



## MEETING MINUTES

**BRW PROJECT NO:** 221049.00  
**RE:** GENEVA HEIGHTS ELEMENTARY SCHOOL  
**COMMUNITY CHARETTE**  
**DATE:** JUNE 14, 2021 **TIME:** 6:00 PM  
**LOCATION:** VIRTUAL

<b>ATTENDEES:</b>	<b>REPRESENTING:</b>	<b>EMAIL:</b>
<b>COMMUNITY MEMBER ATTENDEES RECORDED BY DALLAS ISD</b>		
Brent Alfred, AIA	Dallas ISD Deputy Chief	balfred@dallasisd.org
Jacqueline Bell	Dallas ISD Communications	jacbell@dallasisd.org
David Downing	Dallas ISD Director	dadowning@dallasisd.org
Katy Lenihan	Dallas ISD Project Manager	klenihan@dallasisd.org
Michael J Ruiz	Dallas ISD Principal	micruiz@dallasisd.org
William Meredith	Jacobs	C259@dallasisd.org
Denisse Tse, AIA, RID	BRW	dtse@brwarch.com
Chris Sano, AIA	BRW	csano@brwarch.com
Anne Hildenbrand, AIA, ALEP	BRW	ahildenbrand@brwarch.com
Lisa Lamkin, FAIA, LE Fellow	BRW	llamkin@brwarch.com
Abby A. Hiles, AIA	BRW	ahiles@brwarch.com

### DISCUSSION:

1. Jacqueline Bell and Brent Alfred provided introductions and goals for the community charette. The charette provides a format to discuss conceptual ideas and vision of the community for the elementary school.
2. BRW presented an initial study of the existing Geneva Heights campus and site.
3. Neighborhood Context
  - The neighborhood context includes multiple neighborhood associations and conservation districts within and adjacent to the school attendance zone.
  - The surrounding residential neighborhoods have a diversity of architectural styles and character.
  - The surrounding residential streets are pedestrian friendly with mature trees and sidewalks.
  - The nearby commercial area on Greenville includes a diversity of building styles and scales.
  - BRW's design process develops an understanding of the special characteristics of the community to reflect and enhance the community in the design of the building.
4. Site Analysis of Existing Conditions
  - Initial analysis of the site indicates the surrounding single-family homes, large mature trees, and sidewalks surrounding the campus.
  - Parking is located on the west side of the site and provides kindergarten drop-off area. Pick-up and drop-off for cars and buses are located along the street on the north and south sides of the

- site.
- The size of the site presents a design challenge to organize the program for the building and site. A two-story building may provide opportunity to maximize the site and program. Queuing for pick-up and drop-off may not be accommodated within the site.
  - The existing building is comprised of the original 1931 building with additions constructed in 1953 and 1995.
5. The community members provided responses to polling questions as follows.
  6. What culture, traditions and values do you love about this school/campus?
    - Responses included the following: close knit, neighborhood, family, community, diversity, architecture, intimate, small, goal-focused, academically minded.
  7. How do we define success upon project completion?
    - Responses included the following: happy families, space, efficient, organized, compatible architecture, space, modernized, functionality, excited/successful students, updated technology and resources, safety, conservation, families staying at our school throughout elementary years, beautiful, functional, happy neighbors and teachers, better use of outdoor space, maintains as much of beautiful, historic design as possible, keep students together during build, melding old with new, sense of place, security on playground and school, neighborhood school not just school in neighborhood, adaptable, landmark in neighborhood, transitional spaces, evolve with increased population, designed for students, finishing without too much disruptions, streamlined, modernized with latest technology, updated technology and teacher resources, happy teachers, space for outdoor activities, maximizes the future, clean fresh space, neighborhood feel, better use of outdoor space
  8. What makes you excited about this project?
    - Responses included the following: better outdoor recess spaces, better learning environment, getting up to date with our school needs, modernizing, updated technology, bigger classrooms, up to date, transformation, no more leaks, creating something we can be proud of, an opportunity to provide multiple generations with innovative learning environment, efficient in terms of energy use, shade on playground, removing barriers for teachers (technology/space), school compliments how students learn today, better facilities – heater, a/c, internet, electric outlets, working Wi-Fi, room for more chickens, accommodating growing population of students and teachers, shielded playground area, landscaping and fresh look
  9. What are your biggest concerns for this project?
    - Responses included the following: damage to the original façade, where do the kids go, will they stay together, a building that doesn't match the neighborhood, how we will manage disruption for students / timeline, what happens to the learning environment during construction, students being relocated, losing original façade, time it will take to be completed and where kids will be, disruption to school year, disruption to learning environment, loss of trees, construction time, loss of library or auditorium, lose character of original school, losing teachers, McMansion Elementary, short term decisions that sacrifice long term benefits, DISD dropping the ball before crossing the goal line, creating a safe environment that is still welcoming, keeping too much historic value and giving up opportunities to give students the ability to learn efficiently, loss of enrollment because of construction, losing new families before they even begin at the school
  10. What existing community partnership programs are important to retain?
    - Responses included the following: Peace Pantry, Pre-Geneva, garden, neighborhood groups and volunteers, Scouts, groups that tend garden, potential families, neighborhood associations, multigenerational GH families, Lower Greenville Collective, attracting good teachers
  11. Rank the following from 1 to 5 (5 being the highest priority).
    - The priorities were ranked as follows:
    - #1: Retain existing front façade of the 1930s building and incorporate into new school

- #2: Utilize the entire site to maximize the program
  - #3: Maximize outdoor learning opportunities
  - #4: Retain existing 1930s building and incorporate into new school
  - #5: Orient main entry to face Matilda Street
12. BRW presented a series of images depicting visioning concepts for input. The community members provided feedback as follows.
13. Outdoor Gathering
- Both structured outdoor classroom and more open multipurpose areas are desirable
  - Outside teaching areas and opportunities to eat outside
  - Trees and covered space
14. Access to Nature
- Aspect of both large and small scale outdoor spaces are desirable
  - Desire openness but also more natural feel
  - More intimate zoning
  - Maximizing all outdoor space
  - Desire for playground area that is protected within school walls/courtyard
15. Gardening
- Gardening area for students to garden similar to image 1 is preferred
16. Transparency
- Natural light is desired
  - The more windows to outdoor space the better
  - Both windows to the outdoors and to corridors are desired
  - Anyone can see in is desired for safety
  - Concern expressed that transparency to interior could be distracting
17. Interiors – Colorful / Natural
- Both color and natural interiors are desirable
  - Prefer colorful
  - Natural image feels like a secondary school
  - Like the juxtaposition of kids bringing color to the space
  - Colors can look dated
18. Grand / Intimate
- Both scales are desirable depending on the location
  - Taller ceilings
19. Organic / Linear
- A combination of organic and linear forms may be used
  - Organic concept is preferred
  - Free form, curves is preferred
20. Flexibility
- Openness is desired with spaces not necessarily defined by walls
  - Optimal flexibility
  - Combination of areas as students learn differently
  - Safety, distractions, over sensory issues, and acoustics are concerns in open areas
  - Moveable walls for flexibility
  - Need for flex space

21. The community members provided discussion and responses the DISD form to document three BIG ideas: Bold, Innovative, Generational.
  - BIG Idea No. 1: Adapting to growth while maintaining our small knit community
    - Tight knit community
    - Small neighborhood feel
    - Sustaining quality
  - BIG Idea No. 2: Remain a Gem/Jewel in the community
    - Center of our community
    - Where everybody wants to be
    - A beacon in the community
  - BIG Idea No. 3: Ensure that our building still reflects the spirit of our diverse community
    - Pride in our building reflecting pride in our community
    - The physical building/exterior matches the school community/inside
    - The new design to reflect the old, but do not want to sacrifice function to retain the original structure
  - Anything else you would like to share:
    - Accommodates and celebrate diversity of cultures that make up the community, activities that take place inside and outside, learning styles, etc.
    - Important that the new building focus will support students and teachers most of all.
22. The DISD Charette website survey will be open through July 2, 2021. Responses will then be provided to the design teams.
23. The next community meeting is scheduled for August 30, 2021 at 6:00pm.

The previous minutes are our recollection of the project discussion. Should there be any discrepancies, please notify our office within seven days of receiving this report.

**Abby A. Hiles, AIA**  
DIRECTOR

**ATTACHMENTS:**  
N/A

CC:  
BRW File