an epinephrine auto-injector to a person who is reasonably believed to be ex-

periencing anaphylaxis at an off-campus school event or while in transit to or from a school event.

A district that adopts a policy must require that each campus have one or more school personnel members or school volunteers authorized and trained to administer an epinephrine auto-injector present during all hours the campus is open. The supply of epinephrine auto-injectors at each campus must be stored in a secure location and be easily accessible to school personnel and school volunteers authorized and trained to administer an epinephrine auto-injector.

Education Code 38.208

A district that chooses to adopt and implement a written unassigned epinephrine auto-injector policy under Education Code Chapter 38, Subchapter E is not required to create an additional policy for care of certain students at risk for anaphylaxis under Education Code 38.0151 [see FFAF]. *25 TAC 40.62(c)*

A district may develop, as part of the policy, provisions for additional doses to be stocked and utilized at off-campus school events, or in transit to or from school events. *25 TAC 40.65(a)(2)*

Definitions

All Hours the Campus Is Open

“All hours the campus is open” is defined as, at a minimum, during regular on-campus school hours, and when school personnel are physically on site for school-sponsored activities.

Campus

A “campus” is defined as a unit of a school district that has an assigned administrator, has enrolled students who are counted for average daily attendance, has assigned instructional staff, provides instructional services to students, has one or more grades in the range from early childhood education through grade 12 or is ungraded, and complies with relevant Texas laws.

Unassigned Epinephrine Auto-Injector

An “unassigned epinephrine auto-injector” is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector, issued by a physician or person who has been delegated prescriptive authority under Occupations Code Chapter 157.

25 TAC 40.63(1), (4), (11)

Prompt Notification

Local emergency medical services must be promptly notified by the school when an individual is suspected of experiencing anaphylaxis and when an epinephrine auto-injector is administered. If the trained school personnel or school volunteer is the only individual available to notify emergency medical services, the trained individ-

ual should administer the unassigned epinephrine auto-injector before notifying emergency medical services.

The parent, legal guardian, or emergency contact must be promptly notified by the school when an unassigned epinephrine auto-injector is utilized on their child as soon as is feasible during the emergency response to suspected anaphylaxis.

25 TAC 40.65(e)-(f)

Records

School records of the administration of the unassigned epinephrine auto-injector and suspected anaphylaxis must be provided to the parent or guardian of the recipient upon request.

Records relating to implementation and administration of the school's unassigned epinephrine auto-injector policy shall be retained per the record retention schedule for records of public school districts found in 13 Administrative Code 7.125 [see CPC].

25 TAC 40.65(f)-(g)

Reports

Not later than the 10th business day after the date a school personnel member or school volunteer administers an epinephrine auto-injector in accordance with district policy, the school shall send a report to the school district; the physician who prescribed the epinephrine auto-injector; and the commissioner of state health services.

The report must include the following information:

1. The age of the person who received the administration of the epinephrine auto-injector;
2. Whether the person who received the administration of the epinephrine auto-injector was a student, a school personnel member or school volunteer, or a visitor;
3. The physical location where the epinephrine auto-injector was administered;
4. The number of doses of epinephrine auto-injector administered;
5. The title of the person who administered the epinephrine auto-injector; and
6. Any other information required by the commissioner of education.

Education Code 38.209

Notifications to the commissioner of DSHS shall be submitted on the designated electronic form available on the DSHS School Health Program website. *25 TAC 40.68(b)*

Assignment of Trained Individuals

At each campus in which a school adopts an unassigned epinephrine auto-injector policy, the principal may assign school personnel or school volunteers to be trained to administer unassigned epinephrine auto-injectors or seek school personnel or school volunteers who volunteer to be trained to administer unassigned epinephrine auto-injectors.

In order to increase the number of trained individuals in the administration of unassigned epinephrine auto-injectors, schools may distribute to school personnel or school volunteers in the district, at least once per school year, a notice that includes a description of the request seeking volunteers to be trained to administer an epinephrine auto-injector to a person believed to be experiencing anaphylaxis and a description of the training that the school personnel or school volunteers will receive in the administration of epinephrine with an auto-injector.

25 TAC 40.66(a)-(b)

Signed Statement

Trained school personnel or school volunteers who administer the unassigned epinephrine auto-injector must submit a signed statement indicating that they agree to perform the service of administering an unassigned epinephrine auto-injector to a student or individual that may be experiencing anaphylaxis. *25 TAC 40.66(c)*

Training

A district that adopts an unassigned epinephrine auto-injector written policy is responsible for training school personnel and school volunteers in the administration of an unassigned epinephrine auto-injector.

Training must include information on:

1. Recognizing the signs and symptoms of anaphylaxis;
2. Administering an epinephrine auto-injector;
3. Implementing emergency procedures, if necessary, after administering an epinephrine auto-injector; and
4. Properly disposing of used or expired epinephrine auto-injectors.

Training must be provided in accordance with the district professional development policy [see DMA].

Education Code 38.210(a), (b)

Each assigned school personnel or school volunteer shall receive initial training and an annual refresher training.

Training:

1. Shall be consistent with the most recent Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs published by the federal Centers for Disease Control and Prevention;
2. May be provided in a formal face-to-face training session or through an online education course;
3. Must include information on properly inspecting unassigned epinephrine auto-injectors for usage and expiration; and
4. Must include information about promptly notifying local emergency medical services.

25 TAC 40.67(1)-(2), (5)

The initial training must include hands-on training with an epinephrine auto-injector trainer. The annual refresher training must include a hands-on demonstration of administration skills.

Each school campus shall maintain training records and make available upon request a list of those school personnel or school volunteers trained and authorized to administer the unassigned epinephrine auto-injector on the campus.

25 TAC 40.67(3)-(4), (6)

Standing Orders

A physician or person who has been delegated prescriptive authority under Occupations Code Chapter 157 may prescribe epinephrine auto-injectors in the name of a district in accordance with law. *Education Code 38.211(a)*

A district shall obtain a prescription from an authorized health-care provider each year, to stock, possess, and maintain at least one unassigned adult epinephrine auto-injector pack (two doses) on each school campus.

A school may choose to stock unassigned pediatric epinephrine auto-injector packs, based on the need of the school's population.

25 TAC 40.65(a)-(a)(1)

Epinephrine Coordinator

The superintendent will designate appropriate school personnel to coordinate and manage policy implementation, including training of school personnel, and the acquisition or purchase, usage, expiration, and disposal of unassigned epinephrine auto-injectors. Throughout the school calendar year, the designated school per-

	sonnel must coordinate with each campus to ensure that the unassigned epinephrine auto-injectors are checked monthly for expiration and usage and the findings are documented. *25 TAC 40.65(b)*
Notice to Parents	If a district implements a policy for the maintenance, administration, and disposal of epinephrine auto-injectors, the district shall provide written notice of the policy to a parent or guardian of each student enrolled in the district. Notice must be provided before the policy is implemented by the district and before the start of each school year. *Education Code 38.212* A district shall provide electronic or written notice to the parent or guardian of each student. If a district changes or discontinues the policy under this subchapter, written or electronic notice detailing the change or discontinuation must be provided to the parent or guardian of each student within 15 calendar days. *25 TAC 40.69*
Storage	Unassigned epinephrine auto-injectors shall be stored in a secure, easily accessible area for an emergency, in accordance with manufacturer's guidelines. It is recommended that the school administrator develop a map to be placed in high traffic areas that indicates the location of the unassigned epinephrine auto-injectors on each school campus. It is recommended that the map also indicates the locations of the automated external defibrillator (AED). *25 TAC 40.65(h)*
Replacement	The district shall develop a plan to replace, as soon as reasonably possible, any unassigned epinephrine auto-injector that is used or close to expiration. *25 TAC 40.65(i)*
Disposal	Used unassigned epinephrine auto-injectors shall be considered infectious waste and shall be disposed of according to the school's bloodborne pathogen control policy. Expired unassigned epinephrine auto-injectors shall be disposed of according to the school's medication disposal policy. *25 TAC 40.65(j)-(k)* [See DBB]
Gifts, Grants, and Donations	A district may accept gifts, grants, donations, and federal and local funds to implement its policy. *Education Code 38.213*

Maintenance and Administration of Medication for Respiratory Distress

Note: The following provisions apply only to a district that adopts a policy on medication for respiratory distress.

A district may adopt and implement a policy regarding the maintenance, administration, and disposal of unassigned medication for respiratory distress at each campus in the district. *Education Code 38.208(a-1); 25 TAC 40.44(a)*

If a policy is adopted, the policy must provide that school personnel and school volunteers who are authorized and trained may administer medication for respiratory distress to a person reasonably believed to be experiencing respiratory distress on a school campus, or at a school-sponsored or school-related activity on or off school property. *Education Code 38.208(b-1); 25 TAC 40.44(a)(1)(C)*

In developing the policy, a district may consider performing a review to include:

1. Consultation with school nurses, the local school health advisory committee, local health-care providers, or any department or organization involved with student well-being;
2. Campus geography; and
3. Student population size.

19 TAC 40.44(b)

An adopted unassigned medication for respiratory distress policy must be publicly available. *25 TAC 40.44(d)*

Definitions

“School personnel” means an employee of a district. The term includes a member of the board.

“School volunteer” means a person providing services for or on behalf of a district, on the premises of the district or at a school-sponsored or school-related activity on or off school property, who does not receive compensation in excess of reimbursement for expenses.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication based on the best available medical evidence for the treatment of respiratory distress that is:

1. Delivered by metered-dose inhaler (MDI) with a spacer (valved holding chamber) or by a nebulizer as a rescue medication;
2. Prescribed by an authorized health-care provider in the name of the district;

3. Issued with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress; and

4. Issued by an authorized health-care provider.

Education Code 38.201(3-a), (6), 22.053(b); 25 TAC 40.42(8), (10), (12)

Each Campus During Regular School Hours

Each district that adopts a policy must require that each campus have one or more school personnel or school volunteers authorized and trained to administer unassigned medication for respiratory distress present during regular school hours, which means at least 30 minutes before the first bell to 30 minutes after the last bell of the school day. *Education Code 38.208(d-1); 25 TAC 40.42(5), 40.44(a)(1)(C)*

A “campus” is defined as a geographic unit of a district that:

1. Has an assigned administrator;

2. Has enrolled students who are counted for average daily attendance;

3. Has assigned instructional staff;

4. Provides instructional services to students;

5. Has one or more grades in the range from early childhood education through grade 12 or is ungraded; and

6. Is subject to Texas laws.

25 TAC 40.42(2)

Medication Inventory

Subject to the availability of funding, a district that adopts a policy must allow for treatment of multiple students and secure or obtain at least:

1. One MDI with appropriate spacers (valved holding chambers) to accommodate the developmental needs of the student population; or

2. At least five vials of nebulizer solution with appropriate nebulizer-required equipment to accommodate the developmental needs of the student population.

25 TAC 40.44(a)(2)

In addition to the minimum number of doses described above, the number of additional doses may be determined by an individual campus review led by an authorized health-care provider. *25 TAC 40.45(b)(2)*

Designated Campus Administrator

A district that adopts a policy must include in the policy the designated campus administrator to coordinate and manage policy implementation for each campus, which includes:

1. Conducting a review at the campus to determine the need for additional doses;
2. Training school personnel and school volunteers;
3. Acquiring or purchasing, maintaining, storing, and using unassigned medication for respiratory distress, subject to available campus funding; and
4. Disposing of expired unassigned medication for respiratory distress.

25 TAC 40.44(c)(1)

Notification Procedures

Each district that adopts a policy must include in the policy the procedures for notifying a parent, prescribing authorized health-care provider, and the student's primary health-care provider when unassigned medication for respiratory distress is administered. *25 TAC 40.44(c)(4)*

Referral Required

If unassigned medication for respiratory distress is administered to a student whose parent or guardian has not provided notification to the school that the student has been diagnosed with asthma, the school must refer the student to the student’s primary care provider on the day the medication for respiratory distress is administered and inform the student’s parent or guardian regarding the referral. The referral must include:

1. The symptoms of respiratory distress observed;
2. The name and dosage of the unassigned medication for respiratory distress administered to the student;
3. Any patient care instructions given to the student; and
4. Information about the purpose and use of an asthma action plan and medical authorization for schools, including a blank copy of the plan and authorization the provider completes and returns to the school.

If a student who has received medication for respiratory distress does not have a primary care provider or the parent or guardian of the student has not engaged a primary care provider for the student, the student’s parent or guardian must receive information to assist the parent or guardian in selecting a primary care provider for the student.

Education Code 38.208(b-2)-(b-3); 25 TAC 40.44(c)(6)-(7)

Storage	The supply of medication for respiratory distress at each campus must be stored in accordance with the manufacturer's guidelines and local policy of the district in a secure location and be easily accessible to authorized school personnel and school volunteers. *Education Code 38.208(e-1); 25 TAC 40.45(d)* The location of the unassigned medication for respiratory distress must be specified in the policy. *25 TAC 40.44(c)(3)*
Disposal	The policy must include a plan to check inventory of unassigned medication for respiratory distress for expiration at least twice during the school year, to replace, as soon as reasonably possible, and to document the findings. *25 TAC 40.44(c)(5)* Expired unassigned medication for respiratory distress and other used or expired supplies must be disposed of in accordance with the manufacturer's guidelines and local policy of the district. *25 TAC 40.45(e)*
Records Retention	Records relating to implementing and administering the district's unassigned medication for respiratory distress policy must be retained per the campus record retention schedule. *25 TAC 40.47(a)*
Training	Each district that adopts a policy for the administration of medication for respiratory distress is responsible for training school personnel and school volunteers in the administration of medication for respiratory distress. Each authorized school personnel or school volunteer must receive initial training and an annual refresher training. The training must: 1. Include information on recognizing the signs and symptoms of respiratory distress; 2. Include information on administering medication for respiratory distress; 3. Include information on implementing emergency procedures, if necessary, after administering medication for respiratory distress; 4. Include information on proper sanitization, reuse, and disposal of medication for respiratory distress; 5. Cover the authorized health-care provider's standing order; 6. Include processes to follow-up with the prescribing authorized health-care provider and the student's primary health-care provider; 7. Provide information on the report required after administering unassigned medication [see below];

8. Include information on the district's adopted unassigned medication for respiratory distress policy;

9. Incorporate hands-on training with unassigned medication for respiratory distress; and

10. Inform school personnel or school volunteers of the purpose and use of asthma action plans.

Education Code 38.210(a-1); 25 TAC 40.46(a)

Training must be provided in a formal training session or through online education and must be provided in accordance with the district professional development policy [see DMA]. *Education Code 38.210(b)*

The policy must include a list of trained and authorized school personnel and school volunteers available to administer unassigned medication for respiratory distress. *25 TAC 40.44(c)(2)*

Each campus must maintain training records and must make available upon request a list of school personnel and school volunteers trained and authorized to administer unassigned medication for respiratory distress at the campus or at a school-sponsored event. *25 TAC 40.46(b)*

Reporting Requirement

Not later than the 10th business day after the date a school personnel member or school volunteer administers medication for respiratory distress to a person experiencing respiratory distress, the school shall report the following information to the district, the physician or other person who prescribed the medication for respiratory distress, and the commissioner of state health services:

1. The age of the person who received the administration of the medication for respiratory distress;

2. Whether the person who received the administration of the medication for respiratory distress was a student, a school personnel member or school volunteer, or a visitor;

3. The dosage of the medication for respiratory distress administered;

4. The title of the person who administered the medication for respiratory distress; and

5. Any other information required by the commissioner.

Notifications to the commissioner of state health services must be submitted on the designated electronic form available on the DSHS School Health Program website found at dshs.texas.gov.

Education Code 38.2091; 25 TAC 40.47

No Negative Fiscal Impact

The policy may not require a district to purchase prescription medication for respiratory distress or require any other expenditure related to the maintenance or administration of medication for respiratory distress that would result in a negative fiscal impact on the district or school. *Education Code 38.208(f)*

Standing Order

A physician or person who has been delegated prescriptive authority under Occupations Code Chapter 157 may prescribe medication for respiratory distress in the name of a school district. *Education Code 38.211(a)*

Each district campus in a district that adopts a policy for the administration of medication for respiratory distress must obtain a prescription from an authorized health-care provider to stock, possess, and maintain unassigned medication for respiratory distress at each campus and any equipment necessary to administer the medication. The campus must renew this prescription or obtain a new prescription annually. *25 TAC 40.45(b)*

Notice to Parents

If a district implements a policy for the maintenance, administration, and disposal of medication for respiratory distress, the district shall provide written or electronic notice of the policy to a parent or guardian of each student enrolled in the district. Notice must be provided before the policy is implemented by the district and before the start of each school year. *Education Code 38.212; 25 TAC 40.48(a)*

If a district changes or discontinues the unassigned medication for respiratory distress policy, the campus must provide written or electronic notice detailing the change or discontinuation of the policy to a parent or guardian of each student within 15 calendar days after the change or discontinuation. *25 TAC 40.48(b)*

Refusal to Administer

A school personnel member or school volunteer may not be subject to any penalty or disciplinary action for refusing to administer or receive training to administer epinephrine auto-injectors or medication for respiratory distress, as applicable, in accordance with a policy for the maintenance and administration of epinephrine autoinjectors or a policy for medication for respiratory distress. *Education Code 38.208(d-2)*

Immunity from Liability

A person who in good faith takes, or fails to take, any action related to Education Code Chapter 38, Subchapter E, related to the maintenance and administration of epinephrine auto-injectors and medi-

cation for respiratory distress, is immune from civil or criminal liability or disciplinary action resulting from that action or failure to act as described by Education Code 38.215 and 25 Administrative Code 40.49. *Education Code 38.215; 25 TAC 40.71*

Threat Assessment

Definitions

"Harmful, threatening, or violent behavior" includes behaviors, such as verbal threats, threats of self harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student that could result in:

1. Specific interventions, including mental health or behavioral supports;
2. In-school suspension;
3. Out-of-school suspension; or
4. The student's expulsion or removal to a disciplinary alternative education program (DAEP) or a juvenile justice alternative education program (JJAEP).

"Team" means a threat assessment and safe and supportive school team established by the board under Education Code 37.115.

Education Code 37.115(a)

Threat Assessment and Safe and Supportive Schools Team

The board shall establish a threat assessment and safe and supportive school team to serve at each campus of the district and shall adopt policies and procedures for the teams.

The team is responsible for developing and implementing the safe and supportive school program in compliance with Texas Education Agency (TEA) rules at the district campus served by the team.

The policies and procedures adopted under Education Code 37.115 must:

1. Be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC) [see Education Code 37.220];
2. Require each team to complete training provided by the TxSSC or a regional education service center (ESC) regarding evidence-based threat assessment programs;
3. Require each team established under this section to report the required information regarding the team's activities to TEA [see Reporting to TEA, below];
4. Require each district campus to establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate school employee; and

5. Provide for:

    a. A district employee who reports a potential threat to a team to elect for the employee's identity to be confidential and not subject to disclosure Government Code Chapter 552 (Public Information Act), except as necessary for the team, the district, or law enforcement to investigate the potential threat; and

    b. The district to maintain a record of the identity of a district employee who elects for the employee's identity to be confidential.

Membership

The superintendent shall ensure, to the greatest extent practicable, that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. A team may serve more than one campus of a district, provided that each district campus is assigned a team.

Oversight Committee

The superintendent may establish a committee, or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement.

Team Duties

Each team shall:

1. Conduct a threat assessment that includes assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior in accordance with district policies and procedures; and gathering and analyzing data to determine the level of risk and appropriate intervention, including:

    a. Referring a student for mental health assessment; and

    b. Implementing an escalation procedure, if appropriate, based on the team's assessment, in accordance with district policy;

2. Provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual; and

3. Support the district in implementing the district's multihazard emergency operations plan [see CKC].

Use of Sentinel Assessment Instrument, Manual, and Field Guide

Effective August 1, 2025, when conducting a threat assessment, members of a threat assessment team shall utilize the threat assessment instrument, manual, and field guide in Sentinel [see CKA], which are consistent with the model policies published by the TxSSC. *19 TAC 103.1213(e)(1)(A)*

Parental Participation

Before a team may conduct a threat assessment of a student, the team must notify the parent of or person standing in parental relation to the student regarding the assessment. In conducting the assessment, the team shall provide an opportunity for the parent or person to participate in the assessment, either in person or remotely, and to submit to the team information regarding the student.

After completing a threat assessment of a student, the team shall provide to the parent of or person standing in parental relation to the student the team's findings and conclusions regarding the student.

Consent for Mental Health-Care Service

A team may not provide a mental health-care service to a student who is under 18 years of age unless the team obtains written consent from the parent of or the person standing in parental relation to the student before providing the mental health-care service. The consent must be submitted on a form developed by the district that complies with all applicable state and federal law. The student's parent or person standing in parental relation to the student may give consent for a student to receive ongoing services or may limit consent to one or more services provided on a single occasion.

Education Code 37.115(c)-(g)

Determination of Risk

On determination that a student or other individual poses a serious risk of violence to self or others, a team shall immediately report the team's determination to the superintendent. If the individual is a student, the superintendent shall immediately attempt to inform the parent or person standing in parental relation to the student. These requirements do not prevent an employee of the school from acting immediately to prevent an imminent threat or respond to an emergency.

A team identifying a student at risk of suicide shall act in accordance with the district's suicide prevention program. If the student at risk of suicide also makes a threat of violence to others, the team shall conduct a threat assessment in addition to actions taken in accordance with the district's suicide prevention program.

A team identifying a student using or possessing tobacco, drugs, or alcohol shall act in accordance with district policies and procedures related to substance use prevention and intervention.

Education Code 37.115(h)-(j)

Recordkeeping

Materials and information provided to or produced by a team during a threat assessment of a student under this provision must be maintained in the student's school record until the student's 24th birthday. *Education Code 37.115(j-1)*

[For information regarding the transfer of threat assessment records between school districts, see FD and FDA.]

Reporting to TEA

A team must report to TEA in accordance with TEA-developed guidelines the following information regarding the team's activities and other information for each campus the team serves:

1. The occupation of each person appointed to the team;
2. The number of threats and description of the type of threats reported to the team;
3. The outcome of each assessment made by the team, including:
    a. Any disciplinary action taken, including a change in school placement;
    b. Any action taken by law enforcement; or
    c. A referral to or change in counseling, mental health, special education, or other services;
4. The total number, disaggregated by student gender, race, and status as receiving special education services, being at risk of dropping out of school, being in foster care, experiencing homelessness, being a dependent of military personnel, being pregnant or a parent, having limited English proficiency, or being a migratory child, of, in connection with an assessment or reported threat by the team:
    a. Citations issued for Class C misdemeanor offenses;
    b. Arrests;
    c. Incidents of uses of restraint;
    d. Changes in school placement, including placement in a JJAEP or DAEP;
    e. Referrals to or changes in counseling, mental health, special education, or other services;

f. Placements in in-school suspension or out-of-school suspension and incidents of expulsion;

g. Unexcused absences of 15 or more days during the school year; and

h. Referrals to juvenile court for truancy; and

5. The number and percentage of school personnel trained in:

a. A best-practices program or research-based practice under Education Code 38.351 [see FFEB], including the number and percentage of school personnel trained in suicide prevention or grief and trauma-informed practices;

b. Mental health or psychological first aid for schools;

c. Training relating to the safe and supportive school program; or

d. Any other program relating to safety identified by the commissioner.

Education Code 37.115(k)

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Removal Under Student Code of Conduct

The Student Code of Conduct must specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a disciplinary alternative education program (DAEP). *Education Code 37.001(a)(2)*

Mandatory Placement in DAEP

A student shall be removed from class and placed in a DAEP if the student engages in conduct described in Education Code 37.006 that requires placement, subject to the requirements of Education Code 37.009(a) [see Process for Removal and Mitigating Factors, below]. *Education Code 37.006*

[For additional factors that must be considered in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP), see FO and the Student Code of Conduct.]

School-Related Misconduct

A student shall be removed from class and placed in a DAEP if the student engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Penal Code 42.06, or terroristic threat under Penal Code 22.07.

A student shall also be removed from class and placed in a DAEP if the student commits the following on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

1. Engages in conduct punishable as a felony.
2. Engages in conduct that contains the elements of assault, under Penal Code 22.01(a)(1).
3. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of:
    a. A controlled substance, as defined by the Texas Controlled Substances Act, Health and Safety Code Chapter 481, or by 21 U.S.C. 801, et seq., excluding marijuana, as defined by Health and Safety Code 481.002, or tetrahydrocannabinol, as defined by Department of Public Safety rule;
    b. A dangerous drug, as defined by the Texas Dangerous Drug Act, Health and Safety Code Chapter 483.
4. Possesses, uses, or is under the influence of, or sells, gives, or delivers to another person marijuana or tetrahydrocannabinol, as defined above;

5. Possesses, uses, sells, gives, or delivers to another person an e-cigarette, as defined by Health and Safety Code 161.081 [see FNCD];

6. Sells, gives, or delivers to another person an alcoholic beverage, as defined by Alcoholic Beverage Code 1.04, or commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage.

7. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Health and Safety Code 485.031 through 485.034.

8. Engages in conduct that contains the elements of the offense of public lewdness under Penal Code 21.07.

9. Engages in conduct that contains the elements of the offense of indecent exposure under Penal Code 21.08.

10. Engages in conduct that contains the elements of the offense of harassment under Penal Code 42.07(a)(1), (2), (3), or (7) against an employee of the district.

Education Code 37.006(a)

Exception Removal to a DAEP for school-related misconduct is not required if the student is expelled for the same conduct. *Education Code 37.006(m)*

Retaliation Except where a student engages in retaliatory acts against a district employee for which expulsion is mandatory [see FOD], a student shall be removed from class and placed in a DAEP if the student engages in conduct on or off school property containing the elements of retaliation under Penal Code 36.06, against any school employee. *Education Code 37.006(b)*

Conduct Unrelated to School In addition to the circumstances listed above, a student shall be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

1. The student receives deferred prosecution under Family Code 53.03 for conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03;

2. A court or jury finds that the student has engaged in delinquent conduct under Family Code 54.03 for conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03; or

3. The superintendent or designee has a reasonable belief that the student has engaged in conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03.

Education Code 37.006(c)

Reasonable Belief

In determining whether there is a reasonable belief that a student has engaged in conduct defined as a felony offense, a superintendent or a superintendent's designee may consider all available information and must consider the information furnished under Code of Criminal Procedure Article 15.27 other than information requested under Code of Criminal Procedure Article 15.27(k-1). *Education Code 37.006(e); Code of Criminal Procedure 15.27(a)* [See GRAA]

Title 5 Felonies

The following are felony offenses listed in Penal Code, Title 5, Offenses Against the Person.

1. Murder. *Penal Code 19.02*
2. Capital Murder. *Penal Code 19.03*
3. Manslaughter. *Penal Code 19.04*
4. Criminally Negligent Homicide. *Penal Code 19.05*
5. Unlawful Restraint, if:
    a. The person restrained was younger than 17 years of age; or
    b. The actor recklessly exposes the victim to a substantial risk of serious bodily injury; restrains an individual the actor knows is a public servant while the public servant is lawfully discharging an official duty or in retaliation or on account of an exercise of official power or performance of an official duty; or while in custody restrains any other person. *Penal Code 20.02*
6. Kidnapping. *Penal Code 20.03*
7. Aggravated Kidnapping. *Penal Code 20.04*
8. Smuggling of Persons. *Penal Code 20.05*
9. Continuous Smuggling of Persons. *Penal Code 20.06*
10. Trafficking of Persons. *Penal Code 20A.02*
11. Continuous Trafficking of Persons. *Penal Code 20A.03*

12. Continuous Sexual Abuse of Young Child or Disabled Individual. *Penal Code 21.02*
13. Bestiality. *Penal Code 21.09*
14. Indecency with a Child. *Penal Code 21.11*
15. Improper Relationship between Educator and Student. *Penal Code 21.12*
16. Invasive Visual Recording. *Penal Code 21.15*
17. Unlawful Disclosure or Promotion of Intimate Visual Material. *Penal Code 21.16*
18. Voyeurism, if the victim was younger than 14 years of age at the time of the offense. *Penal Code 21.17*
19. Sexual Coercion. *Penal Code 21.18*
20. Assault, if the offense is punishable as a felony. *Penal Code 22.01*
21. Sexual Assault. *Penal Code 22.011*
22. Aggravated Assault. *Penal Code 22.02*
23. Aggravated Sexual Assault. *Penal Code 22.021*
24. Injury to a Child, Elderly Individual, or Disabled Individual. *Penal Code 22.04*
25. Abandoning or Endangering a Child, Elderly Individual, or Disabled Individual. *Penal Code 22.041*
26. Deadly Conduct, if the person knowingly discharges a firearm at or in the direction of one or more individuals, or at or in the direction of a habitation, building, or vehicle and is reckless as to whether the habitation, building, or vehicle is occupied. *Penal Code 22.05*
27. Terroristic Threat, if the actor threatens to commit any offense involving violence to any person or property with intent to:
    a. Place any person in fear of imminent serious bodily injury if the actor knows the person is a peace officer or judge;
    b. Prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public

place if the prevention or interruption causes pecuniary loss of $1,500 or more to the owner;

c. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;

d. Place the public or a substantial group of the public in fear of serious bodily injury; or

e. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision. *Penal Code 22.07*

28. Aiding Suicide, if the conduct causes suicide or attempted suicide that results in serious bodily injury. *Penal Code 22.08*

29. Tampering with Consumer Product. *Penal Code 22.09*

30. Harassment by Persons in Certain Facilities or of Public Servant. *Penal Code 22.11*

Sexual Assault of Another Student

A student shall be removed from class and placed in a DAEP or juvenile justice alternative education program (JJAEP) if:

1. The student was convicted of, received adjudication for, or was placed on probation for sexual assault of another student who was a young child or disabled individual while the students were assigned to the same campus, regardless of whether the assault occurred on or off school property;

2. The parent of the victim of the assault has requested that the student be transferred to a campus other than that to which the victim is assigned; and

3. There is only one campus in a district serving the grade level in which the student is enrolled.

Education Code 25.0341, 37.0051(a) [See FDE at Sexual Assault Transfer—Transfer of Assailant]

A limitation imposed by Education Code Chapter 37 on the length of placement in a DAEP or a JJAEP does not apply to a placement under this provision. *Education Code 37.0051(b)*

Permissive Removal

Non-Title 5 Felony

A student may be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

1. The superintendent or designee has a reasonable belief [see Reasonable Belief, above] that the student has engaged in

conduct defined as a felony offense other than aggravated robbery under Penal Code 29.03, or those offenses listed in Penal Code Title 5 [see above at Title 5 Felonies]; and

2. The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

Education Code 37.006(d)-(e)

Bullying

A student may be removed from class and placed in a DAEP if the student:

1. Engages in bullying that encourages a student to commit or attempt to commit suicide;

2. Incites violence against a student through group bullying; or

3. Releases or threatens to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.

Nothing in this provision exempts a school from reporting a finding of intimate visual material of a minor.

Definitions

Bullying

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

Intimate Visual Material

"Intimate visual material" has the meaning assigned by Civil Practice and Remedies Code 98B.001.

Education Code 37.0052

One Year After Conduct

A principal or other appropriate administrator may, but is not required to, remove a student to a DAEP for off-campus conduct, for which removal would otherwise be required, if the principal or other appropriate administrator did not have knowledge of the conduct before the first anniversary of the date the conduct occurred. *Education Code 37.006(n)*

Certain Organization and Gang Membership and Solicitation

A board or an educator shall recommend placing in DAEP any student who commits the misdemeanor offenses described in Education Code 37.121(a) and (c), regarding membership in or solicitation to join a public school fraternity, sorority, secret society, or gang [see FNCC]. *Education Code 37.121(b)*

Older Students

A person who is 21 years of age or older and is admitted by a district for the purpose of completing the requirements for a diploma is not eligible for placement in a DAEP if the person engages in conduct that would require or authorize such placement for a student under the age of 21. If the student engages in such conduct, the

district shall revoke the student's admission. *Education Code 25.001(b-1)*

Placement of Younger Students

A student who is younger than 10 shall be removed from class and placed in a DAEP if the student engages in conduct for which expulsion would be required by Section 37.007. *Education Code 37.006(f), .007(e)* [See FOD]

Students Younger Than Six

Notwithstanding any other provision of the Education Code, a student who is younger than six years of age may not be removed from class and placed in a DAEP, except that a student younger than six years of age who has been expelled pursuant to the Gun Free Schools Act [see FOD] shall be provided educational services in a DAEP. *Education Code 37.006(l), .007(e)(2)*

Process for Removal

Conference

Not later than the third class day after a student is removed by a teacher or by the school principal or other appropriate administrator, the campus behavior coordinator (CBC) or other appropriate administrator shall schedule a conference among the CBC or other appropriate administrator, the student's parent or guardian, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular class pending the conference.

Mitigating Factors

Before ordering removal, the CBC must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the behavior coordinator concerns a mandatory or discretionary action.

Order

Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the CBC, after considering any mitigating factors under Education Code 37.001(a)(4) [see FO], shall order the placement of the student for a period consistent with the Student Code of Conduct.

Appeal

If district policy allows a student to appeal to the board or the board's designee a decision of the CBC or other appropriate administrator, the decision of the board or the board's designee is final and may not be appealed.

Education Code 37.009(a) [See Student Code of Conduct]

Right to Request a Special Education Evaluation

On the placement of a student in a DAEP, the district shall provide information to the student's parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student under Education Code 29.004 [see EHBAA]. *Education Code 37.006(p)*

Term of Removal

The period of the placement after removal may not exceed one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees. *Education Code 37.009(a)*

A board or designee shall set a term for a student's placement in a DAEP. If the period of placement is inconsistent with the guidelines in the Student Code of Conduct, the order must give notice of the inconsistency. The period of placement in a DAEP may not exceed one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees or extended placement is in the best interest of the student. *Education Code 37.009(d)*

Beyond Grading Period or 60 Days

If placement in a DAEP is to extend beyond 60 days or the end of the next grading period, whichever is earlier, the student's parent or guardian is entitled to notice of and an opportunity to participate in a proceeding before a board or designee.

No Appeal

Any decision of a board or designee concerning placement beyond 60 days or the end of the next grading period is final and cannot be appealed.

Education Code 37.009(b)

Beyond End of School Year

Before a student may be placed in a DAEP for a period that extends beyond the end of the school year, a board or designee must determine that:

1. The student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or another individual; or
2. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct.

Education Code 37.009(c)

Order of Removal

A board or designee shall deliver to the student and the student's parent or guardian a copy of the order placing the student in a DAEP. *Education Code 37.009(g)*

Not later than the second business day after the date of the removal conference, a board or designee shall deliver a copy of the order placing the student in a DAEP and any information required

under Family Code 52.04 to the authorized officer of the juvenile court in the county in which the juvenile resides. *Education Code 37.010(a)*

Activities

The terms of a placement under Education Code 37.006 must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.006(g)*

In addition to any notice required under Code of Criminal Procedure 15.27 [see GRAA], a principal or designee shall inform each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of a student who has engaged in conduct for which DAEP placement must or may be ordered.

Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law. An educator's certificate may be suspended or revoked for intentional failure to keep such information confidential.

Education Code 37.006(o)

DAEP at Capacity

If a DAEP is at capacity at the time a CBC is deciding placement for a student who engaged in conduct described under Education Code 37.006(a)(2)(C-1) (possession or use of marijuana), (C-2) (possession, use, delivery of an e-cigarette), (D) (delivery of alcohol), or (E) (abuse of volatile chemical), the student shall be placed in in-school suspension; and if a position becomes available in the program before the expiration of the period of the placement, transferred to the program for the remainder of the period.

Placement of Student Who Engaged in Violent Conduct

If a DAEP is at capacity at the time a CBC is deciding placement for a student who engaged in conduct described under Education Code 37.007 that constitutes violent conduct [see below at Determination of Violent Conduct], a student who has been placed in the program for conduct described under Education Code 37.006(a)(2)(C-1), (C-2), (D), or (E) (above) may be removed from the program and placed in in-school suspension to make a position in the program available for the student who engaged in violent conduct. If removed from the program and a position in the program becomes available before the expiration of the period of the placement, the student shall be returned to the program for the remainder of the period.

Determination of Violent Conduct

Violent conduct means an act by a student against another person that is intended to result in physical harm, bodily injury, or assault or a threat that reasonably places the other person in fear of immi-

nent physical harm, bodily injury, or assault. A CBC may determine whether a specific instance of conduct listed below rises to the level of violent conduct for purposes of determining placement in a DAEP.

1. The student engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Penal Code 42.06, or terroristic threat under Penal Code 22.07.

2. While on or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off school property, the student engages in conduct that contains the elements of the offense of assault under Penal Code 22.01(a)(1), including when committed as an act of retaliation against an employee or volunteer, as described in Education Code 37.007(d).

3. While on or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in conduct that contains the elements of the offense of deadly conduct under Penal Code 22.05.

4. While within 300 feet of school property, or when committed as an act of retaliation against an employee or volunteer, whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

    a. Conduct that contains the elements of the offense of unlawful carrying of weapons under Penal Code 46.02;

    b. An offense relating to prohibited weapons under Penal Code 46.05;

    c. Aggravated assault under Penal Code 22.02;

    d. Sexual assault under Penal Code 22.011;

    e. Aggravated sexual assault under Penal Code 22.021;

    f. Arson under Penal Code 28.02;

    g. Murder under Penal Code 19.02;

    h. Capital murder under Penal Code 19.03;

    i. Criminal attempt to commit murder or capital murder under Penal Code 15.01;

    j. Indecency with a child under Penal Code 21.11;

k. Aggravated kidnapping under Penal Code 20.04;

l. Aggravated robbery under Penal Code 29.03;

m. Manslaughter under Penal Code 19.04;

n. Criminally negligent homicide under Penal Code 19.05;

o. Continuous sexual abuse of a young child or an individual with disabilities under Penal Code 21.02;

p. Selling, giving, delivering to another person, possessing, using, or being under the influence of a controlled substance or dangerous drug, excluding marijuana or tetrahydrocannabinol; or

q. Possessing a firearm, as defined by 18 U.S.C. 921.

5. The student engages in conduct against another student, without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off school property, that contains the elements of:

a. The offense of aggravated assault under Penal Code 22.02;

b. Sexual assault under Penal Code 22.011;

c. Aggravated sexual assault under Penal Code 22.021;

d. Murder under Penal Code 19.02;

e. Capital murder under Penal Code 19.03; or

f. Criminal attempt to commit murder or capital murder under Penal Code 15.01.

6. While placed in a DAEP and on the program campus, the student engages in documented serious misbehavior despite documented behavioral interventions.

Education Code 37.009(a-1)-(a-2); 19 TAC 103.1205

Completion of Proceedings Upon Withdrawal

If a student withdraws from a district before an order for placement in a DAEP is entered, the principal or board, as appropriate, may complete the proceedings and enter an order. If the student re-enrolls in the district the same or subsequent school year, the district may enforce the order at that time except for any period of the placement that has been served by the student in another district that honored the order. If the principal or board fails to enter an order after the student withdraws, the next district in which the stu-

dent enrolls may complete the proceedings and enter an order. *Education Code 37.009(i)*

Enrollment in Another District

If a student placed in a DAEP enrolls in another district before the expiration of the placement, a board shall provide to the district in which the student enrolls a copy of the placement order at the same time it provides other records. The district in which the student enrolls shall inform each educator who will have responsibility for, or will be under the direction and supervision of an educator who will have responsibility for, the instruction of the student of the contents of the placement order. Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law.

The district in which the student enrolls may continue the placement or allow the student to attend regular classes without completing the period of placement. [See FO] The district in which the student enrolls may take any of these actions if:

1. The student was placed in a DAEP by an open-enrollment charter school and the charter school provides the district a copy of the placement order; or
2. The student was placed in a DAEP by a district in another state and:
    a. The out-of-state district provides a copy of the placement order; and
    b. The grounds for placement are the same as grounds for placement in the enrolling district.

Education Code 37.008(j)

Out-of-State Placement

If a student was placed in a DAEP in another state for more than one year and the enrolling district continues the placement under Education Code 37.008(j), the enrolling district shall reduce the period of placement so that the aggregate period does not exceed one year unless the enrolling district determines that:

1. The student is a threat to the safety of other students or to district employees; or
2. Extended placement is in the best interest of the student.

Education Code 37.008(j-1)

Court-Ordered Placement

Unless a board and the juvenile board for the county in which a district's central administrative office is located have entered into a memorandum of understanding concerning the juvenile probation

department's role in supervising and providing other support services for students in DAEP programs:

1. A court may not order a student expelled under Section 37.007 to attend a school district DAEP as a condition of probation;

2. A court may not order a student to attend a DAEP without a district's consent, until the student has successfully completed any sentencing requirements, if the court has ordered the student to attend a DAEP as a condition of probation once during a school year and the student is referred to juvenile court again during that school year.

Education Code 37.010(c)-(d)

School Activities

Any court placement in a DAEP must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.010(e)*

Placement After Court Disposition

After the student has successfully completed any court disposition requirements, including conditions of deferred prosecution or conditions required by the prosecutor or probation department, a district may not refuse to admit the student if the student meets the requirements for admission into the public schools. A district may place the student in the DAEP.

Notwithstanding Education Code 37.002(d) [see FOA], the student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

Education Code 37.010(f)

Not Guilty/ Insufficient Evidence/Charges Dropped

The office of the prosecuting attorney or the office or official designated by the juvenile board shall, within two working days, notify the school district that removed a student to a DAEP under Education Code 37.006 if:

1. Prosecution of a student was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated; or

2. A court or jury found the student not guilty or made a finding the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case was dismissed with prejudice.

On receipt of the notice, the superintendent or designee shall review the student's placement in the DAEP. The student may not be returned to the regular classroom pending the review. The superin-

tendent or designee shall schedule a review of the student's placement with the student's parent or guardian not later than the third class day after the superintendent or designee receives notice from the office or official designated by the court.

After reviewing the notice and receiving information from the student's parent or guardian, the superintendent or designee may continue the student's placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

Education Code 37.006(h); Code of Criminal Procedure 15.27(g)

Appeal After Placement Upheld

The student or the student's parent or guardian may appeal a superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. A board shall, at the next scheduled meeting, review the notice provided by the office of the prosecuting attorney or the office or official designated by the juvenile board; receive information from the student, the student's parent or guardian, and the superintendent or designee; and confirm or reverse the superintendent's decision. The board shall make a record of the proceedings.

If a board confirms the decision, the board shall inform the student and the student's parent or guardian of the right to appeal to the commissioner of education. The student may not be returned to the regular classroom pending the appeal to the commissioner.

Education Code 37.006(i)-(j)

120-Day Review of Status

A student placed in a DAEP shall be provided a review of the student's status, including a review of the student's academic status, by a board's designee at intervals not to exceed 120 days. In the case of a high school student, the board's designee, with the student's parent or guardian, shall review the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The district is not required to provide a course in the DAEP, except as required by Education Code 37.008(l). [See FOCA] At the review, the student or the student's parent or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher who removed the student without that teacher's consent. The teacher may not be coerced to consent. *Education Code 37.009(e)*

Additional Proceedings

If, during the term of placement, a student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted and the prin-

cipal or board, as appropriate, may enter an additional order. *Education Code 37.009(j)*

Reporting

A district may include the number of students removed to a DAEP in its annual performance report. *Education Code 39.306(e)(5)* [See AIB]

Note: See FOF for provisions concerning students with disabilities.

Students with Disabilities Under Section 504

A district shall conduct an evaluation in accordance with 34 C.F.R. 104.35(b) before taking any action with respect to any significant change in placement of a student with a disability who needs or is believed to need special education and related services. *34 C.F.R. 104.35(a)*

A district may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that the district would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to such disciplinary action. *29 U.S.C. 705(20)(C)(iv)*

Note: The provisions below apply only to students eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA).

Students Receiving Special Education Services

ARD Committee Required

Except as set forth below, the placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal (ARD) committee. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations. *Education Code 37.004(a)-(b)*

The methods adopted in the Student Code of Conduct [see FO] for discipline management and for preventing and intervening in student discipline problems must provide that a student who is enrolled in the special education program may not be disciplined for bullying, harassment, or making hit lists until an ARD committee meeting has been held to review the conduct. *Education Code 37.001(b-1)*

DAEP Placement Not Solely for Educational Purposes

A student with a disability who receives special education services may not be placed in a disciplinary alternative education program (DAEP) solely for educational purposes. A teacher in a DAEP who has a special education assignment must hold an appropriate certificate or permit for that assignment. *Education Code 37.004(c)-(d)*

Removal for 10 Days or Less

School personnel may remove a student with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days, to the extent those alternatives are applied to children without disabilities. *20 U.S.C. 1415(k)(1)(B); 34 C.F.R. 300.530(b)(1)*

Services During Removal

A district is required to provide services during the period of removal if the district provides services to a child without disabilities who is similarly removed. *34 C.F.R. 300.530(d)*

Subsequent Removals of 10 Days or Less

School personnel may remove the student for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement (see below). *34 C.F.R. 300.530(b)(1)*

Services During Removal

After a student has been removed from his or her current placement for 10 school days in the same school year, during any subsequent removal of 10 consecutive school days or less, school personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's individualized education program (IEP). *20 U.S.C. 1415(k)(1)(D); 34 C.F.R. 300.530(d)(4)*

Notice of Procedural Safeguards

Not later than the date on which the decision to take the disciplinary action is made, a district shall notify the student's parents of the decision and of all procedural safeguards [see EHBAE]. *20 U.S.C. 1415(k)(1)(H)*

Removals That Are a Change in Placement

Any disciplinary action that would constitute a change in placement may be taken only after the student's ARD committee conducts a manifestation determination review.

Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations, including laws or regulations requiring the provision of functional behavioral assessments; positive behavioral interventions, strategies, and supports; behavioral intervention plans; and the manifestation determination review [see Manifestation Determination, below].

Education Code 37.004(b)

Behavior Assessment and Intervention

If a district takes a disciplinary action regarding a student with a disability who receives special education services that constitutes a change in placement under federal law, the district shall:

1. Not later than the 10th school day after the change in placement:

    a. Seek consent from the student's parent or person standing in parental relation to the student to conduct a functional behavioral assessment of the student, if a functional behavioral assessment has never been conducted

on the student or the student's most recent functional behavioral assessment is more than one year old; and

b. Review any previously conducted functional behavioral assessment of the student and any behavior improvement plan or behavioral intervention plan developed for the student based on that assessment; and

2. As necessary, develop a behavior improvement plan or behavioral intervention plan for the student if the student does not have a plan or, if the student has a behavior improvement plan or behavioral intervention plan, revise the student's plan.

Education Code 37.004(b-1)

Change in Placement

For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than 10 consecutive school days; or

2. Subjected to a series of removals that constitute a pattern because:

a. The series of removals total more than 10 school days in a school year;

b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and

c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The district determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement. The district's determination is subject to review through due process and judicial proceedings.

34 C.F.R. 300.536

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates a code of student conduct. *20 U.S.C. 1415(k)(1)(A)*

Manifestation Determination

Within 10 school days of any decision to change the placement of a student because of a violation of a code of student conduct, a district, parents, and relevant members of the ARD committee (as determined by the parent and the district) shall review all relevant information in the student's file, including the student's IEP, any

teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was:

1. Caused by, or had a direct and substantial relationship to, the student's disability; or

2. The direct result of the district's failure to implement the IEP.

If the district, the parent, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability.

If the district, the parent, and relevant members of the ARD committee determine the conduct was the direct result of the district's failure to implement the IEP, the district must take immediate steps to remedy those deficiencies.

20 U.S.C. 1415(k)(1)(E); 34 C.F.R. 300.530(e)

Not a Manifestation

If the determination is that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities. The ARD committee shall determine the interim alternative educational setting. *20 U.S.C. 1415(k)(1)(C), (k)(2); 34 C.F.R. 300.530(c)*

Expulsion

In a county with a juvenile justice alternative education program (JJAEP) [see FODA], a district must invite the administrator of the JJAEP or the administrator's designee to an ARD committee meeting convened to discuss the discretionary expulsion under Education Code 37.007 of a student with a disability. The district must provide written notice of the meeting at least five school days before the meeting or a shorter timeframe agreed to by the student's parents. A copy of the student's current IEP must be provided to the JJAEP representative with the notice. If the JJAEP representative is unable to attend the ARD committee meeting, the representative must be given the opportunity to participate in the meeting through alternative means, including conference telephone calls. The JJAEP representative may participate in the meeting to the extent that the meeting relates to the student's placement in the JJAEP and implementation of the student's current IEP in the JJAEP. *19 TAC 89.1052*

Services During Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.

2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1)-(2)

For a student with a disability who was expelled under a discretionary expulsion under Education Code 37.007, an ARD committee meeting must be convened to reconsider placement of the student in the JJAEP if the JJAEP provides written notice to the district of specific concerns that the student's education or behavioral needs cannot be met in JJAEP.

The district must invite the JJAEP administrator or the administrator's designee to the meeting and must provide written notice of the meeting at least five school days before the meeting or a shorter timeframe agreed to by the student's parents. If the JJAEP representative is unable to attend the ARD committee meeting, the representative must be given the opportunity to participate in the meeting through alternative means, including conference telephone calls. The JJAEP may participate in the meeting to the extent that the meeting relates to the student's continued placement in JJAEP.

19 TAC 89.1052

Manifestation

If the district, the parents, and relevant members of the ARD committee determine that the conduct was a manifestation of the student's disability, the ARD committee shall:

1. Conduct a functional behavioral assessment (FBA), unless the district had conducted an FBA before the behavior that resulted in the change in placement occurred, and implement a behavioral intervention plan (BIP) for the student; or

2. If a BIP has already been developed, review the BIP and modify it, as necessary, to address the behavior.

Except as provided at Special Circumstances, below, the ARD committee shall return the student to the placement from which the student was removed, unless the parent and the district agree to a change in placement as part of the modification of the BIP.

20 U.S.C. 1415(k)(1)(F); 34 C.F.R. 300.530(f)

Special Circumstances

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the Texas Education Agency (TEA) or a school district;
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of TEA or a school district; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of TEA or the district.

20 U.S.C. 1415(k)(1)(G); 34 C.F.R. 300.530(g)

The ARD committee shall determine the interim alternative education setting. *20 U.S.C. 1415(k)(2)*

Services During Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1)

Appeals

A parent who disagrees with a placement decision or the manifestation determination may request a hearing. A district that believes that maintaining a current placement of a student is substantially likely to result in injury to the student or others may request a hearing. *20 U.S.C. 1415(k)(3)(A); 34 C.F.R. 300.532(a); 19 TAC 89.1151* [See EHBAE]

Placement During Appeals

When an appeal has been requested by a parent or a district, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever oc-

curs first, unless the parent and district agree otherwise. *20 U.S.C. 1415(k)(4); 34 C.F.R. 300.533*

Reporting Crimes

Federal law does not prohibit a district from reporting a crime committed by a student with a disability to appropriate authorities. If a district reports a crime, the district shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the district reported the crime. A district may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA). *20 U.S.C. 1415(k)(6); 34 C.F.R. 300.535* [See FL]

Students Not Yet Identified

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of student conduct may assert any of the protections provided for in the IDEA if a district had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred. *20 U.S.C. 1415(k)(5)(A); 34 C.F.R. 300.534(a)*

District Knowledge

A district shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent of the student expressed concern in writing to supervisory or administrative personnel of the district, or to the teacher of the student, that the student was in need of special education and related services;
2. The parent requested an evaluation of the student for special education and related services; or
3. The student's teacher, or other district personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other supervisory personnel of the district.

20 U.S.C. 1415(k)(5)(B); 34 C.F.R. 300.534(b)

Exception

A district shall not be deemed to have knowledge that the student had a disability if:

1. The parent has not allowed an evaluation of the student;
2. The parent has refused services; or
3. The student has been evaluated and it was determined that the student did not have a disability.

20 U.S.C. 1415(k)(5)(C); 34 C.F.R. 300.534(c)

If a district does not have knowledge (as described above), before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

20 U.S.C. 1415(k)(5)(D); 34 C.F.R. 300.534(d)

Behavior Management Techniques

It is the policy of the state to treat all students with dignity and respect, including students with disabilities who receive special education services. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities. *Education Code 37.0021(a); 19 TAC 89.1053(j)*

[For restrictions on aversive techniques, see FO.]

Rules on Restraint and Seclusion

The commissioner by rule shall adopt procedures for the use of restraint and time-out by a district employee or volunteer or an independent contractor of a district in the case of a student with a disability receiving special education services. The procedures must be consistent with Education Code 37.0021(d). *Education Code 37.0021(d)*

School Peace Officers

This provision and any rules or procedures adopted under this provision apply to a peace officer only if the peace officer:

1. Is employed or commissioned by a district; or
2. Provides, as a school resource officer, a regular police presence on a district campus under a memorandum of understanding between the district and a local law enforcement agency.

Education Code 37.0021(h); 19 TAC 89.1053(m)

Exceptions

Education Code 37.0021 (use of confinement, seclusion, restraint, and time-out) does not apply to:

1. A peace officer, while performing law enforcement duties, except as provided above [see School Peace Officers] and by

Education Code 37.0021(i) [see Restraint, Documentation, below];

2. Juvenile probation, detention, or corrections personnel; or

3. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.

Law Enforcement Duties

"Law enforcement duties" means activities of a peace officer relating to the investigation and enforcement of state criminal laws and other duties authorized by the Code of Criminal Procedure.

Education Code 37.0021(b)(4), (g); 19 TAC 89.1053(m), (n)

Further, Education Code 37.0021 does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:

1. The student possesses a weapon; and

2. The confinement is necessary to prevent the student from causing bodily harm to the student or another person.

For these purposes, "weapon" includes any weapon described under Education Code 37.007(a)(1). [See FNCG]

Education Code 37.0021(f)

Peace Officer or Security Personnel Use of Restraint or Taser

A peace officer performing law enforcement duties or school security personnel performing security-related duties on school property or at a school-sponsored or school-related activity must not restrain or use a chemical irritant spray or Taser on a student enrolled in fifth grade or below, unless the student poses a serious risk of harm to the student or another person [see FO defining Taser]. *19 TAC 89.1053(l)*

Confinement

A student with a disability who receives special education services may not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique. *Education Code 37.0021(a)*

Seclusion

A district employee or volunteer or an independent contractor of a district may not place a student in seclusion. *Education Code 37.0021(c)*

"Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and

2. Contains less than 50 square feet of space.

Education Code 37.0021(b)(2)

Restraint

"Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body. *19 TAC 89.1053(b)(2)*

The following provisions do not apply to the use of physical force or a mechanical device that does not significantly restrict the free movement of all or a portion of the student's body. Restraint that involves significant restriction as referenced above does not include:

1. Physical contact or appropriately prescribed adaptive equipment to promote normative body positioning and/or physical functioning;
2. Limited physical contact with a student to promote safety (e.g., holding a student's hand), prevent a potentially harmful action (e.g., running into the street), teach a skill, redirect attention, provide guidance to a location, or provide comfort;
3. Limited physical contact or appropriately prescribed adaptive equipment to prevent a student from engaging in ongoing, repetitive self-injurious behaviors, with the expectation that instruction will be reflected in the IEP as required by 34 C.F.R. 300.324(a)(2)(i) to promote student learning and reduce and/or prevent the need for ongoing intervention; or
4. Seat belts and other safety equipment used to secure students during transportation.

19 TAC 89.1053(f)

Limitations on Use of Restraint

A school employee, volunteer, or independent contractor may use restraint only in an emergency and with the following limitations:

1. Restraint shall be limited to the use of such reasonable force as is necessary to address the emergency.
2. Restraint shall be discontinued at the point at which the emergency no longer exists.
3. Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
4. Restraint shall not deprive the student of basic human necessities.

19 TAC 89.1053(c)

Emergency "Emergency" means a situation in which a student's behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or
2. Imminent, serious property destruction.

19 TAC 89.1053(b)(1)

Training Training for school employees, volunteers, or independent contractors regarding the use of restraint shall be provided according to the requirements set forth at 19 Administrative Code 89.1053(d).

Documentation In a case in which restraint is used, school employees, volunteers, or independent contractors shall implement the documentation and notification requirements set forth at 19 Administrative Code 89.1053(e).

A district shall report electronically to TEA, in accordance with standards provided by commissioner rule, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by commissioner rule for reporting the use of restraint involving students with disabilities.

Education Code 37.0021(i)

Time-Out "Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

1. That is not locked; and
2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

19 TAC 89.1053(b)(3)

Limitations on Use of Time-Out A school employee, volunteer, or independent contractor may use time-out with the following limitations:

1. Physical force or threat of physical force shall not be used to place a student in time-out.
2. Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's IEP and/or behavior improvement plan or behavioral intervention plan if it is utilized

on a recurrent basis to increase or decrease targeted behavior.

3. Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

19 TAC 89.1053(g)

Training Training for school employees, volunteers, or independent contractors regarding the use of time-out shall be provided according to the requirements set forth at 19 Administrative Code 89.1053(h).

Documentation Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP and/or behavior improvement plan or behavioral intervention plan. If a student has a behavior improvement plan or behavioral intervention plan, the district must document each use of time-out prompted by a behavior of the student specified in the student's behavior improvement plan or behavioral intervention plan, including a description of the behavior that prompted the time-out. The ARD committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

19 TAC 89.1053(i)

(LOCAL) Policies Packet

For your convenience, this file contains *only* the local policies from your school district's TASB update packet.

What is in this packet?

- Instruction sheet for recommended (LOCAL) policies
- Explanatory Notes for recommended (LOCAL) policies
- Clean copies of recommended (LOCAL) policies
- Annotated (redlined) copies of recommended (LOCAL) policy changes

This is not the full update packet.

To retrieve your district's full update packet, log in to Policy Online® and visit My Policy Manual > Local Manual Updates > Numbered Updates.

What is in the full update packet?

The full update packet contains:

- A summary of the overall policy update
- (LEGAL) policies and (EXHIBIT) documents that describe the statutory framework in which your local policies must operate
- Instructions and Explanatory Notes for every policy change, not just the (LOCAL) policies
- Guidance on how to:
    - Present recommended policy changes to the board
    - Keep minutes
    - Notify TASB of board action
    - Maintain your historical record
    - Update your administrative regulations

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This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

Instruction Sheet

TASB Localized Policy Manual Update 125

Mineral Wells ISD

Code	Type	Action To Be Taken	Note
BDAA	(LOCAL)	Replace policy	Revised policy
BDB	(LOCAL)	Replace policy	Revised policy
BDF	(LOCAL)	ADD policy	See explanatory note
EI	(LOCAL)	Replace policy	Revised policy
FDE	(LOCAL)	Replace policy	Revised policy
FEC	(LOCAL)	No policy enclosed	See explanatory note
FFAC	(LOCAL)	No policy enclosed	See explanatory note

Explanatory Notes

TASB Localized Policy Manual Update 125

Mineral Wells ISD

BDAA(LOCAL) OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS

Revisions are recommended to this local policy on board officer duties and requirements. At Board Officers, the sentence indicating that the board may assign a district employee to provide clerical assistance is recommended for deletion since the superintendent, rather than the board, manages staff assignments, including providing support to the board. Under Terms and Duties — Vice President, the revised language clarifies that when the vice president automatically becomes president due to a vacancy, they then serve as president until the board reorganizes.

BDB(LOCAL) BOARD INTERNAL ORGANIZATION: BOARD COMMITTEES

This policy has been revised in coordination with BDF(LOCAL) to clarify the difference between board committees and advisory committees. Accordingly, the subtopic of this code has been changed from Internal Committees to Board Committees, and new provisions are recommended to establish how board committees are formed and outline their purpose. Text addressing Dissolution of board committees is also recommended for inclusion. The language previously at Special Committees has been moved to BDF(LOCAL).

BDF(LOCAL) BOARD INTERNAL ORGANIZATION: ADVISORY COMMITTEES

This new local policy is recommended for inclusion to coordinate with the changes at BDB. The subtopic of this code has been changed from Citizen Advisory Committees to Advisory Committees. Language has been moved here from BDB(LOCAL) and updated to clarify how advisory committees are formed and the parameters of their responsibilities. A section on Dissolution of the committees is also recommended for inclusion.

EI(LOCAL) ACADEMIC ACHIEVEMENT

At Partial Credit, recommended revisions replace the phrase "combined grade for" with "average of" to more accurately reflect the determination of awarding credit when a student earns a passing grade in only half of a course.

FDE(LOCAL) ADMISSIONS: SCHOOL SAFETY TRANSFERS

At Safe Schools Data, “bullying” is recommended for inclusion as an offense for which the district must collect and maintain data. The revision aligns with the Unsafe School Choice Option Guidance Handbook.

FEC(LOCAL) ATTENDANCE: ATTENDANCE FOR CREDIT

This local policy has been impacted by the district’s innovation plan. Please contact your policy consultant to discuss your renewed or revised innovation plan and any potential policy revisions.

FFAC(LOCAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

The revisions to the legal framework at this code reflect the new Department of State Health Services rules on unassigned medication for respiratory distress. If your district currently maintains medication that can be used when a person is experiencing respiratory distress, please contact your policy consultant for appropriate text to include in your local policy.

Board Officers The Board shall elect a President, a Vice President, and a Secretary who shall be members of the Board. Officers shall be elected by majority vote of the members present and voting.

Vacancy A vacancy among officers of the Board, other than the President, shall be filled by majority action of the Board.

Term and Duties Board officers shall serve for a term of one year or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties as required by action of the Board.

President In addition to the duties required by law, the President of the Board shall:

1. Preside at all Board meetings unless unable to attend.
2. Have the right to discuss, make motions, propose resolutions, and vote on all matters coming before the Board.

Vice President The Vice President of the Board shall:

1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.
2. Automatically become President of the Board if a vacancy in that office occurs and serve in this role until the Board reorganizes.

Secretary The Secretary of the Board shall:

1. Ensure that an accurate record is kept of the proceedings of each Board meeting.
2. Ensure that notices of Board meetings are posted and sent as required by law.
3. In the absence of the President and Vice President, call the meeting to order and act as presiding officer.
4. Sign or countersign documents as directed by action of the Board.

Note: For advisory committees that include staff, parents, community members, or students, see BDF.

Board Committees

For purposes of this policy, a Board committee is a committee composed only of current Board members.

Formation of a Board committee shall be by Board action. When establishing a Board committee, the Board action shall, at a minimum, specify the:

- Number of Board members on the committee;
- Process to appoint Board members to the committee;
- Term of committee membership; and
- Responsibilities of the committee.

A Board committee shall be fact-finding, deliberative, and advisory, and shall make recommendations in the areas of their responsibility. Board committees shall report their findings and recommendations to the Board and shall not assume administrative duties or responsibilities.

Transacting Business

Unless specified by the Board, a Board committee shall not have final decision-making authority. Board committee recommendations must be reported to the Board at a regular or special meeting. The Board shall not accept a Board committee's recommendation without due consideration of the matter.

Dissolution

A Board committee shall be dissolved upon Board action.

Note: For committees composed only of current Board members, see BDB.

Advisory Committees

For purposes of this policy, an advisory committee is a committee composed primarily of District staff, parents, other community members, and/or students. An advisory committee may also include Board members in numbers less than a quorum of the Board.

Formation of an advisory committee shall be by Board action. When establishing an advisory committee, the Board action shall, at a minimum, specify the:

- Number of members on the committee;
- Process to appoint members to the committee;
- Term of committee membership; and
- Responsibilities of the committee.

An advisory committee shall be fact-finding, deliberative, and advisory and shall not assume administrative duties or responsibilities. Advisory committees shall report their findings and recommendations to the Board.

Transacting Business

An advisory committee may transact business only within the specific authority granted by the Board. To be binding, all such committee recommendations must be reported to the Board at a regular or special meeting for approval and entry into the minutes as a public record.

Dissolution

An advisory committee shall be dissolved upon completion of the assigned task or Board action.

Certificate of Coursework Completion	The District shall not issue a certificate of coursework completion to a student who fails to meet all state and local requirements for graduation. [See EIF, FMH]
Partial Credit	When a student earns a passing grade in only half of a course and the average of both halves is lower than 70, the District shall award the student credit for the half with the passing grade.

Safe Schools Data

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
    a. Attempted murder;
    b. Indecency with a child;
    c. Aggravated kidnapping;
    d. Aggravated assault on someone other than a District employee or volunteer;
    e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
    f. Aggravated robbery;
    g. Continuous sexual abuse of a young child or disabled individual; or
    h. Bullying.

School Safety Transfers

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently Dangerous School

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a Violent Criminal Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

Additional Transfer Options

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue font: new text.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes — as in an extensive rewrite — may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact us:

School Districts and Education Service Centers, call 800-580-7529 or email policy.service@tasb.org.

Community Colleges, call 800-580-1488 or email colleges@tasb.org.

Board Officers

The Board shall elect a President, a Vice President, and a Secretary who shall be members of the Board. ~~The Board may assign a District employee to provide clerical assistance to the Board.~~ Officers shall be elected by majority vote of the members present and voting.

Vacancy

A vacancy among officers of the Board, other than the President, shall be filled by majority action of the Board.

Term and Duties

Board officers shall serve for a term of ~~one year~~one year or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties as required by action of the Board.

President

In addition to the duties required by law, the President of the Board shall~~:~~:

1. Preside at all Board meetings unless unable to attend.
2. Have the right to discuss, make motions ~~and~~, propose resolutions, and vote on all matters coming before the Board.

Vice President

The Vice President of the Board shall:

1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.
2. Automatically become President of the Board if a vacancy in that office occurs and serve in this role until the Board reorganizes.

Secretary

The Secretary of the Board shall:

1. Ensure that an accurate record is kept of the proceedings of each Board meeting.
2. Ensure that notices of Board meetings are posted and sent as required by law.
3. In the absence of the President and Vice President, call the meeting to order and act as presiding officer.
4. Sign or countersign documents as directed by action of the Board.

BOARD INTERNAL ORGANIZATION
~~INTERNAL~~BOARD COMMITTEES

BDB
(LOCAL)

~~Special Committees~~

~~The President shall appoint members to special~~***Note***: For advisory committees ~~created by the Board to fulfill specific assignments, unless otherwise provided~~ that include staff, parents, community members, or students, see BDF.

Board Committees

For purposes of this policy, a Board committee is a committee composed only of current Board members.

Formation of a Board committee shall be by Board action. ~~These committees may include District personnel~~When establishing a Board committee, the Board action shall, at a minimum, specify the:

- Number of Board members on the committee;
- Process to appoint Board members to the committee;
- Term of committee membership; and~~ citizens. The function of committees~~
- Responsibilities of the committee.

A Board committee shall be fact-finding, deliberative, and advisory, ~~but not administrative. Special~~and shall make recommendations in the areas of their responsibility. Board committees shall report their findings and recommendations to the Board and shall ~~be dissolved upon completion of the assigned task or vote of the Board~~not assume administrative duties or responsibilities.

~~The President of the Board and the Superintendent shall be ex officio members of all Board committees, unless otherwise provided by Board action.~~

Transacting Business

~~Committees may transact business only within the specific authority granted~~Unless specified by the Board~~. To be binding, all such business~~, a Board committee shall not have final decision-making authority. Board committee recommendations must be reported to the Board at ~~the next~~a regular or special meeting~~ for approval and entry into the minutes as a public record.~~. The Board shall not accept a Board committee's recommendation without due consideration of the matter.

Dissolution

A Board committee shall be dissolved upon Board action.

Note: For committees composed only of current Board members, see BDB.

Advisory Committees

For purposes of this policy, an advisory committee is a committee composed primarily of District staff, parents, other community members, and/or students. An advisory committee may also include Board members in numbers less than a quorum of the Board.

Formation of an advisory committee shall be by Board action. When establishing an advisory committee, the Board action shall, at a minimum, specify the:

- Number of members on the committee;
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- Responsibilities of the committee.

An advisory committee shall be fact-finding, deliberative, and advisory and shall not assume administrative duties or responsibilities. Advisory committees shall report their findings and recommendations to the Board.

Transacting Business

An advisory committee may transact business only within the specific authority granted by the Board. To be binding, all such committee recommendations must be reported to the Board at a regular or special meeting for approval and entry into the minutes as a public record.

Dissolution

An advisory committee shall be dissolved upon completion of the assigned task or Board action.

Certificate of Coursework Completion

The District shall not issue a certificate of coursework completion to a student who fails to meet all state and local requirements for graduation. [See EIF, FMH]

Partial Credit

When a student earns a passing grade in only half of a course and the ~~combined grade for~~average of both halves is lower than 70, the District shall award the student credit for the half with the passing grade.

Safe Schools Data

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and

2. Any student who becomes a victim of one of the following violent criminal offenses~~, as defined by the Penal Code,~~ while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:

   a. Attempted murder;

   b. Indecency with a child;

   c. Aggravated kidnapping;

   d. Aggravated assault on someone other than a District employee or volunteer;

   e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;

   f. Aggravated robbery; ~~or~~

   g. Continuous sexual abuse of a young child or disabled individual; or

   ~~g.~~h. Bullying.

School Safety Transfers

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently Dangerous School

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the

beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a Violent Criminal Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

Additional Transfer Options

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue font: new text.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes — as in an extensive rewrite — may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact us:

School Districts and Education Service Centers, call 800-580-7529 or email policy.service@tasb.org.

Community Colleges, call 800-580-1488 or email colleges@tasb.org.

Board Officers

The Board shall elect a President, a Vice President, and a Secretary who shall be members of the Board. ~~The Board may assign a District employee to provide clerical assistance to the Board.~~ Officers shall be elected by majority vote of the members present and voting.

Vacancy

A vacancy among officers of the Board, other than the President, shall be filled by majority action of the Board.

Term and Duties

Board officers shall serve for a term of ~~one year~~one year or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties as required by action of the Board.

President

In addition to the duties required by law, the President of the Board shall~~:~~:

1. Preside at all Board meetings unless unable to attend.
2. Have the right to discuss, make motions ~~and~~, propose resolutions, and vote on all matters coming before the Board.

Vice President

The Vice President of the Board shall:

1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.
2. Automatically become President of the Board if a vacancy in that office occurs and serve in this role until the Board reorganizes.

Secretary

The Secretary of the Board shall:

1. Ensure that an accurate record is kept of the proceedings of each Board meeting.
2. Ensure that notices of Board meetings are posted and sent as required by law.
3. In the absence of the President and Vice President, call the meeting to order and act as presiding officer.
4. Sign or countersign documents as directed by action of the Board.

BOARD INTERNAL ORGANIZATION
~~INTERNAL~~BOARD COMMITTEES

BDB
(LOCAL)

~~Special Committees~~

~~The President shall appoint members to special~~***Note***: For advisory committees ~~created by the Board to fulfill specific assignments, unless otherwise provided~~ that include staff, parents, community members, or students, see BDF.

Board Committees

For purposes of this policy, a Board committee is a committee composed only of current Board members.

Formation of a Board committee shall be by Board action. ~~These committees may include District personnel~~When establishing a Board committee, the Board action shall, at a minimum, specify the:

- Number of Board members on the committee;
- Process to appoint Board members to the committee;
- Term of committee membership; and~~ citizens. The function of committees~~
- Responsibilities of the committee.

A Board committee shall be fact-finding, deliberative, and advisory, ~~but not administrative. Special~~and shall make recommendations in the areas of their responsibility. Board committees shall report their findings and recommendations to the Board and shall ~~be dissolved upon completion of the assigned task or vote of the Board~~not assume administrative duties or responsibilities.

~~The President of the Board and the Superintendent shall be ex officio members of all Board committees, unless otherwise provided by Board action.~~

Transacting Business

~~Committees may transact business only within the specific authority granted~~Unless specified by the Board~~. To be binding, all such business~~, a Board committee shall not have final decision-making authority. Board committee recommendations must be reported to the Board at ~~the next~~a regular or special meeting~~ for approval and entry into the minutes as a public record.~~. The Board shall not accept a Board committee's recommendation without due consideration of the matter.

Dissolution

A Board committee shall be dissolved upon Board action.

Note: For committees composed only of current Board members, see BDB.

Advisory Committees

For purposes of this policy, an advisory committee is a committee composed primarily of District staff, parents, other community members, and/or students. An advisory committee may also include Board members in numbers less than a quorum of the Board.

Formation of an advisory committee shall be by Board action. When establishing an advisory committee, the Board action shall, at a minimum, specify the:

- Number of members on the committee;
- Process to appoint members to the committee;
- Term of committee membership; and
- Responsibilities of the committee.

An advisory committee shall be fact-finding, deliberative, and advisory and shall not assume administrative duties or responsibilities. Advisory committees shall report their findings and recommendations to the Board.

Transacting Business

An advisory committee may transact business only within the specific authority granted by the Board. To be binding, all such committee recommendations must be reported to the Board at a regular or special meeting for approval and entry into the minutes as a public record.

Dissolution

An advisory committee shall be dissolved upon completion of the assigned task or Board action.

Certificate of Coursework Completion

The District shall not issue a certificate of coursework completion to a student who fails to meet all state and local requirements for graduation. [See EIF, FMH]

Partial Credit

When a student earns a passing grade in only half of a course and the ~~combined grade for~~average of both halves is lower than 70, the District shall award the student credit for the half with the passing grade.

Safe Schools Data

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and

2. Any student who becomes a victim of one of the following violent criminal offenses~~, as defined by the Penal Code,~~ while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:

   a. Attempted murder;

   b. Indecency with a child;

   c. Aggravated kidnapping;

   d. Aggravated assault on someone other than a District employee or volunteer;

   e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;

   f. Aggravated robbery; ~~or~~

   g. Continuous sexual abuse of a young child or disabled individual; or

   ~~g.~~h. Bullying.

School Safety Transfers

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently Dangerous School

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the

beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

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[For other transfer provisions, see also FDA and FDB.]

EMPLOYMENT

NAME	POSITION	REPLACING
Jessica Tucker	Travis Teacher	Kelli Wood
Sally Yow	Lamar Resource Teacher	Danena Riggs
Brandon Jeffcoat	Travis Resource Math Teacher	Timothy Hanlon-Taylor
Breanna Acosta-Sedam	Houston 2nd Grade Teacher	Laura Waggoner
Regina Mcminn	Food Service	Eugenia Houser
Nikki Beichler	Lamar Early Childhood Sped. Teacher	Christine Lott
Jeff Skellenger	JH Girls Coach/Health and Tech Apps	Jenae Steensma
Angela McCully	JH PE Teacher/Coach	Taylor Jennings
Jeennie Reedy	Kinder Teacher	Kelly Fulle
Amber Kunes	HS Teacher	Harrison Haney
Lori Todd	Travis Teacher	Jastin Moore
Conner Spencer	HS Teacher/Coach	Ashley Brown
Randi Sims	JH Teacher	Ricky Cullum
Brigitte Hargrove	Transportation Secretary	Donna Maddux
Shannon Rutz	Food Service	Margarita Baker

Linda Fargo	Sped. ARD Coordinator	Michelle Loudamy
Chasitiy Cribbs	Travis Lab Para	Breanna Acosta-Sedam
Cassidy Hammett	Travis Teacher	Meghan Boling
Valerie Medina	HS Life Skills Teacher/Coach	Breanna Hinojos
Macy Jordan	HS Theatre Teacher	Christian Sanders
Jay Birdwell	HS Auto Tech Teacher	Hugh Wraight

2025-26 Every Student Succeeds Act (ESSA) Planning Amounts:

- Title I, Part A – Improving Basic Programs - $1,090,557
    - Pay salaries of support staff
    - Parental involvement activities
    - Purchase supplemental materials
- Title II, Part A – Improving Teacher Quality - $183,876
    - Stipends
    - Supplemental materials
    - Professional development
- Title III, Part A (Bilingual/ESL) – $54,514
    - Salary
    - Supplemental materials
    - Professional development
- Title IV, Part A – Student Support and Academic Achievement - $79,748
    - Mental health counselor
    - Provide students a well-rounded education – partial reimbursement for dual credit courses
- Perkins V (CTE) - $52,594

Member of SSA (Shared Service Arrangement)

Region 11 fiscal agent for Title III (Immigrant) SSA:

Title III, Part A (Immigrant/Migrant) – $5,868

- Region 11 provides services to our immigrant families.
- Support for teachers and students (tutoring, supplemental materials, field trips, school supplies, clothing, etc.)