



## Minutes 2012 Bond Project Advisory Team (PAT) Meeting Austin High School

**MEETING #:** 22

**LOCATION:** Austin High School

**DATE / TIME:** June 16, 2016

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

|                                     |                   |                    |                                     |                    |                      |
|-------------------------------------|-------------------|--------------------|-------------------------------------|--------------------|----------------------|
| <input checked="" type="checkbox"/> | Steve Guerrero    | Principal          | <input checked="" type="checkbox"/> | Chris Fields       | Heery/HISD           |
| <input checked="" type="checkbox"/> | Yadira Banuelos   | Alumni Class Pres. | <input type="checkbox"/>            | Nancy Bennett      | Alumni               |
| <input checked="" type="checkbox"/> | Covey Nash        | Alumni             | <input type="checkbox"/>            | Octavio Cantu      | ERO Architects       |
| <input checked="" type="checkbox"/> | Cruz Casiano      | Teacher CTE Fam.   | <input checked="" type="checkbox"/> | Tim Johnson        | Teacher Science      |
| <input checked="" type="checkbox"/> | Rosemary Grant    | Heery/HISD         | <input checked="" type="checkbox"/> | Joe Nelson         | Alumni               |
| <input checked="" type="checkbox"/> | Marsha Eckerman   | Alumni             | <input type="checkbox"/>            | C. Guerrero        | Teacher CTE Ag       |
| <input checked="" type="checkbox"/> | Albert Wong       | Heery/HISD         | <input type="checkbox"/>            | Dan Bankhead       | HISD Mgr. Design     |
| <input checked="" type="checkbox"/> | Sylvia Wood       | HISD Communication | <input checked="" type="checkbox"/> | Guadalupe Saldivar | SPED Teacher Asst.   |
| <input type="checkbox"/>            | Angelita Henry    | Parent/Alumni      | <input checked="" type="checkbox"/> | Raul Asoy          | SPED Chair           |
| <input checked="" type="checkbox"/> | Tania Roman       | Student/Alumni     | <input checked="" type="checkbox"/> | Chris Williams     | Teacher History      |
| <input checked="" type="checkbox"/> | Jacque Royce      | Alumni             | <input checked="" type="checkbox"/> | Mark Kerrissey     | Teacher History      |
| <input type="checkbox"/>            | Catherine Smith   | Teacher CTE Data   | <input type="checkbox"/>            | Jorge Medina       | Assistant Principal  |
| <input checked="" type="checkbox"/> | Eli Ochoa         | ERO Architects     | <input checked="" type="checkbox"/> | Theresa M. Guerra  | Registrar            |
| <input type="checkbox"/>            | Eric Ford         | HISD Architect     | <input checked="" type="checkbox"/> | Jose Saenz         | Teacher History      |
| <input type="checkbox"/>            | Erica Deakins     | HISD Director      | <input checked="" type="checkbox"/> | Paul Gloria        | Community Neighbor   |
| <input type="checkbox"/>            | Tierra Harris     | Parent/Alumni      | <input type="checkbox"/>            | Mark Janicek       | Teacher CTE Fam.     |
| <input type="checkbox"/>            | George Tracy      | Alumni             | <input checked="" type="checkbox"/> | Victor Trevino     | Teacher Soc. Studies |
| <input type="checkbox"/>            | Alfonso Maldonado | Alumni             | <input checked="" type="checkbox"/> | Holly Huffman      | HISD Communication   |
| <input type="checkbox"/>            | Jason Bernal      | HISD CSO           | <input type="checkbox"/>            | Dino Coronado      | HISD - SSO           |

**PURPOSE:** The purpose of the meeting was to meet with Project Advisory Team to update them on the latest Austin HS site/floor plan design layouts and studies of the new main entrance area.

**AGENDA:** See attached

**DISCUSSION:**

1. Principal Guerrero welcomed PAT members and introduced Rosemary Grant as the new project manager in transition. Albert Wong, Project Manager, will be available for any questions or references.
2. All visitors and PAT members were reminded to sign the attendance sheet.



3. Principal Guerrero reviewed his letter of PAT guidelines dated June 8, 2016, that was distributed by email with the meeting agenda. The intent of the guidelines is to promote productive participation by all members of the PAT and visitors alike. The following guidelines were discussed:
  - a. The meeting will follow the prepared agenda.
  - b. When the PowerPoint presentation is scheduled, it will be presented in full. All questions will be reserved until the PowerPoint presentation is reviewed slide by slide to ensure all questions related to the presentation have been answered. If a question cannot be fully answered, it will be put on the agenda for the next PAT meeting.
  - c. A guideline has been proposed to limit the number of questions asked by each member (one question plus follow ups or two to three minutes) to allow time for full participation of all members. Everyone has a right to be heard, and follow up questions are allowed.
  - d. The job of the PAT is to advise and help communicate accurate information about the project to the stakeholder groups and get feedback to bring back to the PAT.
  - e. Questions that may arise subsequent to the meeting are to be submitted by email to Principal Guerrero. He then will review and decide if the questions should be forwarded to the Project Manager for a response. The Project Advisory Team Handbook has been revised to reflect the change.
  - f. Participation on the PAT is at the discretion of the Principal. There are recommended categories of members in order to provide a diversity on the team, and these categories are described in the handbook. The principal noted that he would be reviewing PAT membership to ensure diversity across required categories. The principal further noted that the removal of some members might be required to balance representation on the team. New members — especially in the student category — could be added. Both the principal and project manager noted that though the measure would remove the member from the formal PAT roster, it would not prevent the person from attending the meetings, which are public.
  - g. Principal Guerrero and Grant noted that going forward all members would be required to sign the PAT agreement, committing to attend all meetings, respect project parameters, and treat all involved in a polite and professional manner.
  - h. Several PAT members expressed concerns and objections about the possible removal of current members. Several alumni members noted that they, unlike newer members who joined this year, had attended every PAT meeting since the group's inception and did not feel it was fair for them to be removed at this stage. Victor Trevino, an Austin teacher and new participant to PAT meetings, said he didn't feel as though any current members should be removed because all had volunteered time to the betterment of Austin High School.
  - i. The principal reiterated that he would be reviewing the membership list and making membership decisions, if needed. He said any changes would be announced before the next PAT meeting.
4. There was discussion led by Trevino questioning the need for change. He questioned the protocol of funneling all questions through the principal and said he was concerned that it would increase response time.
  - a. Trevino asked Principal Guerrero as to his opinion on the protocol. Principal Guerrero responded that he would prefer not to have this added responsibility, but he understood that this was his responsibility as leader of the PAT.
  - b. Trevino said he believed the norms were being implemented to limit and suppress the voices of a few PAT members who have been asking questions regarding the transparency and accountability of the process as well as the expenditures of the tax payer money. Grant and Senior Project Manager Chris Fields told Trevino that the norms were standard across all



projects and had been implemented many months ago following increases in direct communication between PAT members and project managers, which was decreasing the productivity of project teams. The norms are in place to ensure all questions are answered appropriately, while also ensuring project teams remain productive and keep the project moving.

5. Grant described the meeting she and HISD Communications had with Principal Guerrero and the discussion about the need for more diversity on the PAT. As the leader of the PAT, the principal needs to be in the loop on all discussions related to the project.
6. Marsha Eckerman, PAT member, commented that four (4) people have consistently participated in all of the PAT meetings. The PAT has been through changes with school principals, different managers from HISD, and has always done well with transitions. She had not noticed any problems until recently, and believes the process being implemented is needed and should be followed.
7. Mark Kerrissey, history teacher and PAT member, disagreed with Marsha, stating the previous principal who established the PAT was not open or transparent. He said an effort was not made by the campus to include as many people as possible. He feels the role of the PM is to oversee the project, and the principal should run the school, not the PAT. If a PAT member has a question, the process should not be slowed by having to go through the principal, which he felt was redundant. Program managers explained that the purpose of these norms is to cut down the number of previously asked and answered questions sent to program managers and bond staff. As outlined in the PAT Handbook, the school principal serves as the leader of the PAT. Funneling questions through the leader of the PAT keeps the principal in the loop on all questions and allows him to respond directly to those questions that already have been answered. It also allows him to use his judgement in passing along questions to the program manager as well as stay abreast of all issues related to the project.
8. Fields presented an overview of the number of schools under his team's purview as part of the 2012 Capital Bond. He stated that the meeting protocols have been working extremely well with other PAT Teams.
  - a. Fields explained that the project team had received upwards of five emails in a given week from the Austin PAT. He said many of the questions submitted had been previously asked and discussed in prior PAT Meetings. The recent increase in the volume of questions was negatively impacting the productivity of the project. Following the PAT Handbook, PAT members will submit questions and comments to the principal. The principal is tasked with going through the questions and submitting them, as needed, to the project manager no less than one week prior to the next PAT meeting. Unless the questions are deemed by the principal to be urgent, they will be answered at the next scheduled PAT meeting.
  - b. Trevino questioned the volume of emails being submitted and requested all emails sent by Austin PAT members to Austin project managers from the beginning of the PAT process.
9. Trevino questioned the date of the current PAT handbook and was told by Sylvia Wood, General Manager of Communications, that the PAT handbook has been revised three times since the inception of the bond program. Trevino stated that he did not have the current version on hand. Wood stated that the most recent version is available on the HISD Bond Website, dated June 2016. Trevino believes that it appears that the new changes to the PAT handbook are only being made to coincide specifically with the new norms of the Austin High PAT. He then informed Wood that he believes the information supposedly reflected in the new PAT handbook online is not reflected on the HISD website. Wood



assured the meeting participants that the website had been updated with the June 2016 version of the the PAT handbook. Trevino proceeded to log on to the HISD website and locate the new version, but he claims he was unable to locate the revised version. The Principal has access to the new version should Mr. Trevino have trouble locating the latest version.

10. Trevino asked how often project information is updated. Wood stated that the school's Project Update section is updated quarterly in advance of the Bond Oversight Committee meeting. She noted that the updates can be found on the bond website, [www.BuildHISD.org](http://www.BuildHISD.org).
11. The difference between the Bond Oversight Committee and Project Advisory Team was discussed.
  - a. The BOC is an independent citizens committee established to monitor the progress of the district's bond programs, ensuring that bond revenues are spent appropriately and evaluating risks and controls of the bond program via an independent and periodic report to the superintendent, board and general public. The committee is composed of nine members, including building and construction professionals, community members and active HISD parents. Committee members are not compensated for their service to HISD, nor are they permitted to have active or pending contracts with the district.
  - b. A Project Advisory Team is a campus-based *advisory* committee. Members work together to provide recommendations on planning and design and monitor renovation and/or construction. The PAT is made aware of the budget, schedule, and general scope of work set forth by the Board of Education. Additional details are found in the PAT Handbook, which is available on the HISD bond website and has been provided to all PAT members and the PAT leader, Principal Guerrero.
12. Grant reviewed the Steven F. Austin High School Guiding Principles that were developed to articulate the vision and ideals to the design team. The principles will be used to "test" the decisions that are made throughout the design process, since every element of the building must be created to support the school's vision and values. Recent graduate and PAT member Tania Roman was part of the team who collaborated on the principles. This can be found on the Austin HS website under the building program. The four principles are:
  - a. Tradition, values, integrity, honor and excellence
  - b. A belief in collaboration
  - c. Safety
  - d. Flexibility
13. Roman asked if existing members will need to sign a new agreement. Response was yes, and that will most likely occur at the next PAT meeting.
14. The project design schedule is currently in the construction documents phase, and the 60% construction documents are scheduled to be presented for HISD review in early August. Upon 100% completion of the documents, project bidding/negotiations phase will start and may require two to three months.
15. Grant provided the construction budget amount of \$55,812,044, which includes all construction, including the costs associated with installation of temporary buildings and temporary drives, i.e. permits, etc.



- a. On 6-15-16 at 3:34 p.m. or the day before the PAT meeting, Kerrissey sent an email to Grant with copies to all members on the PAT email list, requesting a response during the meeting to numerous bond funding questions. It was a general consensus that next month's presentation will be on the Austin HS budget and will be presented in the approved HISD format used by previous PAT Teams.
16. As mentioned during the recent community meeting, the Austin HS community prefers to remain on campus adjacent to the school during construction in lieu of being housed offsite at another HISD facility. As noted above, costs for T-buildings will be paid for by way of the construction budget, thus reducing the scope of the work previously proposed to the PAT and community in 2015 and early 2016.
17. Principal Guerrero and Grant provided an update on the swing space for students during construction. The AE, Principal Guerrero, Eric Ford, and Grant toured neighboring Foley's Warehouse that was suggested. It was determined that the building will require major renovations in order to provide temporary offices and classrooms. The project team also is researching the installation of temporary buildings on the newly acquired 8.6565-acre property. Proposals for both options are expected within the next few weeks.
18. Eli Ochoa with ERO Architects began his PowerPoint presentation by describing the various components of the design: teaching stations, CTE classrooms, and courtyard. He emphasized the design will maintain the legacy of the historical building.
  - a. Trevino said he wanted to keep Dumble Street as the main entrance. Ochoa responded that the Dumble Street entrance will still be available for use — specifically designated as the site for parent drop-off. However, based on the Traffic Flow Study, the major flow of bus traffic, visitors, and students will be through the entrance on Jefferson Street. Though the plan was approved several months ago, Trevino objected to the idea of having Austin's main entrance on the smallest street that surrounds Austin High School.
  - b. Trevino said he felt as though the PAT had extended a lot of resources, time, and effort to ensure the Austin facade remains intact to preserve the history of the school for years to come. However, he felt the work was for naught if the primary front entrance is moved away from that location.
  - c. A fellow alumni and longstanding PAT member disagreed with Trevino, stressing that the school has had many entrances and noting the historic entrance along Dumble Street was just one of them. He added that the measure was done, in part, to preserve the historic courtyard, noting that no one wanted to replace part of the courtyard with parking or a driveway — both of which were needed at the main entrance. Responding directly to Trevino's concern, he also stressed that the alumni were not losing any history or memories as a result of this decision.
  - d. Roman responded to Trevino's concerns by noting that all plans had been reviewed by the PAT throughout the design process. She noted that the group, many of whom had been attending meetings since the group's inception, had decided together that the plans were in the best interest of the school.
19. Ochoa indicated the splashes of color, daylighting and flexible spaces designed for student interaction are part of the 21<sup>st</sup> Century Learning concept.
20. Specific CTE classrooms — welding, diesel mechanical shops, and agriculture — were located in close proximity due to the commonality of noise generated in these classrooms.
21. Ochoa elaborated further about the innovative strategies and designs that were integrated to boost student achievement. Some common features are:
  - a. Bursts of color and abundance of natural light
  - b. Classroom courtyards and cafes



- c. Shared activity spaces where students can present, collaborate and study independently
  - d. Moveable walls that allow for changing needs in classroom settings
  - e. Flexible seating arrangements and learning spaces
  - f. Designs that mirror a collegiate environment while maintaining supervision appropriate for high school students
  - g. Green and sustainable design
22. The 1936 building will require extensive renovations. However, the *Frequency Report* prepared by an independent consultant indicated the building is in good structural shape.
23. When questioned how long the project would take once construction began, Ochoa stated that it would take at a minimum and barring no unforeseen conditions 14 to 18 months to rebuild Austin High School. Should students remain on site in lieu of relocating to another facility off campus as previously planned, the project could take upwards of 3 years to complete.
24. Kerrissey asked Ochoa about the scope of work scheduled for the Austin auditorium. Ochoa stated that the current design calls for minimal work to the auditorium, including upgrades to the audio and lighting system, should the budget allow. Kerrissey stated that he believes the Austin High School auditorium should become the “East End HSPVA”.
25. The alumni discussed the need to identify items that should be salvaged for historical purposes. This will be scheduled with the CMAR prior to the start of construction.
26. Theresa M. Guerra, Registrar, inquired about the amount of storage that would be available in her office area, and Ochoa respond that the storage would be more than adequate.
27. Christopher Williams, Austin HS teacher, requested information regarding HISD’s desire to provide more open spaces in lieu of classrooms. More specifically, he asked how these spaces would be utilized during instructional time. It was explained that having open flexible spaces in lieu of classrooms is part of 21<sup>st</sup> Century Learning, a concept was being employed in the renovation and rebuilding of all schools affiliated with the 2012 Bond Program. This concept was discussed in detail during prior working sessions with the Austin High School staff.
- a. Though the design concept is based on 21<sup>st</sup> Century Learning, bond team members noted that ultimately the space will be used however the principal sees fit and will vary from campus to campus. Some schools have requested far more open space than the Austin, which is why the Austin design has less 21<sup>st</sup> century learning space than other schools within HISD. The amount of flexible space was discussed and approved by way of the school’s Educational Specifications, dated February 2015.
28. Williams questioned the purpose of open spaces outside of the classroom, which Ochoa said would be reserved for students engaged in individual study or small group activities. These open spaces are part of the traditional square footage required for the cafeteria and library. Williams noted that the spaces could not be used because teachers are not permitted to allow students to be assigned to any area of the school that is not being directly supervised by a teacher. He further noted that it was illogical to conclude that effective teaching could occur in a situation where students are located both in and out of the classroom. Principal *Guerrero stated that such a policy would no longer be the case with the implementation of 21<sup>st</sup> Century Learning. It also was noted that the design plans call for large windows*



*to still allow for direct supervision just outside the classroom.* Principal Guerrero also stated that there may be other ways to utilize these spaces in the future.

29. Williams suggested that rather than have open spaces for purposes that have yet to be clearly determined, it may be more useful and beneficial to students and teachers to use that space for additional classrooms to ensure each teacher has their own designated classroom and doesn't have to "float" from room to room during the day. It was noted that 21<sup>st</sup> Century Learning allows for more flexible space and fewer block classrooms, so teachers are not guaranteed a designated classroom. However, the principal can choose to accommodate this issue through the school's master schedule.
30. Williams also asked about workrooms that have desks where teachers can work. Ochoa said these were areas where teachers could work "if they wanted to work or plan outside of their rooms." In response, Williams asked if teachers would have access to their classroom throughout the day or if they would be required to use the common planning rooms because they were required to float and/or didn't have access to their classrooms during planning periods. Ochoa noted that teachers may be required to float. Wood added that the decision would be based on the master schedule created by the principal. Williams said he didn't think the master schedule would have anything to do with the issue because teacher relocation would be determined by the classroom to teacher ratio. Principal Guerrero said it would be the total number of classrooms and not the master schedule that would determine if teachers would be required to float, but noted that they could potentially make use of other spaces once they were in the building.
31. Trevino added that he believes "floating" will inevitably have a negative impact on the recruitment and retention of the highest caliber of teachers.
32. Future Tentative PAT Meeting Dates were briefly discussed in order to provide dates online. The dates will be discussed further at the next meeting.
  - a. July 21, 2016
  - b. August 18, 2016
  - c. September 15, 2016
  - d. October 20, 2016
  - e. November 17, 2016
  - f. December 15, 2016
33. Trevino asked how many teachers can work in the Teacher's Work Room. Response: The workrooms are 1,000 sq. ft. and Table 1004.1.2 of the 2012 IBC requires 100 square foot per person. However, once the functionality and the furniture and fixtures are determined, the range could be 10 to 20 persons.
34. Paul Gloria, local neighbor on Jefferson Street, asked questions related to traffic and standing water. He said many years ago his home flooded. Although his home has not flooded in the recent past, he wanted assurance that this project would not make prior conditions worse. Ochoa stated that the current design of the school and interior courtyard is designed to relieve future flooding issues, as the amount of impervious conditions is reduced with the new design. Regarding traffic along Jefferson, Ochoa stated that traffic will be heightened during the early construction phases, but will taper off as the project reaches the end of construction. It also was mentioned that the building is scheduled to be set back 60



feet to allow for additional parking and keep the building from being right on the street. The width of Jefferson will remain the same.

35. What to expect at the next PAT Meeting: Review summary level project budget information as presented to the Bond Oversight Committee. This meeting, as with all future PAT meetings, will be kept to less than one hour in length.

36. Action Items: See Item 25 response.

**NEXT PAT MEETING:** Thursday, July 21, 2016 @ 4:00 p.m., Austin HS Library

Please review the meeting minutes and submit any changes or corrections to the author. The aforementioned minutes include comments brought forth to the project team within the five day period and are assumed to be accurate.

Sincerely,

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