



# Board Agenda Item Overview

**Meeting Date:** May 19, 2026

**Meeting Type:** Regular

**Item Category:** Future Consent Item

**Primary Contact:** Dr. Roosevelt Nivens

**Presenter(s)/Add'l Contact(s):** Greg Buchanan

**Item Name: DISCUSSION OF ARCHITECT CONTRACT AND PROCUREMENT METHOD FOR CONSTRUCTION OF FOUNDATION REPAIRS AT CAMPBELL ELEMENTARY SCHOOL**

**Item Summary:** On January 20, 2026, four architects were approved for the renovation projects selected in the 2025 Bond Referendum, as well as any additional projects that are approved and funded through savings from previous bond sales. Campbell Elementary School is experiencing floor movement, along with cracking in non-load-bearing interior walls, exterior brick veneer, and perimeter sidewalks. There is no evidence of structural instability; however, the issue, while non-structural, is progressive. Procurement of architectural and engineering services is prescribed by law in the Texas Government Code Chapter 2254. Specifically, Section 2254.004 requires firms to be selected based on demonstrated competence and qualifications. The Bond Program Office recommends using competitive sealed proposals as the procurement method for this project. Funding will be provided through available savings from the 2022 Bond Referendum. The total project budget is \$2,500,000.00.

**Recommendation:** Administration recommends that the Board of Trustees approve Stantec Architects for the foundation repairs at Campbell Elementary School using the competitive sealed proposal procurement method and authorize the Superintendent or designee to execute the agreement.

**Policy Reference:** CV (Legal)

**Strategic Plan Priority:** Plan for Success

**District Value(s):**  Accountability  Big-Thinking  Compassion  Excellence  Integrity  Joy

**Currently Budgeted?**  Yes  No  No Budgetary Impact

**Completion or Implementation Timeline:** August 2027

**Our Vision:**

We are a values-driven community where innovation thrives, excellence is the standard, and every student has access to an elite education.