



## Minutes 2012 Bond Project Advisory Team (PAT) Meeting Wharton Dual Language Academy

**MEETING #:** 7

**LOCATION:** Wharton Dual Language Academy K-8

**DATE / TIME:** March 2, 2015 3:45 pm

**ATTENDEES:** (those marked with a check were present)

<input checked="" type="checkbox"/>	Jennifer Day	Principal	<input checked="" type="checkbox"/>	Martha Rangel	Teacher
<input checked="" type="checkbox"/>	Patricia Selin	IB/GT Coordinator	<input type="checkbox"/>	Raul Ramos	PTO President
<input checked="" type="checkbox"/>	Cynthia Rangel	Teacher	<input checked="" type="checkbox"/>	Marna Marsh	Parent
<input checked="" type="checkbox"/>	Michael Stravato	Parent	<input checked="" type="checkbox"/>	Taryn Kinney	Parent
<input type="checkbox"/>	Kenneth McPherson	Community	<input type="checkbox"/>	Emily Cole	Community
<input checked="" type="checkbox"/>	David Funk	HISD	<input checked="" type="checkbox"/>	Albert Wong	HISD/Heery
<input checked="" type="checkbox"/>	Casey Annunzio	Munoz Architects	<input type="checkbox"/>	Geof Edwards	Munoz Architects
<input checked="" type="checkbox"/>	Michael Sabouni	AutoArch	<input checked="" type="checkbox"/>	Eric Ford	HISD

**PURPOSE:** Review examples of 21<sup>st</sup> Century Learning Environments and discuss upcoming Design Charrette expectations

### AGENDA:

- Munoz Architects' presentation of 21<sup>st</sup> Century Learning Environments
- General Discussions about the upcoming Design Charrette
- What to expect at the next PAT Meeting

### DISCUSSION:

#### 1. 21<sup>st</sup> CENTURY LEARNING ENVIRONMENTS

- A. An image presentation was given to the PAT showing various examples of contemporary 21<sup>st</sup> Century teaching spaces. Discussion was focused around the presentation and aspirations for the new school.

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- B. 21<sup>st</sup> century learning environments provide educators additional tools to teach their students how to learn for themselves and how to solve problems in individual, collective and creative ways.
  - a. Being learner-centered spaces
  - b. Having the ability to personalize teaching
  - c. Allowing for collaborative projects
  - d. Being adaptable for various teaching styles
  - e. Supporting interdependent learning
  - f. Creating constructive social interactions
  - g. Integrating media and technology
  - h. Allowing for future technology
  - i. Providing for spontaneous gatherings
  - j. Connecting students to the community
  - k. Offering outdoor learning opportunities

## 2. EXISTING BUILDING CONCERNS AND INITIAL SITE STRATEGY

- A. The design team has reviewed the Education Specifications and Existing Building Assessment.
- B. Renovation portion of the project is different from the new construction.
  - a. Anticipate that the existing structure will have hidden conditions and costly surprises.
  - b. WDLA staff was asked to provide Muñoz|AutoArch a list of existing building issues.
  - c. Designers should find the balance to make an impact to improve the environment, appearance and functional aspects of the existing building.
- C. Some problems with the existing building were shared by the PAT.
  - a. HVAC does not consistently cool/warm spaces.
  - b. PAT said that the existing cafeteria is in bad shape and has many functional issues.
  - c. A historic hearth exists in the east side of building and should be protected.
  - d. If allowed, the Spark Park shall be repurposed/relocated at the new school.
  - e. The current traffic congestion is and will be a difficult challenge to overcome.
- D. New Wharton DLA project is scheduled by HISD to achieve LEED silver standards.
- E. Muñoz|AutoArch shared an initial site strategy for the new school project:
  - a. Preserve the existing school and reconstruct portions of the interior for Pre-K and K classes. A small portion of Administration would remain in the renovated spaces.
  - b. The new addition(s) could be arranged at the property perimeter as a “learning village”.
  - c. A central outdoor courtyard could be surrounded by new buildings to provide a sheltered and visually secure learning and play area.
  - d. The existing cafeteria could be demolished. A new Dining area and Kitchen spaces might be reconstructed with service access from the northeast corner of the site.
  - e. A separate entrance was mentioned for upper grades, and the PAT seemed to like the idea.
  - f. Three story elements may have to be considered, due to property area restrictions.
  - g. A community garden is a preferred attribute of the new school exterior design.
  - h. The parking count by City Ordinance standards will be a problem in terms of available site area. Muñoz|AutoArch will pursue a parking variance. Overflow parking might be best located at the northeast quadrant of the property.

- i. Large old growth trees are located on the South and directly at the sides of the existing building. Wherever possible, these trees should be preserved.
- j. Without use of the baseball field, relocating the existing T-Buildings may not be possible.
- k. Determine if the existing baseball field can be used as a temporary laydown area.
- l. Determine how future technology can be incorporated into the overall Project- lots of power & data- using the right type of cabling- hard wiring vs. wireless coverage for entire school.
- m. Stay true to the construction budget- provide infrastructure for future installations.
- F. The new design should complement but not overpower the existing older building.
- G. Phasing will be tough, especially with the existing T-Buildings. The PAT is considering moving off campus as an option during construction, if any schools are available for the students and staff.

### 3. CHARRETTE PROCESS

- A. The Charrette process usually begins with the school's Guiding Principles being discussed.
- B. The Design Process will begin with a brainstorming session and note taking of ideas/concerns.
- C. The Design Team will bring two pre-conceived design schemes that the group can use as a starting point in the collaborative design process.
  - a. Muñoz|AutoArch will bring materials that allow for quick modeling of the proposed building and massing on the site. The PAT and design team can evaluate the arrangements of buildings and reposition for study.
  - b. Muñoz|AutoArch will use an old survey provided in Record Drawings by HISD to understand underground utility locations and existing site improvements.
- D. The Charrette will occur after testing and Spring Break. Mr. Wong will notify PAT and design team as soon as the date of the Charrette is known.

### 4. NEXT STEPS

- A. Muñoz|AutoArch will visit the school in the next couple weeks to take photos and complete the first round of site verification for charrette design purposes. C. Annunzio will contact the school for available times.
- B. Systems engineers for the project will need to survey the existing building and the state of the existing equipment soon. Casey Annunzio will contact the school for available times.
- C. HISD was asked to provide the design team with essentials for site planning.
  - a. A Site Survey and Traffic Impact Study as soon as possible. These have been requested.
  - b. A Geotechnical Report. The new addition footprint and parking needs to be determined.
  - c. Confirmation from HISD leadership that the baseball field must remain intact.
  - d. Confirmation as to whether we can use the baseball outfield for relocated T buildings (if the school stays on site) or as a construction trailer/lay down area. The dugouts, infield, fences and backstop area could be maintained.
  - e. The question was asked if the existing building is mandated to remain in its entirety or just the front façade. The façade is considered historical for the local community and needs to be retained, as understood by HISD.
- D. The school Principal prefers a remote school location for use by WDLA during construction. The PAT is working on that issue and HISD is assisting.



**QUESTIONS/ANSWERS:**

- A. When will the Design Charrette be scheduled? As soon as information on the dates, time and location is provided, the Architects and PAT will be notified.

**ACTION ITEMS:**

2-1 None

**WHAT TO EXPECT AT THE NEXT PAT MEETING:**

1. Further preparations for the Design Charrette or the beginning of the Schematic Design Phase

**NEXT PAT MEETING:** Monday, April 6, 2015 3:45 pm, Wharton Dual Language Academy

Please review the meeting minutes and submit any changes or corrections to the author.  
After five (5) calendar days, the minutes will be assumed to be accurate.

Sincerely,

**Albert Wong, AIA**

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