



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

MEETING #: 8

LOCATION: Wharton Dual Language Academy K-8

DATE / TIME: April 6, 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 type="checkbox"/>	Cynthia Rangel	Teacher	<input checked="" type="checkbox"/>	Marna Marsh	Parent
<input checked="" type="checkbox"/>	Michael Sabouni	AutoArch	<input checked="" type="checkbox"/>	Taryn Kinney	Parent
<input checked="" type="checkbox"/>	Lina Sabouni	AutoArch	<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 checked="" type="checkbox"/>	Geof Edwards	Munoz Architects
<input checked="" type="checkbox"/>	Michael Sabouni	AutoArch	<input type="checkbox"/>	Eric Ford	HISD

PURPOSE: Review and discuss the upcoming Design Charrette

AGENDA:

- General Discussions about the upcoming Design Charrette
- What to expect at the next PAT Meeting

DISCUSSION: Prepare the WDLA PAT for the upcoming Design Charrette

CHARETTE PROCESS

- A. The agenda issued by HISD for the Design Charrette was reviewed and the dates confirmed.
- B. The goal of the Design Charrette is for the design team to take away big ideas and basic site strategy decisions that will enable the design to move forward in a feasible direction with important PAT input. This happens through collaborative design, PAT feedback and the design team being good listeners and responders.
- C. The design team presented photos, ideas and feedback that resulted from another HISD school's Charrette. This was presented as an example of what to expect for the Wharton DLA Design Charrette.

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- D. Examples of graphics and the site planning process were presented to the PAT to let them understand the design information developed from the Charrette process and how it might be presented at the following PAT meeting.
 - 1. Muñoz|AutoArch will bring foam core blocks that will quickly facilitate site planning ideas and test suggestions from the PAT.
 - 2. Muñoz|AutoArch will use an old survey provided in Record Drawings by HISD to understand the existing site conditions.
 - 3. The design team will ask for PAT input and create a list of desired aspects to potentially design into the Project.
- E. Two site schemes will be explored with hopes of a consensus scheme by the end of the second day.

SCHOOL MISSION REVIEW

- A. The design team and PAT reviewed the school Mission Statement and Guiding Principles.
 - 1. The PAT was asked how each guiding principle might be realized physically in the new school.
 - 2. The Architect's goal is to support the school's mission with spaces, connections, tools and an atmosphere that supports and facilitates that mission.
- B. Bilingualism is the primary cultural aspect that must be a fundamental part of the design.
- C. The Main Learning Commons is the primary space that must have careful and creative consideration for a dual language program.
- D. The Design Team asked the PAT to begin thinking about the following questions for the Design Charrette:
 - 1. What are the concerns of the PAT for the site and how the school functions?
 - 2. What special features are desired for the new school and the renovated areas?
 - 3. What is the image that the PAT would like the new school to project to the community?
 - 4. What are the logistical issues currently and how might we resolve them in the new design?
 - 5. Are there any concerns about privacy of the students or security aspects for the school?
 - 6. How might the new school be welcoming and provide safe community connections?
 - 7. What is the role of outdoor learning areas for Wharton DLA? What type should they be?
 - 8. What is the special role that the Main Learning Commons presents for this particular school?
 - 9. How do we reinforce the bi-lingual program and bi-cultural goals in the building aesthetics?
 - 10. How are the arrival experiences for Pre-K and Kindergarten different than the older students?
 - 11. What does it mean to the organizational concept to have three levels in the classroom building?
 - 12. How will the parking requirements be met and what is the minimum parking count needed?

INITIAL SITE AND BUILDING COMMENTS

- A. The historic hearth should be maintained or reused.
- B. Many large growth heritage trees exist around the existing school and must be preserved.
- C. The Food Service areas are perceived to not be adequate for the new student capacity.
- D. The interior teaching spaces are individual and not homogenous. They need a lot of repair work.
- E. The windows are single pane and repetitive sizes.
- F. The roof needs were photographed and will be addressed where appropriate.



- G. The HVAC chillers are located in the interstitial spaces between Food Service and the classroom wings.
- H. The north area of the school is relatively unencumbered by large trees.
- I. The school has a floor elevation challenge that HISD has recently tried to remedy with ramps.
- J. The school is surrounded by multi-level buildings and high density housing. There is not much privacy.
- K. Student gardens seem to be a very important learning feature of the school.

SITE CHALLENGES

- A. Traffic is extremely congested along West Gray Street during drop off and pick up times.
- B. West Clay Street has minimal available street access/frontage.
- C. Columbus Street seems to be the only option for a second, larger entry to the new addition.
- D. Existing trees at the north side of the building should be protected.
- E. The available, buildable area is irregularly shaped and very tight.
- F. The surrounding properties are multi-level housing, some at six and seven stories tall. The current unobstructed view of downtown could be a sensitive issue.
- G. The existing baseball field occupies a significant portion of the north half of the lot. David Funk spoke about some conversations he had with representatives from the local baseball community. The direction to the PAT was to maintain the existing baseball field and design around it.

INITIAL CONCEPTS- Three initial site concepts were reviewed briefly.

A. Concept 1

- 1. The new classroom building is proposed to be a three story along Columbus Street, with a new entry to the east along Columbus Street. The multi-purpose, drama and food service spaces are 1.5 to 2 story height spaces and pushed to the west edge of the property. The existing school remains with the exception of the cafeteria, with the Pre-K and K classrooms proposed to remain in the existing school. A large, semi-enclosed courtyard is featured in the center of the property.
- 2. The PAT liked the concept and seemed to favor the courtyard scheme. A comment was made that the drama spaces might be better located to the front of the school. However, the dining spaces seemed too far removed from the Learning Centers.

B. Concept 2

- 1. The new classroom building is proposed to be a three story building perpendicular to Columbus Street, with a new entry to the east along Columbus Street. The multi-purpose, drama and food service spaces were shown semi-perpendicular to Columbus Street and along the south edge of the baseball field. The existing school remains with exception of the cafeteria, with the Pre- K and K proposed to remain in the existing school. Two outdoor spaces were shown, one for the smaller children and one for the older children.
- 2. The PAT did not seem to favor this concept with the exception that a few liked the performing arts spaces up closer to the entry. The Ed Specs were discussed in that the "drama" program is a 1200 SF space with access to the stage. The stage fronts the multi-purpose gym.



C. Concept 3

1. The new classroom building is proposed to be a three story building along West Gray Street and showed an irregular shape. The shape was to indicate that the new building could be whatever was desired. The multi-purpose, drama food service spaces were shown at an angle to the northeast corner of the property, with dining and receiving still to the north, and with access from West Clay Street. The existing school was proposed in this scheme to be demolished. The outdoor spaces were set up like a front yard and back yard concept.
2. The PAT and HISD reps discussed the need to keep the existing school or at least the front façade. They felt the community desired to keep this part of the existing school building and the Bond was committed to renovation/addition.

NEXT STEPS

- A. The Design Team will shape up the first two concepts to present as a starting point at the charrette.
- B. HISD is continuing to work on finding and possibly scheduling an alternate location for use by Wharton DLA during construction.
- C. The traffic engineer is in the contractual process.
- D. Surveyors are being considered and will be started as soon as possible. The Design Team stated that the survey was a critical key to getting a quick start on the Schematic Design.

QUESTIONS/ANSWERS:

- A. None.

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, June 8, 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

Project Manager

HISD – Construction & Facility Services

3200 Center Street, Houston, TX 77007

Phone: (713) 556-9271

Email: awong@houstonisd.org

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