



## MEMORANDUM

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**TO:** City Planning Commission and Heritage Preservation Commission, Committee of the Whole

**FROM:** [Shanna Sether](#), Senior City Planner, (612) 673-2307

**DATE:** September 18, 2014

**SUBJECT:** DeLaSalle High School – Campus Renovation

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The subject property at 25 West Island Avenue is DeLaSalle High School, which is located in the St. Anthony Falls Historic District. The period of significance for this district is from 1858 to 1940. DeLaSalle High School established on Nicollet Island in 1898. In 1971, Nicollet Island was listed on the National Register of Historic Places as a portion of the St. Anthony Falls Historic District. There is one existing building that is considered to be a contributing resource in the District, “B” Building, which was constructed in 1922.

The subject property is zoned R1A Single-Family District, MR Mississippi River Critical Area Overlay District, and SH Shoreland Overlay District. The *Minneapolis Plan for Sustainable Growth* designates the future land use as urban neighborhood.

DeLaSalle High School is proposing to renovate the existing interior of the school and add a 15,000 square foot building addition between the rear of the school, connecting “A” Building” with “B” Building and the Brother’s Residence.

The design objectives for the addition are to activate the interior of the campus, create more of a street presence along West Island Avenue and Grove Street, maximize daylight within the existing building and planned addition, improve accessibility, internal circulation and wayfinding by creating more logical internal connections, improve the appearance and function of the existing parking and loading areas adjacent to Grove Street, improve access between the athletic activities in and adjacent to the structure while preserving views within the District.

The [St. Anthony Falls Historic District Design Guidelines](#), adopted in 2012, apply to this development. This site is located in the Nicollet Island Central Mixed-Use District (p. 150). As with the other initial concepts, guidelines to consider include:

- Additions (p. 84)
- Architectural character and detail (p. 101)
- Building mass, scale and height (p. 103)
- Materials (p. 112)

Formal preservation and land use applications have not been submitted to date. However, based on a cursory review of the proposal, the following applications appear necessary: Certificate of Appropriateness and Site Plan Review to allow for a 15,000 square foot building addition to an existing school. Staff and the applicant are seeking feedback on the conceptual review of the proposed project.



DeLaSalle High School  
Center for Innovative Learning

**Committee of the Whole  
Concept Review**

Submitted September 9, 2014

HGA Comm. No. 3411-001-00



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## Vision

DeLaSalle High School, the only Catholic high school in the city of Minneapolis, has for more than a century sustained and advanced the educational vision defined more than three centuries ago by St. John Baptist de La Salle, founder of the Brothers of the Christian Schools (informally known as the Christian Brothers).

As demonstrated by the unwavering and enthusiastic commitment to attract students from various economic levels, academic abilities, racial communities, and ethnic backgrounds, DeLaSalle High School extends beyond the facilitation of academic success to the preparation of students to be of service to the local, national, and global community both during and after their formal education.

DeLaSalle High School seeks to create an environment in which the youth of our urban area are empowered and enabled to create for themselves and others a functional, literate, and safe community.

## Introduction

Thanks in large part to partnership with our friends and community DeLaSalle has reached our 115th year on Nicollet Island. Since 1975, DeLaSalle has upgraded and modernized enough of its facilities and programs to remain vital in a highly competitive school-choice market. Due in large part to administrative stability and vision, DeLaSalle has balanced its operating budget 18 of the past 19 years and eliminated debt, all the while expanding both the school's endowment and commitment to financial assistance. In part because of this fiscal foundation, DeLaSalle has been able to enhance academic and co-curricular programming for students. As surely as today's students and families see DeLaSalle as a gateway to their futures, so too should the entire school community envision and create a campus that welcomes students from every neighborhood and provides that gateway into the global society. DeLaSalle must seize this moment and look into the future, to renovate and create modern, on-campus facilities for current students and generations of Islanders to come.

In Spring 2014, DeLaSalle, working with HGA and McGough, completed a masterplan for the campus. This process identified opportunities within the current facility for a new academic "hub" at the heart of the campus, accommodating enhanced learning opportunities with improved access to technology, and providing a much needed, flexible commons space. The masterplan also identified opportunities on-site for co-curricular requirements, campus mechanical and electrical infrastructure needs, and enhancements to building traffic flow and the safety and appearance of the North entrance and service court.

## Needs and Opportunities

We know that we have reached an optimum enrollment range relative to expansion of academic and co-curricular programs for students. We do not expect to grow our enrollment beyond the current range, because our core Lasallian philosophy mandates that each student receive a maximum of individual attention and opportunity to connect to the community. We now must sustain the strength of our enrollment, programs, and philosophies with facilities to adequately support our growth.

DeLaSalle is challenged to provide adequate space for these expanded programs and to continue providing adequate technology for its teachers and students. Our average class size remains manageable but it has climbed slightly above our optimum goal of 25 students per section. Because of our commitment to the student-teacher relationship, we retain a model of teachers having a home-base classroom in which to work. Students easily find their teachers to be accessible for extra help as needed.

Our cloud-technology initiatives have changed the education paradigm, and students and teachers have enthusiastically embraced a new model of teaching and learning. Only a portion of our classrooms, however, fully support the opportunities afforded by the new educational model. To fully maximize the potential of this technology – and to prepare students for college and career environments – we must address classroom space and technological infrastructure.

The Center for Innovative Learning (C.I.L.) is the centerpiece of this campus renovation and will provide spaces directly suited for student learning, instructional support, and collaboration. The highest priorities are the learning center, media & technology center, and flexible educational space.

This project presents an opportunity to redesign the campus and do something that is long overdue: replace outdated cocurricular space in the middle of the campus with modern and multi-dimensional instructional space. By constructing the CIL, we will put new and innovative learning spaces – academic spaces – in both the first and second floor of the school, between our main entries:

- With 8,000 square feet available, the CIL would appropriately recapture learning space along both sides of the corridors, positioned on the front side of the building, between the two primary entries to the school.
- Rather than add traditional classroom boxes, DeLaSalle seeks to construct learning spaces that will enhance its current 1:1 technology program and college preparatory curriculum.
  - We envision flexible laboratories for creative, activity- and project-based learning, spaces for multi-media production and inter-departmental instruction, and more.
  - Students will take the lead in discovering solutions with relevance to college and career goals.
  - We are committed to partner with students as they broaden their learning, to delve deeper into hands-on discovery and development of collaborative and analytical skills.
  - By creating multi-dimensional learning spaces, teachers will be better equipped to lead students in areas of investigation, problem-solving and critical analysis.
- Studies indicate that use of hands-on and project-based learning experiences increase science reasoning scores for students of all backgrounds.
- Other studies indicate employers are seeking employees who think more creatively and can work in both individual and collaborative environments.

- Adding 8,000 square feet at the campus core for instructional use helps keep average class sizes between 23-27 students and expands opportunities for innovative and necessary pedagogical approaches.
  - Repositioning academics at the core of the campus allows for multi-departmental projects (such as robotics or multi-media production) in larger and less confined rooms.
  - Our commitment to rigorous scholarship will be centered on our campus: DeLaSalle will replace storage, locker room and laundry facilities with modern and innovative classroom spaces at the heart of the school.

The addition of 15,000 square feet in the center of our campus on the North side allows for the prioritization of prominent space within the existing facility for academic needs, will provide equal facilities supporting co-curricular activities for male and female students, and will improve internal circulation throughout the campus. Site improvements are desired to address safety and traffic issues and improve the appearance from Grove Street and the neighborhood. By constructing the CIL, we will put updated co-curricular spaces – that support academics – in a central location away from the main entrances in a position that:

- Provides additional academic space at the heart of the campus improve circulation within the school.
- Enhances connection between buildings, alleviating congestion within the school, and addressing safety issues.
- Provides co-curricular bus loading, on site, at the north entrance, decreasing traffic congestion and related spill-over at main entrances on the South.

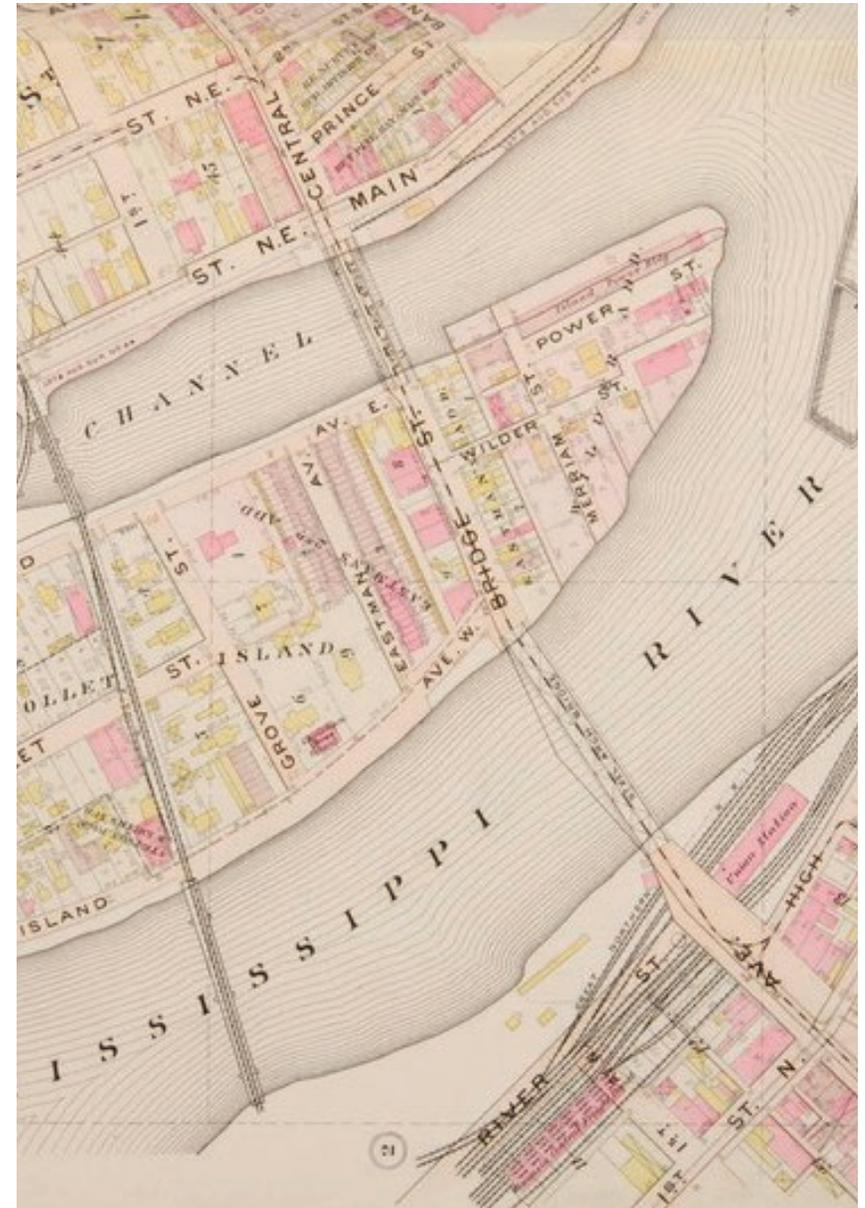
The entire project is part of a much larger strategic vision of the DeLaSalle Board of Trustees and school administrators. Between March and November, 2013, the DeLaSalle Board authorized and coordinated a comprehensive, long-range facilities plan for DeLaSalle, priorities for additional and innovative educational space and upgrades or replacement of campus infrastructure. The CIL project addresses the finding of our masterplan, and addresses ongoing maintenance issues; particularly the mechanical and electrical campus infrastructure. This renovation project allows for our heating and electrical systems to be replaced; doing this work as part of the larger CIL project is far more cost effective than done separately. This type of project also presents an opportunity to link all three buildings on campus more effectively.

- We're better positioned to align our facility operations efficiently, connecting the various parts with a more logical flow of building use and hallway traffic.
- We're better positioned to relocate storage and co-curricular space on the North end of the campus that better connects those spaces to existing co-curricular space.
- We're better positioned to link all three buildings on campus more effectively and with greater security for our students.

## To educate the new American Family in the 19th Century

With faith, vision, determination –and a generous gift of \$25,000 seed money, Archbishop John Ireland broke ground in 1898 for a Catholic secondary school in Minneapolis. At the time, the population of Minneapolis was increasing rapidly, neighborhoods filling with immigrant families from other parts of the world. Many of Minnesota’s newest citizens spoke limited English and had no job, but they were willing to find work wherever they could and assimilate as best possible to their new home. For many, their assimilation was grounded among the communities of newly-built Catholic parishes in Minneapolis neighborhoods. Those with children soon were looking for a school, preferably a Catholic school.

Ireland had one stipulation for the new school on Nicollet Island: that it be run by the Brothers of the Christian Schools, informally known as the Christian Brothers. The Archbishop knew of the Brothers’ particular calling to educate the poor and working classes in any part of the world in which they worked. They were a perfect fit for the largely immigrant families that would enroll children at the new school on Nicollet Island. The Brothers received Ireland’s request at their regional headquarters in St. Louis, Missouri and agreed to send a group of teachers and educators up the Mississippi River. More than a century later, Ireland’s vision – mirrored by the Lasallian vision of the earliest Brothers – sustains DeLaSalle High School and its commitment to educate kids from all neighborhoods of the Twin Cities, regardless of background. Some current students are fourth- or fifth-generation Islanders, their family tree now firmly planted in Minnesota soil.



1903 Nicollet Island

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## 1900-1920: 'DeLaSalle Institute', a Commercial School

It took only a few months after groundbreaking to prepare the "DeLaSalle Institute" building for occupancy. Fifty boys in grades nine and ten joined three teaching Christian Brothers in the new school in October 1900. The number of pupils rapidly expanded, and by spring, a fourth Brother had arrived to handle the "overcrowding." By 1907, an addition had been added to the original building, and in 1914, Archbishop Ireland purchased the adjoining King property to provide space for eventual expansion. Enrollment stood at 352 boys, the school having grown seven times over in 14 years.

In those days, DeLaSalle was a commercial school, preparing young men to work in the trades and growing industries of Minneapolis. Owing to this history and its classroom structures, the original building was eventually called the "commercial building," shortened to "C Building" eventually. Through the work of Brother Heraclian, the first graduating class, 13 members strong in 1903, all received positions with the leading business firms of Minneapolis before graduating

## 1920s and 1930s: A Calling for 'College Prep' and Expansion

By 1920, parents were calling for a high school that was primarily college preparatory. So Archbishop Dowling, Ireland's successor, went to all Minneapolis Catholic parishes to raise the \$200,000 needed to build a new wing to meet the academic needs of a growing enrollment. This wing, designed by Damon O'meara and Hills Architects, was built on the former King property, adjacent to the existing commercial building. Construction began in May 1922, and within a year, the new DeLaSalle High School building (today known as the "B Building") had opened, with a new main address of 25 West Island Avenue that stood for more than 70 years.



"B Building"

Within six years, the college preparatory DeLaSalle was accredited by both the University of Minnesota and the North Central Association of Colleges and Secondary Schools. (North Central eventually became AdvancEd, the agency still accrediting DeLaSalle after nearly 90 years.) By the 1930s, the school had earned a statewide reputation for superior education of young men. During this time, the Islanders also earned athletic renown, under legendary coach George Roberts. In 1931, De captured the National Catholic High School Basketball Championship.

## Through the 1940s: Adherence to the Lasallian Mission

Throughout the Great Depression and war years, DeLaSalle and the Christian Brothers remained true to the Lasallian mission of educating young people, regardless of socio-economic or personal background. A true story is told of a young man whose father lost his plumbing business in the Depression. His mother came to see Brother Cassian, the director,



1947 Nicollet Island

to withdraw her son, because the family could not afford the \$80.00 tuition charged in 1933-34. "How much can you afford?" asked Brother Cassian. "If we sacrifice, we could possibly come up with half of that," replied the mother. "Then that is what you will pay," replied the Brother Director.

This type of story more and more became the norm in these lean years. To make this type of "budgeting" work, the Brothers at DeLaSalle – who made up more than 90 percent of the teaching staff and lived in community on campus – often went without pay, depending upon the kindness of neighbors and parishes for enough food to get through each week. The credo came from St. John Baptist de La Salle himself, who told the earliest Brothers in 17th century France: "Pass the basket. If you have more than enough food, put some in. If you don't, take some out."

### Post-War Years: DeLaSalle Flourishes

By the summer of 1950, the Christian Brothers moved into a new residence facing Grove Street, designed by Glynne Backstrom and Associates. To this day, the Brothers live in the community on the top two floors of the building; the first floor houses the school's Development, Alumni, and Admissions offices. After World War II, enrollment doubled to over 800 by 1952. Because the buildings could no longer adequately support the growing enrollment, De acquired a public school building in south Minneapolis – the Wentworth building – and taught all ninth graders there until 1959. Only students in grades 10-11-12 were educated on Nicollet Island.

DeLaSalle dominated Minnesota high school athletics in the 1950s. State championships in all sports were common. No opponent could even score a point against the undefeated 1953 football champs. The 1959 baseball team won a state championship, then reformed as a summer American Legion team and won a national championship. A new legend, Dick Reinhart, coached six state championship teams in basketball.



Brother's Residence

Post-war baby boomers were filling Catholic elementary schools beyond capacity, and De was regularly forced to turn away hundreds of applicants. In response, the Brothers were asked to open Benilde High School for boys in St. Louis Park, soon to become an arch-rival through most of the 1960s and 1970s. DeLaSalle parents expressed a desire to bring all four grades together on Nicollet Island, as well as provide more modern classrooms and the first stand-alone gymnasium in school history. A new addition, designed by E.V. Shaefer and Associates, opened in September 1959 (today still known as the "A Building"). With three classroom buildings in use, all students were together at one location.

## 1960s and 1970s: Enrollment Peaks - and Then Drops - and Co-Education Begins

Peak enrollment was 1651 boys in 1964; DeLaSalle was regularly receiving twice as many applications as they had spaces in ninth grade. As they had in the 1950s, the Archdiocese asked the Christian Brothers to open Grace High School in Fridley, soon to become an arch-rival

throughout much of the 1970s and 1980s. Because of many reasons – multiple options for Catholic high schools, a rather sudden decline of post-baby-boom students in Minneapolis elementary schools, suburban sprawl among others — DeLaSalle's enrollment dipped below 1000 by the end of the 1960s. In February 1971, the original commercial building burned to the ground, and there was no need to replace the structure. The area of the original building, on Grove and West Island, is now called Founder's Park, and a statue of St. John Baptist de La Salle stands in this park.

Also in 1971, the archdiocese closed the all-girl St. Anthony of Padua High School in Northeast Minneapolis. Several months later, and with DeLaSalle's enrollment in a bit of a free-fall (losing 12-16 percent a year), The diocese recommended that DeLaSalle open its enrollment to girls in order to sustain enrollment and to help accommodate the needs of St. Anthony of Padua families. Many Catholic grade schools either closed or merged during this time, as well. By 1975, enrollment at the now co-educational DeLaSalle had dipped to 475 students, a decline of nearly 1200 students in 12 years.



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## Difficult Financial Times Offset by Development Efforts

Many believed during the 1970s that DeLaSalle would also close. Programs were cut, deficits were building, and families were either moving or sending their children out of the city. Though the challenges were plentiful, the Brothers reaffirmed their commitment to DeLaSalle and the historic mission, even as more and more of the faculty were drawn from lay men and women. No longer could the financial assistance program merely come from "Brothers going without" and the school started a new approach to sustain its mission.

Due to the fortitude and leadership of successive chief administrators, Brother Cyril Litecky and Brother Basil Rothweiler, the school launched a comprehensive Development Office to build relationships and raise funds for the school. The centerpiece was the Annual Giving Campaign, working with a loyal base of alumni and friends to help offset operating costs and provide financial assistance to students in need. One of the first donors was the very same alumnus from the 1930s whose family couldn't afford \$80.00 yearly tuition. From the mid-1970s forward, he made up the difference – and then some – with his support of DeLaSalle. Stabilized somewhat by new Development income through the 1980s, De began adding back programs that had been cut through the years. A new Dean of Students, Barry Lieske, was hired in 1982 to help bridge the return from modular scheduling to a more traditional schedule for the students, with a renewed focus on regular prayer and service. Finances were somewhat better, but enrollment rose and then fell with demographic shifts, reaching a 70-year low of 306 students in 1990-91.

## 1990s: Improvements and Momentum

A 1955 alumnus of De, Brother Michael Collins, returned in 1991-92 as school president (or Chief Executive Officer). Under his leadership, the school successfully completed two separate capital campaigns on either end of the decade, raising \$9.5 million for facilities and endowed financial assistance programs. First, the school restored the architecture

of its 1922 auditorium/cafeteria (now called the Florance Center) and renovated the first floor of the "B Building." Two major building projects were to follow: De built the Albers Atrium, nestled between the "A Building" and "B Building" and centralized office areas, created a new main entry to the school, added classroom space where once there were offices, and enhanced traffic flow. In 2002, DeLaSalle added the L.L. Gray Gymnasium, while renovating "A Building" infrastructure and classrooms.

Among the more noteworthy additions of Brother Michael's tenure was promoting Barry Lieske to principal, granting him authority as Chief Operating Officer. For 19 years, the two worked side-by-side as CEO and COO for the school. Nary a decision was made without at least one (and usually both) involved. Other area administrators in ministry, admissions, finance, activities and development stayed as colleagues in the longest (and perhaps most stable) era of administrative leadership in DeLaSalle's history.

The school again prospered. Enrollment climbed steadily each year. By 2007-08, DeLaSalle had 665 students; had balanced the operating budget for each of ten years; and raised over \$20 million through annual and capital giving. Though the 2008 recession affected many families (and had a hand in reduced enrollment back to 595 students by 2011), the school planned appropriately and budgets remained balanced. De even opened its first-ever on-campus athletic field in 2009, thanks to a \$3 million major gift from alumnus Skip Maas '58, the largest single gift in school history. As the economy improved, enrollment began to build again. Even when Brother Michael suddenly became ill and died in January, 2012, the stable administrative team continued moving the fortunes of the school forward.

## A New President and Momentum Continues

The DeLaSalle Board of Trustees hired Barry Lieske as president in May, 2012. During his tenure as president, enrollment has surged forward once more, rebounding from the recession and reaching a 43-year high

of 750 students in 2014-15. Students from all parts of the Twin Cities (over 115 grade schools) are again coming to De. Over 400 applications are submitted for 200 places in the ninth grade. The operating budget is still balanced, and the school manages a nearly three million dollar yearly financial assistance program that serves slightly more than half of its students with reduced tuition.

Barry Lieske and principal, Jim Benson, oversee a college preparatory curriculum and academic program. Over 97 percent of De's graduates are matriculating to colleges across the country each year, including the "most selective" schools. DeLaSalle was among the first in Minnesota to implement a 1:1 technology initiative, distributing iPads to every student, and implementing innovative programs in cloud technology and communication.

The school has tripled its Advanced Placement course offerings, and AP and ACT composite scores are at their highest levels ever. The latest innovation, the Global Advantage Program, introduces students to academic and service travel opportunities around the world. In athletics and fine arts competition, the school has won eleven state team and 15 state individual championships since 2000.

It's a remarkable story, consistent with a remarkable history. What a wonderful time to be an Islander! In fact, there may not be a better time – even among the many wonderful eras – in DeLaSalle's history. The school thrives as it continues at the heart of the most important city in the Upper Midwest. It's amazing what a little faith, vision, and determination (not to mention generous and gratifying support from the community) can accomplish!

## Significance within the SAF Historic District

The Historic Designation of the St Anthony Falls Historic District focuses on the urbanization of the falls with a period of significance between 1858 and 1941. As noted above, DeLaSalle High School began its development at the current site with the 1900 original school building at West Island Ave and Grove Street, which was destroyed by fire in 1971. The subsequent "B Building" in particular exhibits the defining qualities of the district, and falls within the period of significance. The building is reflective of it's time, with simple forms that are true to their function. The remaining buildings and expansion projects were constructed post 1941. Each addition to the campus generally reflects it's respective time period, while maintaining a consistent material palette of red brick and limestone or light ,limestone colored brick.

### Summary of Significant Development:

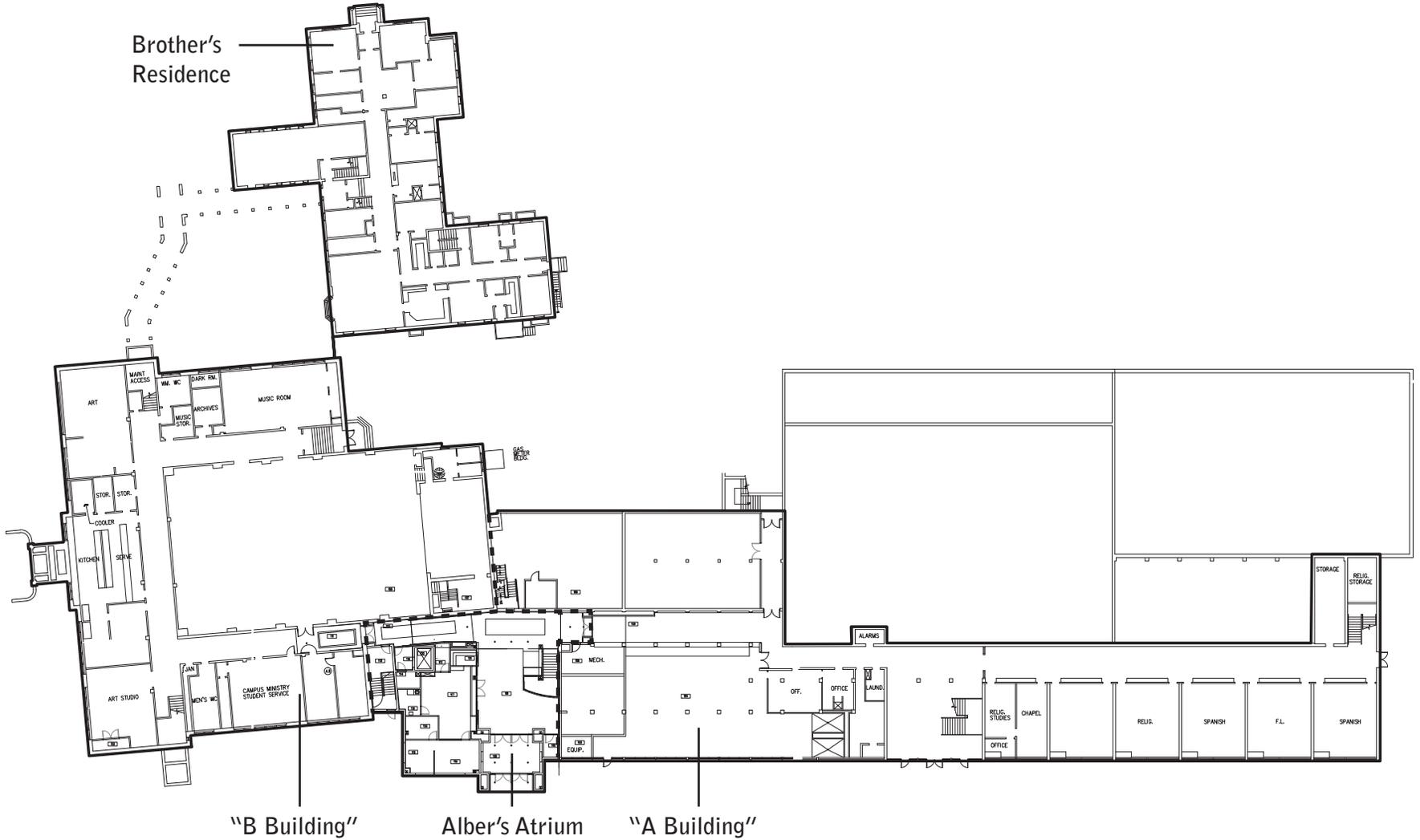
- "B Building": Damon O'meara and Hills Architects, 1922
- Brother's Residence: Glynne Backstrom and Associates, 1950
- "A Building": E.V. Shaefer and Associates, 1958
- Alber's Atrium: Perkin's and Will, 1999
- L.L. Gray Gymnasium: KKE, 2002



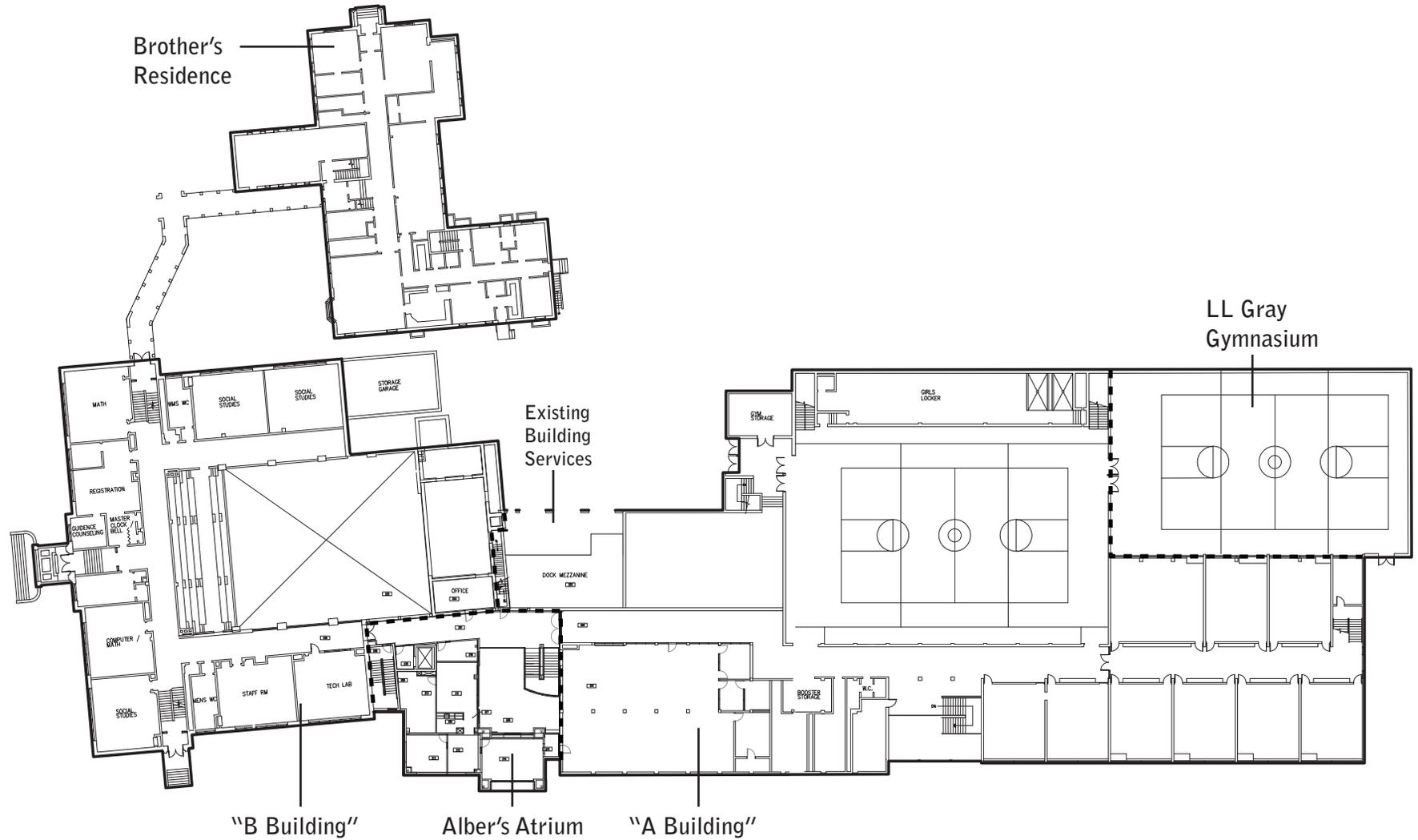
Existing Campus From South



Existing Campus From North



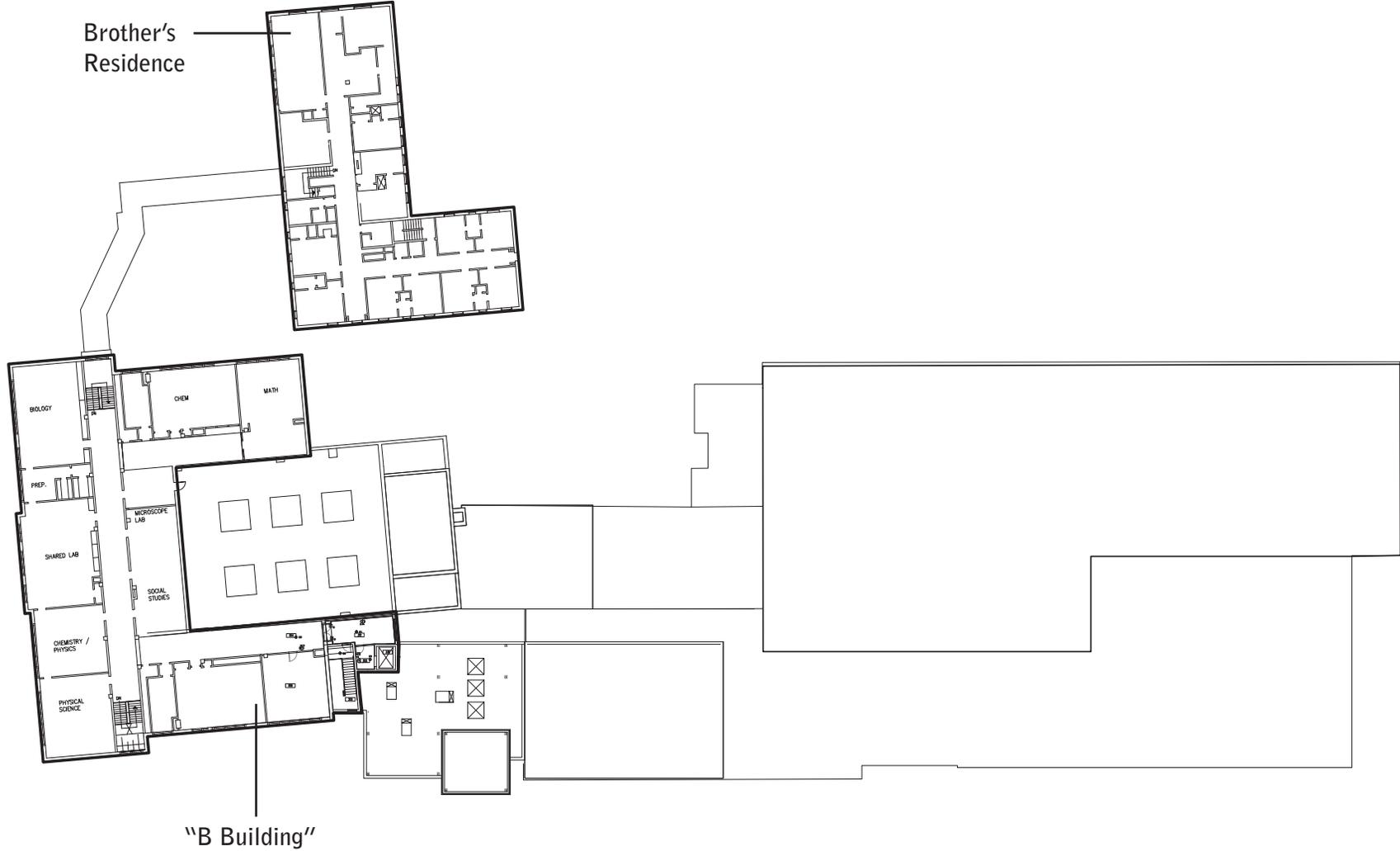
Existing First Floor Plan



Existing Second Floor Plan

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Existing Third Floor Plan



“A Building”



Brother's Residence, North Parking Lot, and Service Court Beyond



Existing Service Court  
"B Building" (left), Brother's Residence (right)

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"B Building" from Service Court

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"B Building" at proposed connection



Brother's Residence (left), "B Building" (right) from West

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Brother's Residence from east



"A Building" from Service Court



Existing "A Building", Outside of Locker Room



Existing Locker Room

## Introduction

Through the early process of facilities and site assessment, as well as the analysis of space needs and opportunities, the design team, in conjunction with DeLaSalle, began to identify opportunities to improve the academic function and accessibility of the existing facility and enhance the school's relationship to the surrounding neighborhood. The masterplan of DeLaSalle's campus provides us with significant opportunities for consideration:

- Activate the heart of campus by creating a new academic "hub"
- Create a more open and vibrant street presence
- Maximize access to daylight and views within the facility
- Improve accessibility, circulation, and wayfinding by creating connections between individual buildings and floor levels
- Improve appearance and function of the North service area from Grove Street
- Improve access between locker rooms, gym and athletic field
- Preserve views within the Historic District

## Design Objectives

The architectural design intent is to improve the function and presence of the school through strategic interventions. As discussed in the historic narrative, the campus facilities have evolved over time through a number of renovations and expansions responding to the academic needs of the school. The evolution of the school has, over time, created challenging circulation and wayfinding, as well as incongruous adjacencies.

By focusing the renovation and addition at the center of the facility, the project maximizes its impact on the function of the entire campus, while preserving green space, enhancing the overall appearance of the

facilities, and preserving views within the district. Located partially in place of the existing loading dock, the addition creates new circulation patterns within the school that alleviate congestion between the "A" and "B Buildings," and locates co-curricular activities in proximity to the gym and athletic field.

As the campus evolved, each addition has been reflective of its respective time period, while maintaining a consistent material palette of red brick and limestone or light, limestone colored brick. The co-curricular addition and facade alterations, small in scale relative to the overall campus, are intended to harmonize with the character of the limestone colored brick additions, particularly the 1958 "A Building" which is being renovated. Modifications to the South facade as well as the addition to the North, create a more open and active relationship with the surrounding neighborhood while maximizing daylight and views to the exterior.

Legend

- Renovation
- Co-curricular Expansion

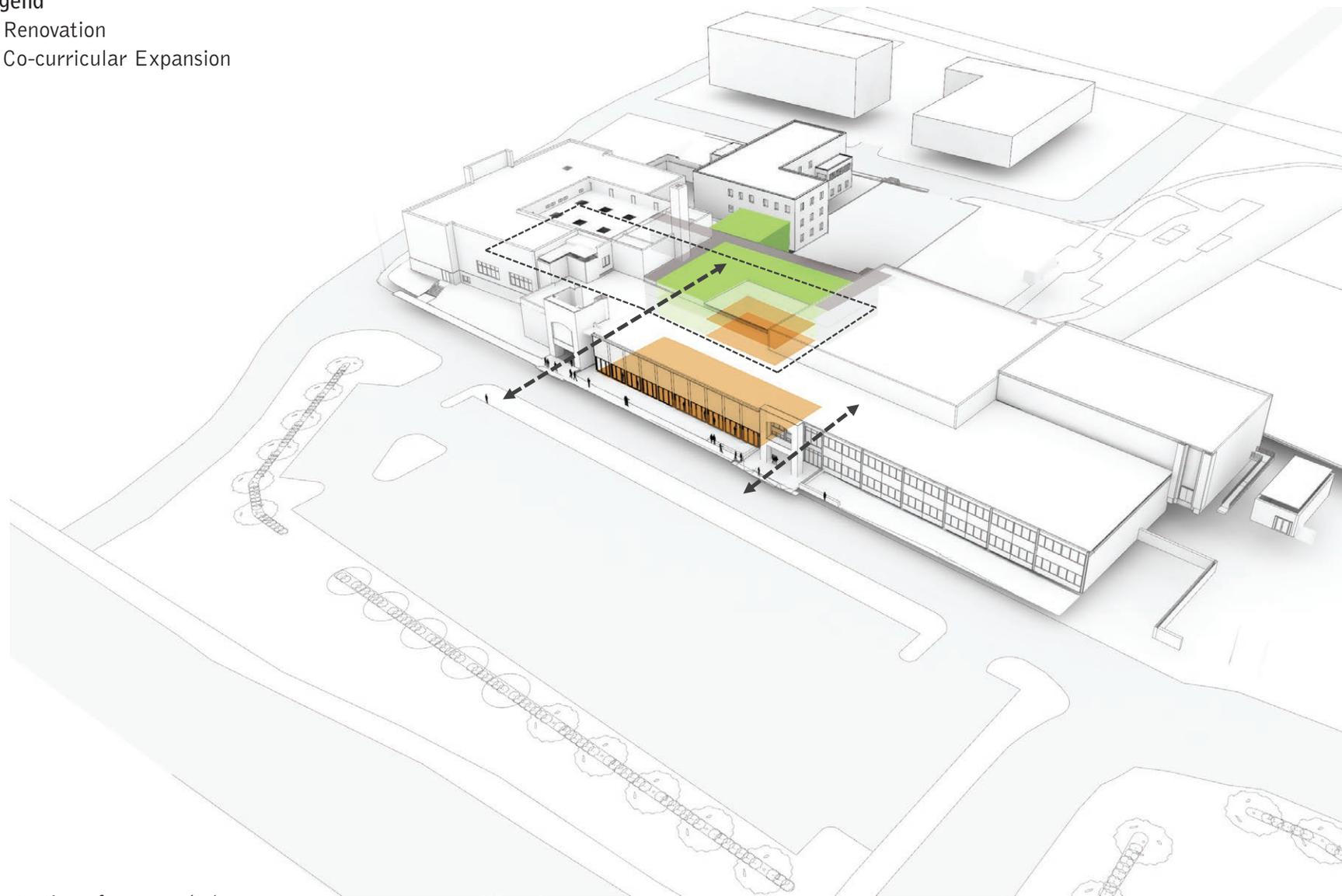
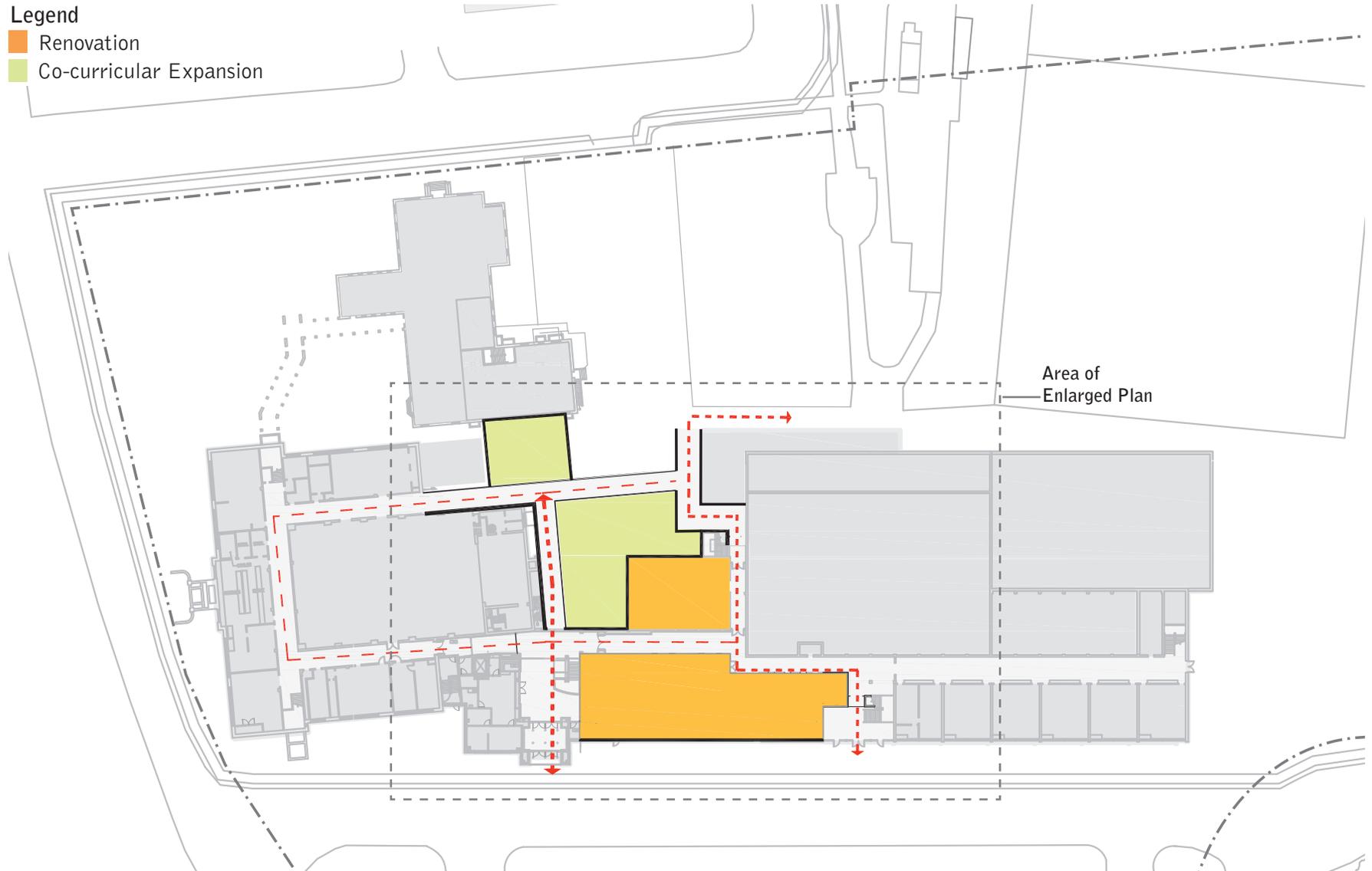


Illustration of proposed plan,  
highlighting new circulation loop

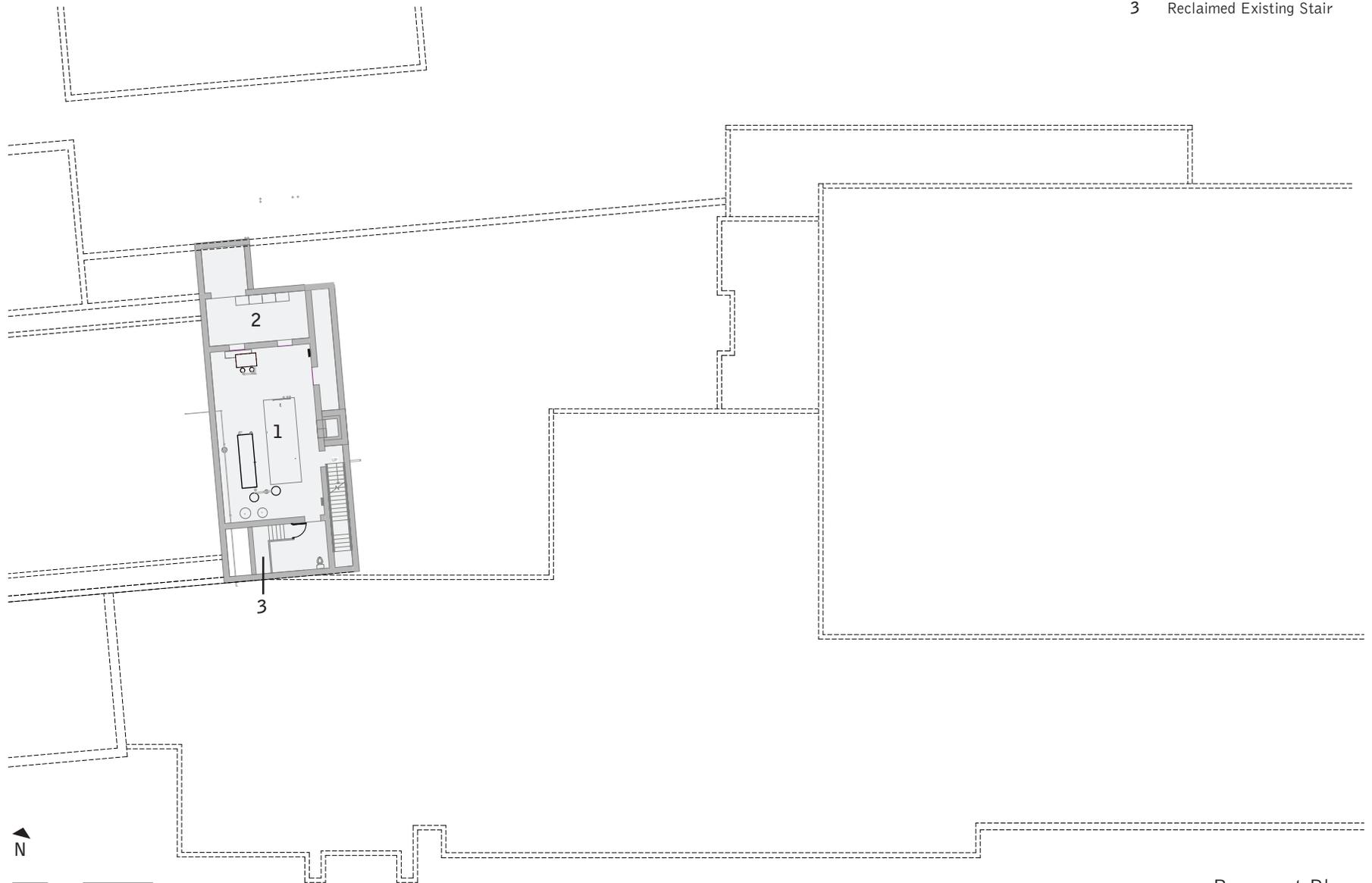
Legend

- Renovation
- Co-curricular Expansion



Overall plan

- 1 Boiler Room
- 2 Electrical Room
- 3 Reclaimed Existing Stair



Basement Plan

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- 1 Alber's Atrium
- 2 Commons
- 3 Learning Center
- 4 Locker Room
- 5 Cross-curricular Space
- 6 Support



1st Floor Plan

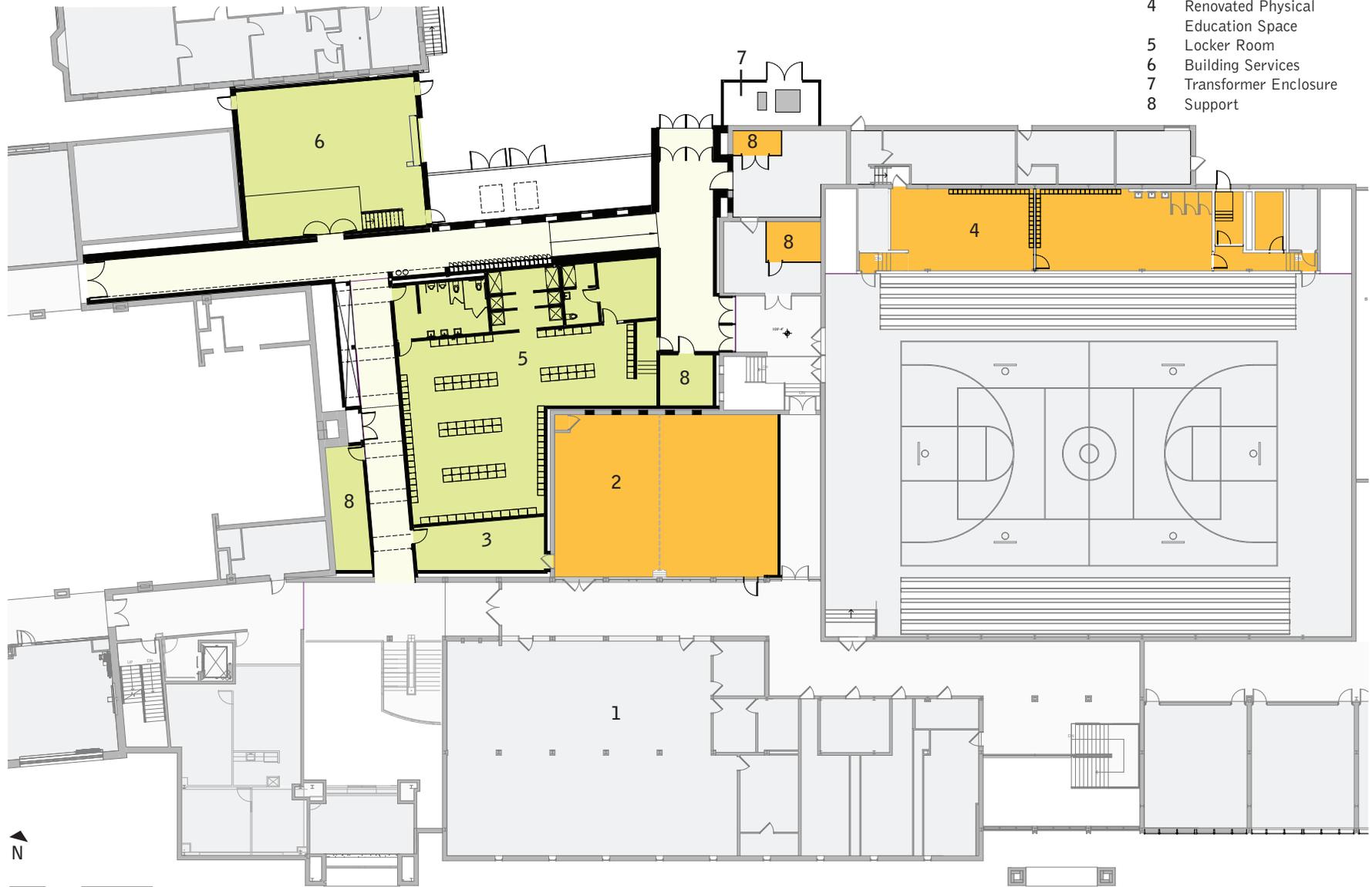


Rendering of South Facade



Rendering of Commons

- 1 Existing Media Center
- 2 Technology Center
- 3 Multi-media Production
- 4 Renovated Physical Education Space
- 5 Locker Room
- 6 Building Services
- 7 Transformer Enclosure
- 8 Support



2nd Floor Plan

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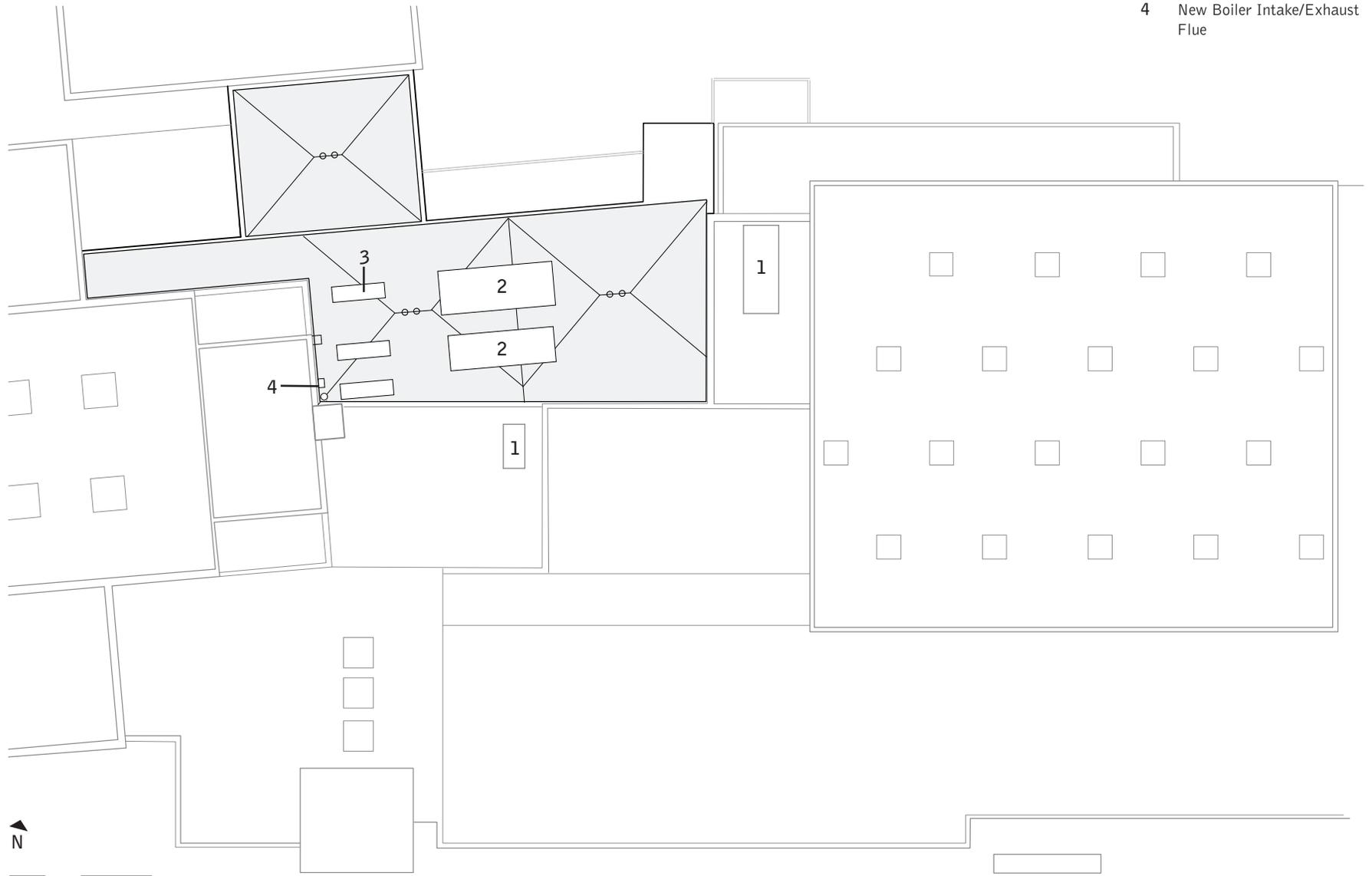


Rendering of Technology Center



Rendering of North Entrance

- 1 Existing Mechanical Unit
- 2 New Mechanical Unit
- 3 New Skylight
- 4 New Boiler Intake/Exhaust Flue



Roof Plan

## Existing Site Conditions

### Service

Service vehicles currently enter the North Lot/ Service Court off Grove Street to access the loading dock on the north-side of the school. Regular service access is required to the DeLaSalle Maintenance Garage as well as to public and private utilities.

### Drainage and Utilities

Drainage around the DeLaSalle site generally flows toward West Island Avenue or East Island Avenue except for the area directly north of the school building and North Lot/ Service Court area. In this area, stormwater drainage has become problematic. During normal and heavy rainfall events, runoff from Grove Street flows over the North Lot concrete apron southward toward the DeLaSalle loading dock trench drain and other smaller stoop drains. Existing site conditions are not sufficient to handle the volume of stormwater, allowing water to flow into the existing loading area and boiler room below.

Sanitary and water services exist east, south and west of the school and will remain untouched with the proposed building and site improvements.

## Site Design Objectives

Our consideration of these items led us through a series of studies to determine the appropriate ways to:

- Manage campus activities on-site to increase safety while improving efficiency and minimizing disruption to the neighborhood.
- Build upon previous improvements to enhance learning and co-curricular opportunities and improve the function of the campus as a whole.
- Enhance access from North of campus and improve the function and appearance of the service area
- Resolve stormwater drainage issues in order to protect the existing and new facilities and infrastructure

- Utilize sustainable landscape practices, including use of native tree and plant species, to minimize water use and provide wildlife habitat

Stormwater drainage in the North Lot and Service Court areas will be improved with the reconstruction of the Grove Street concrete entrance drive apron and gutter. The North Lot drainage will generally maintain its current slope directing water to the northwest toward Grove Street. Porous pavers will be introduced to the Service Court to direct runoff to the existing storm sewer system. Existing storm piping will be maintained and extended to serve the reconfigured Service Court area.

As part of the building and site improvement work, DeLaSalle will provide conveniently located bicycle racks to encourage sustainable modes of transportation.

Landscaping in front of the school building (South) will be renovated with sustainable, drought tolerant, indigenous plantings to accentuate the new South facade and addition, to improve views and daylight, and create a natural buffer between the learning spaces and parking lot.

Trees, shrubs and plantings will be added around the North Lot and Service Court area to screen the parking, drop-off and service functions. Newly landscaped areas will include native and indigenous plantings that mirror the rain garden north of the athletic field, and provide habitat and a food source for bees, birds, and other local wildlife.

