



FOCUSED ON WHAT MATTERS.®

We are dedicated to improving the quality of life for all that live, work, play, and learn in the built environment.



ARLINGTON ISD
BOND 2019

mission of the **Arlington Independent School District** is to empower and engage all students to be contributing, responsible citizens striving for their maximum potential through relevant, innovative and rigorous learning experiences.



CHILD'S PLAY

STAKEHOLDER ENGAGEMENT AT
WEBB ELEMENTARY SCHOOL



WEBB





Wm. Kelly Horn

ARLINGTON ISD

Assistant Superintendent of Facility Services

Experienced Assistant Superintendent of Facility Services in the education industry. Skilled in Budgeting, Coaching, Master Planning, Construction Management, Facilities Management (FM), Team Building, and Public Speaking. Strong support professional with a Bachelor of Science degree in Industrial Distribution from Texas A&M University.



Lisa Lamkin, FAIA, LE Fellow, LEED AP BD+C

BRW ARCHITECTS

Principal

PRINCIPAL of the K12 Studio

35+ years experience in educational design

A4LE Southern Region past President



Anne Hildenbrand, AIA, ALEP, LEED AP BD+C

BRW ARCHITECTS

Associate Principal

ASSOCIATE PRINCIPAL of the K12 Studio

25+ years experience in managing the planning, programing, and design of education facilities

Currently serving as Past President of the A4LE North Texas Chapter

Past Texas Society of Architects (TxA) Codes and Standards Committee

Currently serving on the TxA Government Affairs Steering Committee

AIA CONTINUING EDUCATION

This course is registered with AIA CES for continuing professional education. As such, it does not include content that may be deemed or construed to be an approval or endorsement by the AIA of any material of construction or any method or manner of handling, using, distributing, or dealing in any material or product.

AIA continuing education credit has been reviewed and approved by AIA CES. Learners must complete the entire learning program to receive continuing education credit. AIA continuing education Learning Units earned upon completion of this course will be reported to AIA CES for AIA members. Certificates of Completion for both AIA members and non-AIA members are available upon request.

This course is approved for 1 LU | HSW AIA CES credit.



LEARNING OBJECTIVES

Understand the district-wide steps taken to ensure individual school communities have ownership in the design of their new replacement elementary schools.

Learn how planned work sessions establish the vision and outcomes of stakeholder engagement.

Learn how the work sessions fostered a comfortable and engaging atmosphere where teachers, parents and students could collaborate and be heard.

Discover how engagement leads to design outcomes that reflect the spirit of a diverse, inclusive, and giving school community.



1. PROCESS OVERVIEW

2. VISION

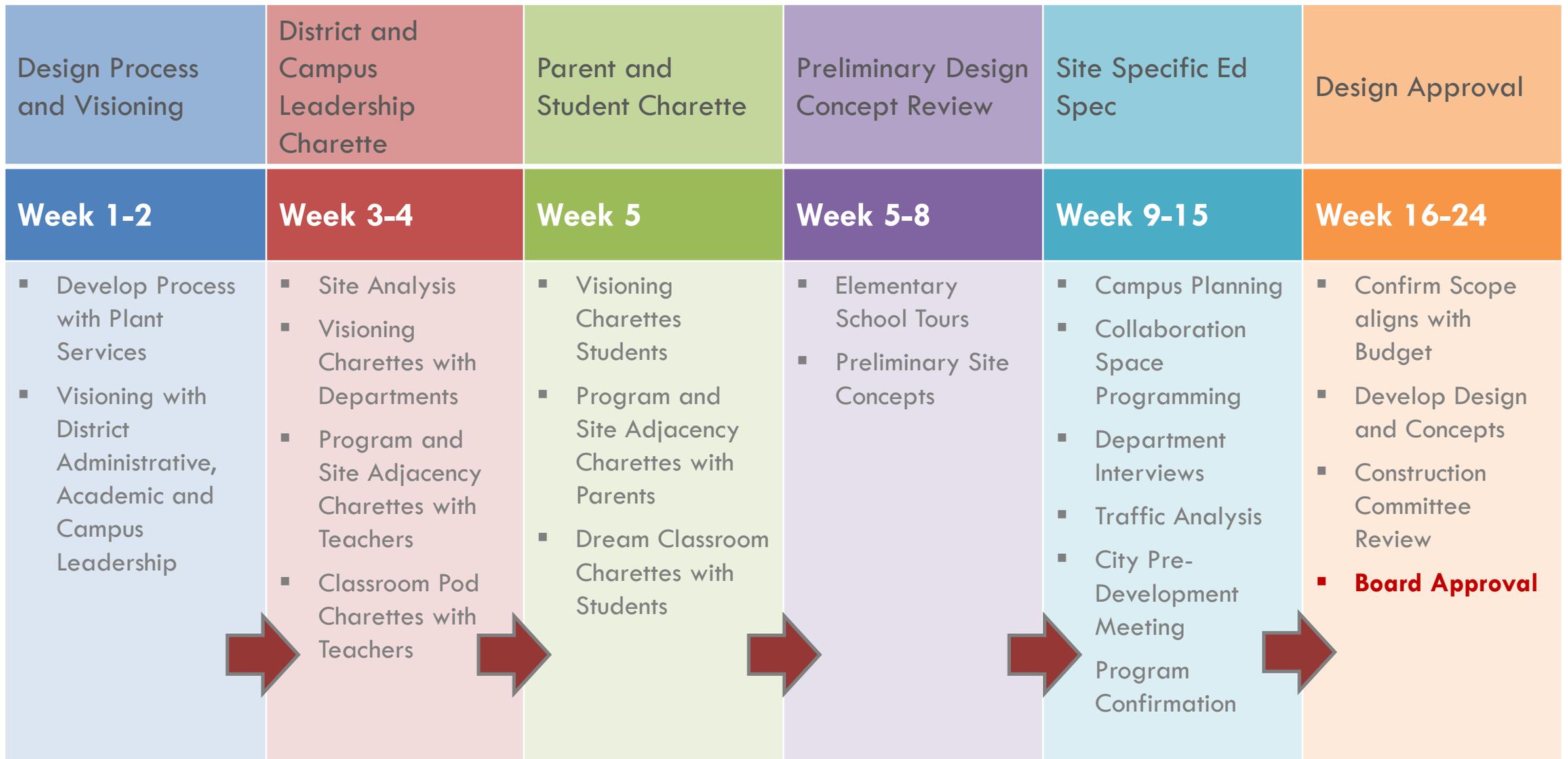
3. OUTCOMES



01

PROCESS OVERVIEW

Timeline



TIMELINE OF STAKEHOLDER ENGAGEMENT

02

VISION

District Educational Goals & Vision
District Mission for Stakeholder Engagement
Goals for Construction Program



DISTRICTS CURRICULUM GOALS:

ACADEMIC ACHIEVEMENT

**LEADERSHIP, CITIZENSHIP &
RESPONSIBILITY**

COLLEGE & WORKFORCE READINESS

EXISTING SCHOOL



NEW ENTRYWAY



**REPLACEMENT SCHOOLS TO
REMAIN ACTIVE DURING
CONSTRUCTION**

CAMPUS SECURITY

**COMMUNITY INVOLVEMENT
AT CAMPUS**



03

OUTCOMES

Key Background | Campus Context
Campus Specific Charettes
Results

WEBB ELEMENTARY SCHOOL REPLACEMENT

PRE-K THROUGH 6TH GRADE

825 STUDENT CAPACITY

103,000 GSF

\$26 MILLION CONSTRUCTION COST



“Webb already has outstanding students and teachers,” said Arlington ISD Superintendent Dr. Marcelo Cavazos. **“They are known for their generosity and involvement in the community, from singing at nursing homes to raising money for the Arlington Life Shelter.”**

Webb Elementary’s existing community has a richly established bilingual culture, many pedestrian students, and a large special needs population.



SITE ANALYSIS



VICINITY MAP



TYPICAL TREE - SITE HAS A COMBINATION OF PECAN AND LIVE OAK TREES



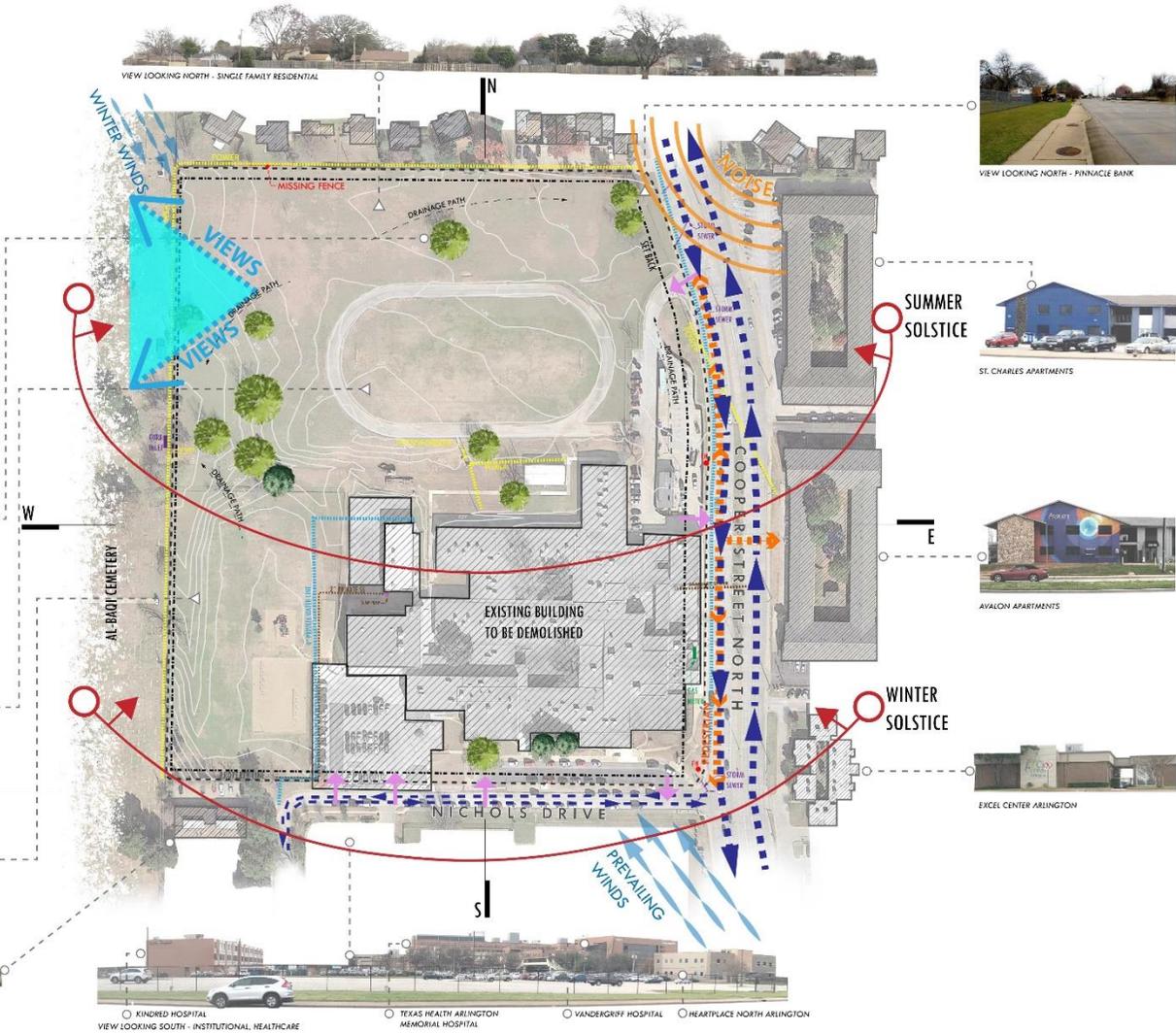
VIEW LOOKING WEST - DOWNTOWN FORT WORTH IN THE FAR OFF DISTANCE



VIEW LOOKING WEST - CEMETERY ON ADJACENT LOT



MEDICAL OFFICE BUILDING



VIEW LOOKING NORTH - PINNACLE BANK



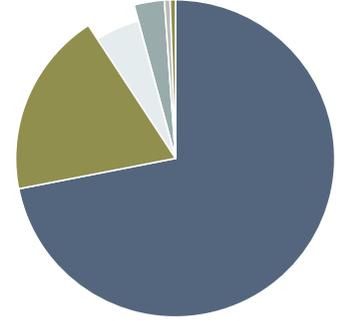
ST. CHARLES APARTMENTS



AVALON APARTMENTS



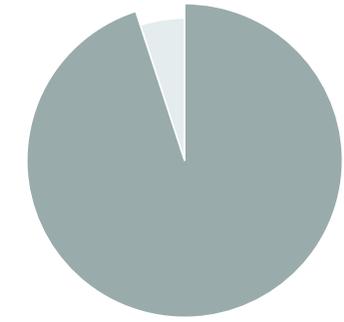
EXCEL CENTER ARLINGTON



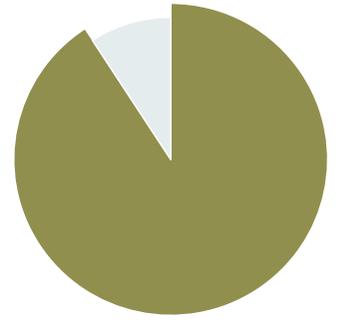
15
Current Severe & Profound
ISPD Student Population

- Hispanic | Latino
- Black | African American
- White
- Two or more races
- Asian | Pacific Islander
- American Indian

24
Current Alternative
Curriculum Students



● Minority Enrollment



● Economically Disadvantaged Students

COMMUNITY AND SITE ANALYSIS



GROUP ONE | Overall Vision & Mission
AISD Leadership & Campus Leadership



GROUP TWO | Campus Operations & Curriculum
AISD Leadership & Campus Leadership & Teachers



GROUP THREE | Student Engagement & Charette
Student & Parent Representatives

GROUP FOUR | Design Concept Options & Input
AISD Leadership & School Board Committee

STAKEHOLDER ENGAGEMENT MEETINGS

GROUP ONE



VALUES + SITE	<h3>HOW TO DEFINE SUCCESS</h3> <ul style="list-style-type: none"> IDENTIFY W/ THIS ELEM. SCHOOL (not "borrowed") SCALE NEIGHBORHOOD IDENTITY <ul style="list-style-type: none"> HEART OF COMMUNITY GATEWAY TO ARLINGTON + ISD SENSE OF ARRIVAL -- PROCESSION SAFE PLACE GATHERING SPACE INCLUSIVITY 	<h3>SITE</h3> <ul style="list-style-type: none"> Keep opportunity for future (can staff nearby school?) Compos such as a JHS. THIS WILL BE THE CENTER OF... After Landscaping Move School off the street, into community. Think about the ideal setting of ES. Don't fit in the existing school hinder what it could be. Think about flexibility. City will want 100% stacking on site. Existing storm shelter rooms. Have a lot of auto buses. Limit curbs along Cooper, State Hwy) Cometary to west Internal Motor skills Labs Outdoor Learning Gardens Playgrounds (Craw) Small walking paths Backstop, soccer, kick ball 	<h3>PRE K</h3> <ul style="list-style-type: none"> Full time Options to participate in specials and art and music Motor play access to Motor lab, motor races What can we design into the PreK classroom to use special programs in the classroom Get it out to the cafeteria Access to STEM Labs Confirm number of PreK classrooms.
	<h3>CULTURE</h3> <ul style="list-style-type: none"> TRADITION <ul style="list-style-type: none"> currently in commercial/strip mall context. Needs an identity in the community. Create a new neighborhood identity Mobile population sits in the heart of the community close to I30 Cooper. First thing you see Unique opportunity to brand district - gateway - no sense of arrival today. More inclusive practices in past 4 years including the SPED population community outreach is important Arts/athletics community partnerships 93% economically disadvantaged 	<h3>CULTURE</h3> <ul style="list-style-type: none"> Programs - snacks for ability - were outreach Provide things for SPED to enjoy - they can go to playground but can't use the equipment Sense/Longing to be a children's program - merit Very generous/giving school students in motels/shelters and large motor population wants to stay after they have commitment from families Desire to have a place to play Many kids go to boys girls club - no after school care, go to Peach. 	<h3>CULTURE TRADITIONS+VALUES</h3> <ul style="list-style-type: none"> WCS ORICE JHS - (1993 changed to ES) Journey struggle to be an ES in a JHS got out old building, no a lot of things to make it an ES. Doesn't currently feel like an ES. Kids are overwhelmed by volume! Strong language - bilingual - consider High lighting Draw it out the it's a cornerstone this would be unique Strong SPED program. Arlington Rotary sponsors scholarships to WCS
	<h3>REFERENCES</h3> <ul style="list-style-type: none"> McNiff <ul style="list-style-type: none"> Learning station - tall for sleep, run under counter safety issue not used much Outside learning <ul style="list-style-type: none"> large, indoor, too large for lot of sleeping & sitting beneficial (how existing structure - what works better) learning glazing into classroom - too wide ADD permanent safe zones social collaborative zone good 	<h3>Adams/Fabrick</h3> <ul style="list-style-type: none"> they work here, same level Don't understand why they are surrounded by classrooms like the McNiff more open area good 	<h3>Peach-</h3> <ul style="list-style-type: none"> dysfunctional - looks like existing flight - from 40 years, are undersized chair! have to walk too far to get to specials will look dated in 15 years want to look modern

VISIONING WITH AISD LEADERSHIP

GROUP ONE



What **CULTURE, TRADITIONS, AND VALUES** do you love about this school and campus?

1. **Predominant Bilingual Culture**
2. **Heart of the Local Community**
3. **School's Generosity**
4. **Strong Community Partnerships**

QUESTIONS & OUTCOMES

GROUP ONE



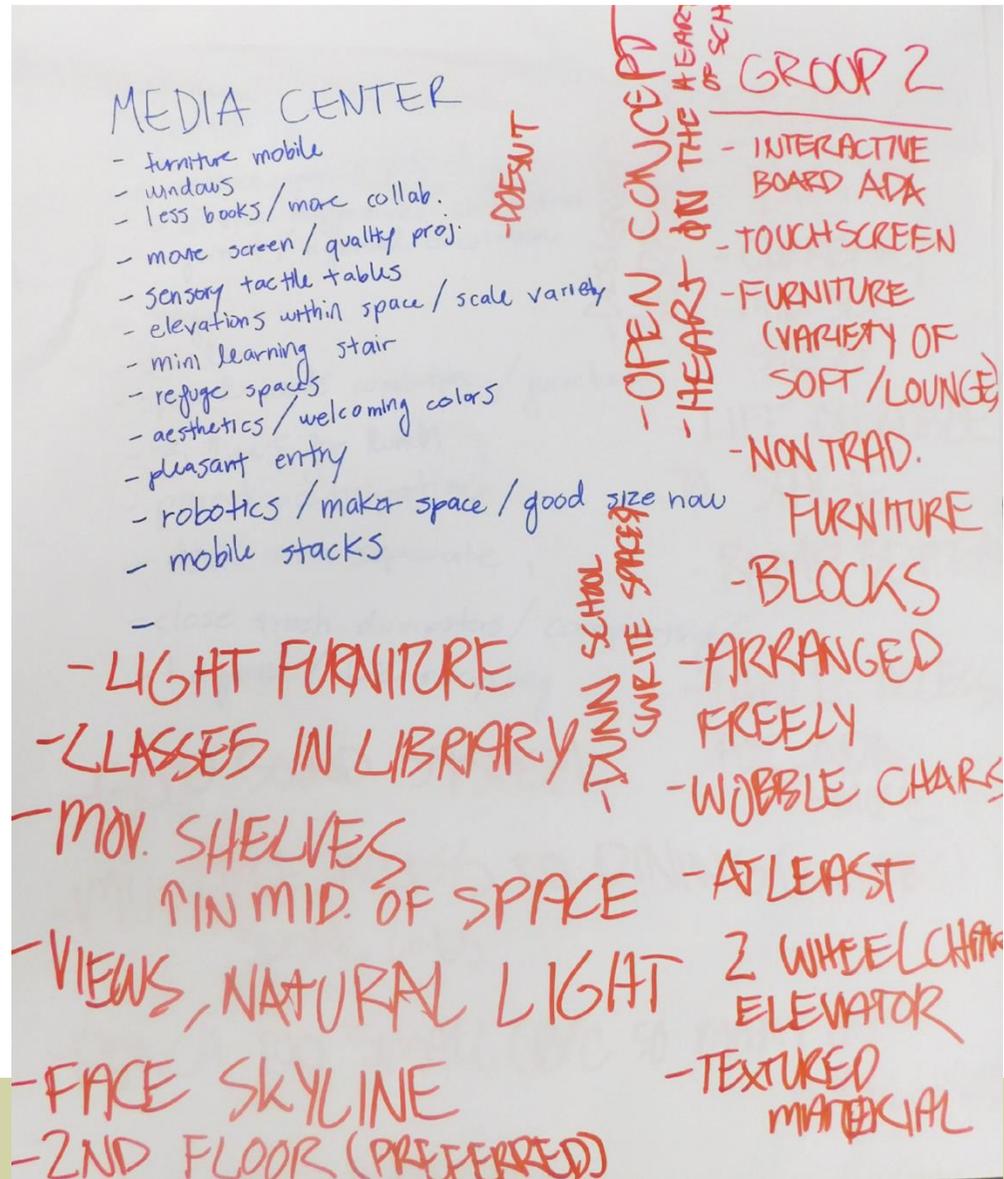
How do we define **SUCCESS** upon project completion?

1. **Create Community Gateway & Identity**
2. **Building Scale Appropriate for an Elementary School**
3. **Pedestrian Friendly Site**
4. **Timeless Architecture**

QUESTIONS & OUTCOMES



CAMPUS LEADERSHIP AND CURRICULUM



- **mobile** furniture, variety of furniture, lounge
- abundant glazing to allow for **natural daylight** and to promote **views** to the outdoors
- reduced collection and more **collaboration spaces**
- **Makerspace**
- **Open concept** layout
- **interactive** white board

- GROUP 2 | SITE DESIGN
- STANDS OUT FROM FREEWAY
 - GYM FOR DISMISS^{ISSUE}
 - MORNING DROP OFF NEAR COOPER (STAGGERED)
 - SPECIALS CLOSE TOGETHER
 - LIBRARY (VIEWS TO SKYLINE)
 - 2 PRE-K (CURRENT)
 - SPECIAL NEEDS IMBED IN EDU POD



Site and Program Adjacency Exercise

ADJACENCY DIAGRAMS

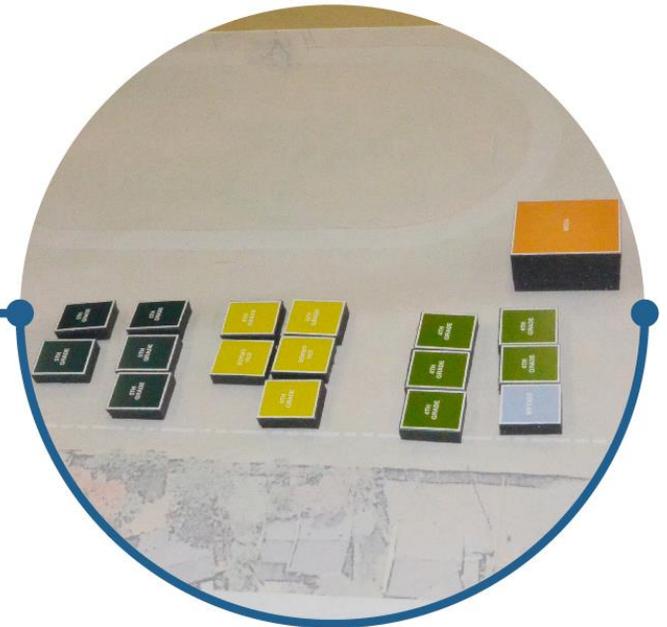
TEACHERS



SITE



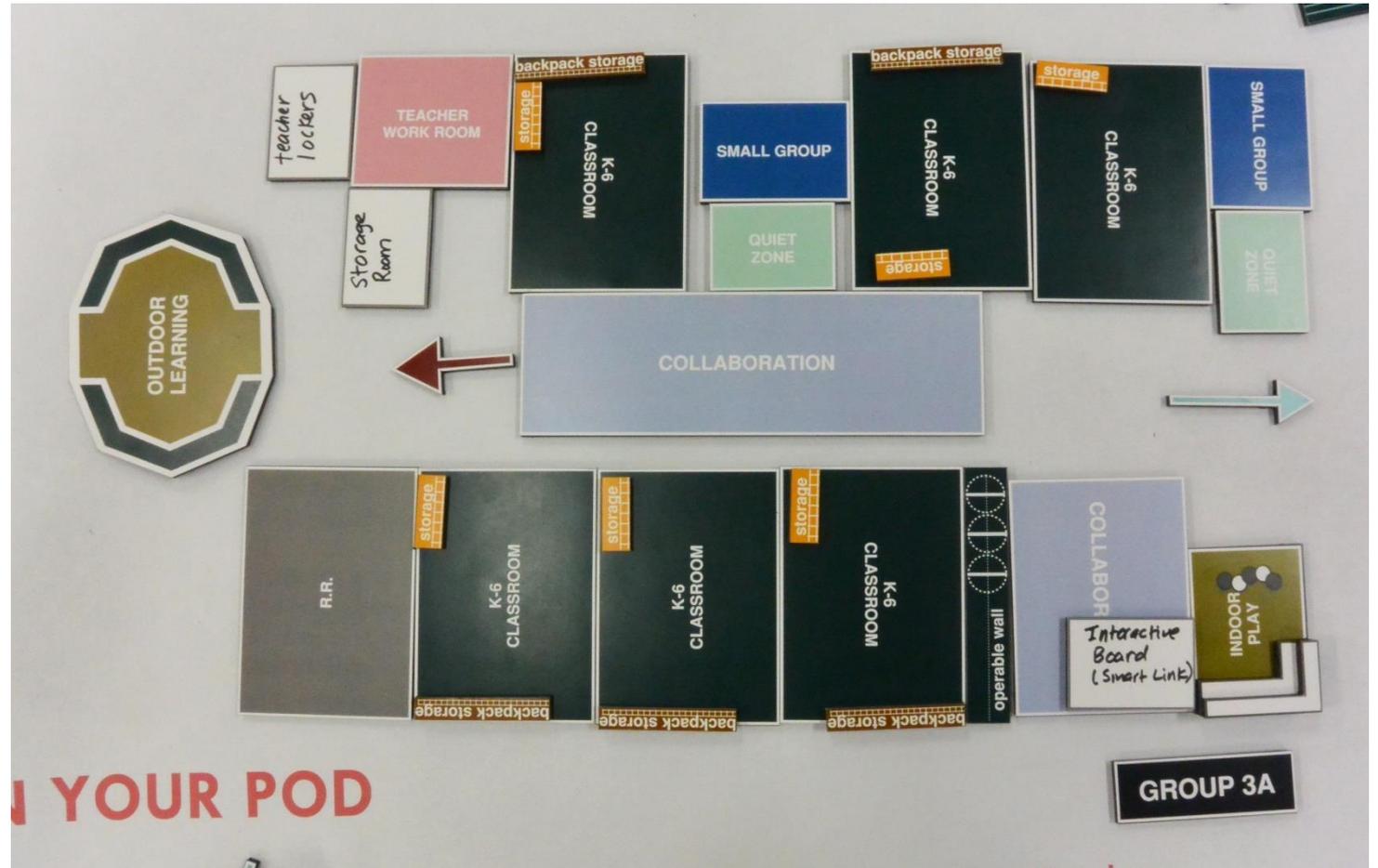
FIRST FLOOR



SECOND FLOOR

TEACHER GROUP 1 LEARNING PODS

- Like lockers in lieu of cubbies b/c are magnetic
- Teacher Restroom in Pod / Workroom
- Any magnetic wall or cork to hang things
- More Storage
- closed storage below counter in classroom w/ upper cabinets
- Concerned about noise w/ movable partitions.
- Backpack storage inside classroom because they need to access frequently.
- Visible Restrooms - not in corridor but rather accessible w/ i pod
- BACKPACK HOOKS
- windows from classrooms to collaboration / Not entire glass wall
- Out door drinking fountains



GROUP THREE



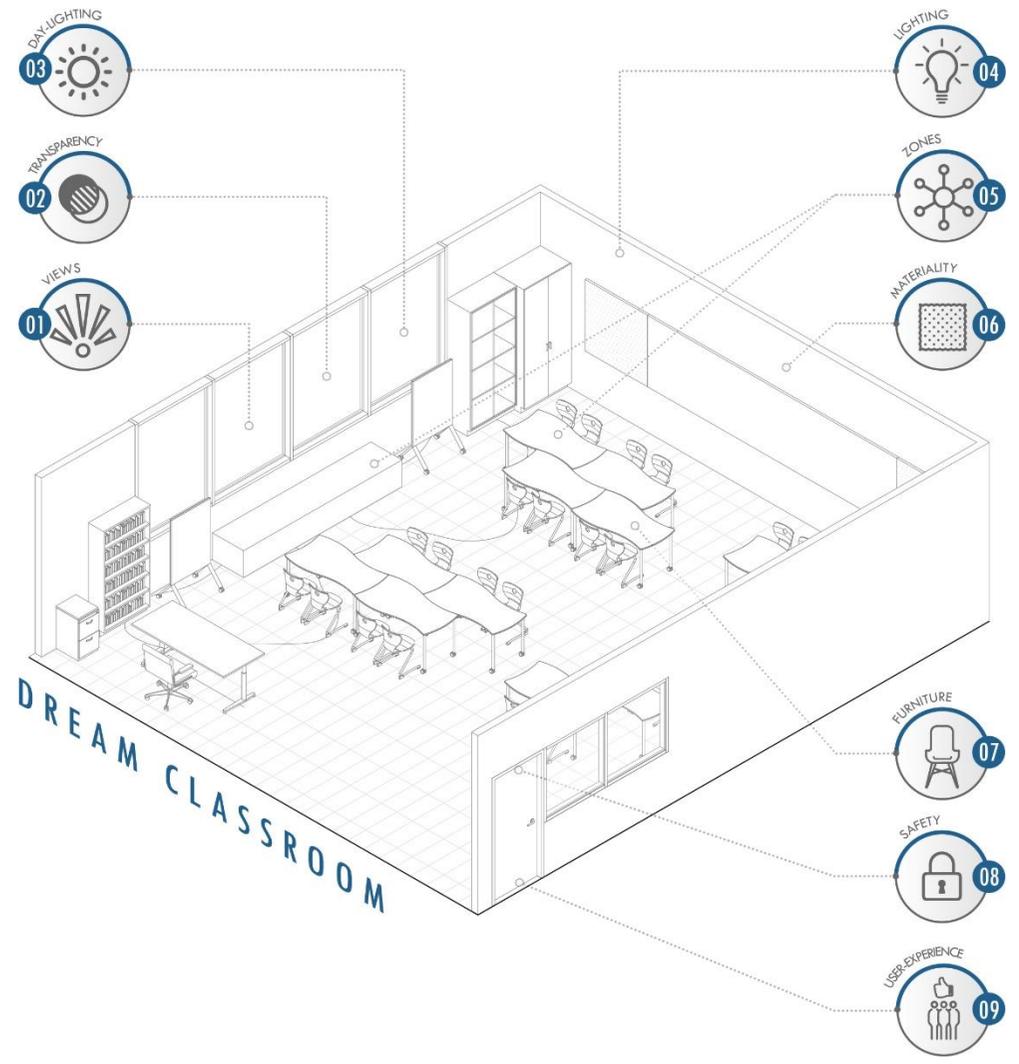
STUDENTS AND PARENTS

STUDENTS

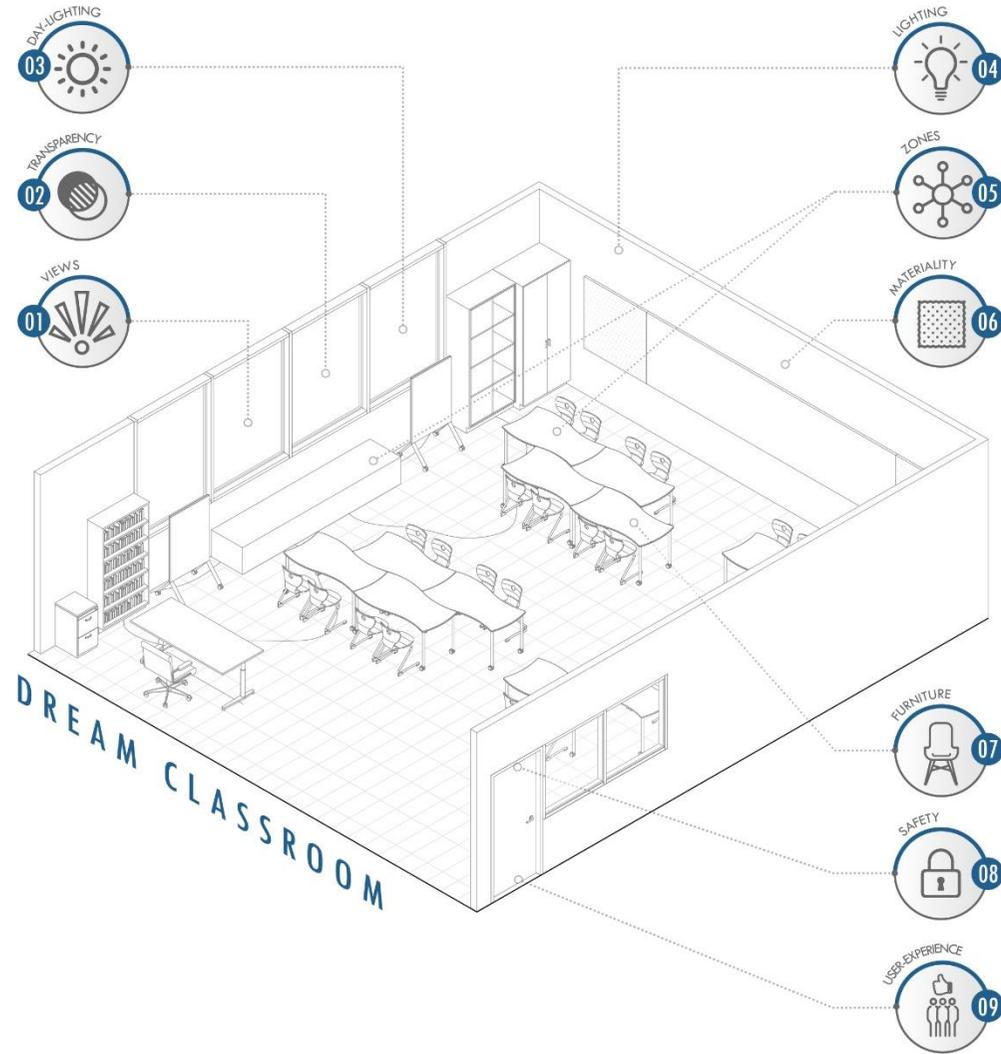


DREAM CLASSROOM EXERCISE

STUDENTS



DREAM CLASSROOM EXERCISE



- direct views to the outside
- visually secured
- diffused natural daylight
- ability to control the lighting within the classroom
- furniture arrangements that promote different zones – ie: collaboration vs. individual work
- adaptable and flexible furniture
- abundance of storage

STUDENTS



VISIONING

STUDENTS



MEDIA CENTER VISIONING STUDY

STUDENTS



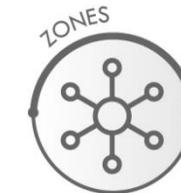
MOST LIKED



MOST DISLIKED



Different options for furniture, flexible, lounge, organic shapes



built-in nooks, small learning stair with playful shape, individual reading time, collaboration



variety of scale while having plenty of space



light fixture variety and controllability



comfort, soft and inviting, not rigid



plenty of natural daylight and views



SITE



FIRST FLOOR



SECOND FLOOR

An architectural rendering of a modern building facade. The building features a light-colored brick or stone wall with several windows. The windows are treated with various materials: some have dark, textured panels, some have gold-colored perforated metal screens, and some have green-tinted glass. The building is set against a clear blue sky, and there are purple and green plants in the foreground. The text "WHAT WE LEARNED..." is overlaid in the center of the image.

WHAT WE LEARNED...

TRAFFIC AND STREET PRESENCE

- Safety focused
- Admin and main entry near cooper street
- Staff and visitor parking near cooper street
- Onsite queuing



SITE AMENITIES

- Variety of play areas and opportunities for movement
- Outdoor gardens
- Easily accessible, safe and welcoming to the community



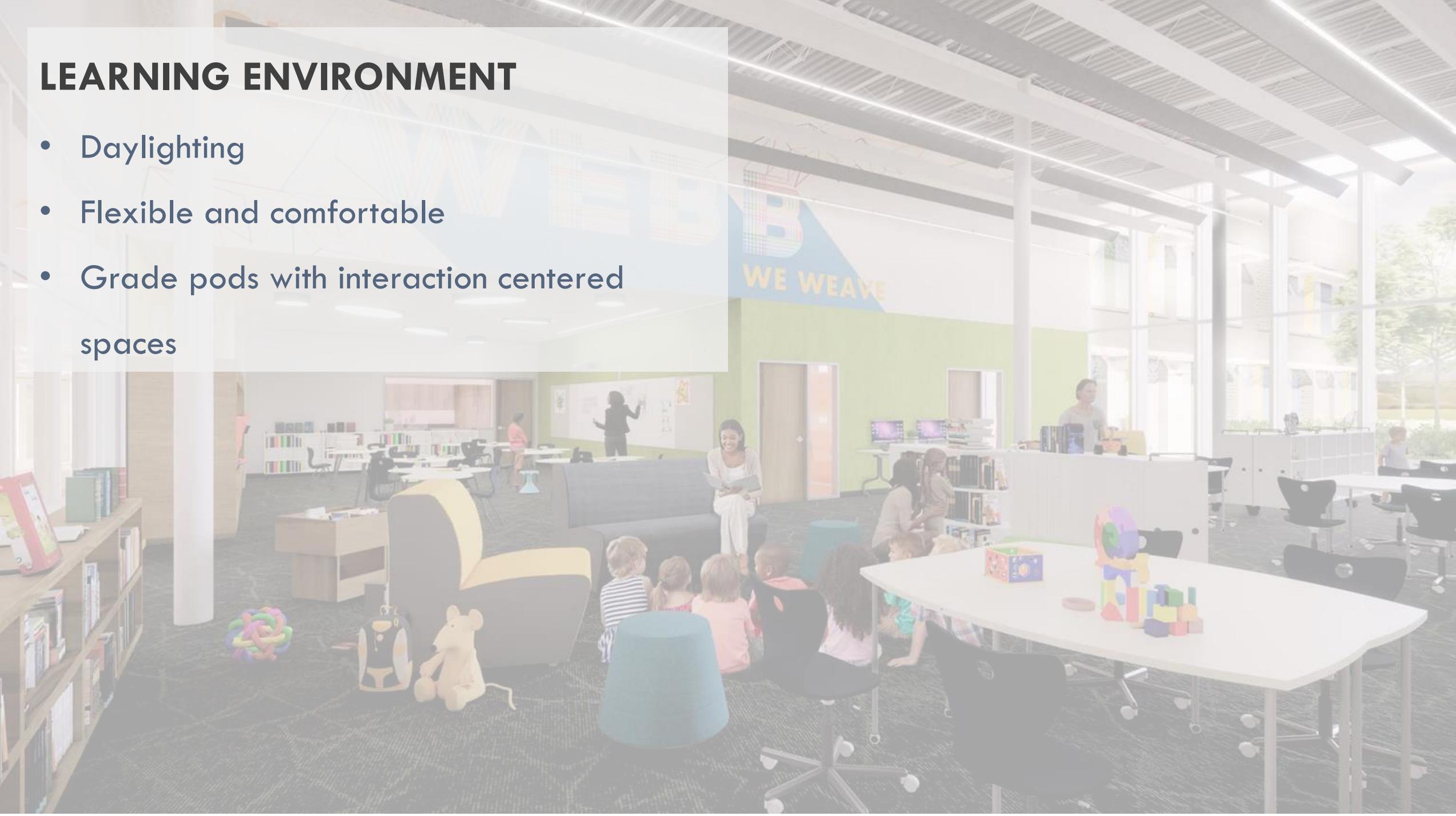
PLAN ADJACENCIES

- Administration close to the entrance and easily accessible
- Pre-K close to Administration
- Integration of SPED program
- Art science and music grouped together and close to outdoor learning



LEARNING ENVIRONMENT

- Daylighting
- Flexible and comfortable
- Grade pods with interaction centered spaces





John Webb
Elementary

SITE PLAN



KEY POINTS

LOCATED ON MAJOR THOROUGHFARE

NEW GATEWAY TO THE CITY

PEDESTRIAN STUDENT FOCUSED



KITCHEN
STAGE
DINING

ACTIVITY
ROOM

PLAY
MUSIC ART

SP. PRE-K+KINDER
COLLAB.
PRE-K+KINDER
CENTER MEDIA

2ND GRADE
COLLAB.
2ND GRADE

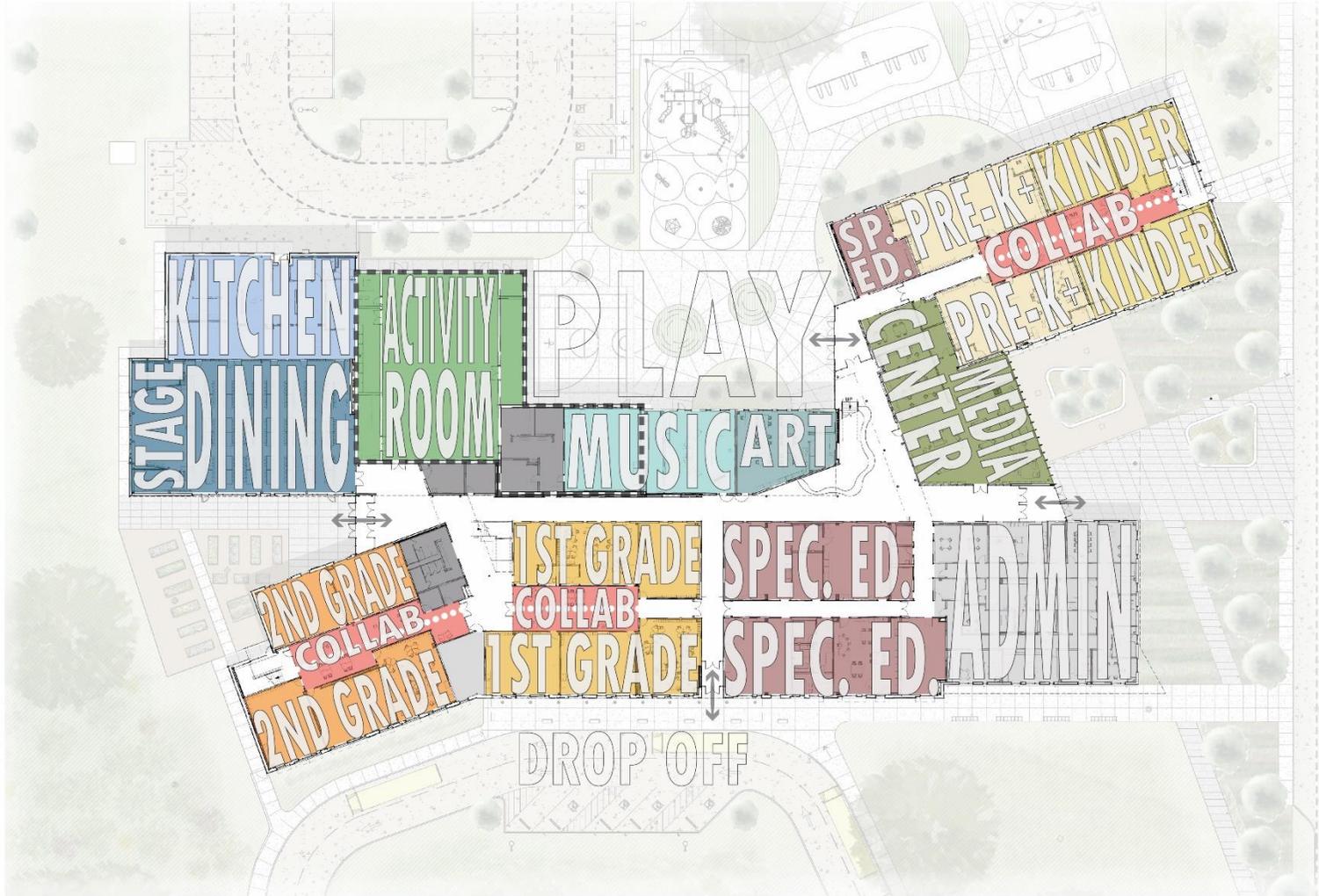
1ST GRADE
COLLAB.
1ST GRADE

SPEC. ED.
SPEC. ED.

ADMIN
ADMIN

DROP OFF

FIRST FLOOR PLAN



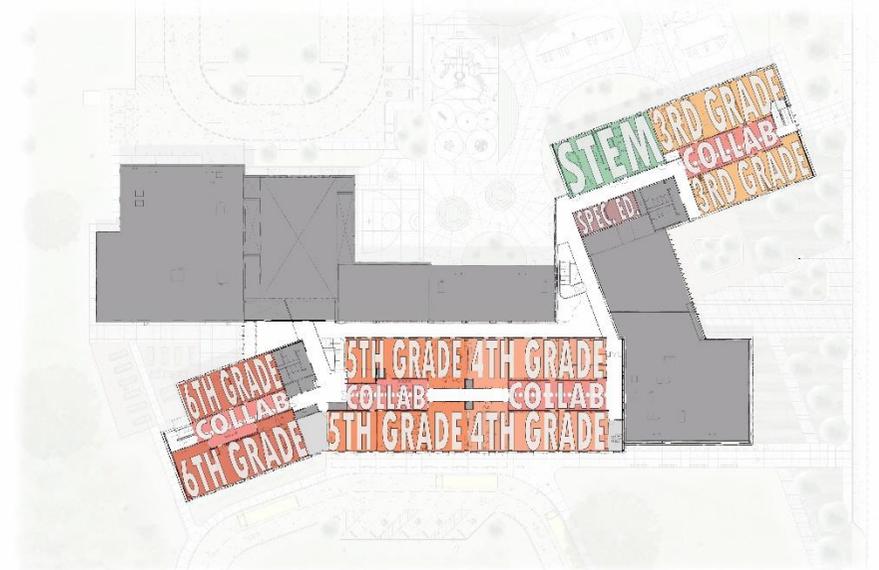
KEY POINTS

ORGANIZATIONAL EAST/WEST DATUM CREATES THE LEARNING COMMONS FOR FLEXIBLE LEARNING

GRADE LEVEL COLLABORATION PODS ALLOW TEACHERS TO MONITOR VISUALLY AND AUDIBLY IN BOTH SPACES

AMPLE OUTSIDE SPACES ARE EASILY ACCESSIBLE FROM DINING, ACTIVITY, STEAM SPACES, AND LEARNING HUBS

SECOND FLOOR PLAN





LEARNING ENVIRONMENTS

ADAPTABLE LEARNING
ENVIRONMENTS FOR THE DIVERSE
RANGE OF LEARNING TYPOLOGIES

**PHYSICAL
ENVIRONMENT
INTERIOR**

**BUILDING DETAILS TO
MOTIVATE ALL STUDENTS**

COMFORT | Cognitive

- Enhanced Acoustics
- Direct and Indirect Lighting
- Daylight Harvesting
- Glare Reduction

MOVEMENT | Engagement

- Encouraged Stair Use
- Active (sit-stand) Furnishings

MIND | Restoration & Relief

- Natural Environment
Throughout the Building
- Signature Wood Ceilings
- Rhythmic Patterns
- Access to Views of Nature







$3^2 \times 4^2$
3x3 = 4x4
9 x 64 = 576

COMMENTS + QUESTIONS?