Bond Planning Committee

Meeting #5

October 27, 2022

CFBISD CITIZEN'S
BOND PLANNING
COMMITTEE

TOUR

CFBISD CITIZEN'S
BOND PLANNING
COMMITTEE

WHERE WE ARE AND WHAT YOU'VE ACCOMPLISHED

Meeting #1: Thursday, August 25 | Dinner 5:30 p.m. Meeting 6:00 p.m.
Committee Charge | CFBISD Overview | Bond History | School Finance | Innovation & Instruction | 22 to 22 Report

Meeting #2: Thursday, September 8 | Dinner 5:30 p.m. Meeting 6:00 p.m.
Capital Improvements & Lifecycle Replacement Needs at HS Level | Safety & Security | CTE | Tour

Meeting #3: Thursday, September 22 | Dinner 5:30 p.m. Meeting 6:00 p.m.
Capital Improvements & Lifecycle Replacement Needs at MS Level | Fine Arts | Athletics |Tour

Meeting #4: Thursday, October 13 | Dinner 5:30 p.m. Meeting 6:00 p.m. Capital Improvements & Lifecycle Replacement Needs at ES Level & District Facilities | Special Education | Tour

Meeting #5: Thursday, October 27 | Dinner 5:30 p.m. Meeting 6:00 p.m.
Demographics | Technology | Fiber | Early Childhood Education | Prioritization Factors | Tour

Meeting #6: Thursday, November 17 | Dinner 5:30 p.m. Meeting 6:00 p.m.
Finances & Bonding Capacity | Project Summary | Ballot Requirements | Prioritization | Project Budgets | Tour

Meeting #7: Thursday, December 8 | Dinner 5:30 p.m. Meeting 6:00 p.m.
Survey Results | Build-A-Bond | Finalize Recommendations | Select Spokespersons | Next Steps

TONIGHT'S AGENDA

1. Early Childhood Education
2. Technology & Fiber
3. Demographer's Report
4. Prioritization Factors

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MEETING #4 RECAP - Elementary Schools

1. Sheffield ES*

2. Good ES*
3. Las Colinas ES*
4. La Villita ES

5. Landry ES
6. McStrick ES
7. McWhorter ES
8. Freeman ES
9. Riverchase ES
10. Thompson ES*
11. Blanton ES*

12. Blair ES*
13. Stark ES*`

14. Country Place ES
15. Davis ES
16. Riverchase ES

17. McKamy ES
18. Kent ES

19. McCoy ES
20. Furneaux ES
21. Rosemeade ES

22. Farmers Branch ES
23. Central ES

24. Carrollton ES

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MEETING #4 RECAP

ELEMENTARY SCHOOL PROJECT CONSIDERATIONS

KENT ES (1982), MCCOY ES (1979), FURNEAUX ES (1982), ROSEMEADE ES (1984)

- Align classroom sizes to TEA Standard / Flexible Seating
- Align library sizes to TEA Standard
- Align cafeteria and stage sizes to TEA Standard
- Increase access to natural light
- Increase opportunities for collaboration
- Provide inclusive outdoor play and learning opportunities for all students
- Improve campus security including vestibules where needed
- Student and adult restrooms

MEETING #4 RECAP

ELEMENTARY SCHOOL PROJECT CONSIDERATIONS

CARROLLTON ES (1951), CENTRAL ES (1965), FARMERS BRANCH ES (1965)

- Consider Replacement Campus
- Align library sizes to TEA Standard
- Align cafeteria and stage sizes to TEA Standard
- Align gym size to TEA Standard
- Increase access to natural light
- Increase opportunities for collaboration
- Provide inclusive outdoor play and learning opportunities for all students
- Improve campus security including vestibules where needed
- Student and adult restrooms
- Upgrade outdated building technologies
- Redesign Special Education spaces for specific use

MEETING #4 RECAP

SPECIAL EDUCATION FEEDBACK FORMS

Projects for Consideration	Agree ✓
1. Specialized Learning Spaces - Provide regular and self contained classrooms with adequate space and flexible furniture to support unique learning needs	34
2. Bathrooms - Ensure that bathrooms are located in self-contained classrooms and are large enough for needed equipment and personnel	35
3. Changing Stations - Provide changing stations in bathrooms for Early Childhood and self-contained classroom spaces to ensure student and staff safety	35
4. Covered Playgrounds - Accessible AND inclusive playgrounds for all campuses, with shade for students who cannot be exposed to the sun	35

Number represents agreement out of 36 from Meeting #4

MEETING #4 RECAP

TOUR FEEDBACK FROM SHEFFIELD ELEMENTARY SCHOOL

Strategic Priorities	Elementary School	- Architectural Elements - What did you see?
Optimize Engaging & Diverse Learning	• Evidence of multi-mode learning approach • Variety of scale in spaces for learners • Engaging learning spaces • Collaborative spaces • Consideration for ELL learners • Consideration for learners with disabilities	4.29 
Optimize Facility, Safety & Security, and Infrastructure to Be Adaptable to Student Needs	• Wayfinding for students • Outdoor learning opportunities • Safe environment	4.23 
Optimize Community Engagement	• Scaled to Elementary Students • Front entry obvious • Wayfinding for parents • Welcoming for parents • Opportunities for community engagement	4.15 
Optimize Social and Emotional Health of All Students	• Warm, caring physical environment • Welcoming environment for students • Supports socialization for students	4.37 
Optimize All Available Resources	• Professional workspaces for teachers • Technology for teachers/learners • Efficiency of the environment	4.51 

Early Childhood Education

Sandy Meyer

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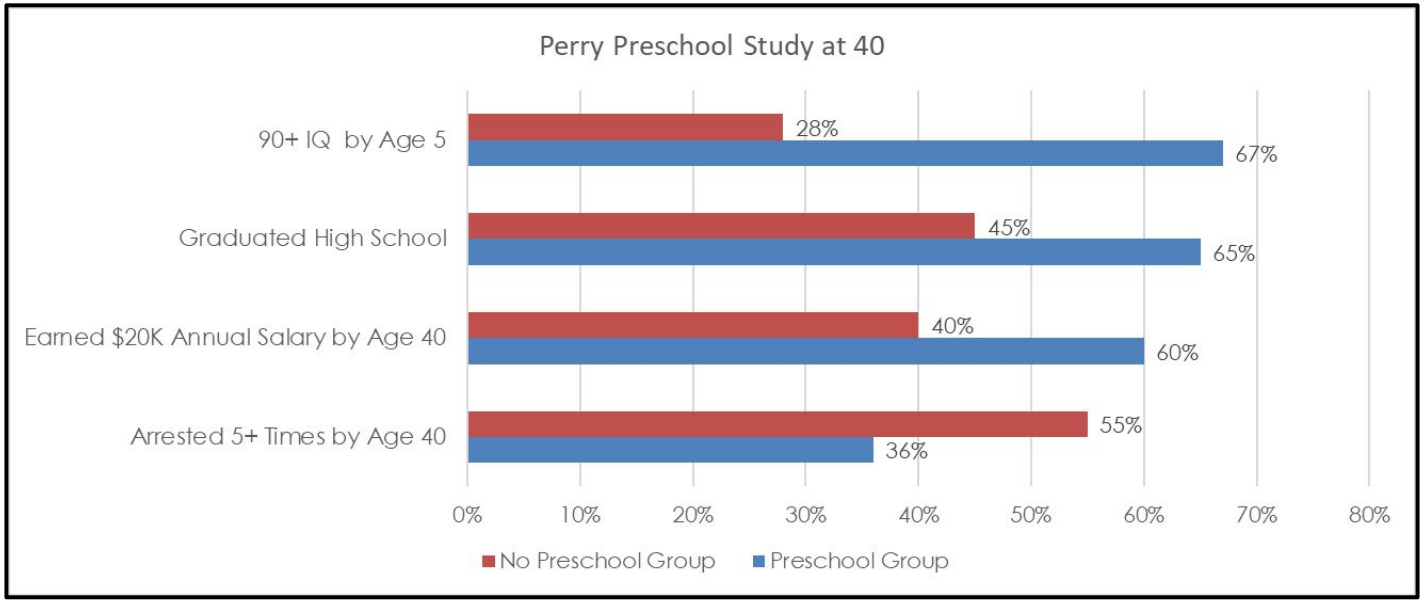
Why Early Childhood?

"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood."

— Fred Rogers, television personality

Why Early Childhood?



17 Campuses	89 Classrooms

Who We Serve: Pre-K Families

1414
Total Students

73 %
Economically Disadvantaged

49 %
Emergent Bilingual

14 %
Special Education

47 %
Female

53 %
Male

17 Campuses	89 Classrooms

Who We Serve: Pre-K Families

51 %
Hispanic

20 %
Black or
African American

16 %
Asian

9 %
White

3 %
Two or More Races

1 %
American Indian or
Alaskan Native

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Who We Serve: Free and Tuition-Based Pre-K

Students can qualify for free Pre-K if they meet one of the following criteria:

1. Limited English Proficiency (Emerging Bilingual)
2. Economically disadvantaged
3. Homeless
4. A child of an active duty member of the United States Armed Forces
5. A child of a member of the United States Armed Forces who was injured or killed while serving on active duty
6. A child in foster care (presently or in the past)
7. A child of a recipient of the Star of Texas Award

91%
Qualifying Students

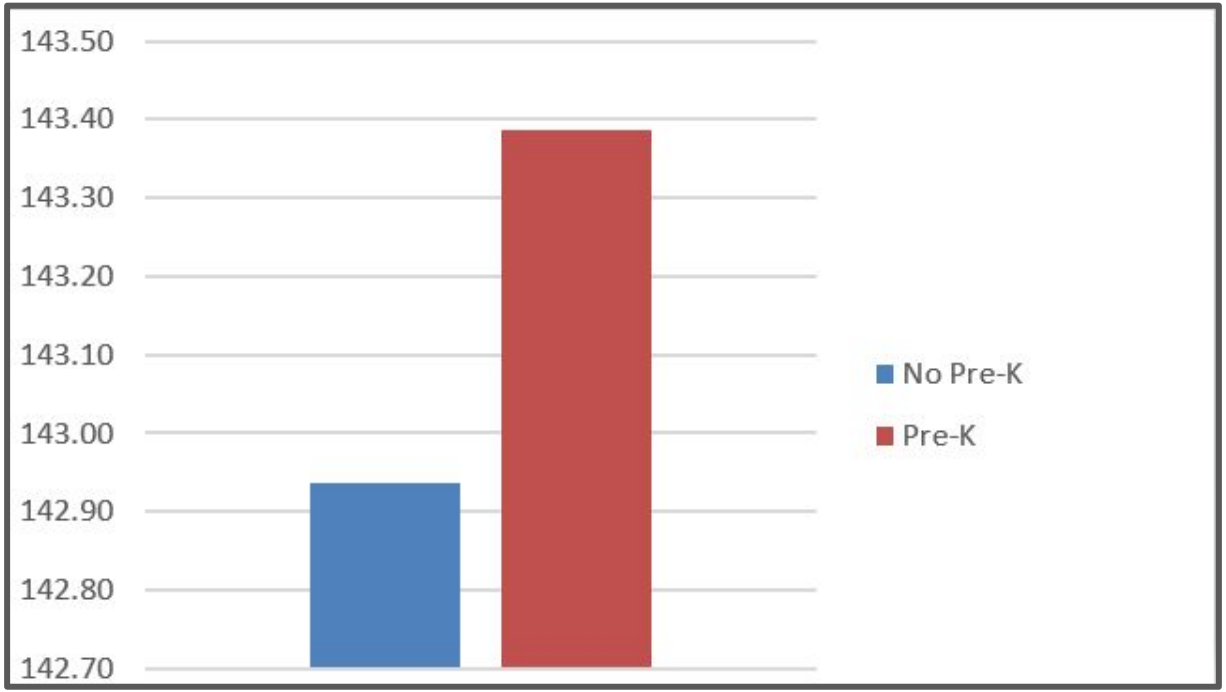
9%
Tuition Students

Who We Serve: Growth Over Time

5 Year Growth of Pre-Kindergarten				
Year	**# of Campuses**	**# of Half-Day Classrooms**	**# of Full-Day Classrooms**	**Total # of Classrooms**
2018-2019	11	19	21	40
2019-2020	12	13	31	44
2020-2021	16	6*	65	71
2021-2022	16	6*	73	79
2022-2023	17	7*	82	89

*Some self-contained Special Education classrooms offer a half-day program

Who We Serve: Kindergarten Readiness



CFB Fall Math Avg Score: 143.0

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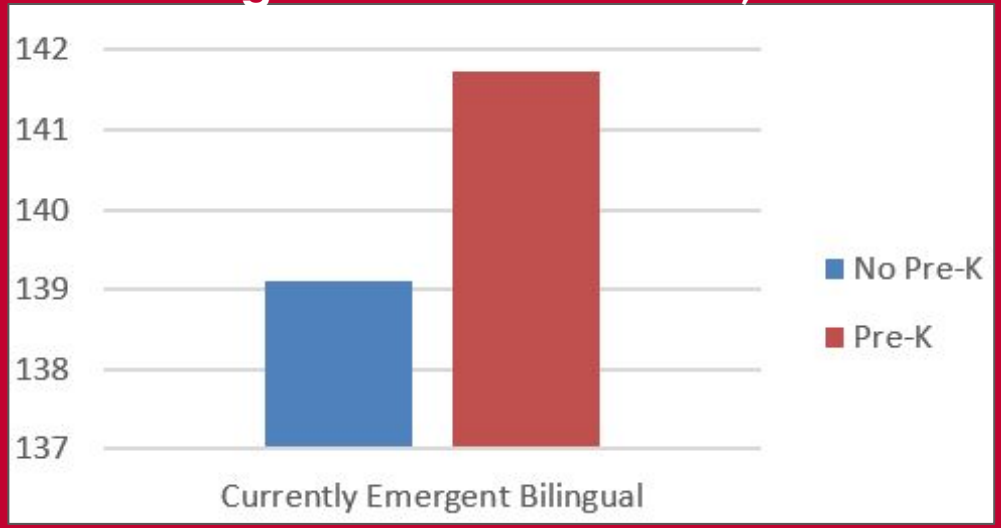
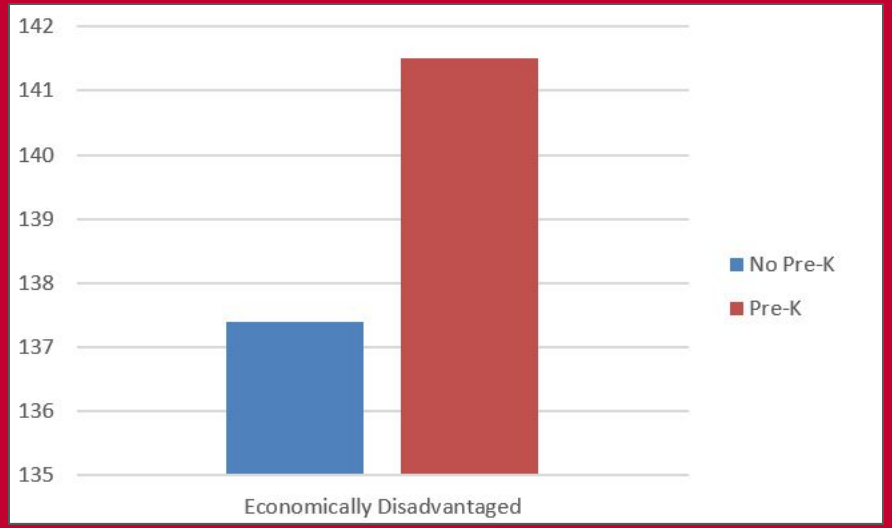
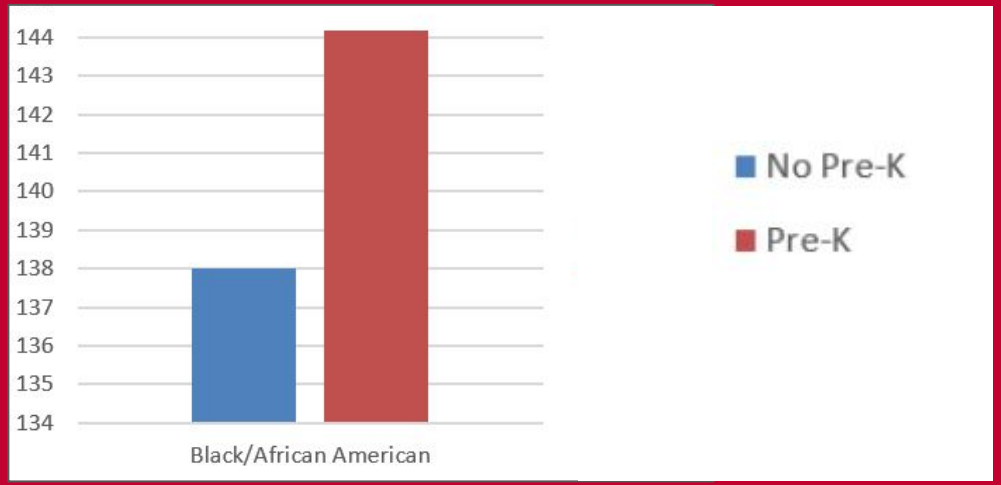
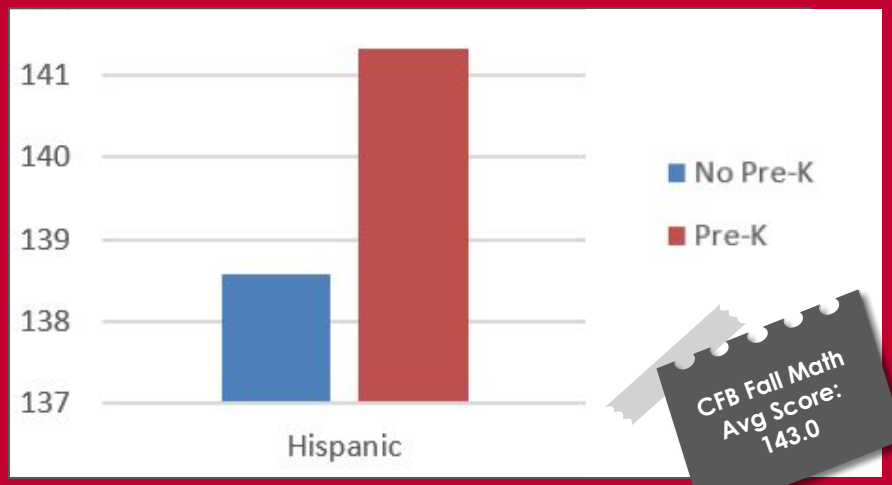
Kindergarten Fall Math MAP, 2021

Kindergarten Fall Math MAP, 2021









Where We Are…

The vision for Early Childhood in CFBISD is to provide a safe, nurturing environment that will support the cognitive, social, and emotional development of all children and support every child's sense of belonging, agency and purpose through interdisciplinary play-based learning.

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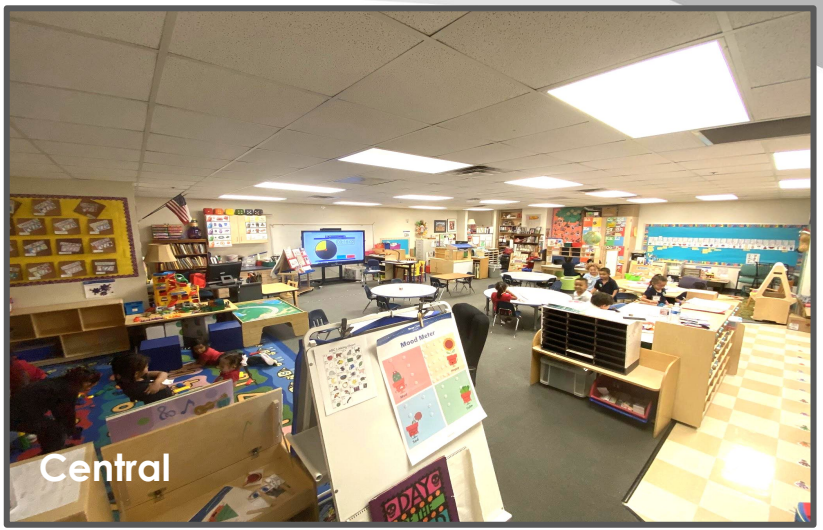
Where We Are: Age of Facilities

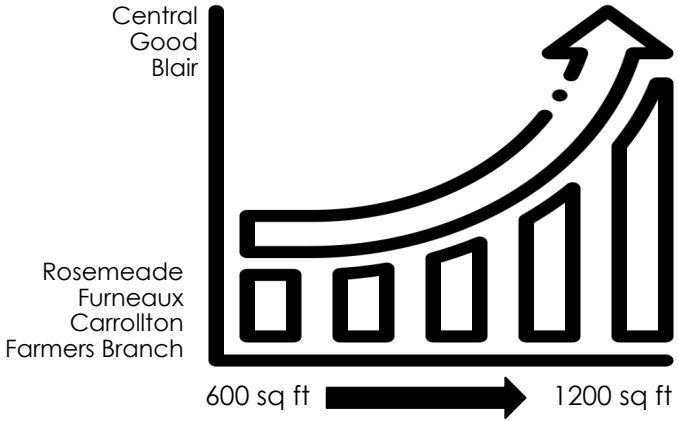
- 1950: Carrollton
- 1960: Central
- 1970: Farmers Branch
- 1980: Furneaux, Rosemeade
- 1990: Kent, McKamy, Landry
- 2000: Riverchase, McWhorter, Blair, Freeman, Stark, Blanton
- 2010: McLaughlin-Strickland, Good
- 2020: Las Colinas

Carrollton


Las Colinas

Where We Are: Size of Facilities





80% of CFBISD Pre-K classrooms **do not** have a student bathroom

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Where We Are: Old Furniture

Where We Are: Broken Furniture

Where We Are: Furniture Sizing

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Where We Are: Teacher Purchased Furniture

Where We Are: Newer Furniture, Flexible Seating

Where We Could Be- Classrooms

Where We Could Be- Outdoor

Where We Could Be- Furniture

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Where We Could Be- Furniture

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Equitable Experiences for ALL

CFBISD BELIEVES IN…

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support & love of the whole student

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EARLY CHILDHOOD EDUCATION FEEDBACK FORM

Projects for Consideration	Agree ✓

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Technology/Fiber

Scott Monroe
Bill Neyland
Robert Welsh

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Statistics

Miles of Fiber	58 Miles
Network Ports	46,000
Wireless Access Points	2260
Computers	37,340
Telephones	3895
Security Cameras	2350+
Average Daily Web Requests	150,282,118

Communications

- Internal Dialing
- Inbound/Outbound Local & Long Distance
- 911 Emergency Responder

Data Network

- Internet
- Computer Authentication
- Email
- Cloud-based Systems
  - Student Information System
  - ERP (Business)
  - Canvas Learning Management System
  - Google Apps
- Building Controls

Security

- Video Surveillance Cameras
- Access Control
- Sensors
- Emergency Notifications

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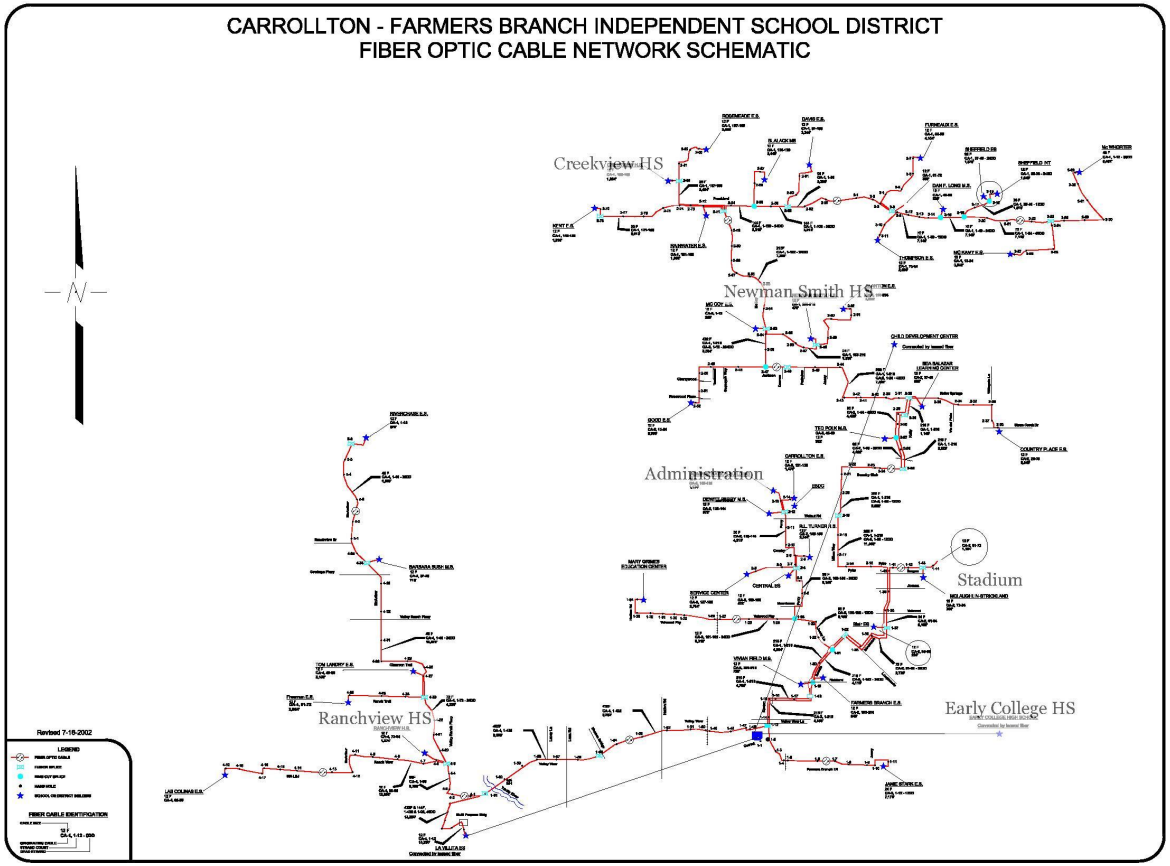

Current State

Mileage 58

Age 22

Lifespan 20-25

Single Path -Low resiliency

Missing Connections:

- Child Development Center
- Kelly FIeldhouse
- Concession Stands

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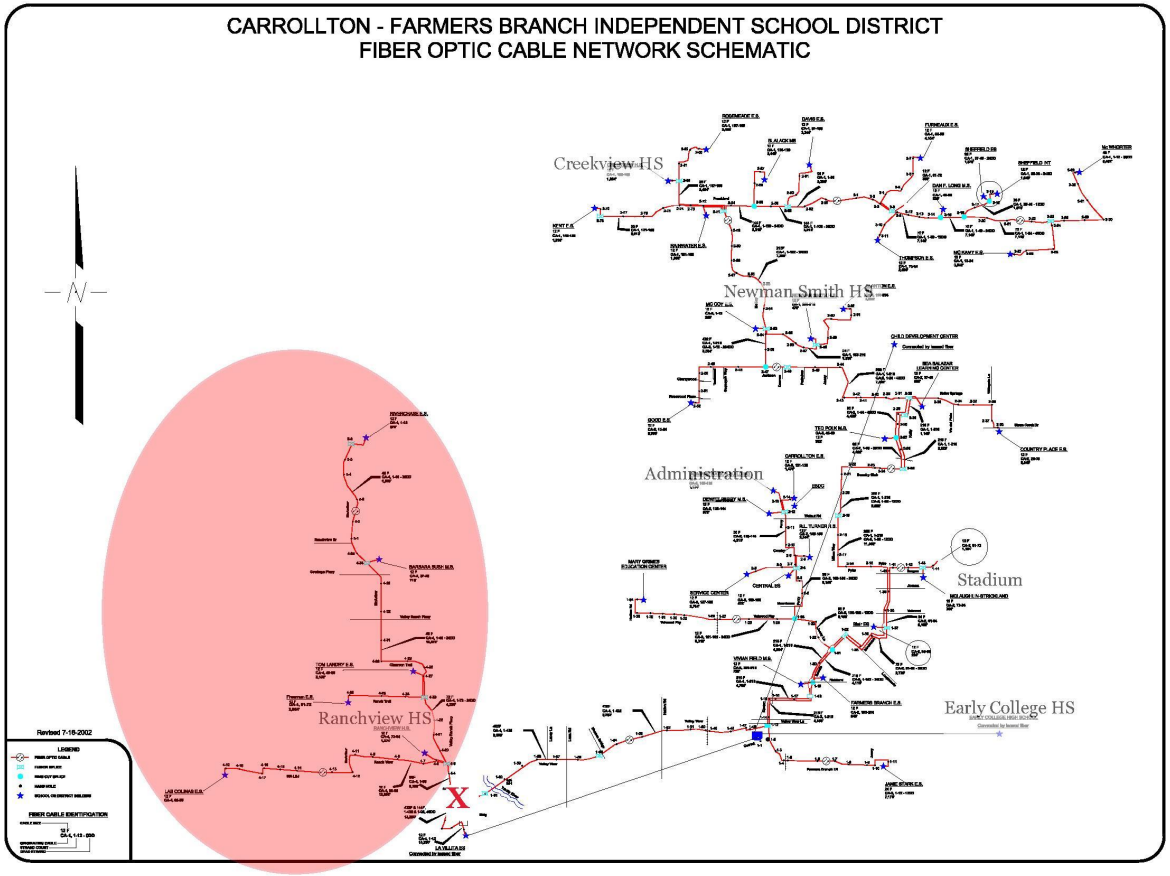

Fiber Cable Cut Irving

- Loss of 6 facilities
- One HS, One MS, Four ES
- 15% network disconnected

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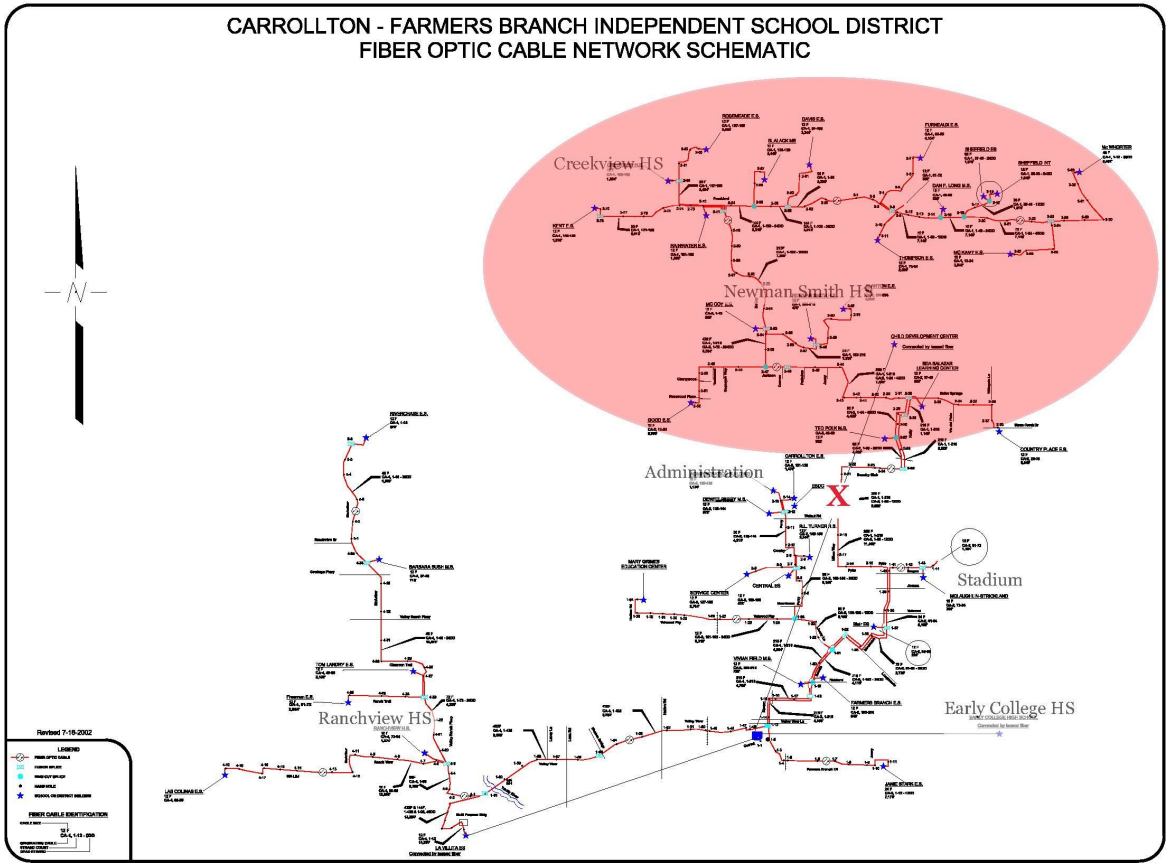

Fiber Cable Cut Central Carrollton

- Loss of 18 facilities
- Two HS, Three MS, Twelve ES, Salazar Learning Center
- 48% network disconnected

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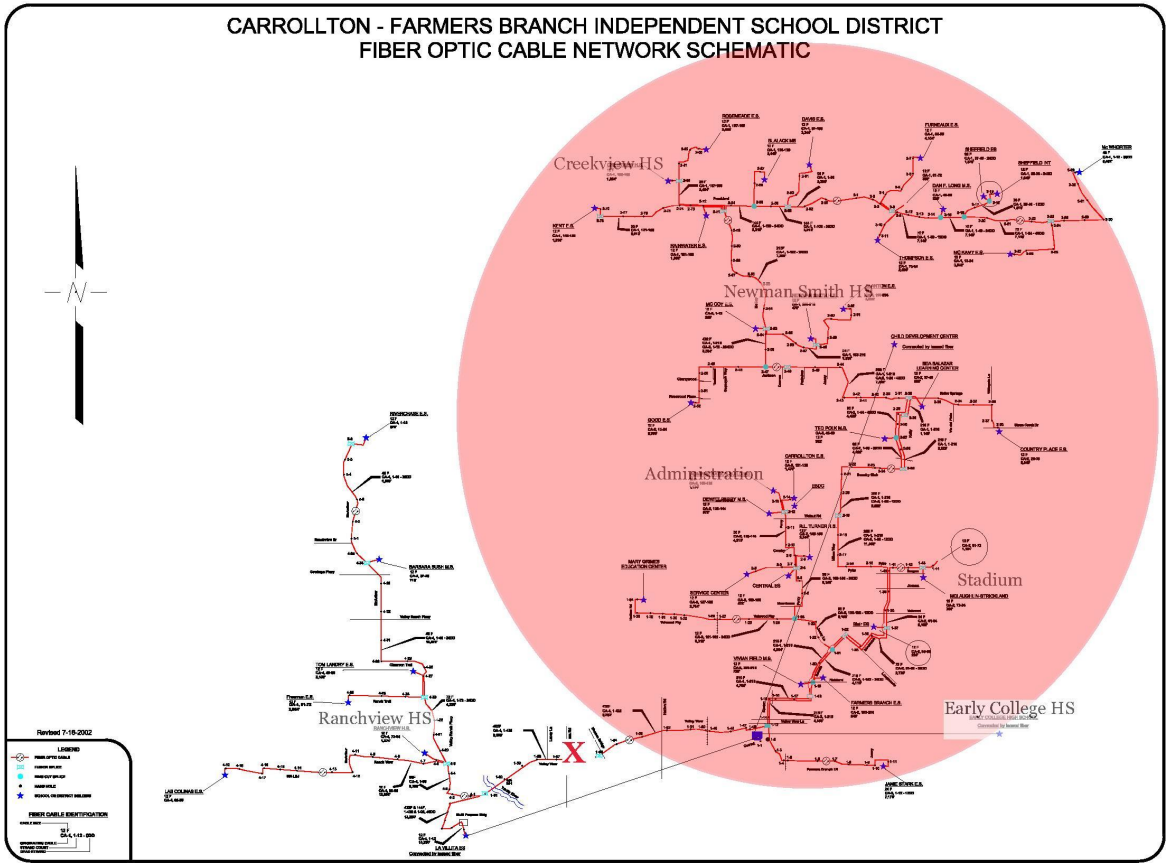

Fiber Cable Cut Valley View

- Loss of 34 facilities
- Four HS, Five MS, Twenty ES, Five District Facilities
- 87% network disconnected

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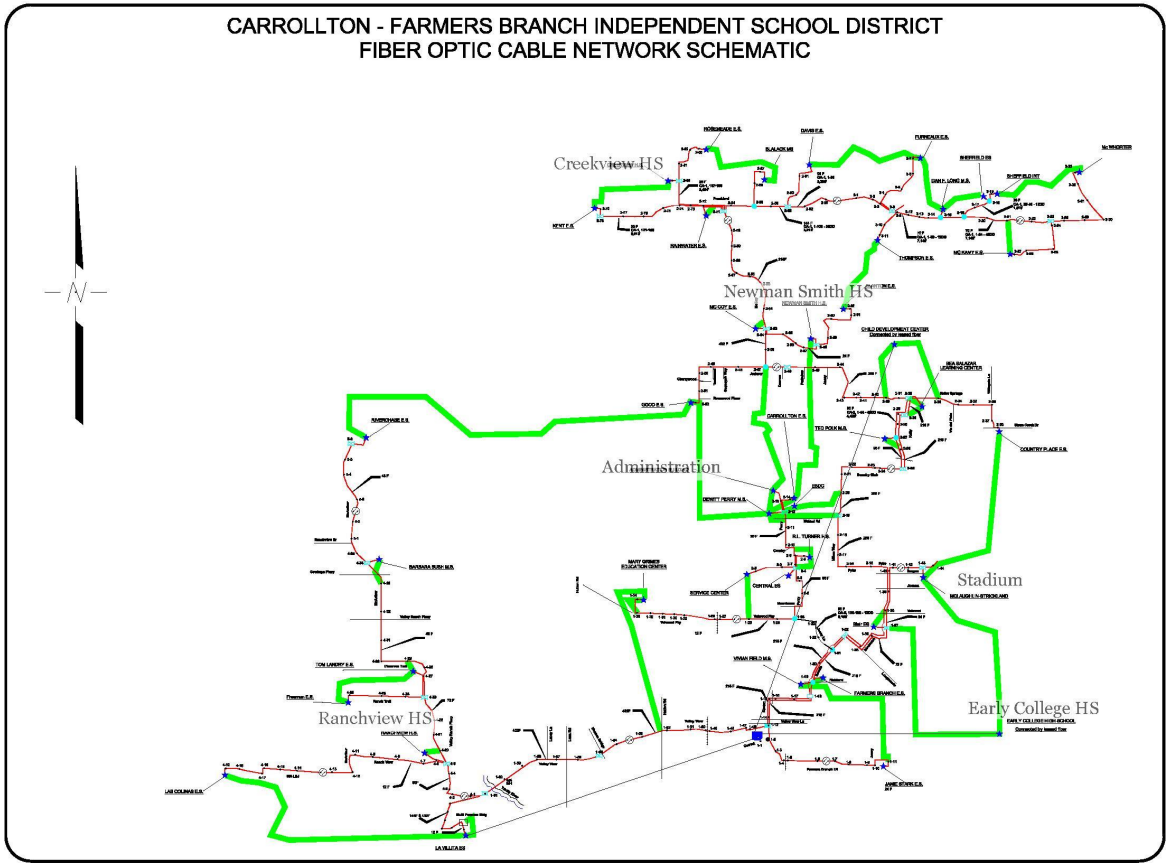

Resilient Design

- Replace existing Fiber as needed (red lines)
- Add new Fiber links (green lines)
- Helps to mitigate significant outages
- Minimizes downtime from unplanned events and planned maintenance
- Time to deploy 3 years

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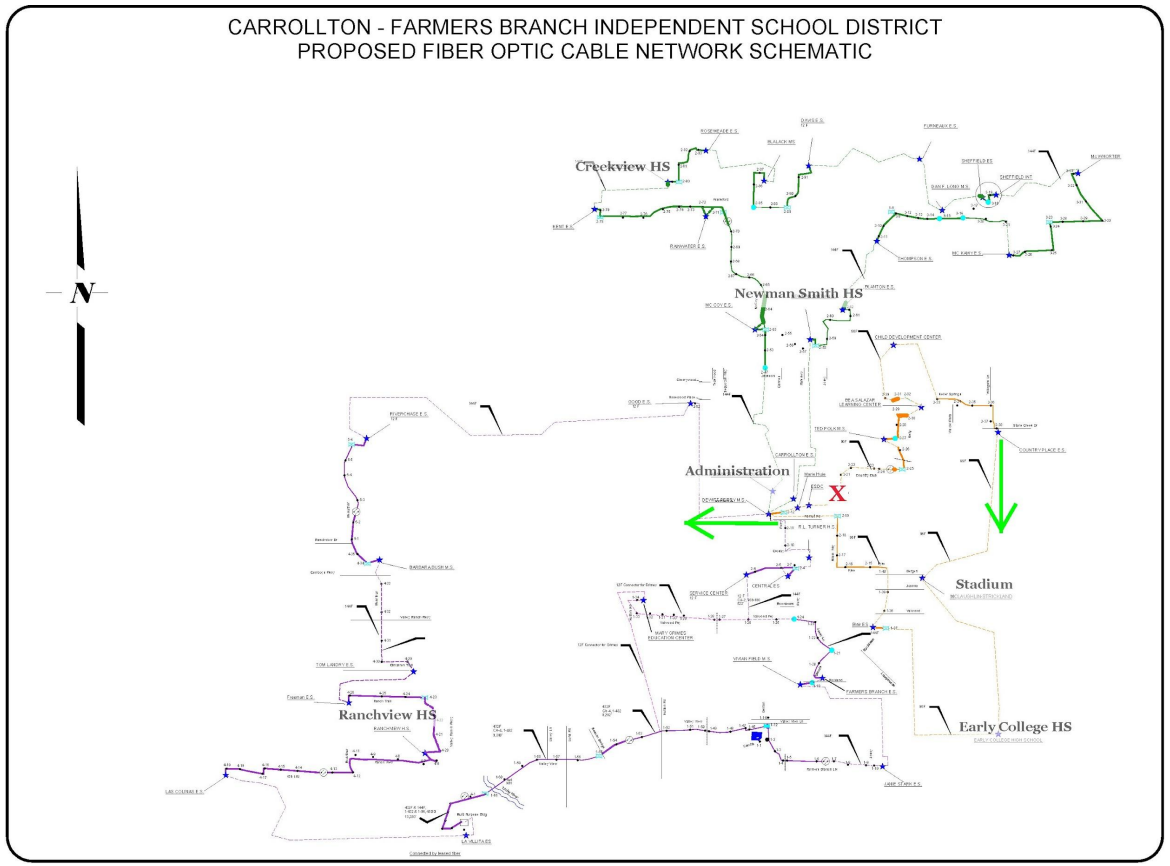

Resilient Design

Fiber Cable Cut
Central Carrollton

- Data traffic flows in opposite directions
- Data flow transfer in milliseconds
- No Data interruption

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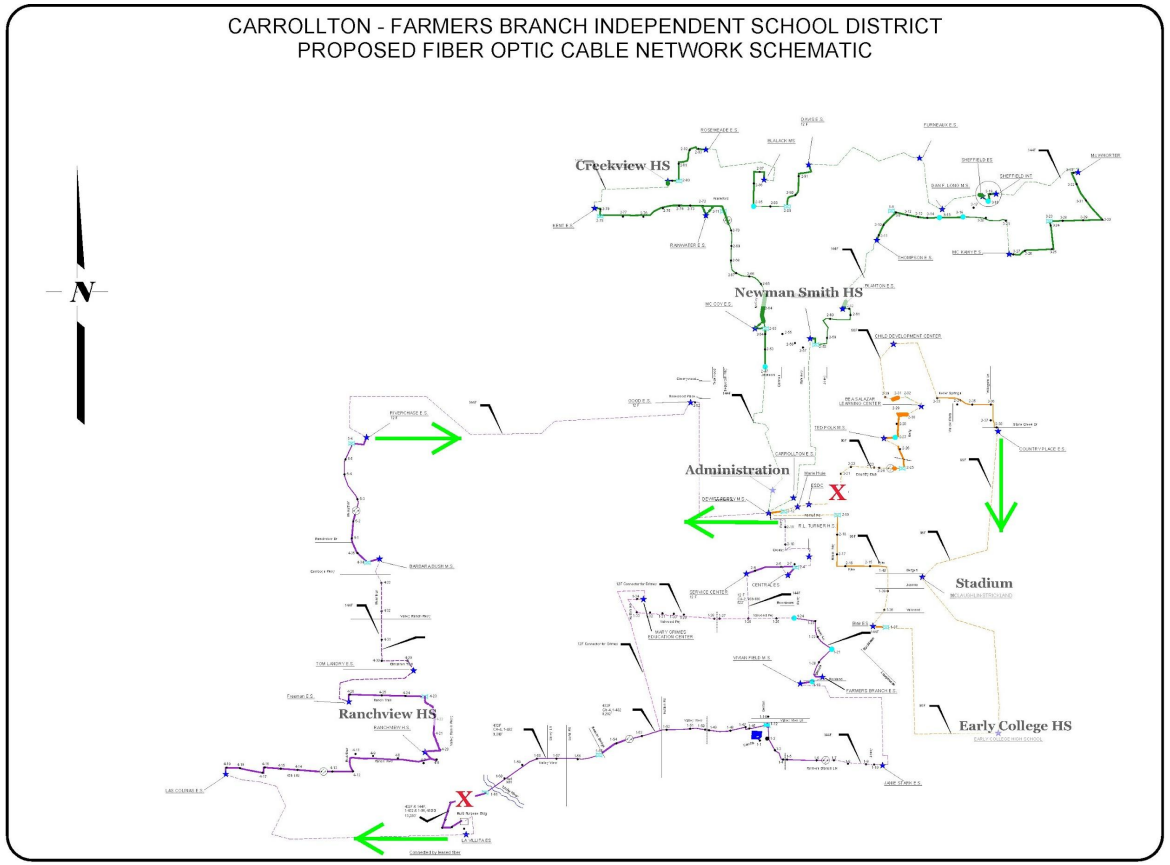

Resilient Design

Fiber Cable Cut
Central Carrollton & Irving

- Data traffic flows in opposite directions
- Data flow transfer in milliseconds
- No Data interruption

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Q&A / Discussion

Demographer's Report

Brent Alexander,
Residential Strategies

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Q&A / Discussion

Prioritization: Rating Factors

Lesley Weaver

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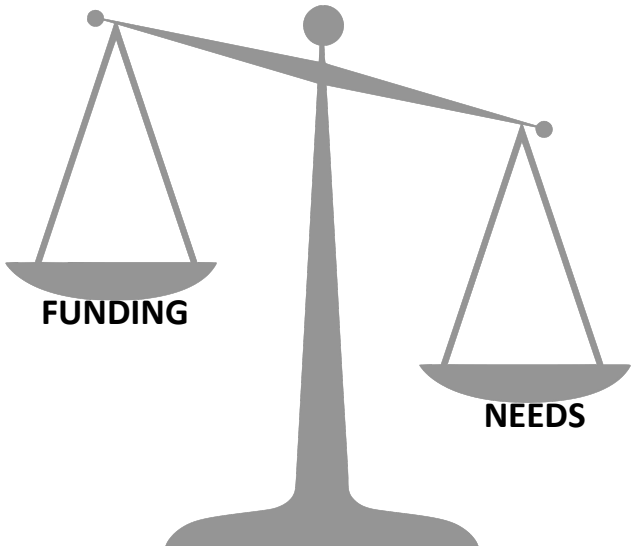
PROJECT PRIORITIZATION



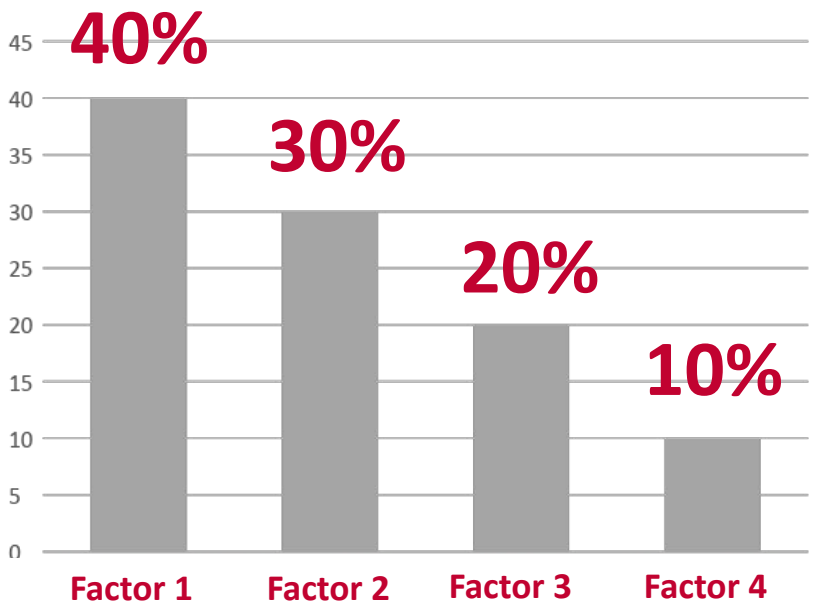
It is extremely common for school districts to have greater needs than what they can currently afford, making prioritizing potential projects an important and necessary step in the overall facility planning process.

PROJECT PRIORITIZATION

The Bond Planning Committee will utilize a prioritization process designed to allow for a comprehensive evaluation of projects, requiring evaluators to consider a consistent series of issues before identifying an overall priority level.

The rating factors and associated questions should be used to guide valuable discussion, weigh pros and cons and consider the overarching priority of a project.

HOW WEIGHTED FACTORS WILL BE USED TO RATE PROJECTS



In future meetings, as the committee works to evaluate needs and consider potential projects, we will evaluate projects by assigning a rating for each of the factors. The weight of the factor applied to the sum of the factor ratings will give each project a rating total. These totals will then allow for comparison and categorizing of the projects.

FUTURE STEP: RATING PROJECTS

	FACTOR 1 40%	FACTOR 2 30%	FACTOR 3 20%	FACTOR 4 10%		PROJECT RATING TOTAL *Weighted Value*
Project 1	5	3	2	3		3.6
Project 2	2	4	2	1		2.5
Project 3	2	1	2	3		1.8
Project 4	4	3	2	3		3.2

FUTURE STEP: RATING PROJECTS

Thanksgiving Meal Example / For Illustration Purposes Only

	TASTE 40%	LIKEABILITY 30%	TRADITION 20%	HEALTHY 10%		PROJECT RATING TOTAL *Weighted Value*
Turkey	5	5	5	4		4.5
Sweet Potato Casserole	4	3	4	1		3.4
Green Beans	2	1	2	5		2.0
Pumpkin Pie	4	4	5	1		3.9

TONIGHT'S TASK:
DETERMINE PERCENTAGES FOR THE 5 FACTORS

	FACTOR 1 30%	FACTOR 2 20%	FACTOR 3 20%	FACTOR 4 15%	FACTOR 5 15%		PROJECT RATING TOTAL *Weighted Value*
Project 1							
Project 2							
Project 3							
Project 4							

Optimize Engaging & Diverse Learning

Potential projects will be rated on how they support engaging and diverse learning.

Questions to consider:

- Will this project provide new opportunities for students?
- Will this project aid in advancing the student learning experience and/or help meet instructional and learning needs for today's classroom?
- Will this project impact a large amount of students or a small amount of students?
- Will this project allow for investment in the skills and continued growth of teachers or help our district attract and retain the best teachers for our students?
- Does this project allow for future flexibility? Can it be repurposed for evolving program needs in the future?

Optimize Facility, Safety & Security, and Infrastructure to Be Adaptable to Student Needs

Potential projects will be rated on its benefit to students through optimized facilities, safety and security, and infrastructure.

Questions to consider:

- Will this project alleviate a campus/district safety or security concern?
- Will this project alleviate current overcrowding and provide much needed space for a growing campus or program?
- Do certain building codes, disability or safety standards require this project be completed?
- Will this project help the district achieve greater sustainability or efficiency, resulting in a cost savings over its lifetime?

Optimize Community Engagement

Potential projects will be rated on its benefit to the community.

Questions to consider:

- Will this project provide a space for community use for special events and activities?
- Will this project provide space for a program that delivers services to the community?
- Will this project contribute to our community's economic development? Will it support a program(s) that will produce revenue? Will it help attract new business and families?
- Is this project something the majority of our community will support?
- Does this project align with our community's philosophy on education or other programs?
- Does this project align with our community's principles and beliefs?

Optimize Social and Emotional Health of All Students

Potential projects will be rated on its impact to the social and emotional health of all students.

Questions to consider:

- Will this project help make the learning environment safer and/or more comfortable for students (i.e., climate control, protection from the elements, providing natural light, teacher/student ratios)?
- Will this project address a current condition that is disruptive to student learning?
- Will this project address equity among campuses, program offerings and learning environments?

Optimize All Available Resources

Potential projects will be rated on its use of district resources.

Questions to consider:

- Will this project address a condition that is currently draining resources from the district's maintenance and operations fund?
- Will this project create a space or facility that can serve dual purposes?
- What is the return on investment of this project? What is its projected lifecycle?
- Will the overall community be able to support the investment required?

SMALL GROUP ACTIVITY

At your tables, discuss the percentages that should be assigned to weight each factor.

Select a committee member to be a spokesperson to share out.

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TONIGHT'S TASK:
DETERMINE PERCENTAGES FOR THE 5 FACTORS

	FACTOR 1 30%	FACTOR 2 20%	FACTOR 3 20%	FACTOR 4 15%	FACTOR 5 15%		PROJECT RATING TOTAL *Weighted Value*
Project 1							
Project 2							
Project 3							
Project 4							

What percentages should be used?

	Optimize Engaging & Diverse Learning	Optimize Facility, Safety & Security, and Infrastructure to Be Adaptable to Student Needs	Optimize Community Engagement	Optimize Social and Emotional Health of All Students	Optimize All Available Resources	TOTAL
Table 1						0
Table 2						0
Table 3						0
Table 4						0
Table 5						0
Table 6						0
Table 7						0
Table 8						0
Table 9						0
Table 10						0
AVERAGE						

Q&A / Discussion

NOTES & REFLECTIONS

With the large group, share **one thing** you hope to accomplish as we move forward.

LOOKING AHEAD

Meeting #6

Thursday, November 17

@

Blalack Middle School
1706 E. Peters Colony Rd., Carrollton

- Tour Blalack Middle School
- Finances & Bonding Capacity
- Project Summary
- Prioritization
- Project Budgets

Please leave your tent cards on the table or in the front of your binder. Thank you!

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Thank You!

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