



## MORE THAN ARCHITECTS

# MEETING MINUTES

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**Project Name:** Cedar Brook Elementary Renovations

**Project Number:** 1809-02-01

**Owner:** Spring Branch ISD

**Meeting Description:** CBE PAT #2 Meeting

**Meeting Date and Time:** 02/05/2019 3:00 PM

**Meeting Location:** Cedar Brook Elementary – Houston, TX

**Owner's Designated Representative:** Travis Stanford

**Report Date and Author:** 02/12/2019 – Jordan Tripp

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*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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### Meeting Objectives

1. Recap of Meeting 1
2. Rank Project Priorities
3. Design Survey
4. Graphics Overview
5. Site Plan Discussion
6. Design Charrette and Sketching (Existing Building)

The following comments were captured during PAT discussions regarding the existing learning environment at Cedar Brook Elementary and potential ways to positively affect the learning environment.

### Priority Ranking

The PAT was presented with a list of 11 priorities captured during the discussion at PAT Meeting 1. The PAT was then divided into two groups and ranked these priorities 1-11. The full results of the ranking can be found in the attached image.

The following four items were listed as Top 5 Priorities from both Groups:

- 1) Classrooms – Match district standards for the teaching wall to maximize teaching and display/pin-up areas.
- 2) Library – Perimeter glass partitions and acoustical treatment
- 3) Collaboration – More natural light in the spaces and provide visibility from the Classrooms
- 4) Library – Create multi-functional zones with flexible furniture. Small, versatile reading and conference room space.

### Design Survey

The PAT was presented with a Design Survey to understand preferences regarding Learning Environment, Colors and Textures, Lighting, and Sound Treatment. The PAT was then given stickers to denote their preferences with **Green Dots** indicating the most favorable, **Yellow Dots** indicating neutral, and **Red Dots** indicating least favorable. The following is a summary of the allocation of dots received for each item.

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**Learning Environment Style:** There was even distribution between all three options. The PAT expressed interest in combining elements from all styles and being strategic where different styles are used.

Option	Green Dots	Yellow Dots	Red Dots
A) Subdued and Calming	3	2	6
B) Bold and Visually Engaging	4	4	3
C) Playful and Interactive	4	5	2

**Colors and Textures:** There was a consensus that Modern and Clean was not a favorable option for the Elementary School environment. Colors and textures Inspired by Nature was the most favorable option.

Option	Green Dots	Yellow Dots	Red Dots
A) Modern and clean	0	3	8
B) Inspired by nature	6	5	0
C) Bright with pops of color	5	3	3

**Lighting:** There was a consensus from the PAT to use simple lights in unique ways.

Option	Green Dots	Yellow Dots	Red Dots
A) Functional	0	5	6
B) Fun Accents	0	6	5
C) Simple lights used uniquely	11	0	0

**Sound Treatment:** There was a consensus from the PAT to accent special areas with acoustic elements like ceiling clouds. However, the PAT also expressed interest in combining elements from all options and being strategic where different treatments are used.

Option	Green Dots	Yellow Dots	Red Dots
A) Allied as a decorative element	1	3	6
B) Integrated into materials	2	4	4
C) Accenting special areas	7	3	0

### Graphics Overview

- 1) The PAT was introduced to the graphics and shown examples from previous projects completed by Huckabee
- 2) The graphic theme and style to be incorporated at CBE will be discussed at a future PAT meeting.

### Site Plan Discussion

The PAT was presented with four potential locations for the new classroom additions. The pros and cons of each location was presented and discussed, and the PAT was asked to vote for the most favorable location by placing an Orange sticker on the location. There was a consensus for Location 1 - South of the Kindergarten Classrooms being the most favorable location. The full results of the ranking can be found in the attached image.

### Design Charrette and Sketching

The PAT discussed the Library, Classroom/Collaboration Spaces, Front Entry, and Cafeteria/Gymnasium and provided ideas to assist the renovation design of the existing space.

- 1) Library
  - a. Acoustics
    - i. Provide sound separation of corridor from library to limit sound transmission in the library.
    - ii. Consider the most opportune way to upgrade existing acoustics in the library.

- iii. Isolates the library from circulation noise while still providing a visual connection
- b. Zones
  - i. Zone 1: Meeting Space
    - 1. Provide a large meeting area for 50-100 individuals. Preference is to accommodate audience at tables and chairs, rather than at rows of chairs.
    - 2. Use foldable tables and mobile chairs to transform this area for various meeting arrangements.
    - 3. Locate an interactive media wall at the most visible location.
  - ii. Zone 2: Small Groups
    - 1. Area to accommodate small group seating dispersed to provide for discussions and project tasks.
    - 2. Furniture should be light, comfortable and mobile. Small tables, stools and benches are suitable for the need.
    - 3. Consider this area as a maker space with requirements for storage.
  - iii. Zone 3: Digital Technology
    - 1. Area for individual and class engagement with mobile devices and media display.
    - 2. Locate librarian station for student help and assistance.
    - 3. Area to house "specials" coursework.
  - iv. Zone 4: Reading and Soft Seating
    - 1. Are furnished with varied comfortable seating areas to accommodate small group and individualized reading and study.
    - 2. Locate in area with greatest sound separation and highest degree of acoustical control.
  - v. Central Zone: Storytelling
    - 1. Establish a zone for reading aloud with an audience present.
    - 2. Accommodate a class size for storytelling.
    - 3. Seating can be either on floor or movable seating steps.
- c. Lighting
  - i. Renovate existing lighting system for better color clarity and task work.
  - ii. Replace existing skylight to provide additional daylight in the space.
- d. Finishes
  - i. Discussion on finishes in this area were limited. Derive suitable companionship with upgraded finishes elsewhere
- e. Stacks
  - i. Determine amount of volumes needed to meet standards.
- f. Display
  - i. Interactive media walls requested at select locations.
  - ii. Pin-up areas for student work and visual learning requested inside and possibly around library.
- 2) Support Spaces
  - a. Broadcast Studio
    - i. Establish an area either nearby or within the library spaces for broadcasting.
    - ii. Maintain visibility into the library space.
  - b. Niches
    - i. Three of the existing library niches are being used for intervention.
    - ii. One niche is used for Art Storage.
  - c. Existing Diagnostician
    - i. Consider use of existing diagnostician office/workroom for other library-related use.
    - ii. Find other space to house Diagnostician in the event the space is incorporated into the library.
  - d. Conference Room
    - i. A conference space was requested for professional learning and planning space.
- 3) Classrooms/Collaboration Neighborhood:
  - a. Transparency
    - i. Maximize the amount of transparency between the classrooms and the collaboration area.
    - ii. Replacement of existing doors with doors and hardware that accommodates transparent features.
    - iii. Per direction from SBISD, built-in casework will not be removed from the classroom
  - b. Lighting

- i. Natural light in collaboration is considered beneficial.
    - ii. Consider the replacement of existing lighting with upgrade fixtures.
  - c. Finishes
    - i. Evaluate finishes in the space for continual use.
    - ii. Colors to reflect priority survey outcome.
    - iii. Install writable wall surfaces where possible in the collaboration space.
    - iv. Provide projectable surfaces in conjunction with writable surfaces.
  - d. Furniture
    - i. Mobile and flexible furniture within the space
    - ii. Foldable tables and stackable chairs that can be set aside for full-use of the collaboration floor area.
- 4) Entry
  - a. Acoustics
    - i. A major concern about this lobby is providing sound separation from this area to adjacent areas of the school.
    - ii. Features include
      - 1. Enclose upper section above the flanking glass doors.
      - 2. Enclose space above mailboxes.
  - b. Display
    - i. Locate a digital display for visitors in the lobby.
    - ii. Provide areas for school to display student work and announcements.
  - c. Seating
    - i. Locate comfortable seating area on one side and table seating on the opposite side of the lobby.
    - ii. Locate low shelving on each flanking side of the lobby.
  - d. Reception Desk
    - i. Replace existing desk to provide accessibility for disabled persons and young children.
    - ii. Welcoming desk and lobby environment.
    - iii. Consider accommodating a roll-down grill to secure the reception area behind the desk.
  - e. Finishes
    - i. Refresh existing space with paint.
    - ii. Consider use of area rugs and other acoustical features to help eliminate sound transmission.
    - iii. Branding and Graphics to express the identity of CBE
- 5) Cafeteria/Gym
  - a. Acoustics
    - i. Address acoustical measures where possible during lunchtime.
    - ii. Provide sound absorption items such as panels to help deal with the sound excesses.
    - iii. Provide a new sound system to project to both sides of the space. The bulkhead above the folding partition is a sound barrier.
  - b. Presentation
    - i. Provide a large display for video and image display.
    - ii. Area would provide space and accommodations for a presenter(s).
    - iii. Consider conflicts with student queuing lines at this location.
    - iv. Sound amplification needed for presenter(s).
  - c. Finishes
    - i. Refresh existing paint finishes
    - ii. Locate small areas for book shelves and visual items
    - iii. Find opportunity to install a marker wall surface – consider marker surface on operable partition.
  - d. Parent Dining
    - i. Considerations were made to integrate parent dining space in the cafeteria.

END OF MINUTES



## GROUP 1

Classrooms – Match district standards for the teaching wall to maximize teaching and display/pin-up areas.  
*Aulas - Empareja la pared de enseñanza con los estándares del distrito. Maximizar el área de la pared para proporcionar áreas de enseñanza y de visualización.*

Collaboration – Writable wall surfaces, display areas, and active technology walls  
*Colaboración: superficies de muros grabables, áreas de visualización y muros de tecnología activa.*

Library – Perimeter glass partitions and acoustical treatment  
*Biblioteca – Paredes de vidrio en la redar y tratamiento acústico.*

Library – Create multi-functional zones with flexible furniture. Small, versatile reading and conference room space  
*Biblioteca - Crea zonas multifuncionales con muebles flexibles. Espacio de lectura y conferencia pequeño y versátil.*

Collaboration – More natural light in the spaces and provide visibility from the Classrooms  
*Colaboración - Más luz natural en los espacios y visibilidad desde las aulas.*

Collaboration – Comfortable and flexible seating  
*Colaboración - Asientos cómodos y flexibles.*

Front Entry – More technology including a digital display.  
*Entrada principal - Más tecnología que incluye una pantalla digital.*

Front Entry – Update finishes, furniture, and add branding graphics  
*Entrada principal - actualice los acabados, los muebles y agregue gráficos personalizados.*

Cafeteria/Gym – Acoustical treatment to reduce noise  
*Cafetería / Gimnasio - Tratamiento acústico para reducir el ruido.*

Campus – update finishes  
*Campus - actualización de acabados*

Cafeteria/Gym – More writable wall surface and display areas  
*Cafetería / Gimnasio - Superficie de la pared y áreas de visualización más escritables.*

## GROUP 2

Library – Perimeter glass partitions and acoustical treatment  
*Biblioteca – Paredes de vidrio en la redar y tratamiento acústico.*

Classrooms – Match district standards for the teaching wall to maximize teaching and display/pin-up areas.  
*Aulas - Empareja la pared de enseñanza con los estándares del distrito. Maximizar el área de la pared para proporcionar áreas de enseñanza y de visualización.*

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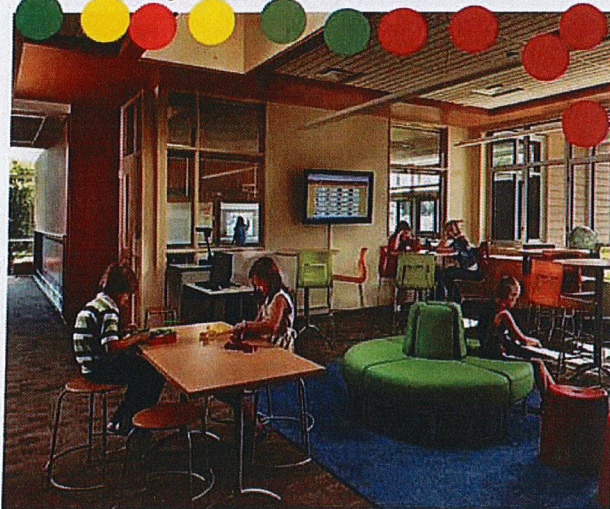
Front Entry – More technology including a digital display.  
*Entrada principal - Más tecnología que incluye una pantalla digital.*



## 1) LEARNING ENVIRONMENT STYLE *ESTILO DE AMBIENTE DE APRENDIZAJE*

What is the most appropriate learning environment style for Cedar Brook?  
*¿Cuál es el estilo de ambiente de aprendizaje más apropiado para Cedar Brook?*

**A) Subdued and Calming**  
*Sumido y calmante*



**B) Bold and Visually Engaging**  
*Fuerte y Visualmente Activo*



**C) Playful and Interactive**  
*Juguetón y Interactivo*

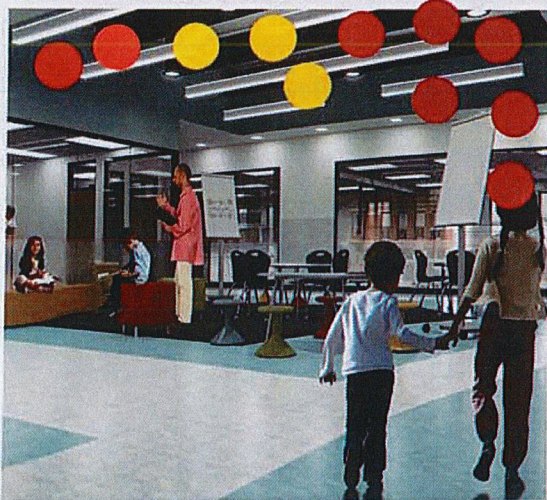




## 2) COLORS AND TEXTURES COLORES Y TEXTURAS

What are the most appropriate colors and textures for Cedar Brook?  
*¿Cuáles son los colores y las texturas más apropiados para Cedar Brook?*

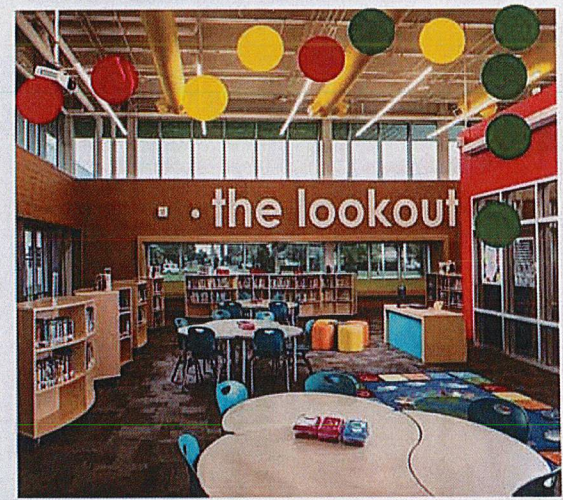
**A) Modern and clean**  
*Moderno y simple*



**B) Inspired by nature**  
*Inspirado en la naturaleza*



**C) Bright with pops of color**  
*Claro con accents de color*



DESIGN SURVEY FOR CEDAR BROOK ELEMENTARY  
SPRING BRANCH ISD

**Huckabee**



### 3) LIGHTING ILUMINACIÓN

What kind of lighting would be most appropriate for Cedar Brook?  
*¿Qué tipo de iluminación sería la más apropiado para Cedar Brook?*

**A) Functional**  
*Funcional*



**B) Fun accents**  
*Acentos juguetones*



**C) Simple lights used uniquely**  
*Luces simples utilizadas de forma única*



DESIGN SURVEY FOR CEDAR BROOK ELEMENTARY  
SPRING BRANCH ISD

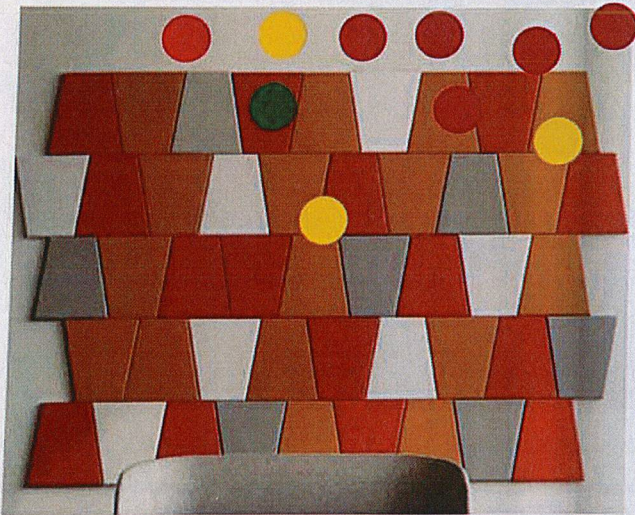
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## 4) SOUND TREATMENT TRATAMIENTO DE RUIDO

What kind of sound treatment would be most appropriate for the Library at Cedar Brook?  
*¿Qué tipo de tratamiento de ruido sería más apropiado para la Biblioteca de Cedar Brook?*

**A) Applied as a decorative element**  
*Aplicado como un elemento decorativo*



**B) Integrated into materials**  
*Integrado en materiales*



**C) Accenting special areas**  
*Acentuando áreas especiales*



DESIGN SURVEY FOR CEDAR BROOK ELEMENTARY  
SPRING BRANCH ISD

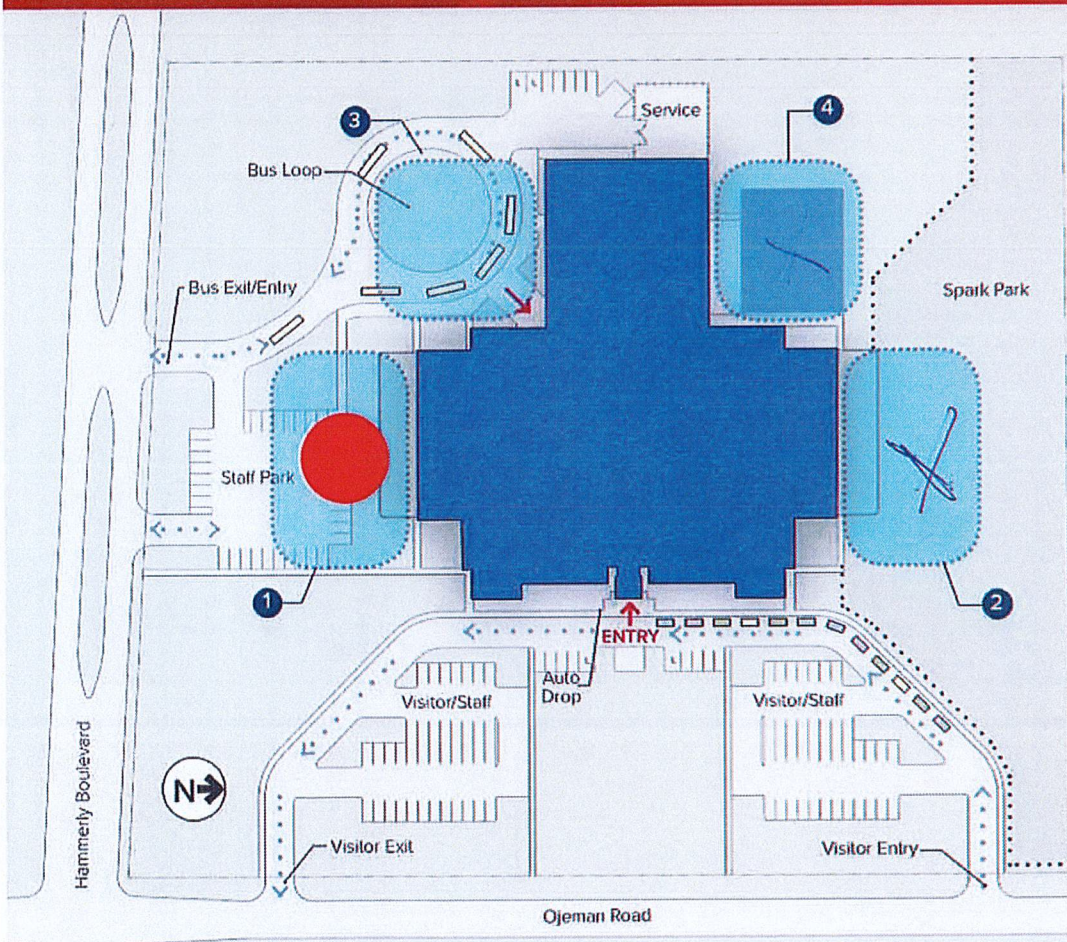
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Group #1

21

## CLASSROOM ADDITION – SITE ANALYSIS



### Proposed Location 1 – South of Kindergarten

- Close proximity to existing shared resources
- Ample room for addition
- Relocate staff parking to available green space.

### Proposed Location 2 – North of Pre-K

- Close proximity to existing shared resources
- Close to existing playground
- Encroaches on Spark Park Area

### Proposed Location 3 – South of Cafeteria

- Requires Relocation of Bus Loop
- Potential Noise transmission from Cafeteria
- Green space available for Rainwater management

### Proposed Location 4 – North of Existing Gym

- Close proximity to intermediate grades and Spark Park
- Requires relocation of Covered Play Area
- May require relocation of Orchard Garden
- T-Building removal prior to construction which requires 5<sup>th</sup> grade to move to interior of campus.

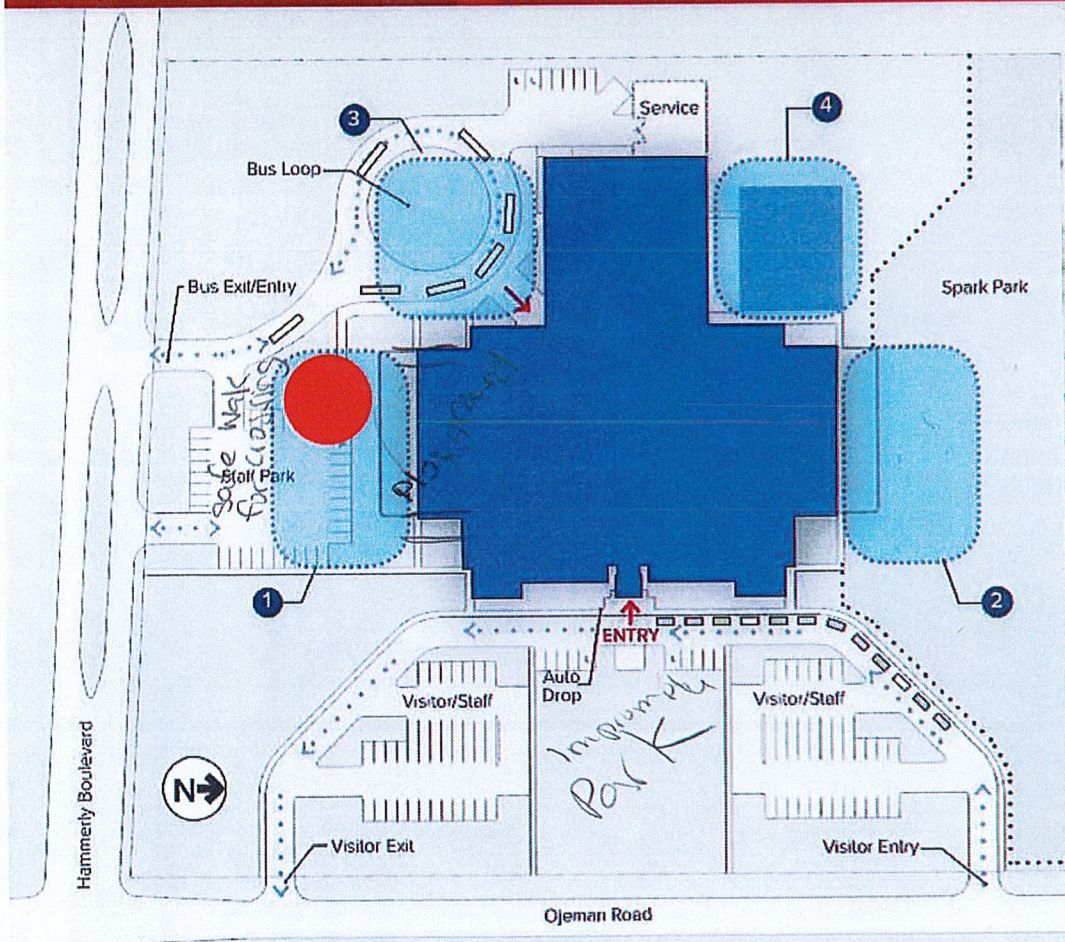
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Group 2

21

# CLASSROOM ADDITION – SITE ANALYSIS



## Proposed Location 1 – South of Kindergarten

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- Ample room for addition
- Relocate staff parking to available green space.

## Proposed Location 2 – North of Pre-K

- Close proximity to existing shared resources
- Close to existing playground
- Encroaches on Spark Park Area

## Proposed Location 3 – South of Cafeteria

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- Potential Noise transmission from Cafeteria
- Green space available for Rainwater management

## Proposed Location 4 – North of Existing Gym

- Close proximity to intermediate grades and Spark Park
- Requires relocation of Covered Play Area
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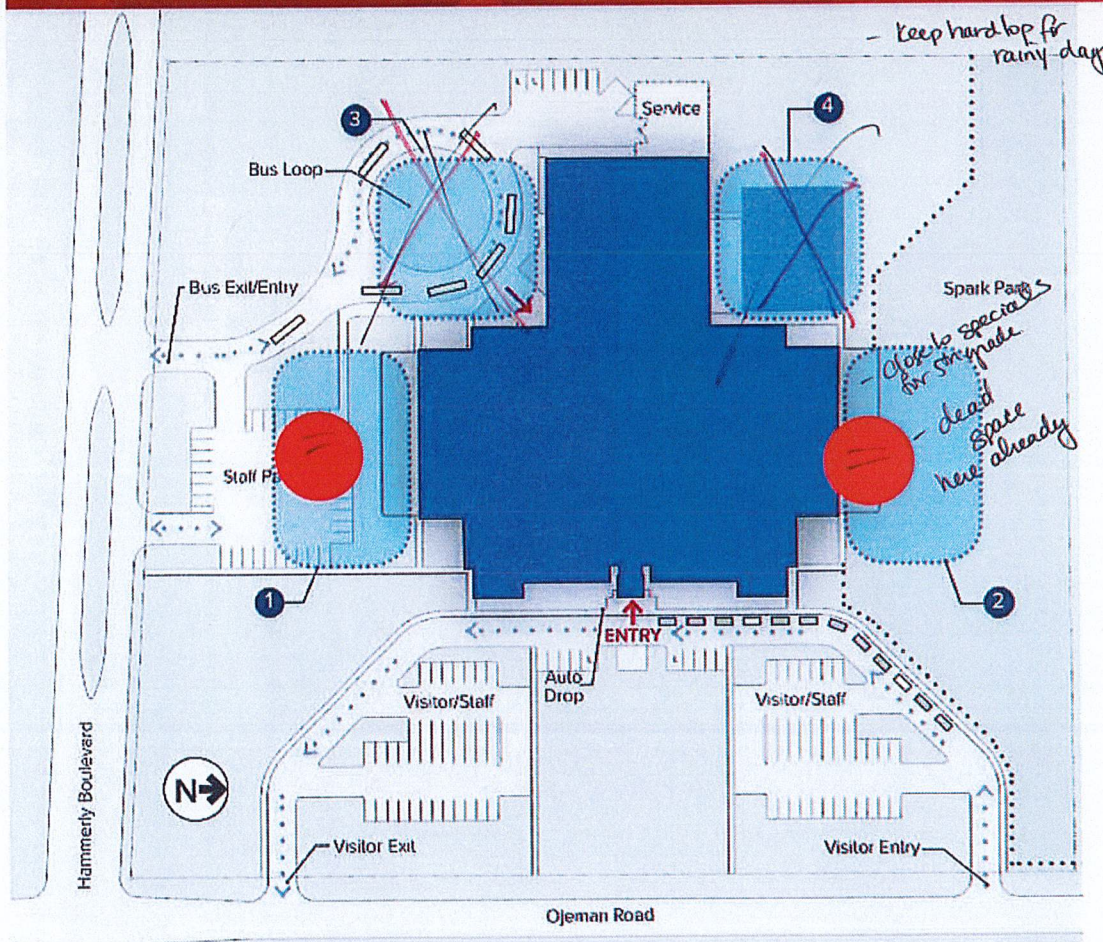
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Group 3

21

## CLASSROOM ADDITION – SITE ANALYSIS



### Proposed Location 1 – South of Kindergarten

- Close proximity to existing shared resources
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- Requires Relocation of Bus Loop
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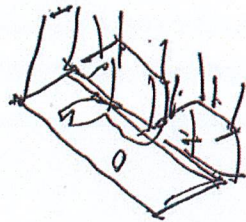
### Proposed Location 4 – North of Existing Gym

- Close proximity to intermediate grades and Spark Park
- Requires relocation of Covered Play Area
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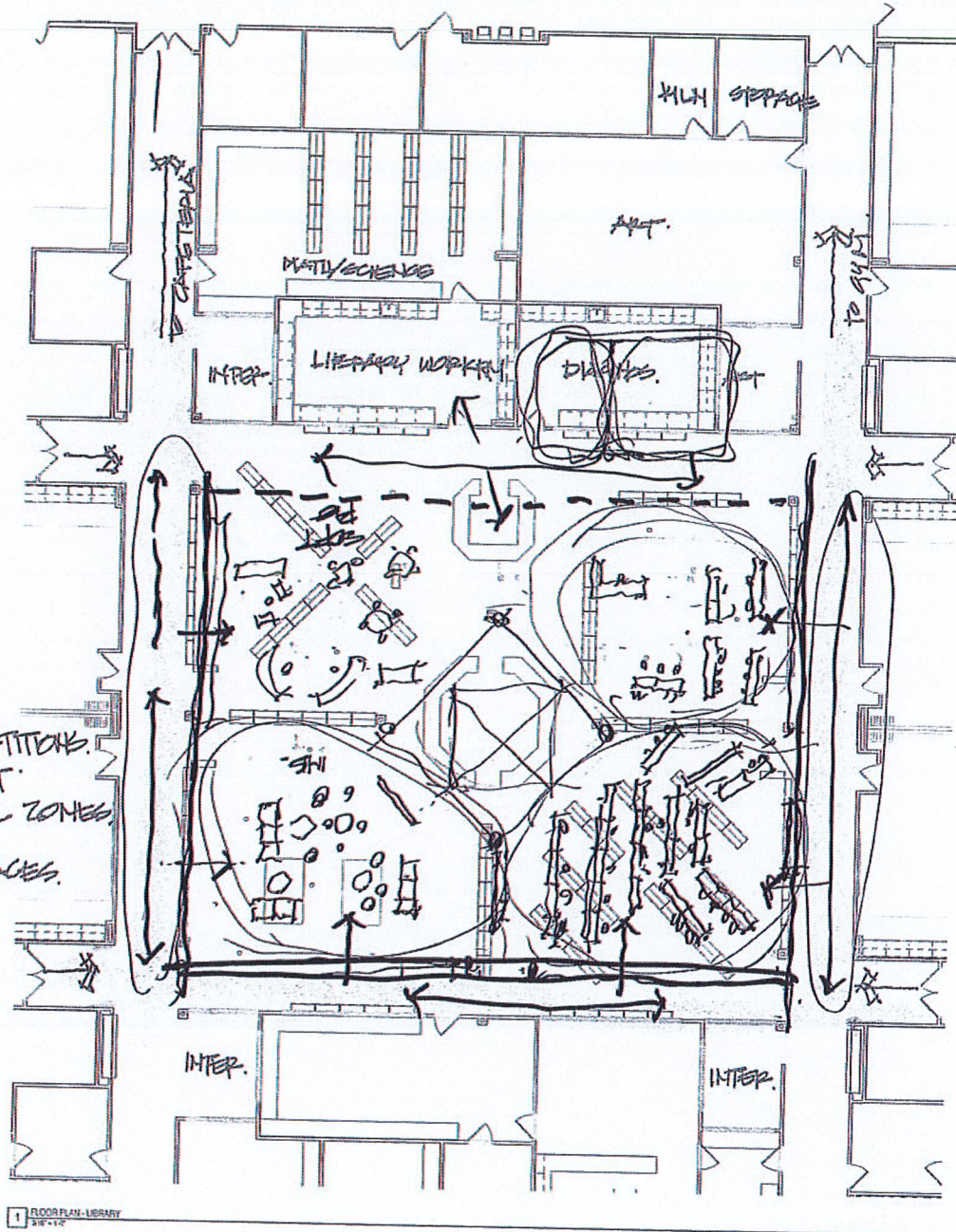


50-100  
FLOOR  
w/ TRACES



# NOTES:

1. PERIMETER GLASS PARTITIONS.
2. ACOUSTICAL TREATMENT.
3. CREATE MULTIFUNCTIONAL ZONES.
4. FLEXIBLE FURNITURE
5. VERTICAL READING SPACES.
6. CONFERENCE ROOM.
7. PIN-UP AREAS.
8. UPDATE FINISHES.



1 FLOOR PLAN - LIBRARY  
3/18/17

FLOOR PLAN - LIBRARY  
ADDITION AND RENOVATIONS TO  
CEDAR BROOK ELEMENTARY SCHOOL  
SPRING BRANCH I.S.D.

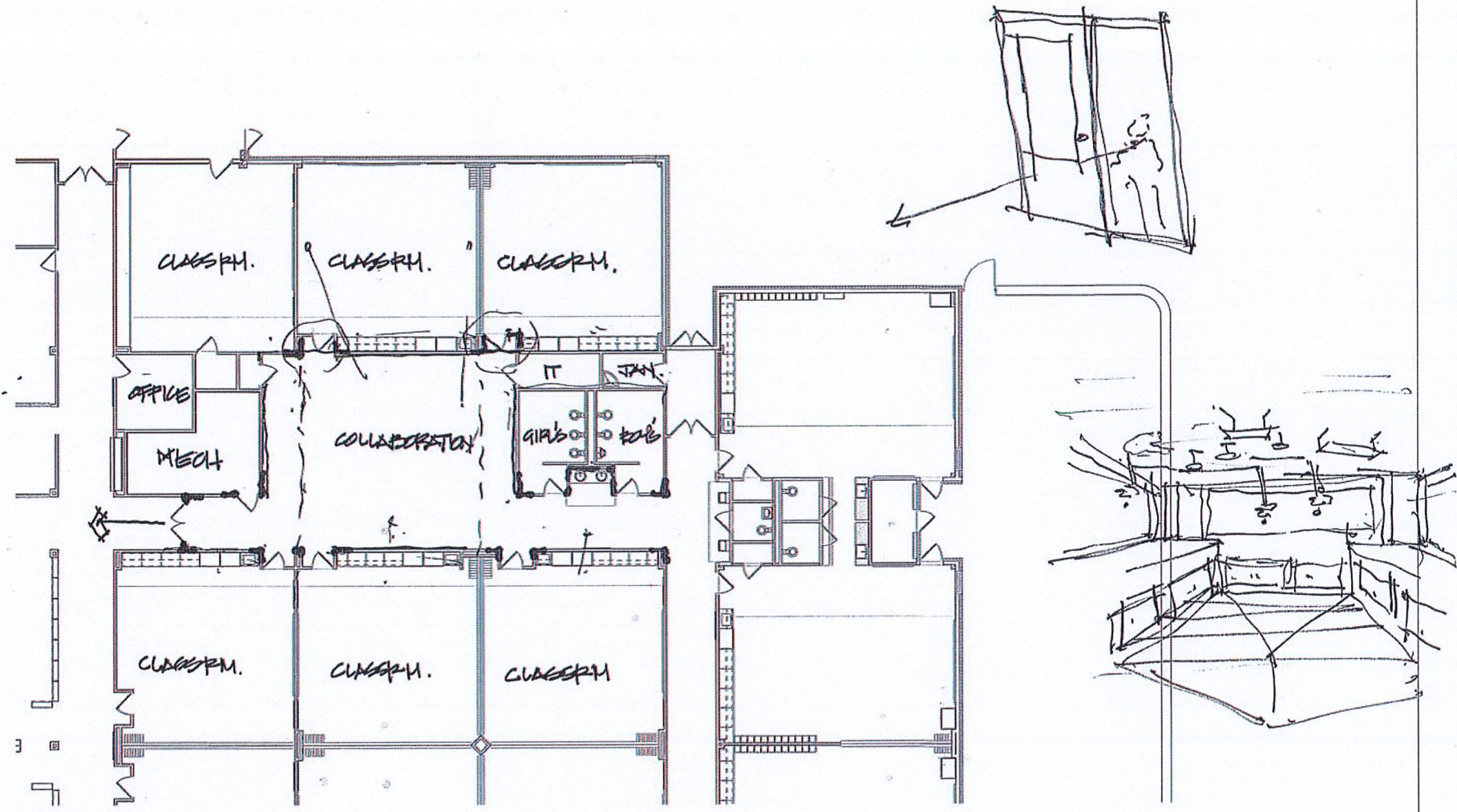
3/18/17  
02/05/2018

Huck  
ARCHITECTS



UNFORTUNATELY...

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1 FLOOR PLAN - COLLABORATION/CLASSROOMS  
3/16" = 1'-0"

-NOTES: COLLABORATION

1. NATURAL LIGHT - COLLAB
2. WRITABLE SURFACES - COLLAB
3. COMFORTABLE & FLEXIBLE SEATING

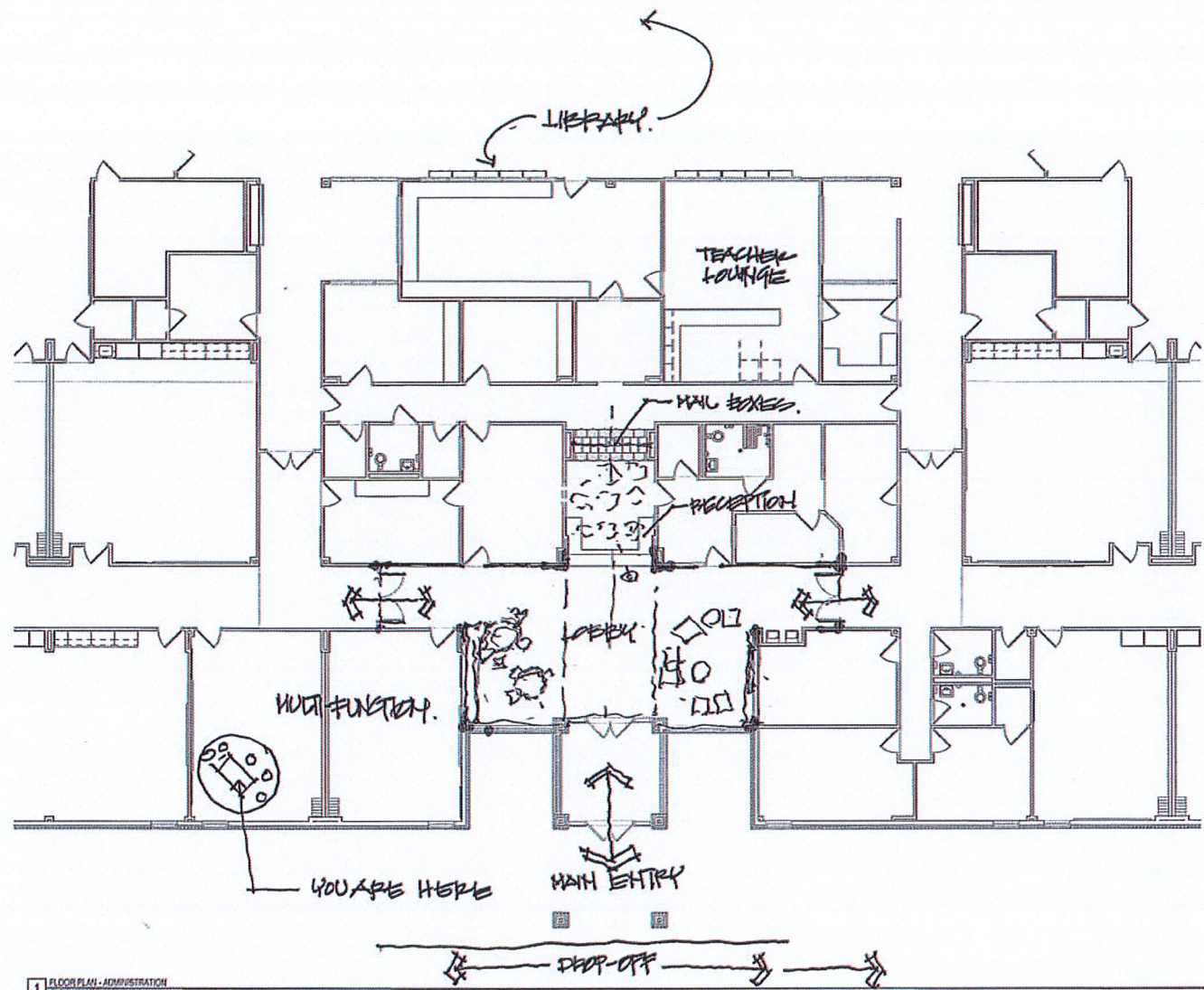
-NOTES: CLASSROOMS

1. MATCH DISTRICT STANDARDS
2. INCORPORATE TEACHING WALL = TECHNOLOGY
3. MAXIMIZE TEACHING & DISPLAY SURFACES

FLOOR PLAN - COLLABORATION/CLASSROOMS  
ADDITION AND RENOVATIONS TO  
CEDAR BROOK ELEMENTARY SCHOOL  
SPRING BRANCH I.S.D.  
3/16" = 1'-0"  
02/05/2018







1 FLOOR PLAN - ADMINISTRATION  
3/16" = 1'-0"

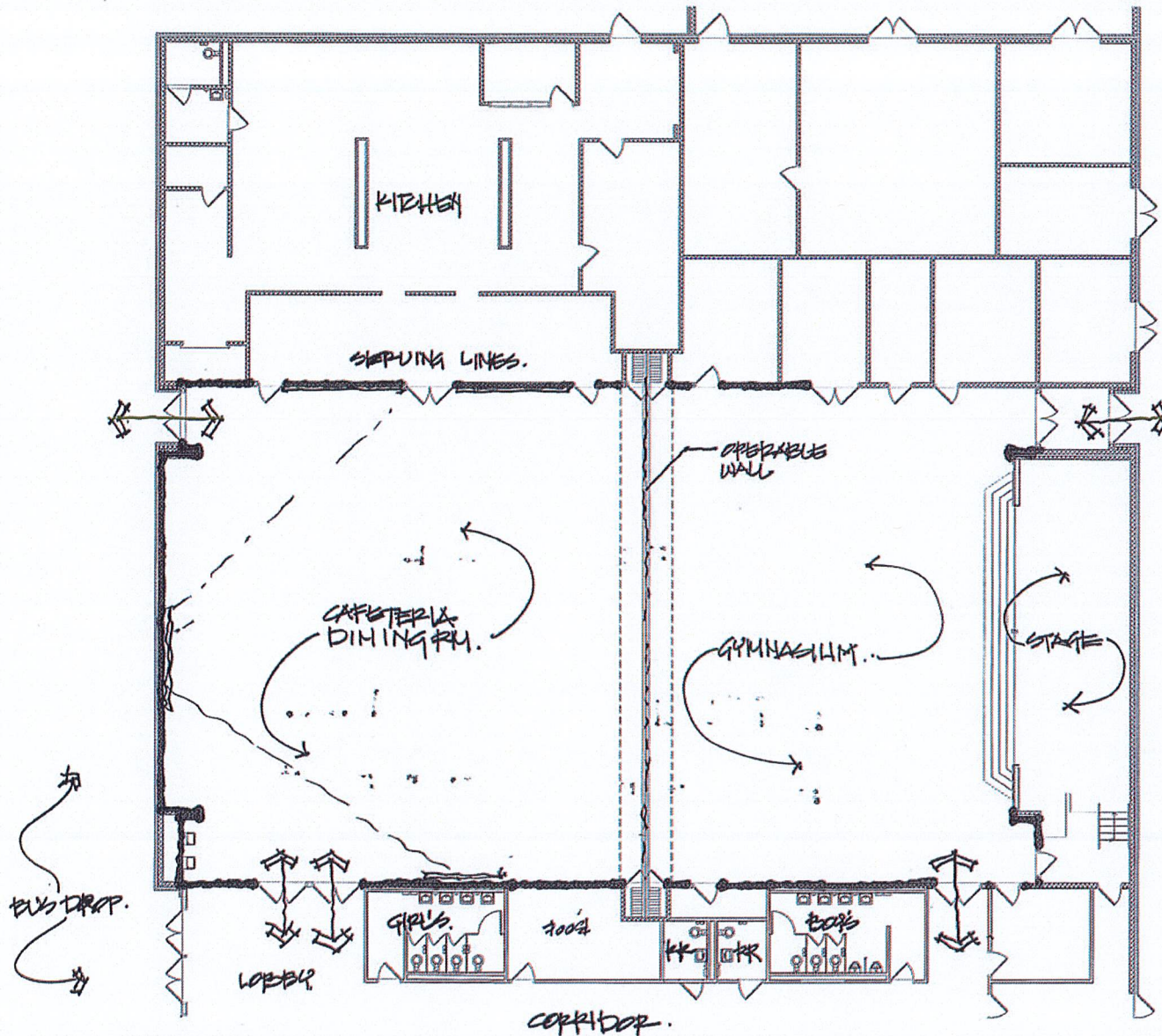
NOTES:

1. INCORPORATE DISPLAY TECHNOLOGY
2. UPDATE FINISHES, FURNITURE & GRAPHICS
3. PREPENDING GRAPHICS TO EXPRESS SCHOOL'S IDENTITY.

FLOOR PLAN - ADMINISTRATION  
ADDITION AND RENOVATIONS TO  
CEDAR BROOK ELEMENTARY SCHOOL  
SPRING BRANCH I.S.D.  
3/16" = 1'-0"  
02/05/2018







FLAT GROUND.

NOTES:

1. ACOUSTICAL TREATMENT TO REDUCE NOISE.
2. MORE DISPLAY AREAS & WRITABLE SURFACES
3. INCORPORATE DISPLAY & SOUND TECHNOLOGY.
4. PARENT DINING AREA

1 FLOOR PLAN - CAFETERIA/GYM  
SW - PG

FLOOR PLAN - GYM/CAFETERIA  
ADDITION AND RENOVATIONS TO  
CEDAR BROOK ELEMENTARY SCHOOL  
SPRING BRANCH I.S.D.  
3/16" = 1'-0"  
02/05/2018

