

HALTOM HIGH SCHOOL

ADDITION & RENOVATION

Birdville Independent School District

HKS

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“The renovations have created spaces that better support today’s educational needs while also preserving the pride and traditions that make Haltom special. It’s exciting to see a campus that reflects both the history of the community and the forward thinking vision of the district.”

-Phil Beckman, Manager of Community Engagement and Strategic Partnerships for BISD and Haltom High School Alumni, Class of 1992

Executive Summary

Haltom High School, a legacy campus for Birdville Independent School District with roots that trace back to Birdville Academy in the 1800s, the campus embodies a pedagogy that encourages students to self advocate, be an active member of their community, and be an enthusiastic learner. Embracing the pioneering spirit of early Texas settlers, cowboys, and cattle drives, the iconic Buffalo mascot symbolizes the herd mentality that the Haltom High community personifies.

Originally opened in 1989, the current campus has undergone only a few major additions in it’s lifecycle and many of the existing spaces have the original finishes and materials. As education, pedagogy, and technology have evolved, the campus has not kept up with modern space needs that reflect it’s diverse student body and diverse curriculum offerings. Aesthetically, the campus has remained in 1989 and lacks a sense of place with a vocabulary that doesn’t align with the Haltom High Buffalo brand and identity.

In November of 2022, voters passed a $300.8 million bond, which included prescriptive, but opportunistic scope for Haltom High School. An addition of a dance/cheer studio, closure of an interior courtyard to expand the cafeteria, a new entrance for the library, and new seats in the auditorium gave way to a transformative project that changed the way the Haltom High Buffalo experience their campus and approach their educational journey.

Being an existing campus, observation and visioning activities were conducted with a diverse group of stakeholders including students, school administration, dance/cheer coach, and district leadership to gain a variety of perspectives on what works well, what doesn’t work, and what the ultimate goals for Haltom High were. Stakeholders were challenged to dream big and think outside of the prescribed bond scope to ensure the additions and renovations were as transformative as they could be.

The final result is a transformed campus that matches the personality of the community, allows for freedom of choice in environment, and brings the mission of Haltom High School to life.

Owner
Birdville ISD

Budget
$27.2 M

Occupancy Date
August 2025

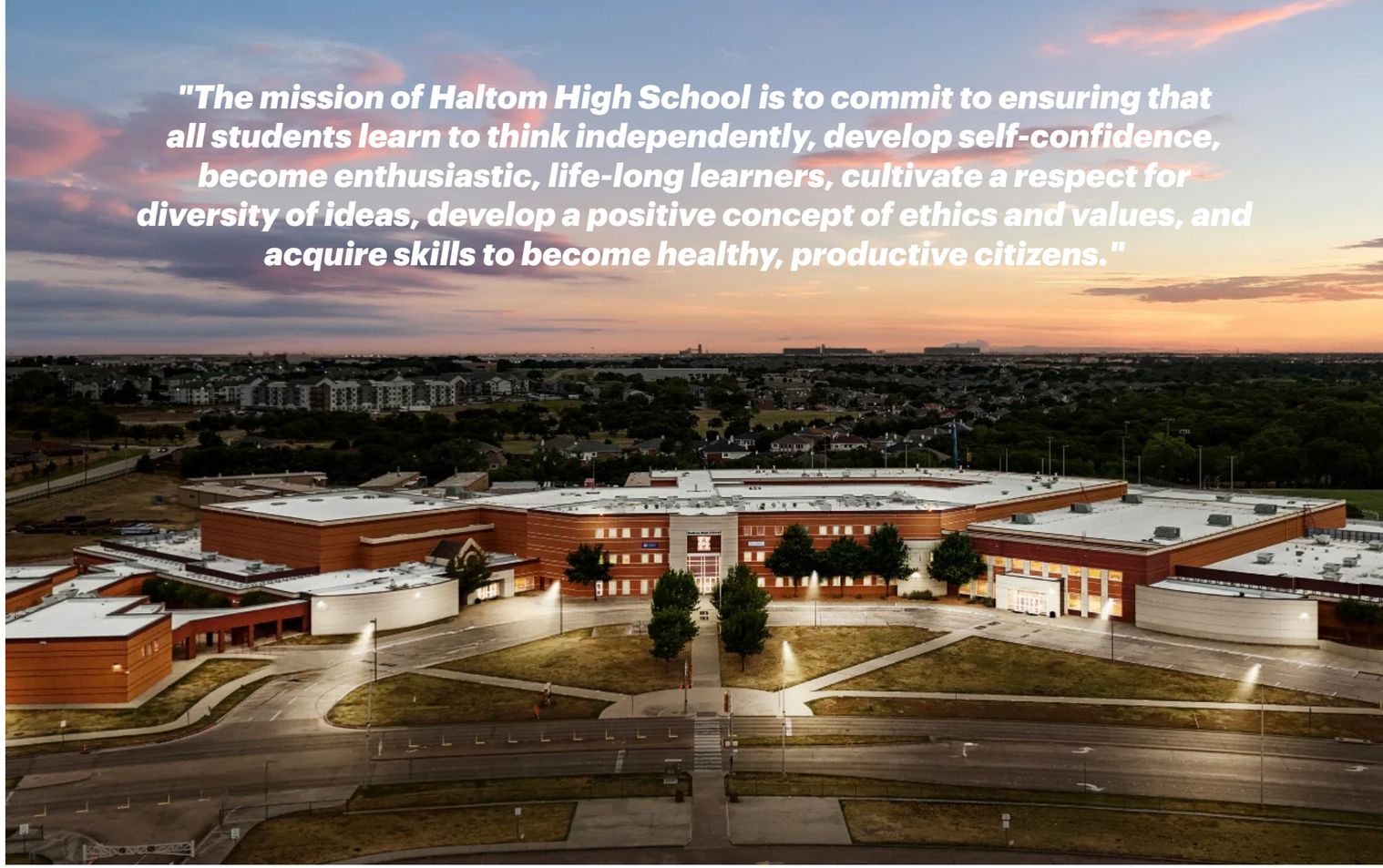
Building Area
389,400 total SF
- 53,720 SF renovation
- 17,385 SF addition

Home on the Range

Birdville Independent School District

Located in the outskirts of Fort Worth, TX, Birdville Independent School District, embodies a community of pride, legacy, and educational excellence. Pioneers of the Texas frontier settled the Birdville community in the mid 1850's. The community operated various levels of schooling until the school district of Birdville ISD was officially established in 1926. The Birdville community has since dissipated with it's history being woven into Haltom City and Birdville ISD. Today the district includes 31 campuses, serving a growing population of 120,000 and 22,275 students.

The strategic mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing, global society. Embedded in this mission is the commitment to provide students with innovative and responsive learning environments where graduates are empowered learners, responsible citizens, global competitors and innovative entrepreneurs.

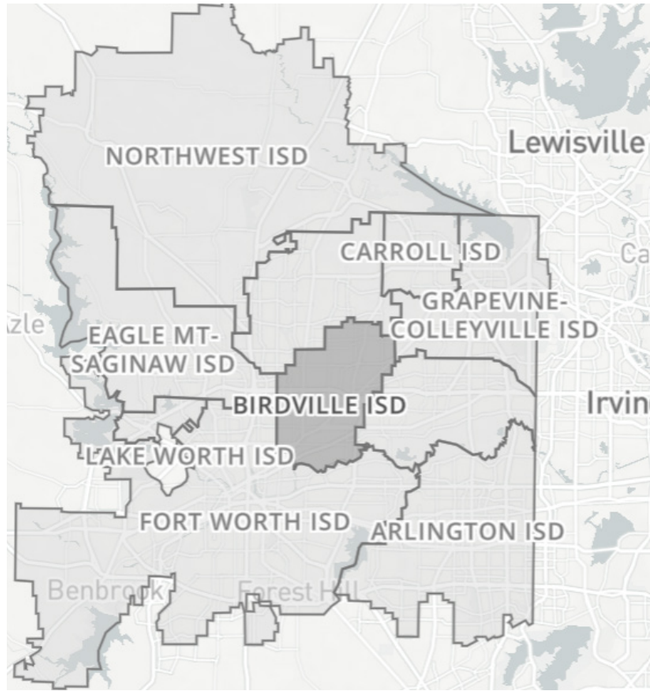


Haltom High School

Now known as Haltom High School, it was the only high school in the district until the addition of a new campus in 1961.The current Haltom High School campus opened in 1989 and has since had various additions as the surrounding population expanded. Today, Haltom High School serves 2,761 students grades 9-12. Demographically the student population at Haltom High School is 65.6% Hispanic and 67.7% economically disadvantaged.

The Haltom High community is a proud, tight-knit community that sees multiple generations of families walk the halls. Previous students return as teachers, district staff, and even principals. The community maintains high levels of expectations for the district and students to achieve core educational competency and in providing psychologically and physically safe spaces for students to thrive.

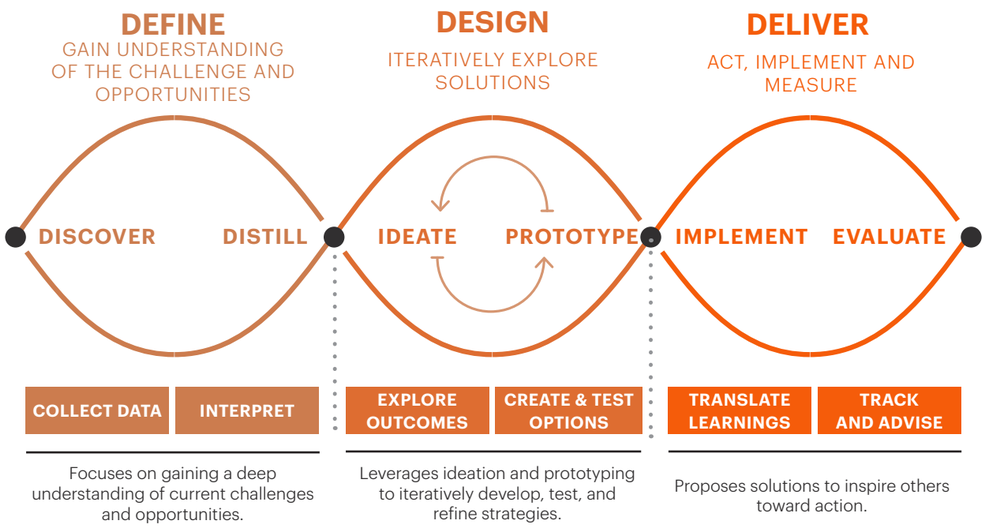






Design Thinking

Using a Design Thinking process leverages both divergent and convergent thinking during the design process as a catalyst to support exploration and ideation of new technological, pedagogical, and environmental innovations with the end user while facilitating consensus-based decision-making. The Design Thinking process is comprised of three phases, each of which are divided into two steps.



Building Consensus

Visioning

Diverse voices are the key to solving complex, shared challenges. As an established campus and community, the design team knew solutions for the future of Haltom High should be informed by the current conditions and utilization of the campus. With scope requirements determined by the Bond 2022 language, visioning was necessary to understand who the Haltom High community is, what is important to them, and what will make the most impact for all.

Visioning allows the design team to:
- Develop a responsive design solution that is directly shaped by the needs and interests of primary users.
- Bring color, dimension, and depth to the program - i.e., bring spaces to life through personalized details that reflect the personality, culture, and instructional practices of Haltom High School.
- Prioritize among competing needs when necessary; make decisions that most closely align with the stated needs/interests of the users.
- Justify design decision to all community stakeholders - i.e., be able to explain exactly why certain decisions were made by pointing to input and feedback from the primary users.

Stakeholders

In addition to district leadership, including those that occupy Haltom High on daily basis was paramount to uncovering the unique qualities of the campus and in ensuring that a variety of perspectives were heard to address wants and needs for all. Stakeholders included:
- School Administration
  - Campus principal
  - Assistant principals
  - Academic dean
  - Security resource officer
  - Counseling
- Dance/cheer director
- Librarian
- Students

Challenges & Assets

Location of the scope of work was both a challenge and an asset. The cafeteria, library, and courtyard are all located in the middle of the school, which was crucial in creating a true heart of the campus that is easily accessible to all, but logistically difficult when it comes to large school additions and renovations and needing to keep the campus fully operational. Ensuring student safety during construction without compromising the long lasting impact that the results of the construction will yield needed to be considered in tandem during design.

Challenges:
- Blending old and new to ensure campus felt cohesive and intentional
- Campus mindset shift of utilizing space that was previously off limits or not accessible to students
- Budget dollars had to stretch to achieve the large scale stakeholder vision

Assets:
- Many of the school administration and district leadership are alumni of Haltom High which gave a special sense of care and attention to the vision for the project.
- The general contractor was a construction manager at risk and advised on cost, phasing, and trade expertise throughout design to ensure there were no financial surprises or disruption to day to day student education.

Project Kickoff
Feb. 07 2023

Observation & Admin Engagement
February 14 2023

Bond Scope Validation Workshop #1
March 10 2023

Bond Scope Validation Workshop #2
March 20 2023

Student Survey
April 07 2023

Dance/Cheer User Group
April 14 2023

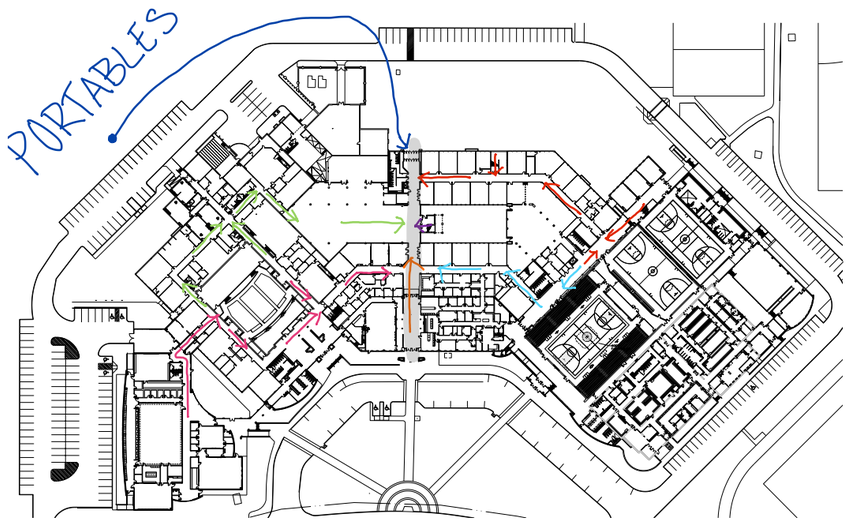
Discovering the Vision

A Day in the Life of a Haltom High Buffalo

Before meeting with stakeholders, the design team spent a day as a Haltom High student navigating the building, eating lunch in the cafeteria, studying in the library, and experiencing the campus in it's current state.

Goals of the day in the life were to observe:
- How students circulate the building.
- How the Library currently functions.
- The Cafeteria in action during lunch periods.
- Existing building conditions

During the observations, the team experienced passing period through the main corridor on the first floor that became a major congestion point where multiple students vocalized how uncomfortable they felt. The team also noticed that to avoid the main corridor, students would cut through the cafeteria, but still had to navigate a sea of densely populated furniture to get to the one additional exit.



Observation notes of circulation through the campus.

Student Survey

A survey was sent to 108 student leaders to collect feedback specifically about their hopes for the courtyard space. The overwhelming response from the students was that they simply wanted a place where they had secure access to the outdoors where they could relax, get some fresh air, and the opportunity to dine or socialize.

What would you like to see in the courtyard?

"I would love to see more seating arrangements where we can actually study or gather as peers."
-Sophomore

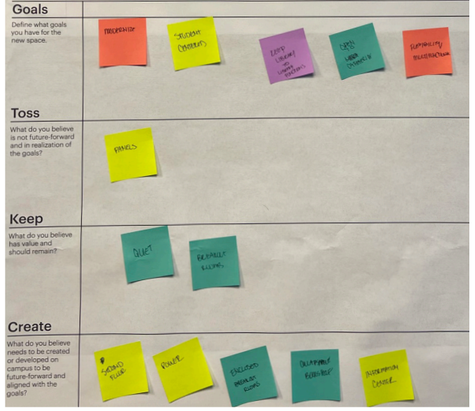
"...a safe space for kids to chill when they need."
-Freshman

"...possibly as an open extension of the library for students to study/ read outside in the fresh air."
-Junior

"Patio furniture. I do like seeing the bu□alo statue out there."
-Sophomore

"More tables so students can eat and socialize outside since we never get sunlight."
-Junior

"An open area! Please don't make it apart of the building, allow students to eat in the courtyard."
-Senior







School Administration Engagement

In the activity "Goals, Toss, Keep, Create", participants were asked to establish goals and consider what wasn't working, was working, and what should be created in an open, conversational format. This provides space for stakeholders to discuss priorities and outcomes for the new spaces and provides direction to the design team.

In the Image Visioning activity, participants were asked to place dots on images and provide feedback to what they did or didn't like about that image. This allows stakeholders to see real spaces and react to certain elements, which gives a sense of reality and possibility to the ideas they can't quite articulate. It also gives the design team an opportunity to gauge aesthetic preferences in addition to functional aspirations.

Key Takeaways

Stakeholders expressed a desire for a true student hub where the entire student body could gather, find sense of place, and create meaningful connection with their peers. A visual identity that reflects the Haltom High Buffalo school colors, mascot, and spirit was also high on the stakeholders priorities.

Guiding Principles

Distilling the information gathered during visioning sessions into a set of Guiding Principles lays the framework of priorities for the project that hold the design team and construction partners accountable to the goals set forth by stakeholders.

Elevated Experience

Modernize aesthetics of spaces, create a strong visual brand identity, and create places of destination throughout campus that reflects student body.

Safety

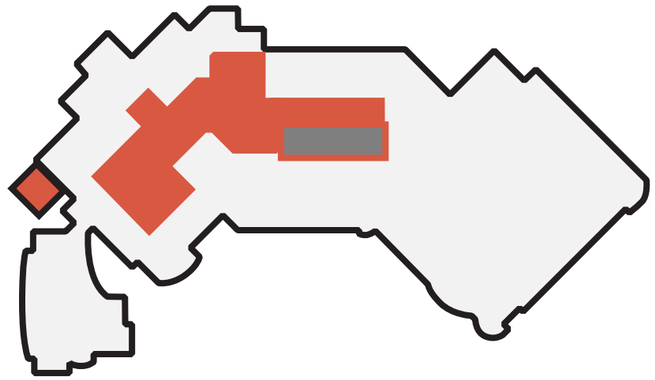
Relieve congestion points throughout campus and visually open spaces to alleviate stress and anxiety for students and staff.

Campus Connection

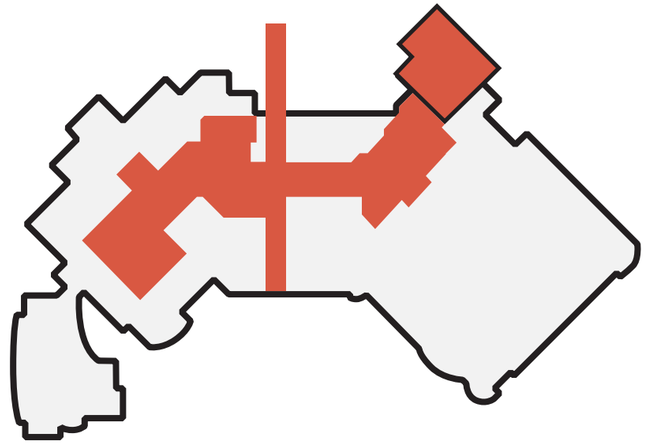
Physically connect campus together through a central hub to allow for greater community connection.

Student Choice

Provide students opportunity to self advocate for choice of environment, experience, and activity level to encourage sense of belonging.



INITIAL PROJECT SCOPE



PROPOSED PROJECT SCOPE

Weighing the Options

Rethinking the Bond

The recent additions and renovations at Haltom High School were part of Birdville ISD's 2022 Bond, which was passed on November 8, 2022 and included $300.8 million to be used for safety and security, renovations, repairs, campus rebuilds, buses, and technology. The Bond language specific to Haltom High required "cafeteria expansion, courtyard enclosure and additional classrooms for dance and cheer."

After visiting the school, studying existing drawings, and synthesizing priorities from different end-user groups, the design team proposed several options for the district to review. The options took into consideration the cost, logistics, schedule, and constructibility from the Construction Manager at Risk.

The original option per the bond language of fully enclosing the courtyard for cafeteria expansion brought about concerns on project logistics and cost, as access to the existing courtyard was a significant constraint. Construction options for full enclosing the courtyard were limited to access from above via crane over the three-story building. Crane rental alone would have cost around 4% of the available project budget.

Rethinking the Bond

The design team heard of other under-utilized areas around campus from end-users and proposed not fully enclosing the courtyard so that project funds could be used to address other priorities. A design was needed that would allow for all construction materials to be able to travel through the building instead of from above.

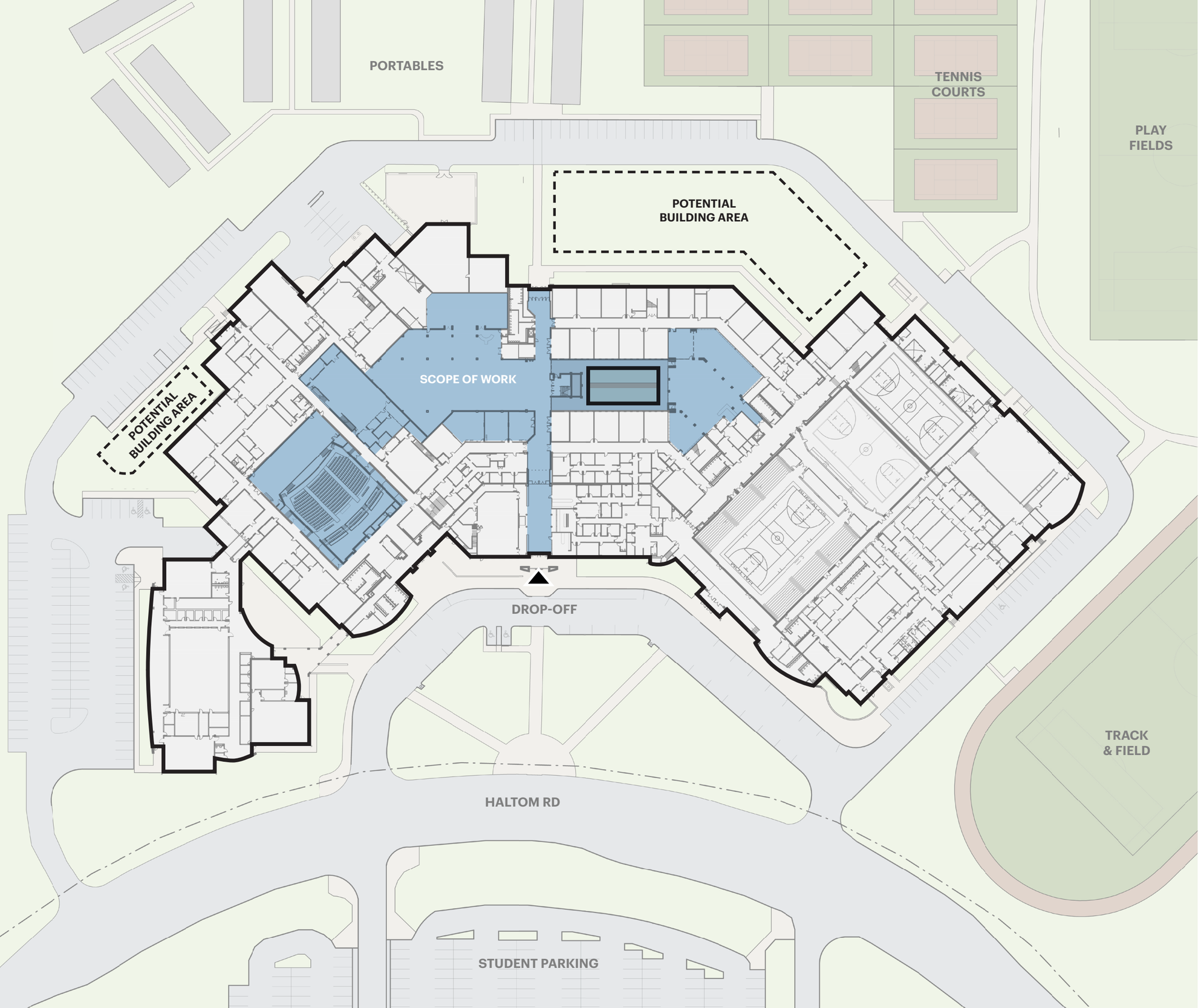
Ultimately the district, design team, and contractor agreed that partially enclosing the courtyard was the best for project value, balance of campus needs, and allowed for the most positive impact for daily student and teacher experience.

INITIAL PROJECT SCOPE

- Cafeteria expansion
- Roof replacement
- New Auditorium seats
- Full Courtyard enclosure
- 1 new Dance & Cheer classroom

PROPOSED PROJECT SCOPE

- Cafeteria expansion
- Roof replacement
- New Auditorium seats + **Stage ramp**
- **Courtyard refresh + new corridor**
- **Dance & Cheer suite** (2 studios, locker rooms, dressing rooms)
- **New campus west entry**
- **Main Entry renovation**
- **Library renovation & addition**
- **New Buff Store**
- **New vending machine area**
- **New canopy**



Lay of the Land

Existing Physical Environment

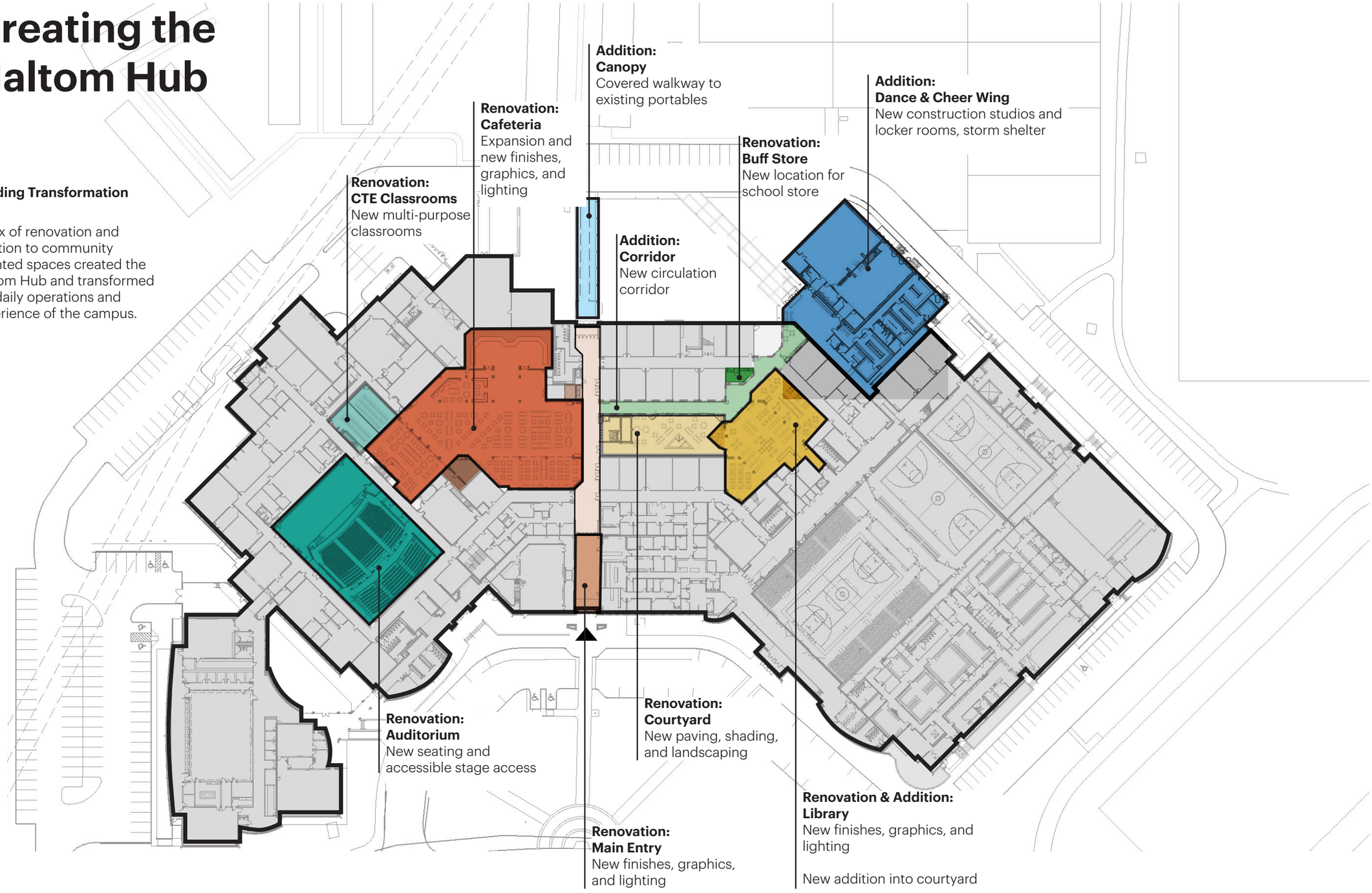
Haltom High School is located in Haltom City, Texas which is a suburb in the northwest portion of the DFW metroplex and is a suburb of Fort Worth, Texas. The site is situated amongst housing and a green belt along Big Fossil Creek and Buffalo Ridge Park. There is a main three-story building built in 1989 that has since had additions added onto the front, athletics wing, and fine arts wing. The west side of the site has several portables for additional classrooms and eight tennis courts. The north portion of the site along Big Fossil Creek has the softball field, football field and track, and open green space. The baseball field and majority of student parking is located on the southeast portion of the site. Areas available for construction on the site while maintaining direct connection to the existing building were limited, with available building area to the west of the existing school and southwest of the fine arts wing.

Existing Building L1 Floor Plan

Creating the Haltom Hub

Building Transformation

A mix of renovation and addition to community oriented spaces created the Haltom Hub and transformed the daily operations and experience of the campus.



Where the Buffalos Roam

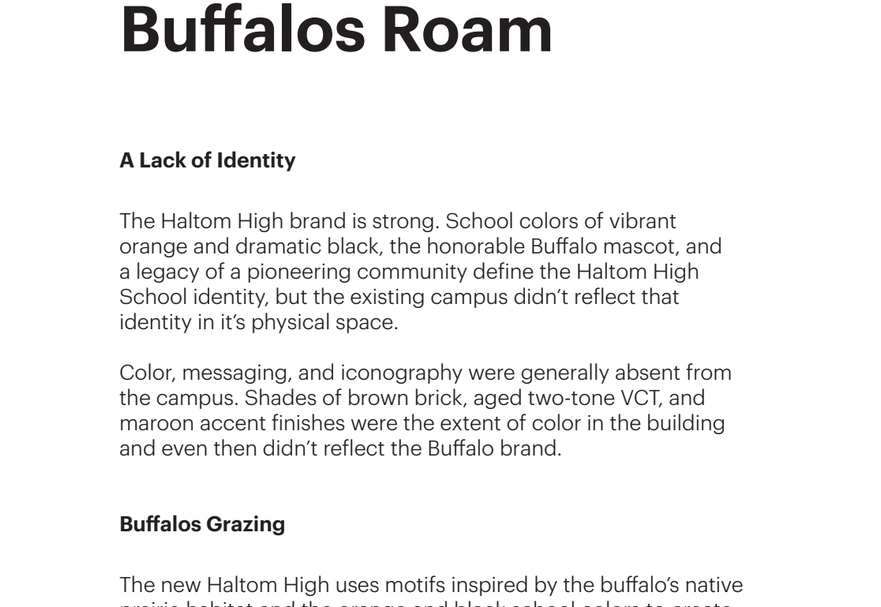
A Lack of Identity

The Haltom High brand is strong. School colors of vibrant orange and dramatic black, the honorable Buffalo mascot, and a legacy of a pioneering community define the Haltom High School identity, but the existing campus didn't reflect that identity in it's physical space.

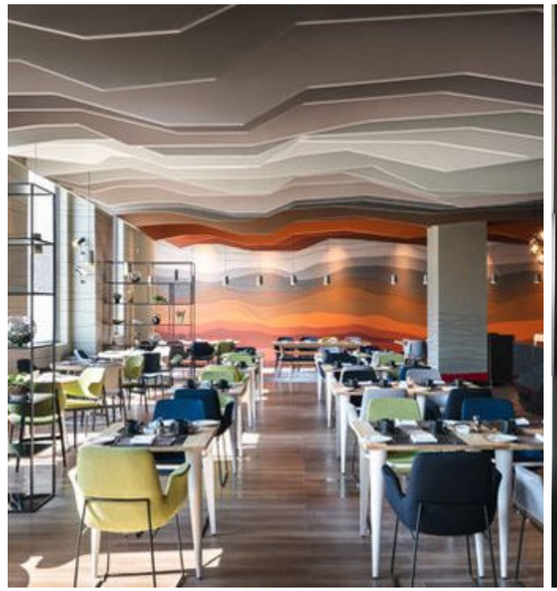
Color, messaging, and iconography were generally absent from the campus. Shades of brown brick, aged two-tone VCT, and maroon accent finishes were the extent of color in the building and even then didn't reflect the Buffalo brand.

Buffalos Grazing

The new Haltom High uses motifs inspired by the buffalo's native prairie habitat and the orange and black school colors to create a strong sense of identity and an engaging visual experience for the Haltom High Buffalo students. Experiential graphics tailored to each area of the building provide sense of belonging to the campus that characterize the Haltom High Buffalo as a herd.

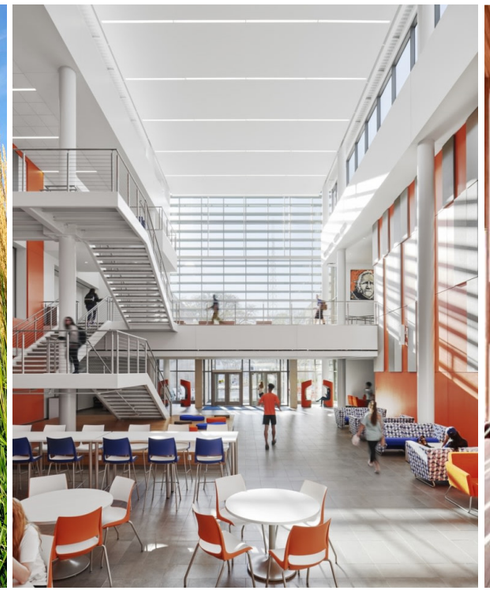


















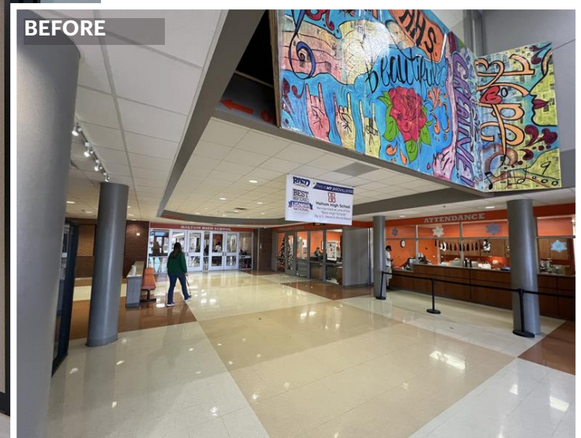
Welcoming the Herd

A New Entry

Main entries are the first impression of a campus for students, parents, and visitors. Providing a warm and welcome entry can make students experience an enhanced sense of place and helps provide comfortable way-finding for school guests. The main entry at Haltom High was not originally in the project scope, but through project contingencies the design team was able to improve this space in addition to the established scope. New flooring and paint brightened the space while new lighting and graphics help tie the entry way to the new brand identity established throughout the renovation. The new entry maintains the Haltom High identity, proudly displaying “Bubba” the buffalo, a staple feature of the original high school building. It was important to the school administration that students immediately feel welcomed as they walk in the door.

“Students now walk into a campus that feels bright, welcoming, modern, and student-centered.”

- Casey Everitt, Associate Principal of Haltom High School



Elevating Performance

Inclusivity Through Seating Refresh

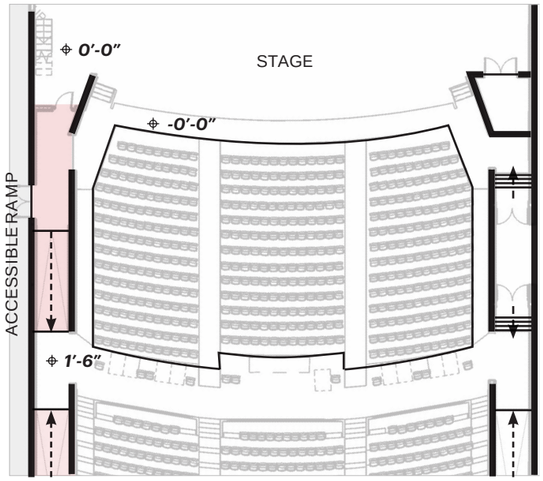
The existing auditorium has a reputation as one of the best spaces within the district for performance acoustics - which is why giving it a light refresh, without changing its acoustic qualities, was important to the district. One of the main complaints about the space was that the seats were small and not inclusive of different body types. The existing chairs were also in aligned rows which can cause issues with sight lines to the stage. The new seating offers three varieties in size, placed in a staggered formation for improved sight lines, and fabric colors better reflect campus branding. The Haltom High auditorium is now the premium location within the district to host UIL and other performing arts competitions.

Universal Design

Another high priority issue to solve was that the existing stage was not ADA accessible. This prevented students and faculty with limited mobility from participating in performances and other school events involving the stage. To make the space equitable and welcoming to all, the southwest vomitorium was modified to provide an accessible pathway from the auditorium house to the stage. The modification utilized salvaged brick to help make the changes feel authentic to the space.

Maintenance and Resilience

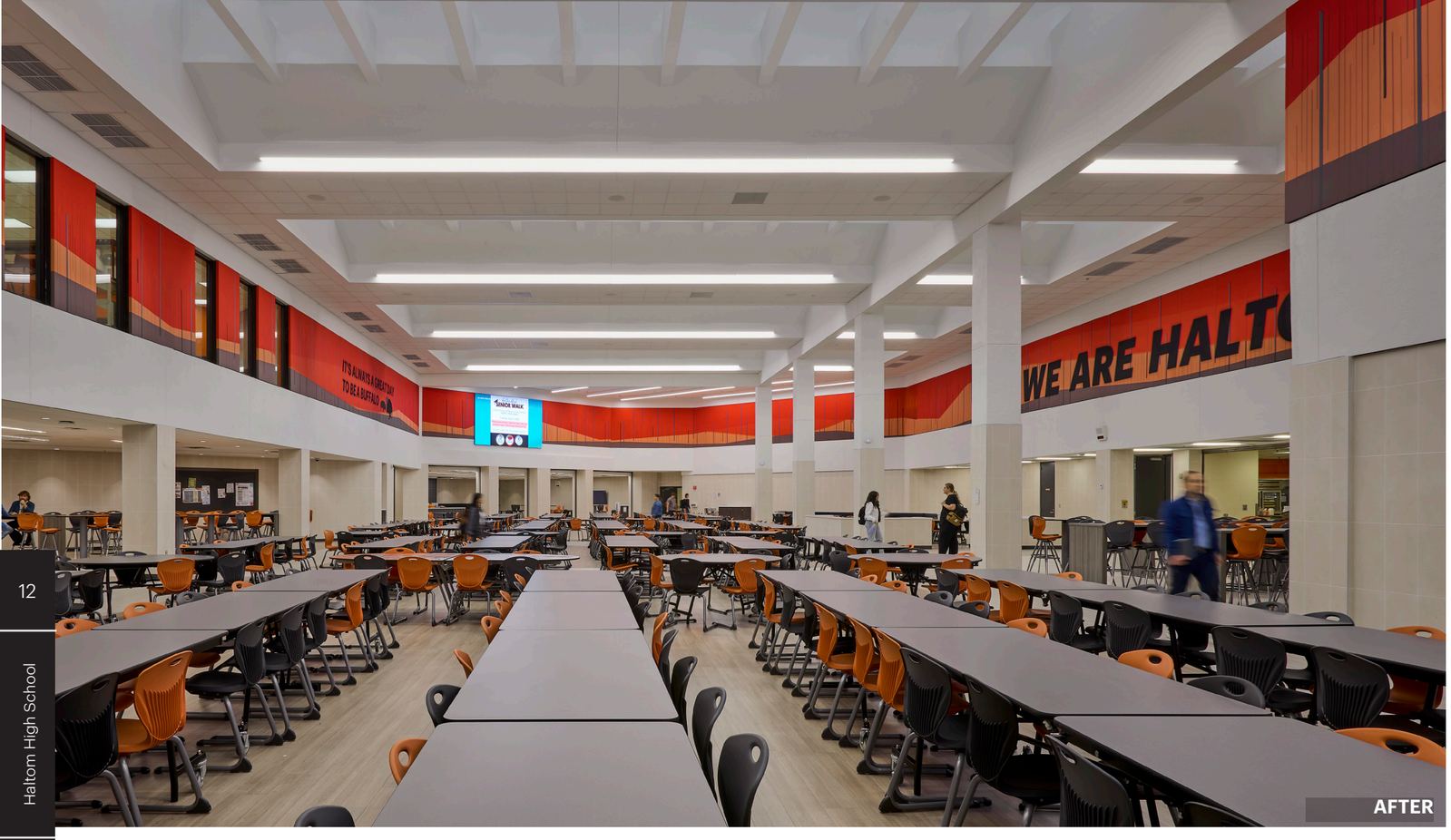
Aisle lighting was breaking in the corners and exposing the existing flooring to additional wear and tear. New lighting allowed for the flooring to be repaired and helped contribute to a fresh new look. All railing throughout the auditorium was also upgraded from painted metal to stainless steel, allowing for less maintenance in the future.

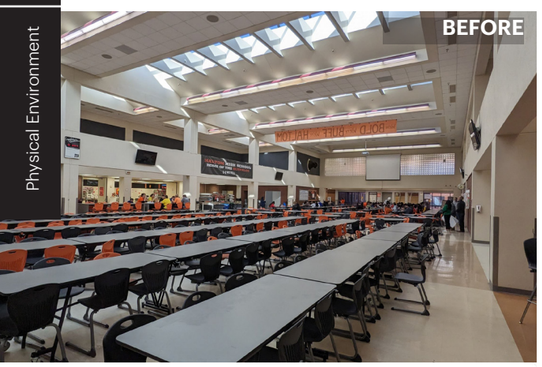




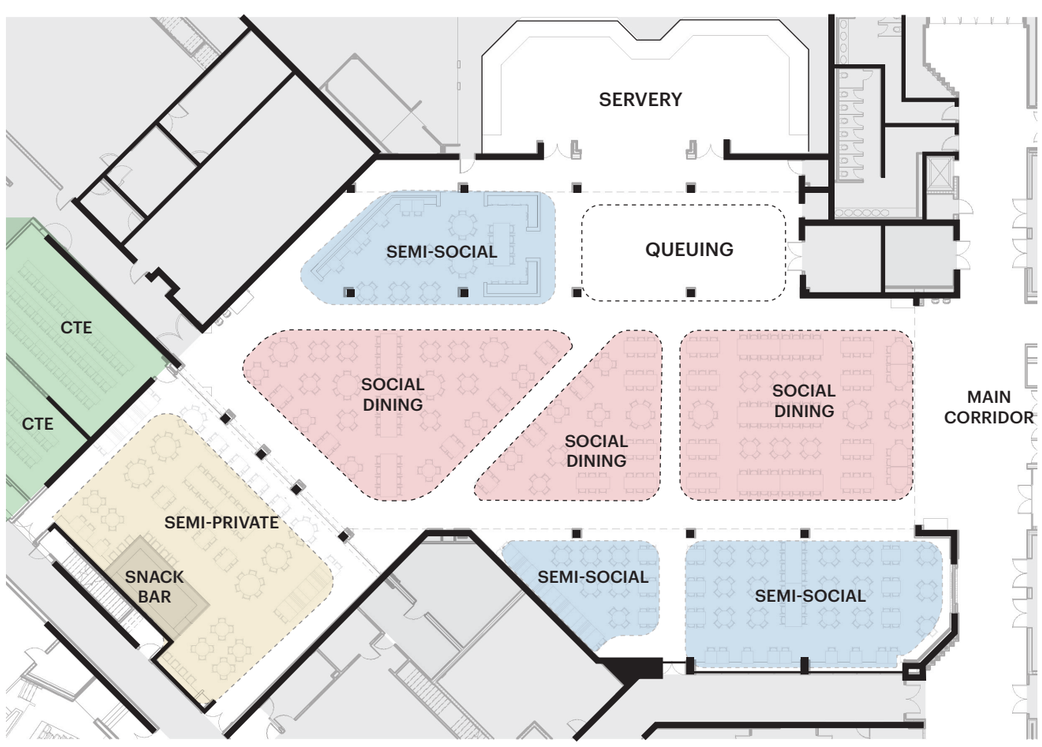












Adapting Social Spaces

Ebb & Flow

The goal of the 5,000 SF cafeteria expansion was not to expand capacity, but rather to provide “elbow room” for the students to circulate, break furniture into smaller groups, and create variety of scale and activity level for students to choose where they feel most comfortable. Three additional entry points were added to ease the congestion in the main corridor.

Aesthetic Acoustics

With the existing large volume of space and high activity level during lunch periods, acoustics were a high priority to ensure students felt comfortable and to reduce sound traveling into the academic areas of the campus. Equally important was infusing the Haltom High Buffalo identity into this new central gathering space. Both requirements were met with environmental graphics tailored to the campus on acoustical wall panels to create an immersive experience.

Integration of Technology and Messaging

Two large LED video screens were added to the cafeteria for presentations and general messaging.

“The dynamics of our student behaviors have changed. They respect the space more because it’s new.”

- Casey Everitt, Associate Principal at Haltom High School

“The openness of the cafeteria allows students to enjoy their lunch with their friends and feel like they truly are thought of as young adults.”

- Michell Sheasley, Principal at Haltom High School

Student Choice | Safety | Elevated Experience | Campus Connection

Empowerment Through Choice

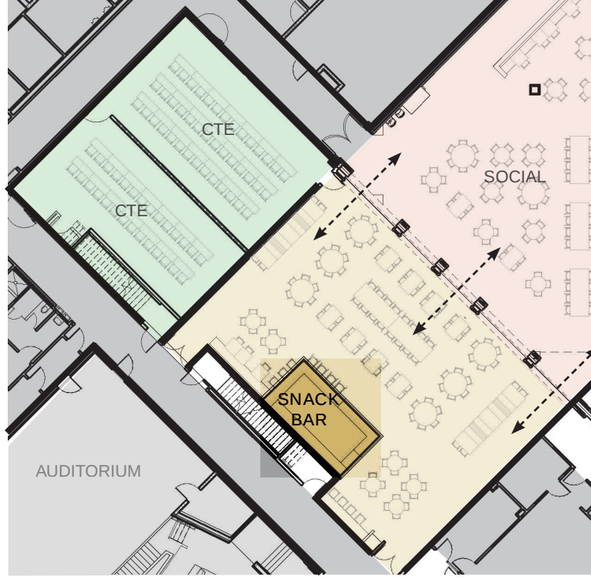
Student Choice and Autonomy

With 67.7% of the students identified as economically disadvantaged, a high priority for the stakeholders was cultivating an elevated dining experience that students might not have access to otherwise. Providing a positive physical environment can improve students sense of self worth, boost morale, and make students feel celebrated. This was crucial in the transformation of not only the cafeteria, but of the vision for the entire campus.

Starbuffs, a snack and coffee bar, was located in one of the expanded areas in a lower volume to give it more of a coffee shop vibe. Offerings include coffee, fruit, charcuterie boxes, and a variety of snacks that can be purchased with students meal plans, including those who might be on free and reduced lunch programs. This removes barriers of access and gives a sense of equity to all, that regardless of economic status, each student has the same food offerings available to them.

Dispersed point of sales was also a stakeholder priority to alleviate long queue lines at the main servery line. The previous snack bar was adjacent to the servery, so in establishing Starbuffs and locating it on the opposite side of the cafeteria it relieved congestion and gives diversity in environment to student experience.

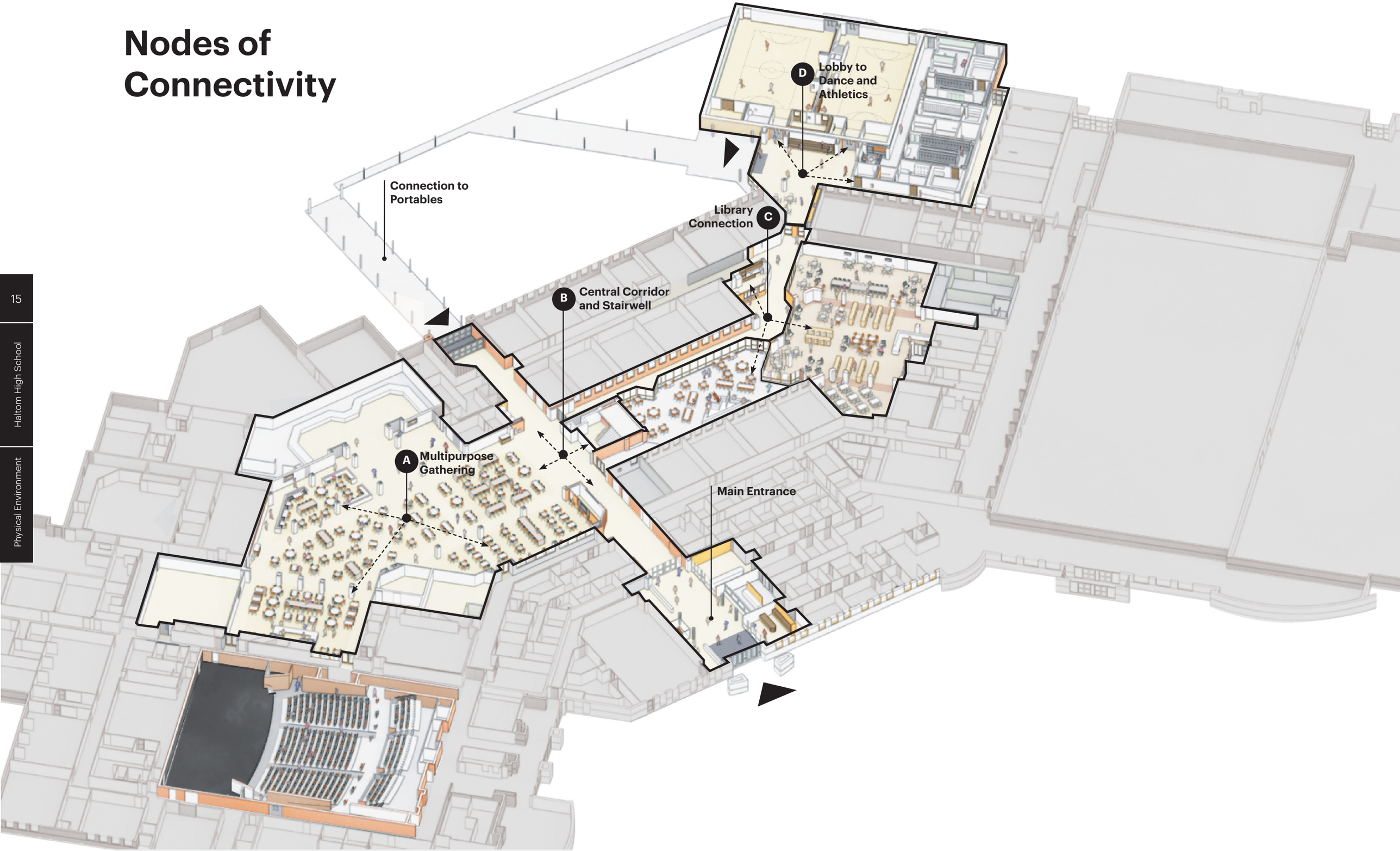


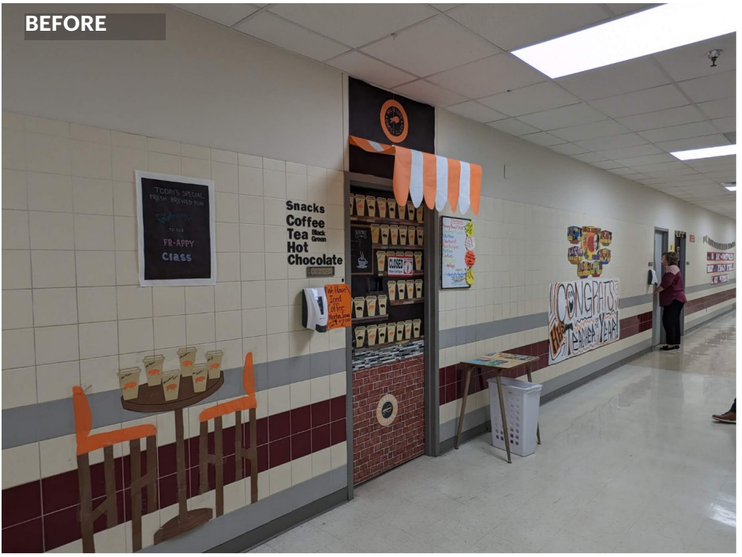




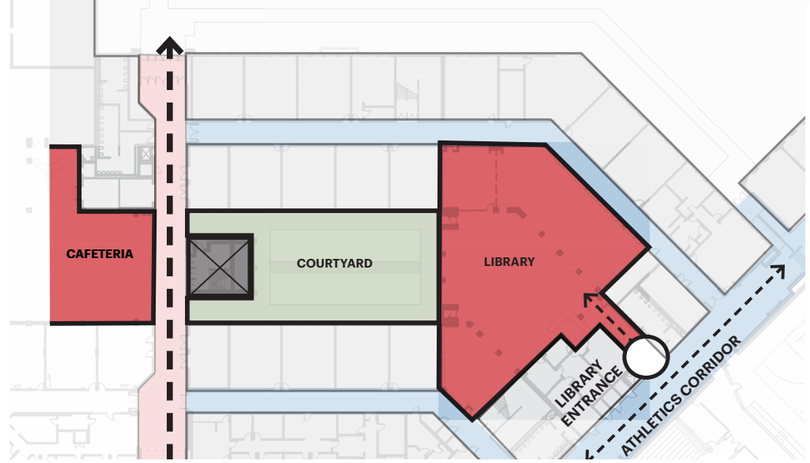
Elevated Experience
Campus Connection
Student Choice
Safety

Nodes of Connectivity





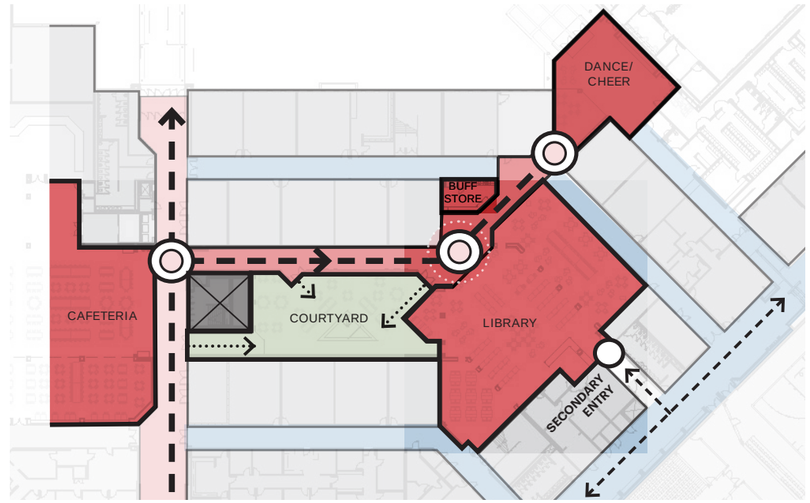




EXISTING - DISCONNECTED







NEW CORRIDOR CONNECTION

Fostering Connection

A 3-in-1 Solution

The corridor addition through the courtyard allowed the design team to address multiple pain points on campus - circulation, the hidden library entry, and a lack of visibility into the courtyard. The main hallway of the school had a consistent congestion issue between passing periods, so the addition provides relief in the traffic flow while simultaneously creating a clear front door for the library and connection to the refreshed courtyard.

Buffs Store Program

The Buffs Store sells school merchandise and other goods. An existing student store was hidden and located on the third floor, but the renovated corridor provides a new, more accessible home adjacent to other major student areas. A sliding glass door, transaction counter, and bulletin board for posting announcements are on the corridor side of the space, catering to an entrepreneurial spirit.



Elevated Experience

Campus Connection







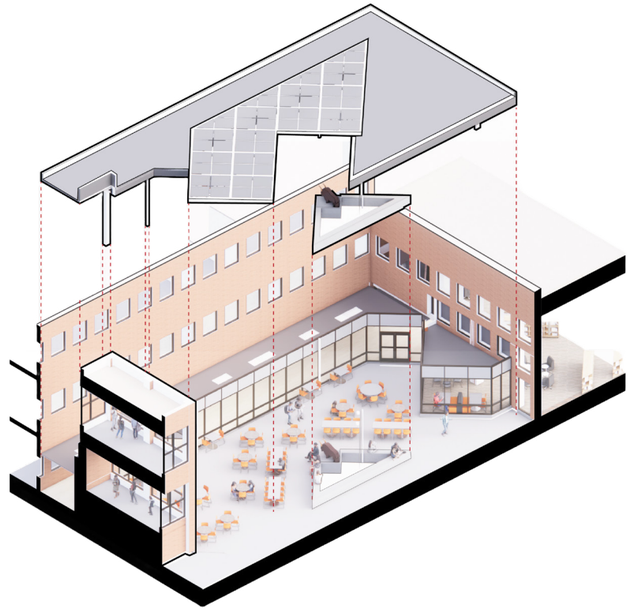
Nature's Curriculum

Hidden in Plain Sight

Surrounded by a dominant three-story classroom volume, the Haltom High courtyard was visually and physically disconnected from the rest of the campus. The existing space did not lend itself as a welcoming environment for students and faculty - lacking shade, seating, and visual interest. While the existing courtyard has always provided daylight for the surrounding classrooms, it felt like a forgotten part of the campus. Becoming home to extra materials and maintenance supplies, it was no longer offering a true connection to the outdoors. The renovated courtyard solves for these issues with its connecting corridor, large perforated canopy, outdoor fans, landscaping, and school branding.

A Breath of Fresh Air

Views and access to nature statistically increase creativity and attention restoration while reducing stress recovery time for students. It's important to also offer visual complexity such as color, patterns, and shapes while also reducing clutter within a space. The new courtyard design offers students access to a space that now achieves these critical learning benefits.



Student Choice
Elevated Experience
Campus Connection

“Students can clearly see that their success matters, and that sense of investment has a direct impact on student confidence, motivation, and school pride.”

-Casey Everitt, Associate Principal at Haltom High School

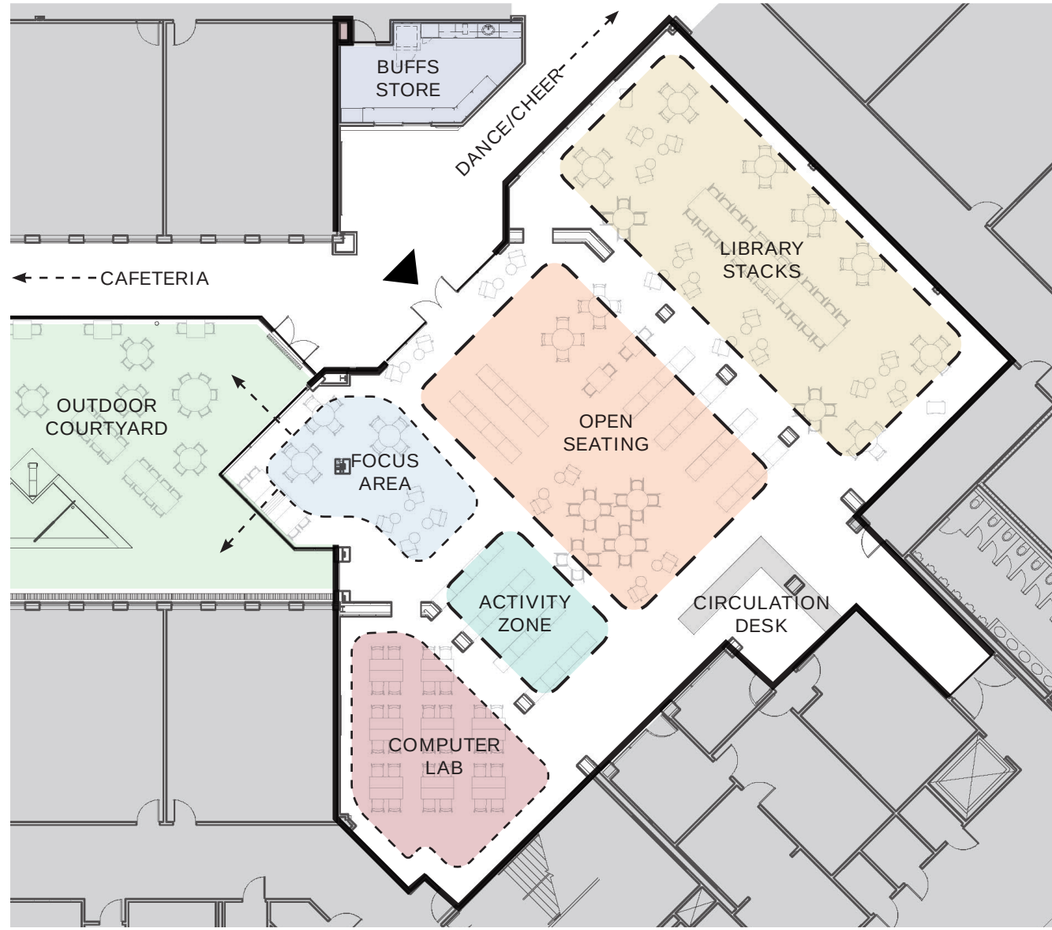
Library

Student Choice
Elevated Experience
Campus Connection





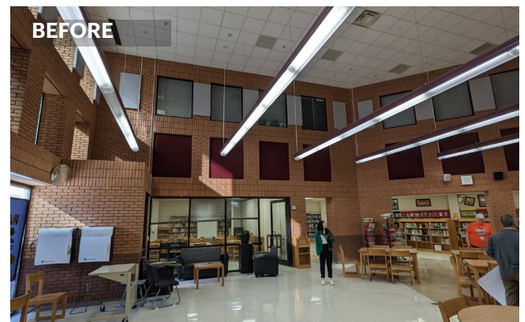




Empowerment Through Learning

Creating Third Spaces

Highly on display with an open and welcoming entry, the library is filled with students during lunch or free periods, which is a change in operation to the campus as a result of the renovations. As a third space within the campus, students come to the library to relax, study, socialize, and explore the large selection of books as if they were in a retail bookstore.





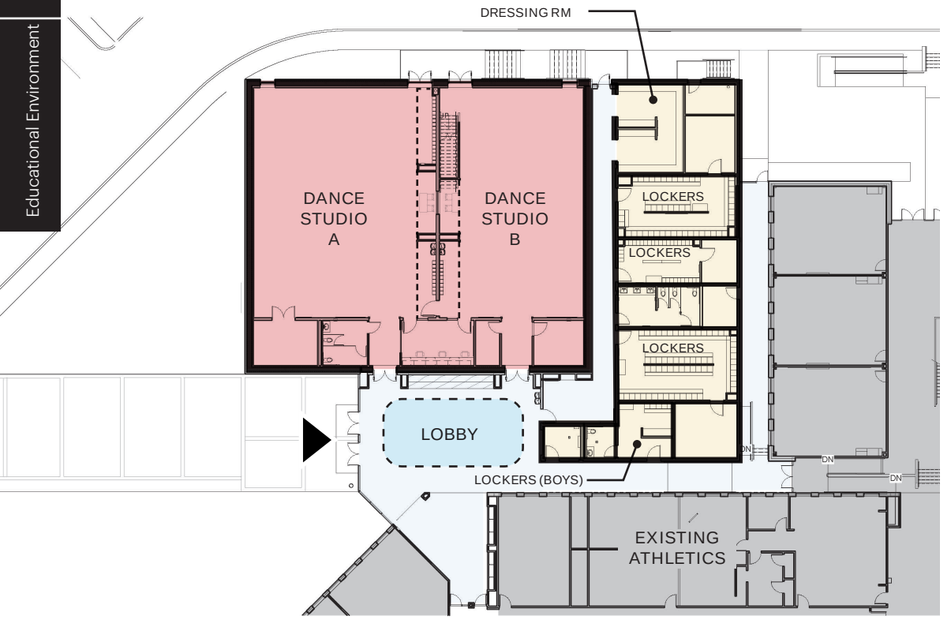
Defining a Legacy

Cheering On Excellence

The Haltom High Cheer team and Haltom Highsteppers both exemplify excellence in their respective skill sets. The award winning teams are a massive point of pride for the Buffalos, playing double duty as champions and as spirited supporters of Haltom High athletic teams.

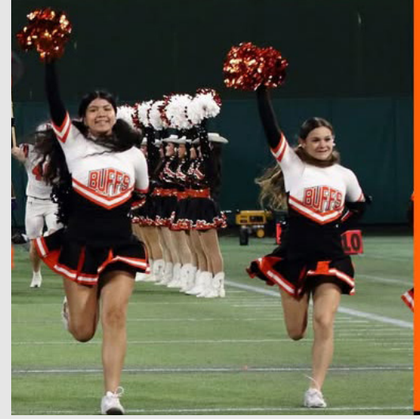
The Highsteppers were founded in 1966 by Dorothy Mize as a precision drill team. In it's 60 years of excellence and tradition, the Highsteppers has continuously elevated what it means to be a drill team, proving again and again through their many awards that they truly are "the grace of Haltom High".

Providing space for the preservation, celebration, and continuation of this legacy was a primary goal of the 2022 bond and of the stakeholders.















Transforming Dance Education

Kick High, Dream Higher

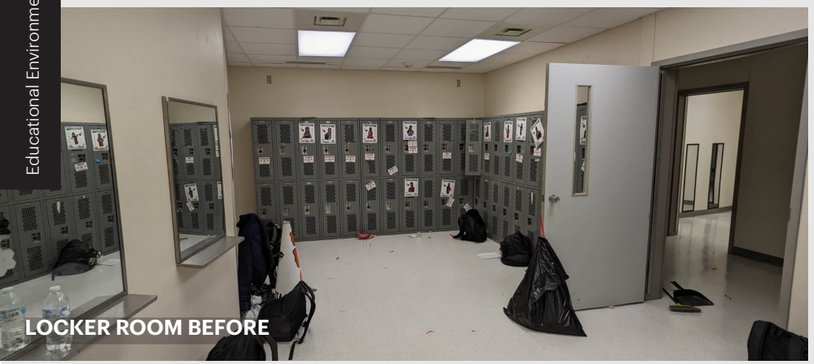
The new dance and cheer studios are an intentionally built environment that fully supports the needs of the programs. The former space, a retrofitted band hall, had several limiting issues such as low ceilings and poorly suited adjacent spaces. Each new studio features full height mirrors, upgraded acoustics, and a professional sound system. A full sprung gym floor improves comfort and reduces impact on dancers' bodies while integrating court striping reflecting the conditions of the main gymnasium in the school for their performances. Above each studio, a second-floor overlook was provided for observing formations and choreography, while giving access to an organized storage mezzanine for seasonal costumes and uniforms, props, and performance equipment.

Storm Safety in Disguise

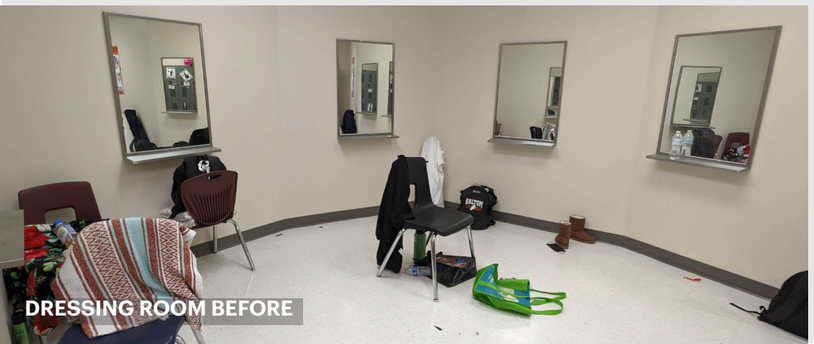
Haltom City, Texas is in designated risk region for severe storms per the International Building Code and storm shelter facilities are required for education occupancies. The floor space needed by the dance and cheer studios made them the perfect candidate to be a storm shelter in disguise. Through innovation in storm shelter design, the spaces are still fully equipped for their academic functions - even providing daylight and offering the same experience students, regardless of the storm shelter requirements.






LOCKER ROOM BEFORE


LOCKER ROOM AFTER


DRESSING ROOM BEFORE


DRESSING ROOM AFTER

“The dance and cheer facilities are beyond our dreams. I believe the new areas have elevated the two programs and the members of those teams hold their heads a little higher and stand a little stronger because they feel like they have to rise to a higher level given their beautiful surroundings.”

- Michell Sheasley, Principal of Haltom High School

Reflecting Their Worth

Diversity, Equity, and Inclusion in Dance Education

High school girls’ sports programs are often not provided with the same level of facilities, recognition, or support as boys’ athletics, despite equal dedication and success of the students involved. Programs such as dance and cheer are often still overlooked as legitimate sports even though they require physical training, year-round commitment, and offer athletes with opportunities for scholarship and higher education. The design of the new facilities sought to address this imbalance by providing a space worthy of one of the most successful programs on campus. The facilities also include locker rooms for the boys on the teams, reinforcing the importance of equity and inclusion, ensuring that every athlete feels represented, valued, and supported.

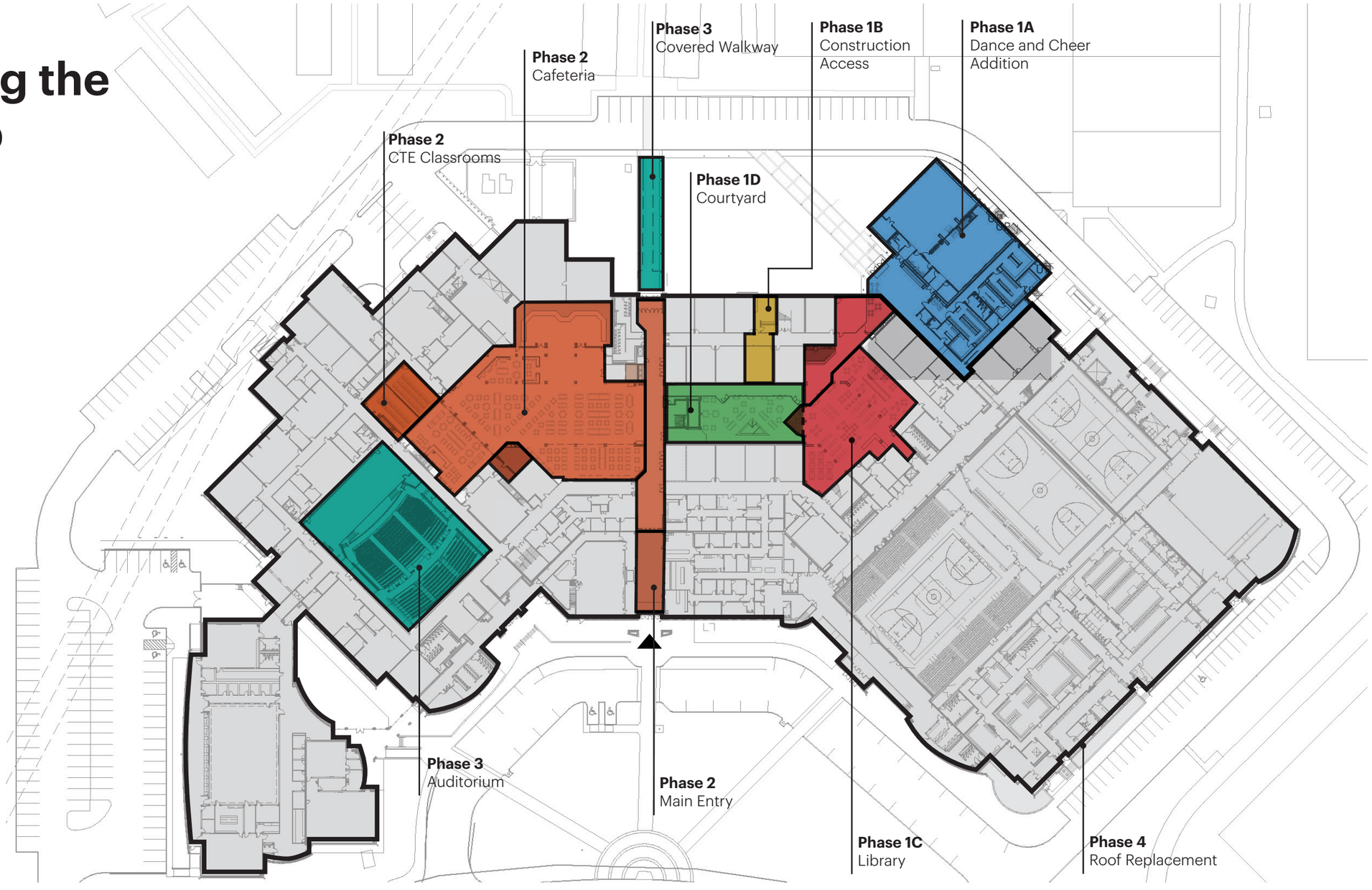
Constructing the Haltom Hub

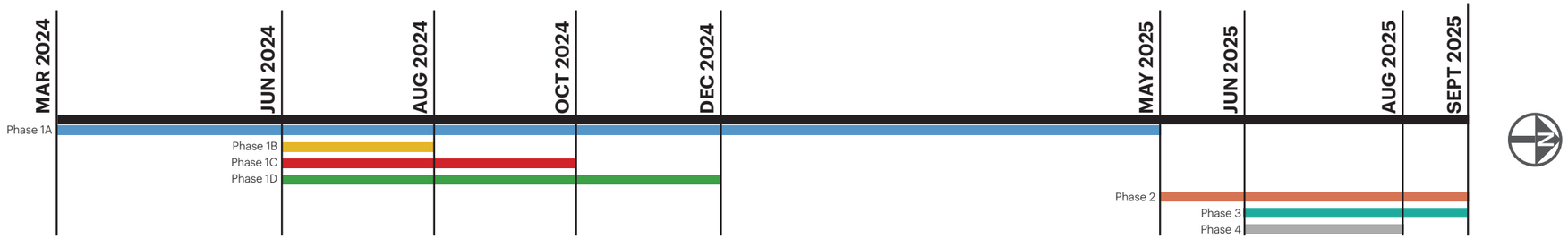
Transformation in Phases

Construction on Haltom High required a robust phasing and sequencing plan due to the nature of working on an occupied campus and ensuring school activities can remain fully functional.

The first step to beginning the transformation was building the new Dance and Cheer Addition. This allowed the dance programs to relocate for the expansion of the Cafeteria in Phase 2. Construction of Phase 1 items were the critical path of the project due to new construction, so the Library's contact with the courtyard required it to also take place in Phase 1.

All construction needed to be safely closed off from student access and life safety was closely monitored during the entire process.





Realized Results

Educational Goals & Objectives

- Transforming dance education
- Less institutional, more comfortable and social
- Update building to cater to modern pedagogy and district vision
- Increase student choice and autonomy

School District Goals

- Expand cafeteria
- Add dance and cheer classrooms
- New auditorium seating
- New entry into library

Community Goals

- Creation of a true student hub, creating sense of place and connection with their peers
- Modernization of learning environment
- Visual identity that reflects the Haltom High brand and spirit
- More space for the cafeteria and main hallway traffic relief
- Improve utilization of the cafeteria snack bar, Starbuffs

Unintended Results & Achievements

- Improved safety, security, and visibility
- Renovated main entry and new west entry to the campus
- New location for Buffs Store
- Full renovation of the library, including new furniture and reinvigorated third space for students
- Courtyard remaining an outdoor space
- Renovated classrooms from construction entry requirements
- Covered walkway from main building to portables

Value & Good Stewardship of Finances

- Scope validation workshops
- Designing to meet requirements of the bond while improving campus operations and addressing more priorities beyond baseline scope
- Design team observed and investigated existing campus to propose solutions beyond requirements
- Created a budget cost allocation document for project financial analysis

Sustainability & Wellness Outcomes

- 254,000 SF replacement of existing roof to a more sustainable and resilient roofing system
- PVC-free flooring used throughout renovated areas that contains 20% recycled content and has an embodied carbon of 8.3 kg CO2e/m2, improving indoor air quality
- Increase student choice and autonomy
- Reusing salvaged existing brick
- Improved acoustics in renovated areas
- Welcoming main entry
- Improved views to nature and access to outdoor space
- Improved lighting in renovated areas



“From a community perspective, this project sends a powerful message. It shows that the district and community believe in the students and families of Haltom. A welcoming campus is a source of pride not just for students and staff, but for alumni and residents across the Haltom area.”

- Phil Beckman, Manager of Community Engagement and Strategic Partnerships for BISD and Haltom High School Alumni, Class of 1992

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