



MORE THAN ARCHITECTS

MEETING MINUTES

Project Name: Treasure Forest Elementary Renovations

Project Number: 1809-01-01

Owner: Spring Branch ISD

Meeting Description: TFE PAT – Design Charrette

Meeting Date and Time: 09/27/2018 9:00 AM

Meeting Location: Treasure Forest Elementary – Houston, TX

Owner's Designated Representative: Travis Stanford

Report Date and Author: 10/02/2018 – Jordan Tripp

By emailing these minutes to the Owner's Designated Representative (ODR), we are requesting approval. Upon approval, Huckabee shall proceed with the understanding that the ODR:

- represents he/she is authorized to render decisions for the Owner and the Owner will accept any increases in costs or schedules if decisions change;
 - approves all decisions noted (e.g. action to be taken or what is to be specified, added, deleted, changed, etc.) whether the ODR was present or not;
 - understands the advantages/disadvantages associated with each decision (e.g. performance, appearance, costs, schedule, risks, maintenance);
 - agrees he or she does not need any further technical assistance from Huckabee in understanding or weighing the advantages/disadvantages; and,
 - acknowledges all recommendations are based on each professional's understanding of goals, schedule, budget and information available at the time.
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Comments below were captured during a design charrette with the PAT.

Part 1: Assignment – To provide ideas on what the Library and Collaboration spaces should include.

Library/Collaboration Space

1. Provide a variety of flexible furniture with a division of spaces. Design lighting and acoustics for specific uses.
 - a. Would like to define spaces to have options for quiet reading
 - b. Spaces for children to discuss books together with low, built-in nooks, platforms, or treehouses
 - c. Library is the light of the school and should have visibility to and from the space
2. Improved acoustics throughout the space
3. Integrate technology within the space. Utilize iPads, 3D printers and other technology
4. Provide opportunity to fully utilize Maker Space for STEAM activities that allows discussions and respects quiet zones in the library
5. In making decisions, consider viewing items through the lens of what needs to be provided now for functionality and what could be potentially provided through a future grant

Part 2: Examining District Standards/Ranking the Priorities

1. Discussion of District Standards
 - a. Corridors with transparency and display spaces
 - b. Classrooms: with technology and media walls
 - c. Collaboration: a space that incorporates teaching walls as a way of organic learning
 - d. Library: a space that is always on display
2. Top priorities are as follows: Library, Classrooms and Collaboration
 - a. Classrooms with less bulky casework and more functionality
 - b. Bringing natural light into collaboration spaces
 - c. Library furniture and flexible space

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Part 3: Let's Visualize – Groups discussed three images in each category and come to a consensus on the most desired option.

1. **Learning Environment:** Option B - Bold and Visually Engaging.
 - a. It draws attention, engages users and is integrated into the space.
 - b. Utilize pops of color with areas that can be calming
 - c. Utilize the wall space and consider way to make them more interactive
2. **Texture and Colors:** Option B - Inspired by Nature.
 - a. Include all colors of nature, not just green.
 - b. Look at ways to provide a connection to nature
3. **Graphics and Way-Finding:** Option A – Inspirational Quote
 - a. Quotes provide opportunity to integrate multi-diversity to the school
 - b. There is a possibility to combine quotes with colors to identify each pod
4. **Lighting:** Option C - Simple lights used uniquely
 - a. Arrangement of lights can serve as both a design element and functional lighting for the space.
5. **Sound Treatment:** Option C - Accenting Special Areas
 - a. Desire to have a subtle approach that can withstand time and trends.
 - b. Look to define areas with acoustical clouds

Part 4: Time to Sketch – Groups discussed each space and provided ideas that would help enhance the educational environment.

1. Cafeteria/Gym
 - a. Partitions are used often, but hard to operate
 - b. Utilized wall space. Consider providing more teaching surfaces, tackable surfaces, and graphics.
 - c. Would like visibility from cafeteria to serving lines
 - d. Reports that water fountains are not working in the gym
 - e. Improved lighting. Consider providing more natural light from cafeteria to brighten up the space.
 - f. Improved acoustics
2. Library
 - a. Improved acoustics in the space are key. Noise levels can be a distraction for group activities and mentoring classes.
 - b. Consider using media wall as a screen to block noise and distraction from corridors
3. Collaboration:
 - a. Prefer magnetic marker boards over tack boards
 - b. Increase the amount of writeable surface in classrooms and collaboration
 - c. Casework in classrooms is not fully utilized. Consider removing some casework and increase wall space.
 - d. Improved visibility from classrooms to collaboration spaces
 - e. Provide areas along the wall for projection and displays
 - f. Current space is used for assemblies to display core values
 - g. Consider incorporating a wall with textures for special needs students as a calming device
4. Entry
 - a. Make the space open and inviting to visitors
 - b. Utilize color to brighten the space
 - c. Provide soft seating the lobby for parents and visitor to wait.
 - d. Consider graphics along the corridor walls

END OF MINUTES

