

Lucy Craft Laney Campus Redesign Master Plan

**Prepared by
Adam Maleitzke
Research Assistant, University of Minnesota
Conducted on behalf of
Cleveland Neighborhood Association
December, 2009**

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Neighborhood Partnerships for Community Research

330 Hubert H. Humphrey Center

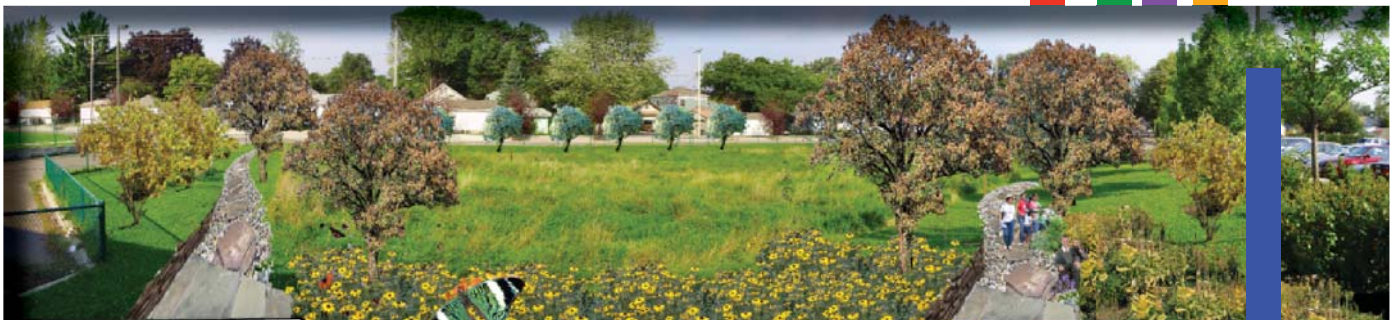
301 - 19th Avenue South

Minneapolis, MN 55455

phone: 612/625-1020

e-mail: ksn@umn.edu

website: <http://www.npcr.org>



Lucy Craft Laney School CAMPUS REDESIGN MASTER PLAN

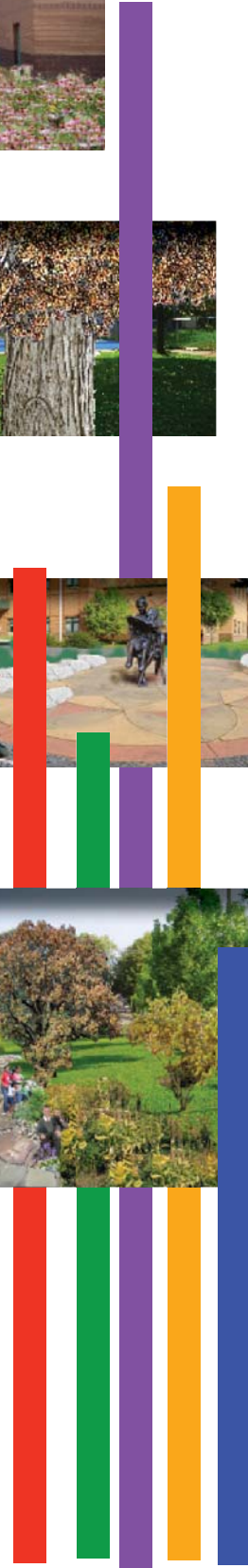
september 2009



Cleveland Neighborhood Association

prepared by ADAM MALEITZKE

with support from the CENTER FOR URBAN & REGIONAL AFFAIRS



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Center for Urban and Regional Affairs (CURA)
University of Minnesota
330 HHH Center
301--19th Avenue South
Minneapolis, Minnesota 55455
Phone: (612) 625-1551
Fax: (612) 626-0273
E-mail: cura@umn.edu
Web site: <http://www.cura.umn.edu>

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Lucy Craft Laney Redesign Steering Committee:

John Helgeland
Lynne Ziegler-Moriarty
Brigid Shea
Susan Van Dyne
Principal David Branch
Edie McDonald

Debbie Nelson, CNA

Clyde Kane, MPS

Fred Dietrich, MPS

Connie Beckers, Northside Arts Collective

Mary Altman, City of Minneapolis

Jeff Matson, CURA

Lois Eberhard, City of Minneapolis

Buzzy Bohn

Students and Parents of the Lucy Craft Laney School

Residents of the Cleveland Neighborhood

Thank you for making the Cleveland Neighborhood a better place to live!



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Executive Summary

The Lucy Craft Laney School is a 2-story, 1,000-student school building that was constructed in 2001. Located along Penn Avenue north of Lowry in North Minneapolis, the school is adjacent to Cleveland Park and 1 block northeast of the now-demolished Cleveland School.

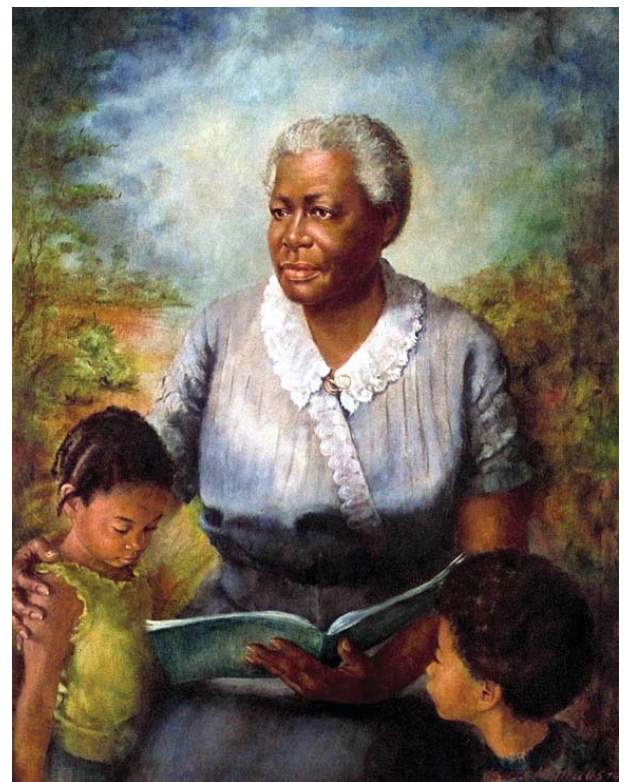
Lucy Craft Laney, the school's namesake, was a gifted and dedicated 19th century educator. Ms. Laney's commitment to students, learning and literacy motivated her to found the Haines Institute, a school for African American children. The Haines school offered courses in Latin, liberal arts and the building trades and sent many of its students to college. It is hoped as a part of this plan that the legacy of Ms. Laney can be memorialized.

In the Summer of 2009, the Cleveland Neighborhood Association (CNA), who offices in a wing at the south end of the school, launched a long-term visioning process to plan for the future of the Lucy Craft Laney school grounds. CNA organized a steering committee comprised of residents from the neighborhood and school administration. With the assistance of a consultant and input from neighborhood residents, the committee prepared this master plan as a guide for future improvements to the school grounds.

Through an ongoing partnership with Minneapolis Public Schools, the Lucy Craft Laney Redesign Steering Committee (LCLsc), with support from CNA, will act as stewards for this plan through the implementation process. Implementation will require support from dozens of outside organizations, agencies and volunteers. The master plan will serve as a foundation for these efforts.



LUCY CRAFT LANEY SCHOOL AT CLEVELAND PARK:
LOCATION WITHIN NORTH MINNEAPOLIS,
3333 PENN AVENUE N



LUCY CRAFT LANEY: AN INSPIRATIONAL EDUCATOR

June						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- □ **25TH:** Review of work plan, SWOT analysis
- □ **29TH- JULY 17TH:** Interviews with engineers, teachers, maintenance & operations departments

July						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	●	●	8	9	10
12	13	14	15	16	17	18
19	20	●	21	22	●	23
26	27	28	29	30	31	

- **8TH:** Review of inventory and analysis of school grounds: “what inspiration can we draw from precedents, the site, neighborhood, history, Lucy Craft Laney, etc.?” Discussion of design themes.
- □ **23RD:** Review conceptual master plan for LCL grounds

August						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	●	5	6	7
9	10	11	12	★	13	14
16	17	●	18	19	●	20
23	24	●	25	26	●	★
30	31					

- □ **5TH:** Review conceptual site plan for LCL plaza, discussion of RFP, plan for Live on the Drive
- ★ **13TH:** Tent at Live on the Drive, 6pm
- **18TH:** RFP emailed, comments due by Fri, August 21st
- **21ST:** RFP comments due
- ★ ● □ **27TH:** Review final report, LCL Parent Open House

SEPTEMBER

- ★ **10TH:** Presentation of final report to community

Process

The 3-1/2 month-long master planning process consisted of a study of the site and its inherent qualities, engagement of a steering committee organized by the Cleveland Neighborhood Association and meetings with stakeholders from the city, school district and other agencies and residents from the neighborhood. At the beginning of the process, the Lucy Craft Laney Redesign Steering Committee (Committee) reviewed and approved the work plan presented at right. In order to ensure that stakeholders approved of the way the plan was being developed, various “checkpoints” were built into the planning process. In general, these checkpoints took one of the following forms:

- Committee meetings
- Advisory committee reviews
- ★ Public events

ADVISORY MEETINGS & REVIEWS

The Committee was organized at the beginning of the process as a subset of the Cleveland Neighborhood Association. As of August 2009, the Committee consists of six active members,





STEERING COMMITTEE: THE LUCY CRAFT LANEY REDESIGN STEERING COMMITTEE REVIEWS THE SCHEMATIC PLAN.



LIVE ON THE DRIVE: PLANNER ADAM MALEITZKE HIGHLIGHTS KEY FEATURES OF THE SCHEMATIC PLAN WITH NEIGHBORHOOD RESIDENTS.

including four from the Cleveland neighborhood, staff from the neighborhood organization and the principal of the Lucy Craft Laney school. The committee met approximately every two weeks to discuss issues such as site and SWOT analysis, review documents such as the development of a RFP and concept plans and meet with various stakeholders.

PUBLIC EVENTS

The neighborhood was also invited to learn about the master planning process and contribute to its development. Live on the Drive, a multi-neighborhood monthly concert series held during the summer, attracts hundreds of residents at each event. With the aide of a 3D scale model, residents were able to explore the schematic plan and learn about proposed changes to the school grounds.

The 3D model was especially popular with children, many of whom were students at the Lucy Craft Laney school. This model was also on display at a Lucy Craft Laney open house for parents and students prior to the first day of school. Students were asked to move human figures to areas of the school grounds that felt comfortable, exciting or uninviting as a way engaging students with the site.

On September 10th, the Committee hosted a presentation to the community of the final master plan. This open house included three presentations scheduled on the hour in order to accommodate for work schedules and teacher involvement. After a short overview of analysis techniques, issues and precedents, participants were led outside for a tour of the master plan. The master plan, organized into large outdoor rooms, proposes changes at several scales that are difficult to convey through conventional graphic standards such as plan or elevation. Since most people perceive space through perspective, the tour included large photographic panoramas showing proposed changes. This way, participants were able to understand the school grounds *before* and *after* implementation of the master plan.

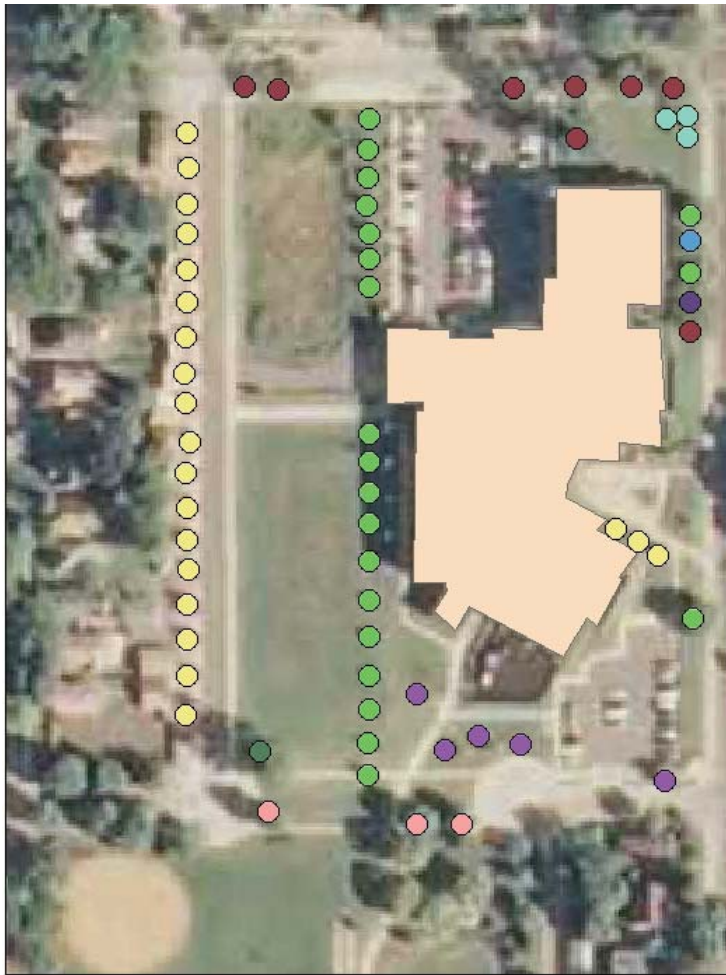
Site Issues and Analysis

Site Analysis

Site analysis involves a systematic evaluation of the site's inherent environmental qualities. The goal is to identify site characteristics that make the Lucy Craft Laney School (LCL) unique in order to create a strong sense of place.

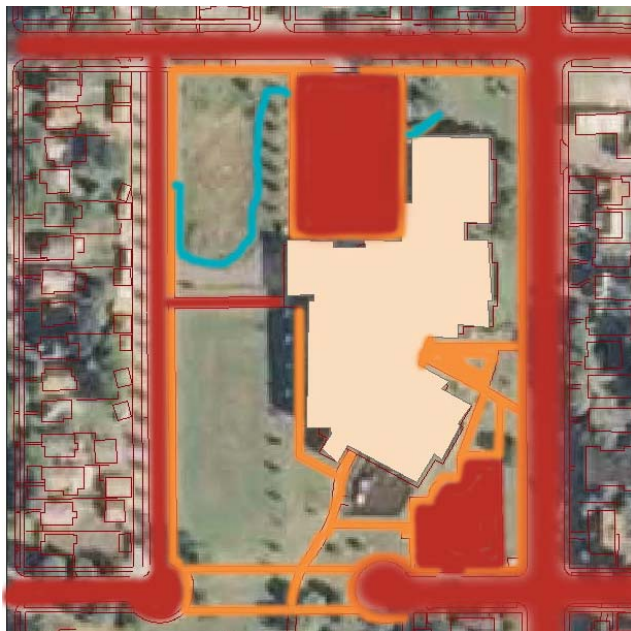
The site analysis prepared for LCL evaluates historic conditions, stormwater runoff, geologic conditions, slope, solar aspect, pre-settlement vegetation, and experiential qualities. The full list of analyses is provided below:

- Tree Cover
- Circulation
- Gathering
- Hydrology (stormwater flows)
- Slope/aspect
- Surficial geology
- Bedrock geology
- Pre-settlement vegetation
- Neighborhood history
- Lighting



- | | | |
|---------------------|---------------|----------------|
| ○ | ● Chokecherry | ● Silver Maple |
| ● American Basswood | ● Honeylocust | ● Unknown |
| ● Ash | ● Maple | ■ Building |
| ● Box elder | ● Oak | |

TREE SURVEY: GENERALIZED TREE SPECIES LISTED. THE LINE OF GREEN ASHES WILL SOON HAVE TO BE REPLACED DUE TO THE ARRIVAL OF THE EMERALD ASH BORER IN MINNESOTA.



CIRCULATION: RED INDICATES VEHICULAR CIRCULATION, WHILE ORANGE SHOWS PEDESTRIAN PATHS.

TREE COVER

Tree cover on the site is relatively minimal and does not provide adequate shade for parking lots and gathering areas. There is no boulevard along Penn, so pedestrians must walk along a sidewalk with no separation from moving traffic. However, adjustments to the boulevard will have to be done strategically, since the exposed sidewalk serves as a drop-off/pick-up place for students during the day. A line of young ash trees on the eastern edge of the rain garden and field are threatened by emerald ash borer and will have to be removed and/or replaced. A silver maple (known as the “car-crusher” due to its large and brittle branches) and a box elder (which attracts the box elder bug) located on the NE corner of the building will have to be removed.

CIRCULATION

In 2008, Hennepin County estimated that there are approximately 8,200 trips on Penn Avenue between Lowry Avenue and the Parkway. With Lowry Avenue reconstruction nearing completion, the corridor’s 10,000 trips will resume and bring additional traffic to the area. Penn poses a danger to students, who cross daily at 33rd and 34th Avenues. A traffic signal stops traffic at 34th, but there is no posted crossing at 33rd. While an illuminated crossing is in the works, steps should be taken to narrow the boulevard as it passes the school, create enclosure, separate pedestrians from moving traffic, post signage and create bump-outs to shorten pedestrian crossing distance.

Circulation within the site is generally extensive, save for the rain garden. A loading dock cuts access to the rain garden from the south, while a fence prevents access from a parking lot to the east and from the streets. Entrances to the school ground from the neighborhood should be more articulated.

GATHERING

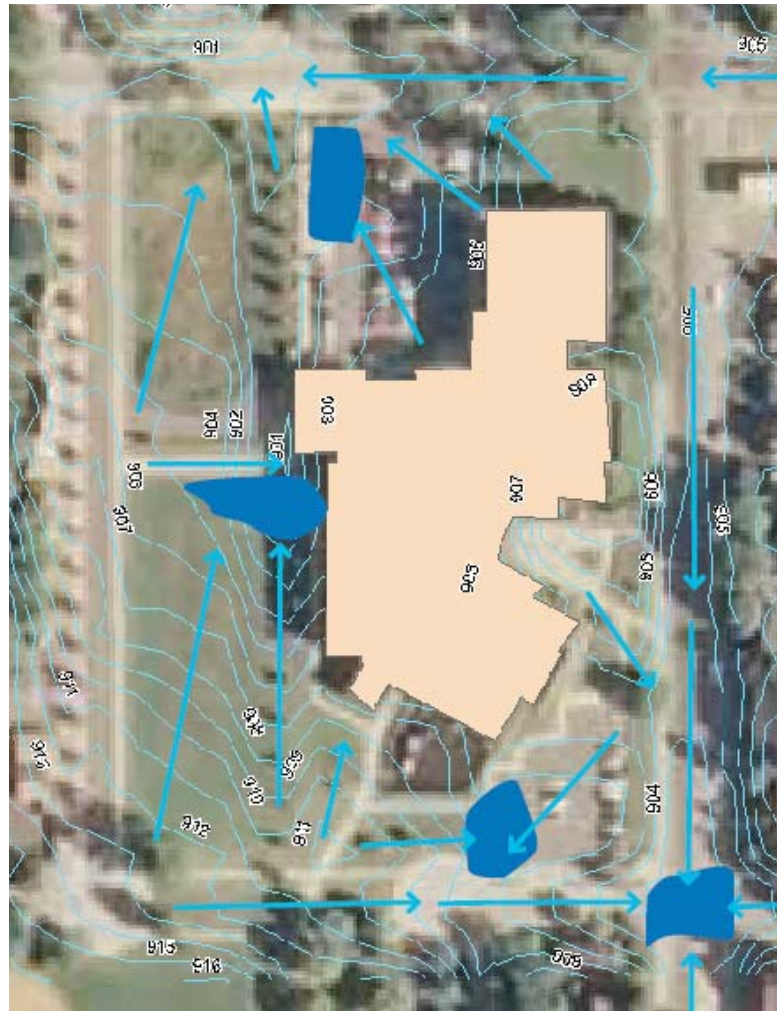
There are two places to sit on site – on the benches at the NE corner or on the retaining wall in the gateway plaza. Benches could be added along Penn for students as they wait to be picked up. More seating is also needed around the rain garden.

HYDROLOGY (stormwater flows)

A rain garden at the NW corner of the grounds infiltrates stormwater from a portion of the site. Overland flows from the adjacent parking lot and field are intercepted by curbs and a loading dock, respectively. Storm drains channel the water away from these areas, but it is as yet unclear if stormwater from the parking lot and field is channeled into the rain garden for on-site infiltration.

Along the eastern edge of the building, stormwater flows from the south and north into the gateway plaza, providing an opportunity for a stormwater installation/learning garden. Several downspouts are located around the building and the water from these spouts can also be infiltrated in a manner similar to Kenny School.

Another major stormwater issue is the intersection at 33rd and Penn. During heavy rain events, the intersection becomes completely submerged in water as a result of the limited capacity of existing conveyance pipes. Additionally, there is no on-site infiltration of stormwater from the adjacent parking lot, which exacerbates the flooding problem in the intersection. There is a proposal to create a cistern underneath the intersection to allow for greater capacity in the system during rain events. Instead of reconstructing the intersection, however, perhaps this cistern could be installed underneath the parking lot. That way, an important phase of the learning garden could be implemented when the cistern is installed. The project is part of Flood Area 5, a collaboration of the Metropolitan Design Center, Barr Engineering and the City of Minneapolis.



STORMWATER FLOWS: THE WESTERN SECTION OF THE SITE IS WELL-DRAINED DUE TO THE SEDIMENTATION POND, BUT THE INTERSECTION OF 33RD/PENN FLOODS REGULARLY DUE TO UNDERSIZED STORM SEWERS, CLAY SOILS AND TOPOGRAPHY.



SURFICIAL GEOLOGY: SOILS PROVIDE FOR MORE STORMWATER INFILTRATION TOWARDS THE NORTHERN END OF THE SITE.

SLOPE/ASPECT

Aspect is a product of topography and orientation. As the sun moves from east to west daily in the Northern Hemisphere, it follows an arc and illuminates the east, south and west faces of a given building. This illumination can have a significant impact on building temperature and the comfort of outdoor gathering areas. Topography also impacts aspect. Steep slopes oriented towards the south are generally warmer than less steep slopes because they more directly receive the sun's rays. The grounds at LCL are relatively flat, but a general lack of vegetation on the west, south and east ends of the building make for hot and uninviting gathering spaces. There is an opportunity to provide for more passive cooling by placing large shade trees along warm facades. The south parking lot should also include trees to keep cars cool in summer.

SURFICIAL GEOLOGY

In the context of this project, soils have an impact on stormwater infiltration and water pollution. According to the Natural Resources Conservation Service (NRCS), the LCL grounds are split into two distinct soil types, on the north and south end of the grounds, with the divide falling just south of the rain garden and gateway plaza. U1A, to the north, has over 80" of soil between the surface and bedrock and is well drained. This soil type is ideal for stormwater infiltration, which means that the rain garden is appropriately placed and that infiltration within the gateway plaza is possible. L54A soils, to the south, have only 18" of soil depth and are somewhat poorly drained. These soils are not sufficient for stormwater infiltration, since runoff has the potential to percolate through bedrock and contaminate groundwater.

The NRCS data should be confirmed by a more recent soil survey and percolation test. It is likely that these tests were performed during construction of the current building. Adam will follow up with MPS facilities to obtain documentation if it is available.

BEDROCK GEOLOGY

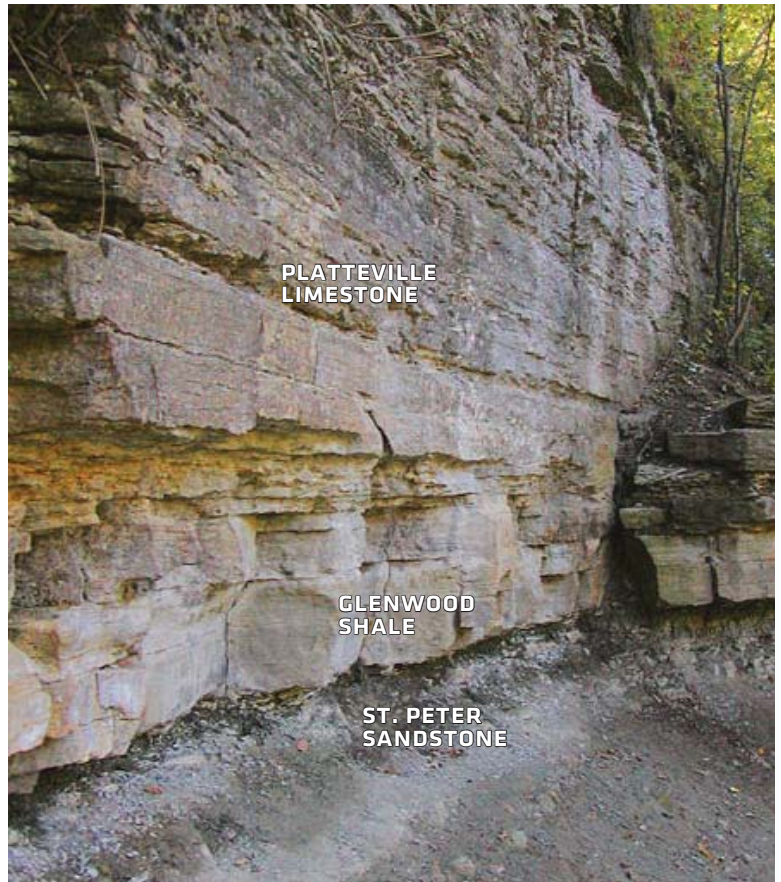
The bedrock beneath LCL is a Platteville-Glenwood formation. Formed some 450 million years ago, the formation is a roughly 30' layer of Platteville limestone over 1' of Glenwood shale. The formation was created in a largely marine environment, owing to its location within the historic Mississippi River floodplain. A clear example of this formation can be seen below the Weisman Art Museum on the UMN campus (<http://www.geo.umn.edu/courses/1001/campus/pages/river/river.htm>).

Limestone can be used throughout the project as a way to reference the site's geologic history. A discussion about available building materials led to the possibility of using recycled limestone from the deconstructed Lowry Avenue Bridge. The neighborhood association is now working its way through political channels to try and secure the limestone.

PRE-SETTLEMENT VEGETATION

Prior to European settlement, the land was covered by an extensive oak savanna. Oak savannas were the dominant plant community along the bluffs of the Mississippi River and beyond. This plant community is comprised of large oaks (usually bur oak) and open, rolling fields of prairie grasses and shrubs such as hazelnut. Bur oaks were dominant because of fire suppression; the bark of bur oaks was thick enough to withstand frequent fires that were needed to regenerate prairie grasses. Currently, only .10% of the original oak savanna exists in Minnesota.

The plants in this community can be used on the LCL grounds. While too small to be considered a restoration project, the learning garden, entrance plaza and rain garden can feature oaks and prairie plants. LCL teachers and the neighborhood association can organize classes, projects, exhibitions and demonstrations with the intent to educate students and the public about this great plant community. This may also include field trips to local oak savanna restoration projects.



BEDROCK GEOLOGY: A HORIZON OF PLATTEVILLE-GLENWOOD LIMESTONE IS FOUND BENEATH THE SITE. LIMESTONE CAN BE INCORPORATED INTO THE SITE AS A WAY OF CONNECTING TO ITS SITE'S GEOLOGIC HISTORY.



PRE-SETTLEMENT VEGETATION: OAK SAVANNA ONCE DOMINATED THE SITE. IT IS CHARACTERIZED BY LARGE OAKS SURROUNDED BY PRAIRIE GRASSES AND BUSHES SUCH AS HAZELNUT..



PORTABLE SCHOOL: THE ORIGINAL CLEVELAND SCHOOL (1916-27) WAS A TWO-ROOM PORTABLE BUILDING.



CLEVELAND SCHOOL: THE CLEVELAND SCHOOL SERVED THE NEIGHBORHOOD FROM 1927-MID 80S.



NATIVE LANDSCAPE: THIS PICTURE OF THE PORTABLE SCHOOL THROUGH THE TREES (1916-27) SHOWS THE NATIVE OAK SAVANNA LANDSCAPE PRIOR TO THE CONSTRUCTION OF HOUSING OR PAVED ROADS.

NEIGHBORHOOD HISTORY

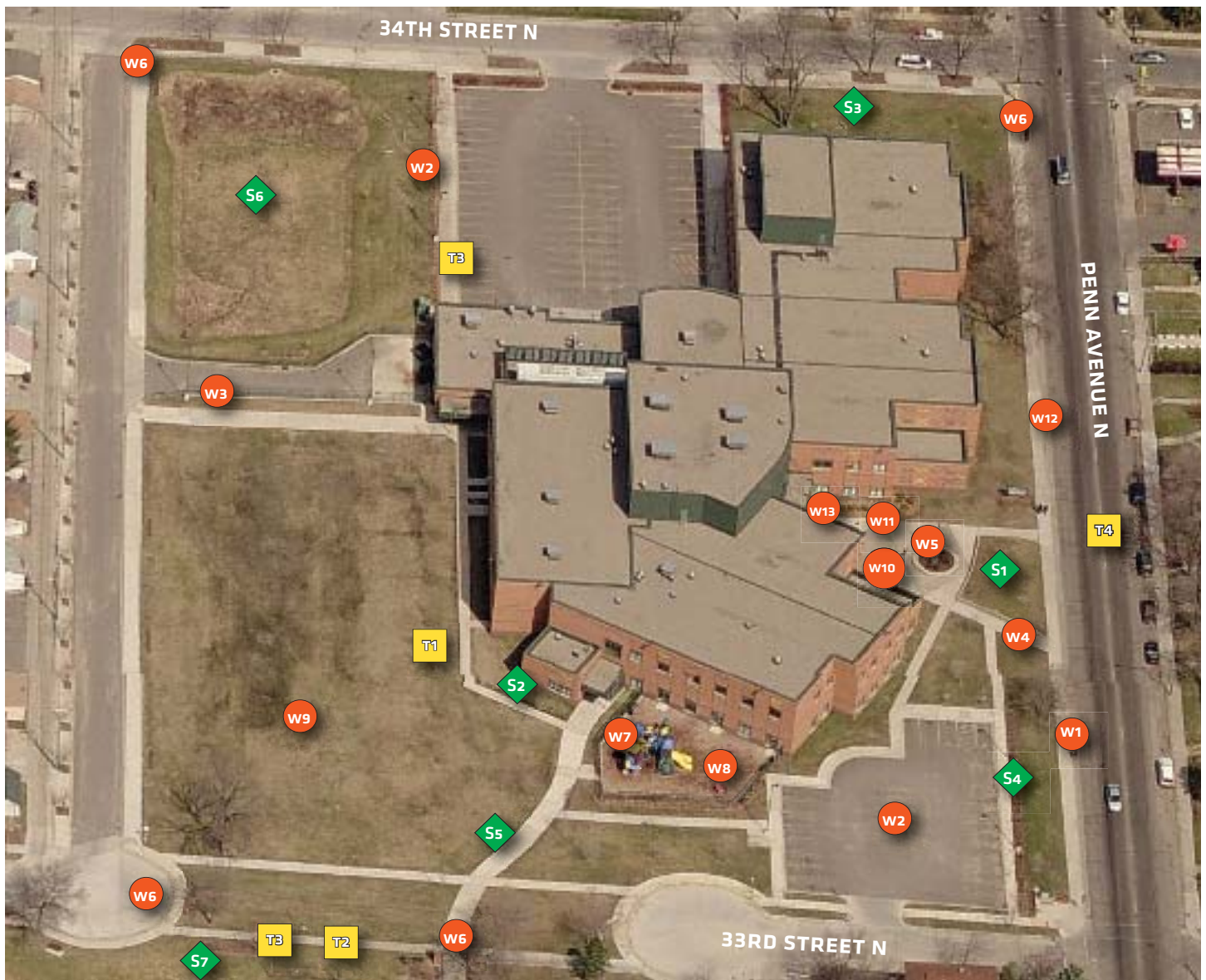
A 1920/1 picture of Victory Memorial parkway shows remnant bur oaks in a farming landscape as the parkway was under construction. Other pictures include the two-room Cleveland portable school, used from 1916-1927 until the permanent Cleveland School was built on the same site. The old Cleveland School, demolished prior to the construction of Lucy Craft Laney, was located just one block south of the LCL site. The history of this school could be reflected in a series of installations leading north from Lowry Avenue. A design charrette for the Mayor’s Great City design project proposed such a link that would lead north from Penn/Lowry, cut through the park and terminate at the school grounds. In the future, light rail may also be a part of the Lowry Avenue corridor, which could potentially make these installations a part of a station area interpretive exhibit.

LIGHTING

Currently, lighting in the school grounds consists of down-lights above the second floor windows. Overall, lighting quality and intensity are poor. More lighting could be used at entrances for safety and security and along walkways. Bollard lighting (waist-high lights affixed to poles) and solar-panels were also suggested.

SWOT Analysis

A SWOT analysis can be used to facilitate conversation about a site among different stakeholders, particularly if they each have varying levels of familiarity or interaction with the site. SWOT stands for *strengths, weaknesses, opportunities* and *threats*. Strengths and weaknesses are qualities inherent to the site, while opportunities and threats impact the site from outside. At a meeting of the LCL Advisory Committee on June 25th, the group toured the site with an annotated map of pre-identified strengths, weaknesses, opportunities and threats presented by the school grounds.



STRENGTHS

- ◆ S1 High visibility of plaza
- ◆ S2 High visibility of neighborhood association
- ◆ S3 Seating for outdoor classroom
- ◆ S4 Parking lot partially shielded from road
- ◆ S5 Good circulation to park
- ◆ S6 Raingarden provides infiltration
- ◆ S7 Park Board activities, sports

WEAKNESSES

- W1 No separation between pedestrian and street

- W2 No stormwater infiltration of parking lot, weedy raingarden
- W3 Limited connection to raingarden
- W4 Limited enclosure in plaza
- W5 Limited seating in plaza and grounds
- W6 Neighborhood connections not articulated
- W7 Gate open for playground
- W8 Rubber fill in playground blows into parking lot, field
- W9 Creeping charlie, weeds in lawn
- W10 Poor lighting of entrance plaza

- W11 Curtains closed in plaza
- W12 Lack of garbage cans along Penn
- W13 Low visibility of address

THREATS

- T1 Ash trees threatened by emerald ash borer
- T2 Crime spillover from park
- T3 Limited surveillance of park, stormwater pond
- T4 High traffic on Penn Avenue

OPPORTUNITIES

Activate boulevards with exhibits, seating

Create neighborhood gateways

Stormwater infiltration plan; learning opportunity

Identify spaces for future class projects, programs

Create partnerships with orgs/agencies for maintenance

Bike boulevard called for in Lowry Avenue Plan

Bottineau Boulevard future LRT

Stormwater control at 33rd/Penn

Channel stormwater from roof into plaza

Comm. education, service learning, science center, EMERGE, Northside Arts Collective, Juxta, Arts for Academic Achievement

Future mosaics

Stakeholders

MINNEAPOLIS PUBLIC SCHOOLS

Minneapolis Public Schools (MPS) is the sole owner and operator of the Lucy Craft Laney School. MPS is responsible for school operations and administration, bonding and financing of the school building, maintaining the school building and grounds, additions to building and improvements to the site, and all legal and fiduciary obligations and duties. As such, MPS is the most important partner and will be key to successful implementation of the Lucy Craft Laney Campus Redesign Plan.

Facilities Department

The Facilities Department of MPS “is responsible for all planning, design, construction, maintenance, operation and repair of District facilities and grounds” (MPS Regulation 3517, in appendix). As of 2009, there is no precedent for a campus master plan of this scale and scope throughout the school district. In general, landscape improvements fall into one

CAPITAL PLANNING PROJECT SUBMISSION PROCESS (MPS Reg. 3157A, Part III)

STEP 1

District site manager/principal shall notify, in writing, the director of planning and facilities immediately when any work or project on the facility or grounds has been identified. Upon review, the Director of Planning & facilities will approve or deny the proposed work or project. This includes projects or work funded by grants, outside organizations, and volunteers

STEP 2

If the work or project is approved, the Director of Planning and Facilities will assign the appropriate Facilities representative to work with the site administration to assist in the development of work or project scope and ensure that materials used and work performed meet District specifications and standards.

District sites shall adhere to the following:

A

Site managers/principals shall not enter into formal or informal agreements for use of District buildings or grounds by third parties except as permitted by District policy

B

When in doubt about any work, contact the Director of Planning and Facilities

PROJECTS THAT REQUIRE NOTIFICATION TO THE DIRECTOR OF PLANNING & FACILITIES:

- All landscaping or garden projects
- Tree planting or tree maintenance
- Installation, repair or renovation of playground areas
- Installation or repair of all concrete or asphalt surfaces (parking, sidewalk, walkway areas, etc.)
- installation of benches, sculptures or monuments
- Installations of or modifications to retaining walls and fencing

of the following four categories:

- school gardens
- landscape/beautification
- community gardens
- inter-governmental projects

This plan would fall into both landscape/beautification and inter-governmental projects. In order for any landscape improvement to be built, it would have to comply with the district's capital planning process. This is usually a 2-3 year endeavor from plan submission to construction. MPS Reg. 3517A (in appendix) outlines projects that require MPS Facilities notification and the project submission process. This process is presented at left.

Northrop Urban Environmental School Master Plan

Only the Northrop Urban Environmental School has a master plan within the school district. The Northrop master plan calls for public art and a landscape installation to reflect the three ecological biomes of Minnesota. The landscape is also heavily programmed into the curriculum. The Green Team, a group of student volunteers facilitated by the Park Board, maintain the school grounds during summer months. A recycled sculpture was installed by students and the school features a naturalist program and plant grow labs. Partnerships include the Minnesota DNR, Tree Trust, Art Adventure and Project Wild, among others. The school has received School Forest designation.

Neighborhood Gardens

There has been considerable interest from the neighborhood to install community gardens on the school site. The site is in public ownership, making it attractive from a financial perspective. Lucy Craft Laney is also home to the Cleveland Neighborhood Association offices and is a center of the Cleveland community. A community garden at the school has been explored by the neighborhood in the past, but a new policy for these gardens requires insurance and



background checks. These stipulations are cost prohibitive for the neighborhood.

Community Gardens

MPS has a policy on community gardens, but a policy for school-operated gardens is in development. In its current form (2009), the policy outlines maintenance requirements, offers the option of a raised or at-grade garden plat, requires all food produced in the gardens and served to students to be approved by a school nutritionist.

Engineers and Current Maintenance Activities

The school gardens plan has been submitted to the superintendent for approval and will likely be complete by early 2010. If and when the new policy is adopted, the neighborhood and MPS should explore the possibility of creating student gardens on site. Fred Dietrich is currently responsible for development of this policy.

Maintenance duties are the responsibility of Lucy Craft Laney “engineers”. They are responsible for janitorial work, building upkeep and light landscape maintenance duties. Three full-time engineers are currently staffed at Lucy Craft Laney. However, maintenance duties have become even more difficult due to the staff reduction of .5 FTE. Due to the short supply of staff, only light landscape maintenance duties are performed, which mainly include mowing and exterior cleaning. Trees and bushes are seldom pruned or weeded, and the prairie grasses within the infiltration basin have not been burned or weeded aside from occasional mowing.

Lucy Craft Laney School

Overall, a major obstacle to the long-term implementation of this master plan is the annual turnover of staff. This includes both administration, teachers and support staff. While the current administration at Lucy Craft Laney has been supportive and enthusiastic

about planning for the school grounds, this could all change if new leadership is installed. Thus, it falls to the Cleveland Neighborhood Association alone to be strong and persistent advocates for the implementation of the master plan.

Turnover in teachers and students also affects the plan. It is difficult to maintain the high level of curriculum programming afforded by landscape projects proposed in this plan (such as the outdoor rain garden/laboratory, service-learning projects, mosaic art projects or butterfly garden) if teachers and students are only with the school for 1-2 years. One strategy could be to partner with outside organizations such as the MnDNR, Tree Trust or Green Team to assist teachers that wish to utilize the landscape in their curricula.

CLEVELAND NEIGHBORHOOD ASSOCIATION
The Cleveland Neighborhood Association (CNA) represents community concerns and interests in the Cleveland Neighborhood. CNA's offices are located in a southern wing of the Lucy Craft Laney School and, as such, CNA has a vested interest in the long-term stewardship of the school grounds. CNA initiated the planning process in May 2009 with the creation of the Lucy Craft Laney Campus Redesign Steering Committee (LCL-SC) and development of this master plan with the support of a consultant. Prior to the planning process, CNA established a memorandum of understanding with the school's administration and MPS Facilities,

The intent of this partnership is to:

- produce and implement a redesign plan for the entryway and plaza at the front of the school on Penn Avenue North
- assist the school with renovation of the landscaping along entrance sidewalks, around the flagpole and in the central raised bed
- commission a statue of Lucy Craft Laney to be erected in the gateway accompanied by educational signage that will provide the history of the namesake of the school.

These were the original parameters for the project. Per recommendation of the consultant, the project evolved into a master plan for the whole school grounds in order to balance alterations to the gateway plaza with other opportunities to improve the landscape. It is believed that a larger master plan will reinforce the school and neighborhood's shared commitment to collaboration, student and community involvement and education.

The LCL-SC, in collaboration with current and future partners, is responsible for the advocacy and implementation of this plan.

Cleveland Phase II NRP Plan

In 2007, the Neighborhood Revitalization Program (NRP), approved the Cleveland Neighborhood's Action Plan. The Plan identifies priorities for CNA and outlines implementation strategies. Two sections, identity and environment, apply to the master plan. The position statements for these sections are presented at right.

To create a sense of neighborhood identity, CNA commits to promoting projects that beautify the community. This could include signage, murals, sculptures and other public art projects. The plan also calls for addressing environmental concerns by proposing to preserve and enhance the natural and historic environment. The neighborhood will also support eco-friendly efforts in regards to energy efficiency, reuse/recycling of materials and the promotion of bike and walking paths.

CITY OF MINNEAPOLIS

Stormwater flooding is a major problem in most parts of North Minneapolis. This is due to aging infrastructure and clay soils that do not infiltrate stormwater well. To address this issue, the City of Minneapolis Public Works department is in the process of creating plans for flood areas with significant drainage issues.

The Lucy Craft Laney school is located in Flood Area 5, a sub-watershed that ultimately drains

CLEVELAND NEIGHBORHOOD NRP II ACTION PLAN Position Statements Relevant to Master Plan

IDENTITY

An important aspect of neighborhood life is neighborhood identity, which includes instilling an awareness of and appreciation for Cleveland neighborhood among its residents and the wider community. To improve neighborhood identity, CNA plans to create and distribute informational and promotional materials about Cleveland as well as North Minneapolis, to develop signage for the neighborhood, and to support projects designed to beautify the neighborhood.

ENVIRONMENT

To address environmental concerns, CNA wants to maintain and sustain Cleveland's natural environment and urban landscape. More specifically, CNA would like to create an environment for residents to enjoy and to invest in green living and neighborhood green spaces. CNA also plans to promote Cleveland Park use, by hosting regular events there and by improving the visibility of the park from Penn and Lowry Avenues.

to Crystal Lake in Robbinsdale. A series of stormwater enhancements have been proposed for Flood Area 5 in order to slow the velocity of stormwater flows, infiltrate harmful sediments and nutrients where possible and mitigate flooding. As of August 2009, the City has received funding for a new greenway along 37th Street N that will run between Knox and Penn Avenues . This greenways will be located three blocks north of the Lucy Craft Laney school.



Another stormwater enhancement outlined in the Flood Area 5 plan includes an underground detention vault (UDV). The objective of the vault is to trap stormwater flows in a large container underground so the water can be released more slowly into the system. The UDV is currently proposed for the Lucy Craft Laney field, located at the southwest corner of the site. By siting the UDV at the school, the City hopes to mitigate substantial stormwater flooding at 33rd & Penn during heavy rain events.

In discussions with the City’s stormwater representative, the LCL Steering Committee suggested that, if and when it is installed, the UDV should be located in areas where the campus master plan calls for major changes. Specifically, this includes the south and southeast corners of the site, known in the master plan as “Cleveland Commons”. In so doing, the City and Neighborhood can each meet their shared goals of managing stormwater and providing for a community gathering place.

NON-PROFIT ORGANIZATIONS

Non-profit organizations and other governmental agencies will be key to the success of the project. These partners can assist with funding, curriculum development, maintenance of the landscape, installation of new features and other essential tasks. A list of “implementation partners” can be found in the implementation section.

UNDERGROUND DETENTION VAULT: THESE STRUCTURES CAN BE USED TO TEMPORARILY HOLD LARGE AMOUNTS OF WATER ON SITE. A UDV IS PROPOSED FOR THE LUCY CRAFT LANEY SITE AND CAN BE USED TO SIMULTANEOUSLY IMPLEMENT SECTIONS OF THE MASTER PLAN IF/WHEN IT IS INSTALLED.

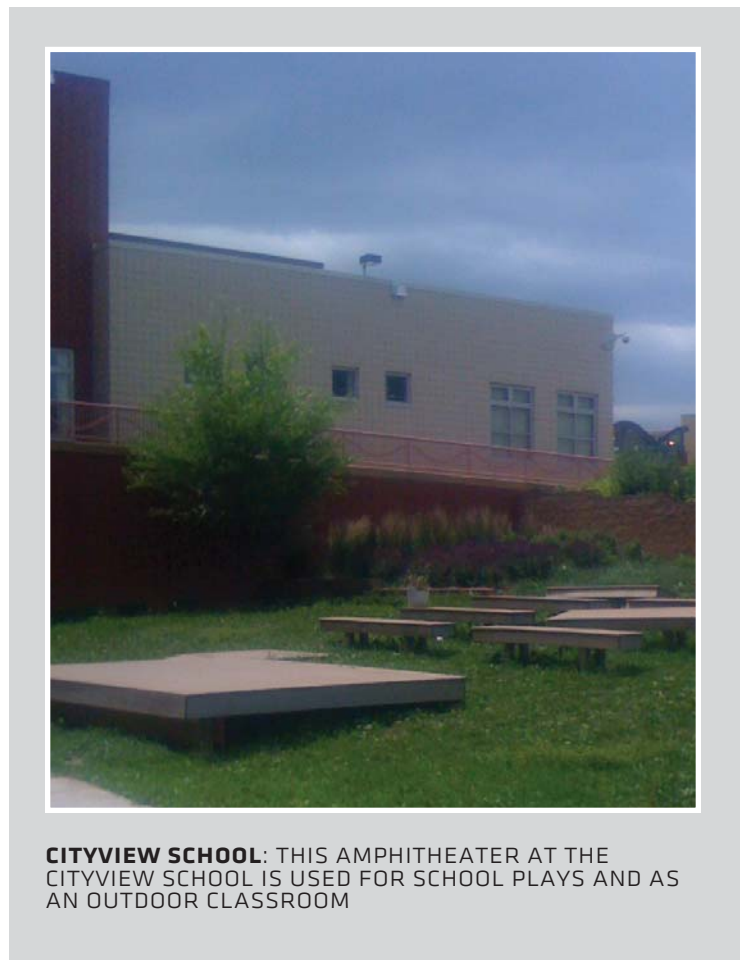


LORING SCHOOL: A COMMITTED VOLUNTEER GROUP HELPS TO RUN KIDS COOK, A PROGRAM THAT TEACHES STUDENTS HOW TO GROW VEGETABLES FOR THEIR SCHOOL.

Precedent

LORING SCHOOL (K-5)
2600 44th Avenue N, Minneapolis

The Loring School, a 2-story elementary school built during the 1930s, is identical in plan to the original Cleveland School. This u-shaped plan provides for a partially-enclosed courtyard that acted as a primary gathering space for the school. Recently, however, the Loring School courtyard has been home to Kids Cook, a volunteer-run program that cultivates vegetables for and by students. The trees and lush vegetation provide for an attractive area in which to sit, relax or visit with friends, but also includes garden plots that produce dill, carrots, potatoes, mint, cabbage, peas and other edible plants. Students are largely responsible for the upkeep of the garden plots. When ready, produce is served in the school cafeteria. Since students cultivate and manage the gardens, they learn about responsibility, community stewardship and the importance of local food sources.



CITYVIEW SCHOOL: THIS AMPHITHEATER AT THE CITYVIEW SCHOOL IS USED FOR SCHOOL PLAYS AND AS AN OUTDOOR CLASSROOM



KENNY SCHOOL: THE KENNY SCHOOL IN SOUTH MINNEAPOLIS FEATURES AN EXTENSIVE ARRAY OF TREES, SITTING AREAS, PUBLIC ART AND STORMWATER MANAGEMENT DEVICES.

CITYVIEW SCHOOL (K-8)
3350 4th Street N, Minneapolis

See inset on previous page.

KENNY SCHOOL (K-5)
5720 Emerson Avenue S, Minneapolis

The Kenny School in South Minneapolis is famous for its lush school grounds. Built as a community project that included parents, faculty, students and community members, the grounds include a gravel-filled dry creek, large boulders and benches for seating, mature shade trees and public art. Trenches planted with water-tolerant ferns and grasses were installed next to downspouts in order to infiltrate water on site. The landscape is also tied into the curriculum, as teachers in several disciplines use the grounds as an outdoor laboratory. Even with such an expansive project, the grounds are maintained through a broad coalition of parents, students and the community. This coalition sponsors fundraisers, beautification events and celebrations.

FOLWELL MIDDLE SCHOOL (6-8)
3611 20th Avenue S, Minneapolis

The infiltration basin at Folwell Middle School, completed in 2005, represents a shift in the way Minneapolis processes local stormwater flows. Built at a cost of \$500,000, the basin infiltrates stormwater from the school grounds and the adjacent 5+ acre sub-watershed that includes sections of the surrounding neighborhood. The success of this project was based on a strong partnership between Minneapolis Public Schools, a school-based council of residents and Folwell staff and the City of Minneapolis.

Instead of hiding the basin, designers used an ADA-compliant ramp, extensive circulation system, places for repose and a grand staircase to encourage students and residents to explore ecology, native plants and urban wildlife. Prairie plants have been integrated into the walkways through grating, giving visitors direct contact with nature.



FOLWELL MIDDLE SCHOOL: WALKWAYS BRING STUDENTS CLOSE TO THE SEDIMENTATION POND AND ITS VEGETATION, OFFERING AN OPPORTUNITY TO LEARN ABOUT ECOLOGY AND STORMWATER MANAGEMENT.

Project Goals

The combination of SWOT and site analysis, consistent consultation with the Lucy Craft Laney Redesign Steering Committee, meetings with important stakeholders and input from residents at public events has led to the creation of five design principles and their respective project goals. Project goals provide more detailed guidelines for the types of interventions that should take place on the site. In other words, project goals serve as a check during the design and implementation processes. Any action steps taken during implementation of the plan should conform to one or more of the project goals. For an explanation of the italicized terms and their use in the master plan, please see the Appendix.

Each of the project goals falls into one of five generalized categories, known as “design principles”.

THE FIVE **DESIGN PRINCIPLES** AND PROJECT GOALS (+)

SUSTAINABILITY

- + minimize maintenance requirements
- + build community/municipal collaboration to maintain grounds
- + use environmentally-friendly/recycled materials and fixtures where possible
- + infiltrate stormwater on site
- + use local, historic and recycled materials
- + use elements of the native oak savanna landscape

SAFETY

- + calm traffic along Penn
- + build illuminated crossing at 33rd
- + improve lighting conditions along paths and at entrances

ACCESSIBILITY

- + create spaces for neighborhood residents to use
- + provide for interpretation of historic Cleveland School
- + articulate entrances with lighting, vegetation and signage
- + articulate entrances to grounds from neighborhood

ACTIVE AND ENGAGED LEARNING

- + interpret the life of Lucy Craft Laney
- + use native ecology and stormwater as backdrop for environmental learning
- + provide space for student garden plots; encourage healthy and local eating in curriculum and meals
- + work with school and neighborhood association to organize lectures, field trips, classes and events

CONFLUENCE

- + build outdoor classrooms of different sizes that are free of distractions
- + create spaces for neighborhood residents
- + define areas of varying intensity: learning, playing, reading, presenting, gardening, etc.
- + use topography and vegetation to create varied, defined spaces

The five design principles include:

Sustainability: use creative partnerships across private, public and non-profit sectors to implement project; use of recycled, reused, and/or locally-sourced materials; ecological management of stormwater flows on-site; interpretation of local history, native vegetation, residents and users that contributes to a sense of place.

Safety: calming and managing pedestrian and vehicular traffic in areas where they conflict; addressing nighttime safety through improved lighting; designing common areas with exposure and visibility.

Accessibility: provide clearly-defined spaces for neighborhood residents.

Active and Engaged Learning: integrate curriculum of Lucy Craft Laney school into site and vice-versa; use public art as a means to interpret the life of Lucy Craft Laney, ecology and neighborhood; connect curriculum and site to other influential places through field trips, neighborhood events, lectures and observation.

Confluence: create common areas for all types of activities, visitors and uses; improve the aesthetic quality of site through vegetation, topography, paving and furniture.

Schematic Plan & Model

A schematic plan was first presented to the Steering Committee Meeting on July 23rd. The schematic plan was a first attempt at fitting the project goals and design principles to the site through detailed design interventions. As such this plan was presented graphically in terms of the five design principles in order to show how each intervention conformed to project goals.

As an example, a section of the schematic plan for “sustainability” is shown at right. Interventions that would achieve the goals set forth in the plan could include “the use of recycled, historic materials in the gateway plaza”, “infiltration of rooftop stormwater” or a “stormwater cistern under school parking lot”, among others. These ideas were reviewed by the committee and stakeholders (city government, school facilities and administration and community representatives) for their value and feasibility. A full copy of the schematic plan is included in the appendix.

A 3D model of the schematic plan was also used in a variety of settings, including a public concert, school open house for students and parents, at steering committee meetings and at a final presentation of the plan. The model served to communicate the ideas to a much wider audience than would otherwise be possible, especially in the case of young children. During some events, children were invited to create spaces with clay and trees that they would enjoy and in which they would feel comfortable



SCHEMATIC PLAN: THE SCHEMATIC PLAN TRANSLATES ISSUES IDENTIFIED DURING ANALYSIS INTO GENERAL, BUT ACTIONABLE INTERVENTIONS ON THE SITE.



MODEL CITIZENS: A 3D MODEL WAS USED THROUGHOUT THE PLANNING PROCESS TO EDUCATE THE STEERING COMMITTEE AND PUBLIC ABOUT DESIGN OPTIONS.

Master Plan

The Lucy Craft Laney Campus Master Plan consists of four “outdoor rooms”. Each room is a grouping of contiguous land area that has unique characteristics in regards to use, users, topography, aesthetic qualities and overall purpose. The following pages present the master plan in terms of these outdoor rooms:

1. Overall Master Plan
2. Cleveland Commons
3. Informal Gathering Spaces
4. Outdoor Laboratory
5. Lucy Craft Laney Gateway Plaza

The master plan was presented to the neighborhood during a public meeting on September 10, 2009. In order to create an engaging and intuitive presentation, large prints of each outdoor room were shown to participants along a walking tour. This way, the group could easily compare the site as it exists today (before implementation) and in the future (after implementation).

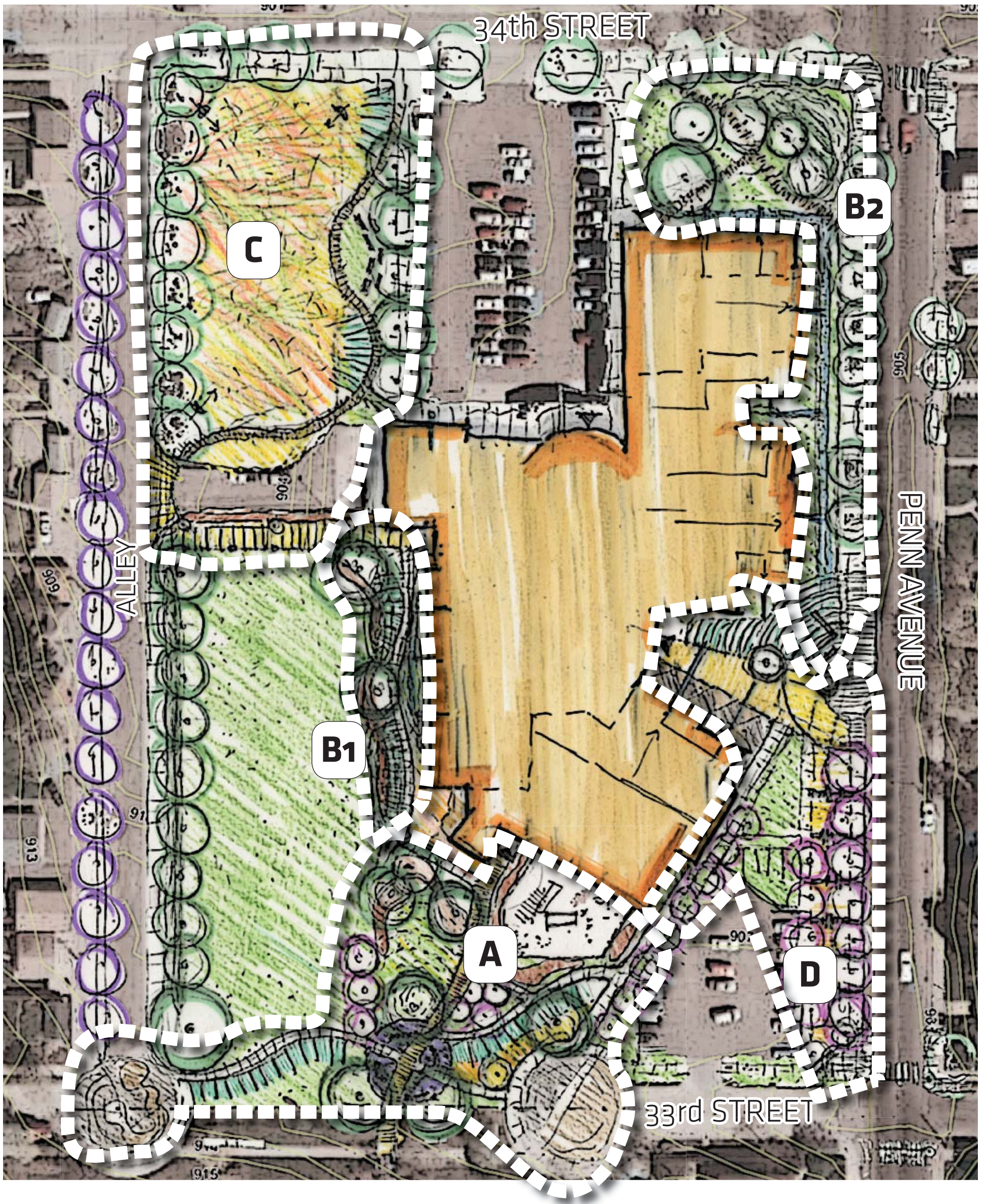














SITE TOUR: THE PUBLIC WAS INVITED TO TOUR THE MASTER PLAN ON SEPTEMBER 10TH.



BEFORE AND AFTER: LARGE PANORAMAS SHOWING PROPOSALS WERE SHOWN DURING THE TOUR





- | | | | |
|--|----------------------------|---|------------------------------|
|  | Ornamental tree (hawthorn) |  | Screening tree (honeylocust) |
|  | Path |  | Large tree (oak, chestnut) |
|  | Stormwater treatment train |  | Bushes (hazelnut, sumac) |
|  | Gathering space/commons |  | Prairie grasses |
|  | Garden plats |  | Paint the pavement |
|  | Hardscape |  | School building |

- THE FIVE DESIGN PRINCIPLES**
- SUSTAINABILITY**
 - SAFETY**
 - ACCESSIBILITY**
 - ACTIVE & ENGAGED LEARNING**
 - CONFLUENCE**

- OUTDOOR ROOMS**
- A** cleveland commons
 - B1** informal gathering spaces
 - B2** informal gathering spaces
 - C** outdoor laboratory
 - D** lcl gateway plaza













BEFORE



Hawthorn Trees Bur Oak Trees Public amphitheater Bollards with lighting Commons neighborhood focal point Garden plots Interpretive kiosks Oak savanna landscape Limestone gateway posts Painted pavement

AFTER IMPLEMENTATION



-  Ornamental tree (hawthorn)
-  Path
-  Paint the pavement
-  Gathering space/commons
-  Garden plots
-  Hardscape
-  Screening tree (honeylocust)
-  Large tree (oak, chestnut)
-  Bushes (hazelnut, sumac)
-  Prairie grasses

At the Center of the Cleveland Neighborhood

Cleveland Commons will be a place where the neighborhood can celebrate, enjoy entertainment, learn about local and natural history and meet fellow residents. New waist-high bollard lighting will provide safety and security at night.

A circular plaza is at the center of a major axis that serves as both a continuation of 33rd Street and connection point between Cleveland Park and the school. The plaza will feature large bur oaks, and native grasses that are symbolic of the native oak

savanna landscape. Informational kiosks will interpret the history of the school, neighborhood and the complex geologic and natural history of the site. A large amphitheater will host plays, readings, concerts, and provide a quiet space for outdoor classes that is surrounded by native hawthorn and bur oak trees.

Given this area's southerly aspect, it would make an excellent site for garden plots. Whether gardens are school or neighborhood-owned, They will provide a source of local produce and reinforce the Commons as the center of the community.



A CIRCULAR FOCAL POINT CELEBRATES NEIGHBORHOOD HISTORY, ACTIVITIES

CLEVELAND COMMONS A



BEFORE



ELEVATED GARDEN PLOTS



LANDSCAPED PATH















Elevated berm Bur Oak Trees Chokecherry, Ohio buckeye trees Benches Stormwater treatment train Rain barrels for gardens, irrigation Prairie garden

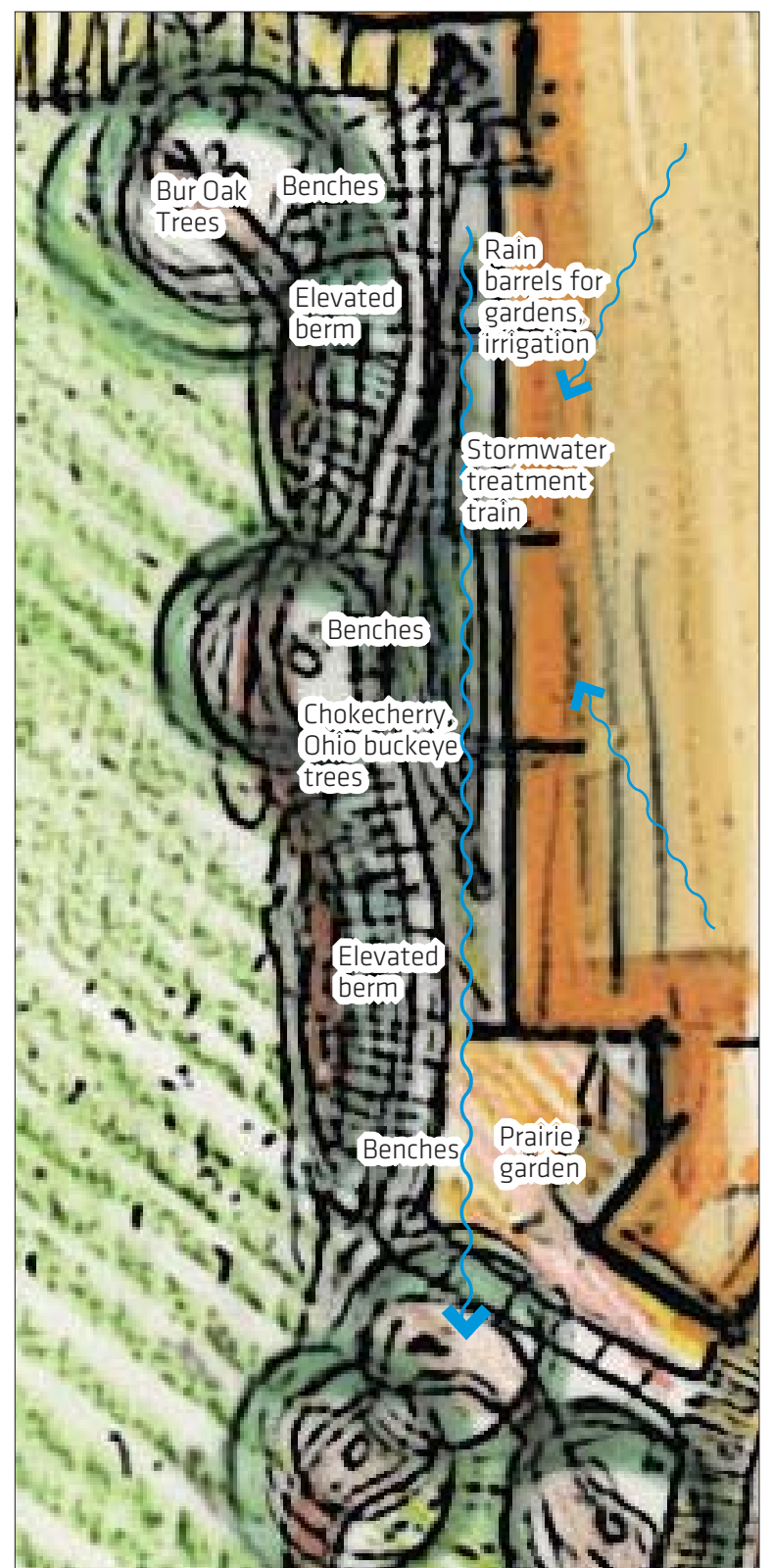
AFTER IMPLEMENTATION

Relaxation and Repose

Located on Penn Avenue N, the Lucy Craft Laney school can be a noisy place. This section of the school grounds, located on the west side of the building, offers an excellent opportunity to provide a place for relaxation, reading and observation. An existing path will serve as the spine for new vegetation and seating areas. Two linear berms are proposed along the path, which will help to create a sense of enclosure and repose. The berms, planted with native vegetation such as hazelnut, sumac, bur oaks, prairie grasses and hawthorn trees, will also evoke the rolling oak savanna landscape that once dominated this section of Minneapolis.

Benches, placed under large shade trees, can be used for informal conversations or even locations for observational drawing by students. Visitors can choose to sit on the west-facing slope of the berm in order to enjoy games of soccer or football. Further, the combination of prairie grasses, fruit-producing bushes and trees will provide ideal habitat for urban wildlife, further adding to the allure of this outdoor room.

- Ornamental tree (hawthorn) 
- Path 
- Stormwater treatment train 
- Gathering space/commons 
- Garden plots 
- Hardscape 
- Screening tree (honeylocust) 
- Large tree (oak, chestnut) 
- Bushes (hazelnut, sumac) 
- Prairie grasses 
- Paint the pavement 
- School building 



INFORMAL GATHERING AREA B1



TREATMENT TRAINS WILL FILTER STORMWATER RUNOFF FROM LAND AND ROOF



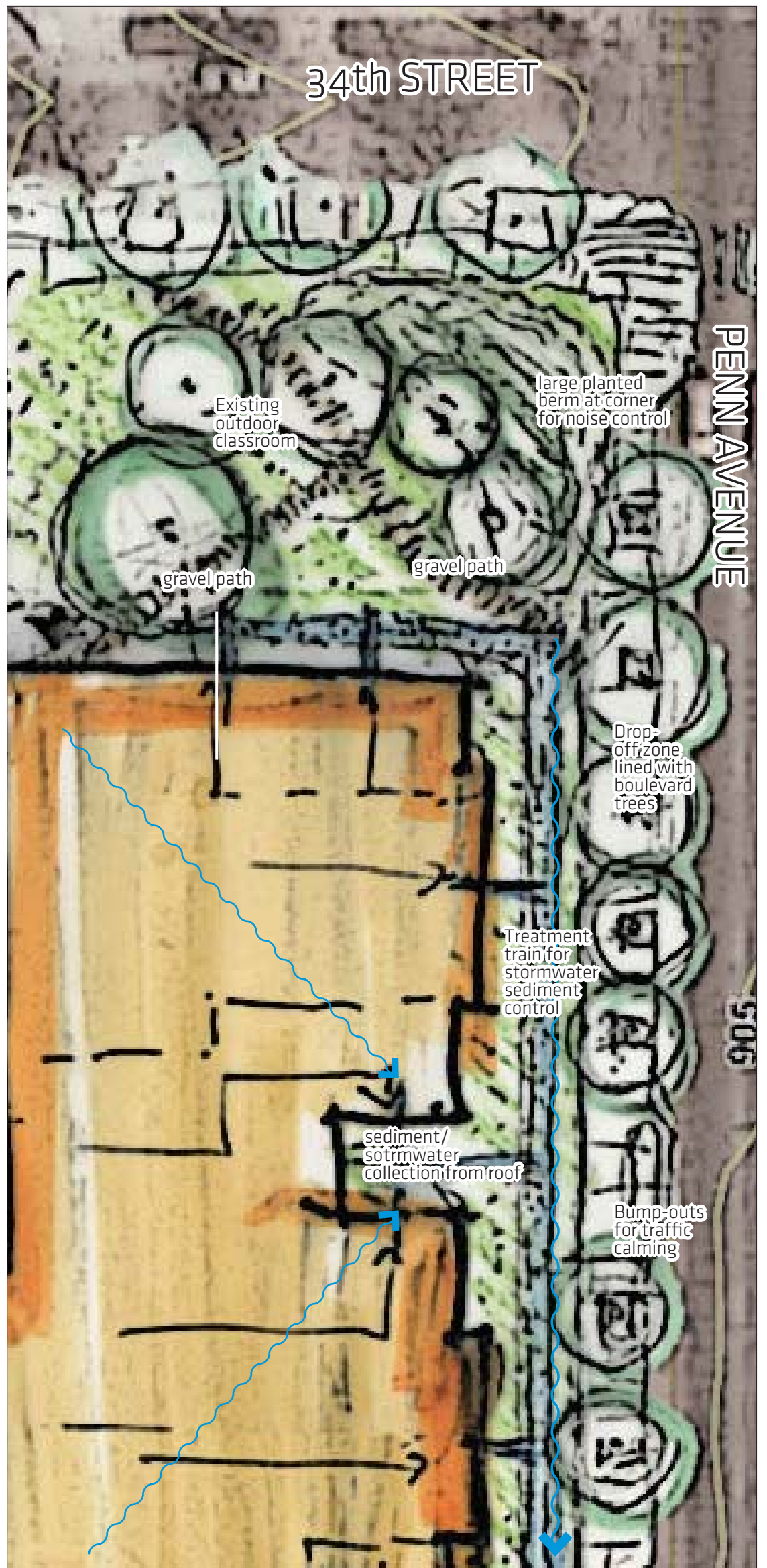
BOLLARD LIGHTING WILL INCREASE SAFETY ALONG PENN

Safety along Penn Avenue

This corridor is programatically similar to B1. Treatment trains will help to filter sediments from rooftop stormwater and paths will include benches for sitting. However, with its location along Penn Avenue, this corridor must be sensitive to issues of safety, noise pollution and visual disturbances. The edge along Penn should be designed so that traffic is calmed while maintaining a drop-off zone for students and parents. This can be accomplished by building a hardscape to the curb that will be visible to passing cars. Trees should be spaced no more than 25' on-center in order to create a safety zone between car and pedestrian. Trees, together with the occasional bump-out, will also help to slow passing traffic by creating enclosure.

Bollard lighting should be used to define paths and illuminate children as they wait. Bollards will be especially beneficial during seasons with limited natural light.

The northeast corner is already home to an excellent outdoor classroom. This classroom will be further enhanced through the use of an elevated, planted berm at Penn/34th and gravel paths.



INFORMAL GATHERING AREA B2



BEFORE



- Ornamental screening trees
- Gravel path
- Oak savanna landscape
- Butterfly garden
- Screening trees along alley
- Benches for seating
- Ecological observation stations
- New bird and insect habitat

AFTER IMPLEMENTATION















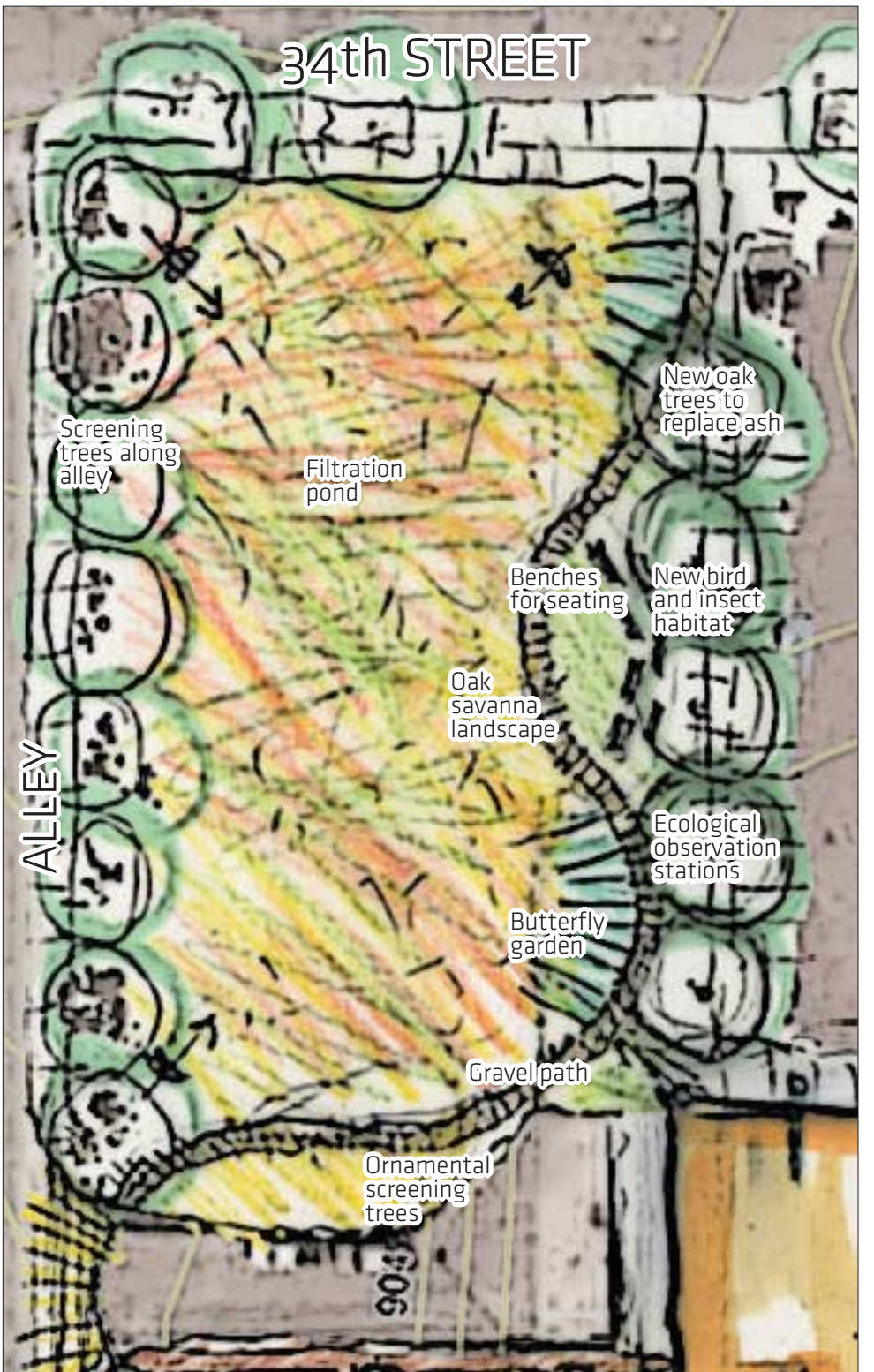
BUTTERFLY GARDEN

Learning from the Landscape

There is much to learn from nature. With a new Outdoor Laboratory, students can learn about the native oak savanna landscape, the function of insects in an ecosystem, the impact of stormwater flows in an urban environment and horticulture, among many others. Ecological observation stations could include rain gauges, bird nests and feeders, or water samples for pH testing. A butterfly garden will attract bees and butterflies through the use of goldenrod, milkweed, aster and other attractive flowers.

The Outdoor Laboratory should be designed in such a way that students have a direct connection with nature. Gravel paths should bring students to the edge of the filtration pond - or even over the pond as seen at Folwell Middle School. New trees should screen all sides of the Outdoor Laboratory so that the space feels as natural as possible. In order to keep the laboratory functioning, teachers and administration will have to design curricula for the space and even encourage students to volunteer for periodic clean-up and maintenance.

- Ornamental tree (hawthorn) 
- Path 
- Stormwater treatment train 
- Gathering space/commons 
- Garden plats 
- Hardscape 
- Screening tree (honeylocust) 
- Large tree (oak, chestnut) 
- Bushes (hazelnut, sumac) 
- Prairie grasses 
- Paint the pavement 
- School building 



OUTDOOR LABORATORY C



BEFORE



- Student display cases
- "Student achievement" corridor, queues
- Ornamental trees
- Benches
- Lucy Craft Laney exhibit
- Bollards for nighttime lighting
- Observation benches
- New statue of Lucy craft Laney
- Sedge meadow stormwater holding pond
- School art project opportunities (mosaics, banners, etc.)
- Traffic calming along Penn

AFTER IMPLEMENTATION



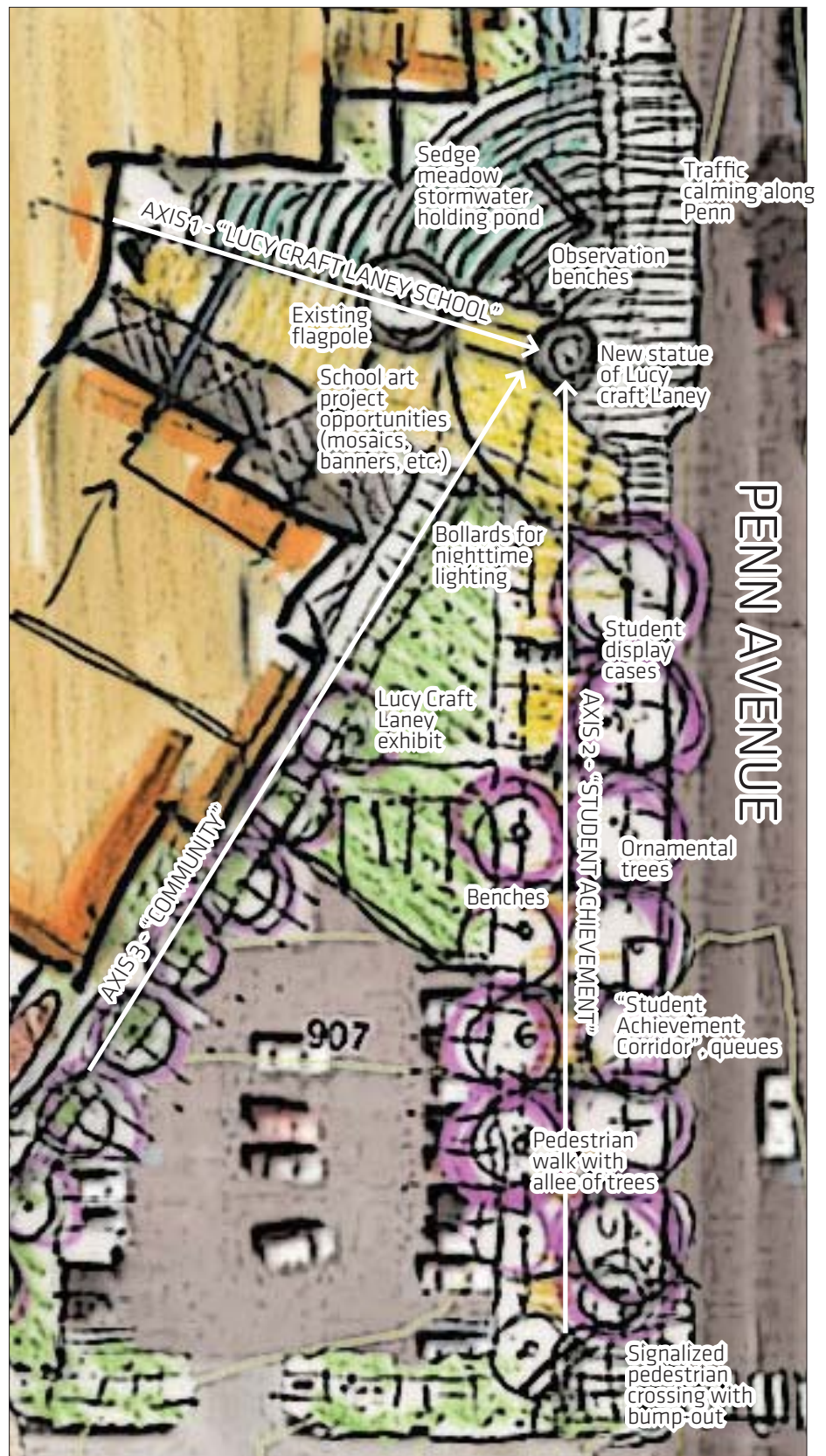
A NEW STATUE OF LUCY CRAFT LANEY WILL CELEBRATE THE SCHOOL'S NAMESAKE

A Grand Entrance for the Lucy Craft Laney School

Lucy Craft Laney was a gifted and dedicated educator. Her life and work will be memorialized as part of a new gateway plaza. A new statue of Lucy Craft Laney will sit at the intersection of two axes - Axis 1 projects outward from the building entrance, while Axis 2 emerges from the center of a new allee of trees. Axis 3 comes in the form of a new linear path that directly connects the Cleveland Commons area to the new Lucy Craft Laney statue, metaphorically linking "education, learning and Lucy Craft Laney" to the "community".

Southwest of the new statue, there will be an exhibition area on the life and work of Lucy Craft Laney. Along Penn, large display cases will feature successes of the Lucy Craft Laney school, which may include art projects, papers, or events. This "Student Achievement Corridor" will terminate physically and visually at the new statue of Lucy Craft Laney, symbolizing her commitment to students, literacy and learning.

- Ornamental tree (hawthorn)
- Path
- Stormwater treatment train
- Gathering space/commons
- Garden plots
- Hardscape
- Screening tree (honeylocust)
- Large tree (oak, chestnut)
- Bushes (hazelnut, sumac)
- Prairie grasses
- Paint the pavement
- School building



LUCY CRAFT LANEY GATEWAY PLAZA D

Implementation

The Lucy Craft Laney Campus Master Plan is envisioned as a multi-year, long-range vision for the school grounds. Given the dynamic nature and number of variables associated with the implementation of this project, it is difficult to say exactly when and how each new bench, tree or path will be installed. However, it is possible to systematically identify all major design elements proposed in this plan and list the conditions under which their installation is feasible.

The figure at right is a list of all 25 major design elements from the “outdoor rooms” of the master plan. There is a moderate amount of generalization in these elements. For example, from a master planning perspective, it makes much more sense to install all trees within a small room during one project, rather than phasing in three trees at a time. In so doing, the project saves on labor and provides for many more years of tree growth. As such, this design element is called “trees and vegetation”.

When the next set of planners (most likely Minneapolis Public Schools) is called on to install “trees and vegetation” in Room B1, for example, vegetative species and general placements should be observed to achieve the desired effect of “repose, relaxation and enclosure” called for in the master plan. Exact placement of these items will be determined by the implementing party.

LUCY CRAFT LANEY CAMPUS MASTER PLAN List of Design Elements by Outdoor Room

(A) CLEVELAND COMMONS

- A1/ Circulation
- A2/ Amphitheater
- A3/ Commons
- A4/ Garden plats
- A5/ Painted pavement

(B1) INFORMAL GATHERING AREA

- B1-1/ Berm
- B1-2/ Trees and vegetation
- B1-3/ Benches
- B1-4/ Treatment train

(B2) INFORMAL GATHERING AREA

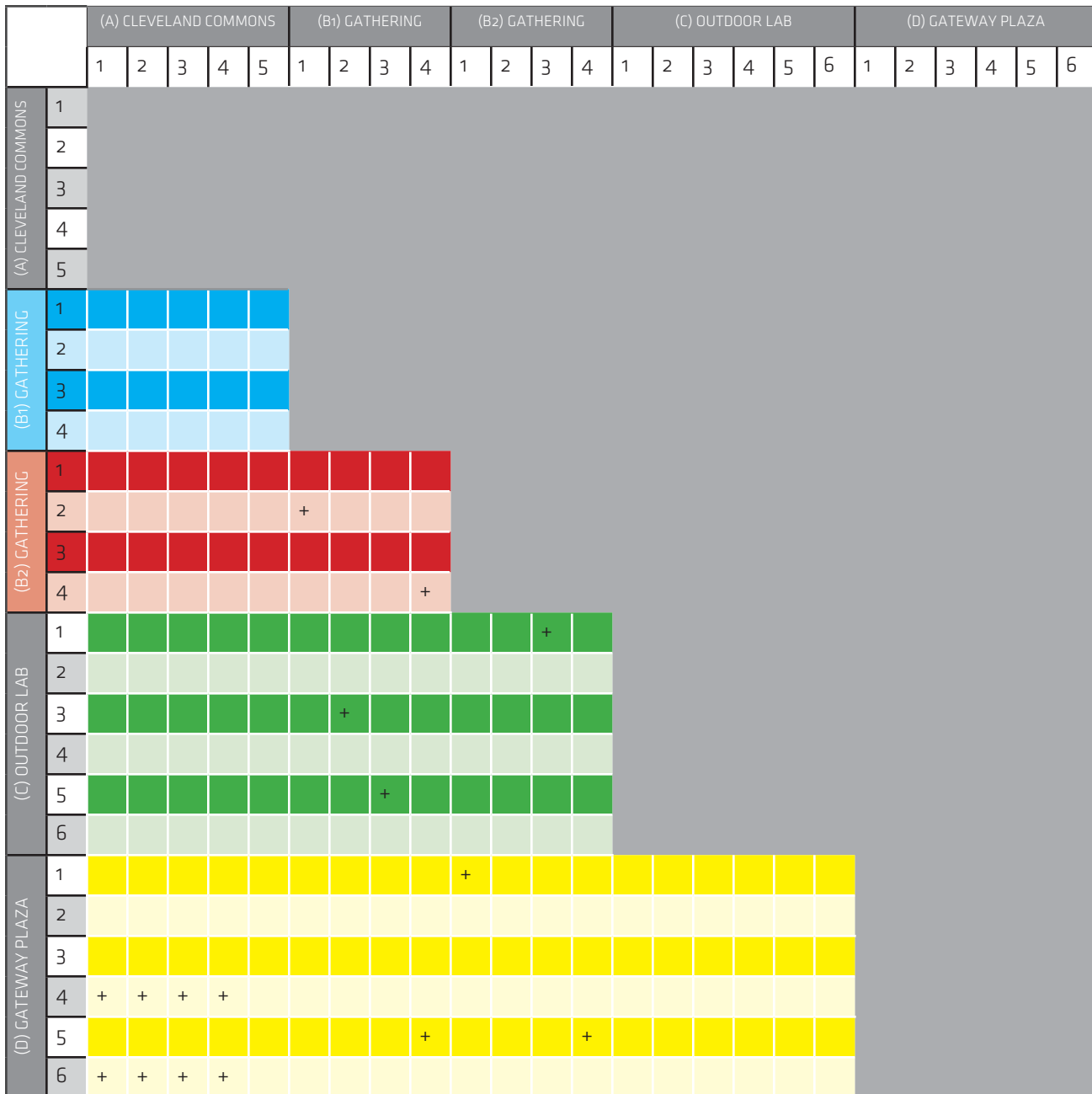
- B2-1/ Penn boulevard with bollards, bump-outs
- B2-2/ Berm at 34th+Penn with vegetation
- B2-3/ Gravel paths
- B2-4/ Treatment train

(C) OUTDOOR LAB

- C1/ Gravel path
- C2/ Controlled burn and reseed of sedimentation pond
- C3/ New oaks along eastern edge of sediment. pond
- C4/ Screen trees along alley + 34th
- C5/ Benches and observation stations
- C6/ Butterfly garden

(D) GATEWAY PLAZA

- D1/ Student Achievement Corridor
- D2/ Signalized crossing at 33rd+Penn
- D3/ Statue of Lucy Craft Laney and platform
- D4/ Lucy Craft Laney exhibition space
- D5/ Stormwater holding pond
- D6/ Axis 3 - pedestrian connection between gateway plaza and commons



COMPATIBILITY MATRIX

With each design element listed, it is possible to create a compatibility matrix. The matrix, shown above, compares each design element to another in order to find commonalities. Design elements are compatible if they are a similar construction type (installation of oak trees in two outdoor rooms) or if it makes sense to install two design elements simultaneously for one reason or another. For example, if an underground detention vault is installed by the City of Minneapolis within the next 5 years, it would make sense to install design elements A1-A4 from the Cleveland Commons and design element D6 simultaneously. A description of compatible design elements is shown at right.

DESIGN ELEMENT(S)	COMPATIBLE WITH	REASON
A1 - A4	D6, D4	installation of underground detention vault
B1-1	B2-2	same construction type - berm
B1-2	C3	same construction type - trees & vegetation
B1-3	C5	same const. type - benches & observation stations
B1-4	B2-4, D5	same const. type - treatment train and sedge holding pond
B2-1	D1	same const. area - Penn Ave. boulevard reconstruction
B2-3	C1	same const. type - gravel paths

COMPATIBLE ELEMENTS: THIS TABLE IS A SUMMARY OF COMPATIBLE DESIGN ELEMENTS THAT COULD BECOME LARGER PROJECTS

#	DESCRIPTION	POTENTIAL PARTNER(S)	DESIGN ELEMENT(S)	ROOM(S)					EST. BUILD OUT	COM- PLEXITY
				A	B1	B2	C	D		
1	Construct Cleveland Commons, Lucy Craft Laney exhibition space and western half of Student Achievement corridor after installation of underground detention vault (UDV) by City	MPS, Mpls. Dept. of Public Works, MN Historical Society, Northside Arts Collective (NAC)	A1 - A4, D4, D6	x				x	2012-14	H
2	Create elevated berms	MPS	B1-1, B2-2		x	x				L
3	Plant new oak trees to replace existing ash	MPS, Tree Trust, Green Team	B1-2, C3			x	x			L
4	Site benches along informal gathering area paths and outdoor lab and install observation stations	Mpls. Parks & Recreation Board, Hennepin County (for Lowry Bridge limestone)	B1-3, C5		x		x			L
5	Install treatment trains to manage stormwater from school building	MPS, Shingle Creek Watershed	B1-4, B2-4, D5		x	x		x		M
6	Reconstruct sidewalk and curb along Penn Avenue to include Student Achievement Corridor, pedestrian safety improvements and boulevard trees	MPS, Hennepin County, City of Minneapolis	B2-1, D1			x		x	2012-14	H
7	Build gravel paths in informal gathering area (B2) and outdoor lab	MPS	B2-3, C1			x	x			L
8	Work with students to paint culs-de-sac annually	LCL School	A5	x						L
9	Conduct a controlled burn of the sedimentation pond and re-seed with prairie grasses	Tree Trust	C2				x			M
10	Plant trees along alley (33rd to 34th) and along northern edge of sedimentation pond	Tree Trust	C4				x			M
11	Plant a butterfly garden	Tree Trust	C6				x			L
12	Install signalized pedestrian crossing at 33rd & Penn	City of Mpls., Hennepin County	D2					x	2011	M
13	Erect a statue of Lucy Craft Laney (RFP available in appendix)	MPS, NAC, City of Mpls,	D3					x	2012	M

PROJECT LIST

The 13 projects listed above, if completed, will effectively complete all elements of the master plan. Given the range of complexity and cost, it is not reasonable to expect that they will be completed at once or within a short amount of time. There are many changing variables in the implementation of any master plan. While four projects - 1, 6, 12 & 13 - have estimated build-out dates as a result of conversations during the planning process, the implementation of most projects is not certain. Some projects, especially those with a low "L" degree of complexity, could be completed on a 6 month-1

year time table. Complex projects, if political will and funding are available, could be completed more quickly than anticipated.

This list of 13 projects is, in effect, a framework that outlines the opportunities, constraints, timing and outcomes involved with implementing sections of the master plan. It will serve as a guide for the Lucy Craft Laney Redesign Steering Committee and Minneapolis Public Schools as they partner during the implementation process.

“Make no little plans. They have no magic to stir men’s blood and probably themselves will not be realized. Make big plans; aim high in hope and work, remembering that a noble, logical diagram once recorded will never die, but long after we are gone will be a living thing, asserting itself with ever-growing insistency. Remember that our sons and grandsons are going to do things that would stagger us. Let your watchword be order and your beacon beauty. Think big.”

Daniel Burnham, Chicago Architect

Conclusion

The Lucy Craft Laney Campus Master Plan is, admittedly, ambitious. However, it represents careful analysis, discussions with the neighborhood and confidence in the political, charitable and community institutions that will be essential to its success. This plan offers an opportunity to make a critical connection between a neighborhood school and the residents it serves.

By partnering in the implementation of the master plan, the Lucy Craft Laney school and its students stand to gain much in the way of new learning opportunities, service learning projects and the satisfaction of investing in the greater good. Likewise, residents can join the effort to build a new center for the Cleveland community.

List of Appendices

Aerial image of site as of August 2009

Lucy Craft Laney Statue RFP/RFQ

Profile of Lucy Craft Laney

Superintendent's Regulation on Stewardship of District Buildings and Grounds

Grading plan for the Lucy Craft Laney School (1' contours)

Historic images of Cleveland School

Plan of Cleveland School



Lucy Craft Laney School at Cleveland Park

aerial image as of august, 2009

◀ building entrance [] site boundary

Lucy Craft Laney Master Plan Advisory Committee
RFQ/RFP for Lucy Craft Laney Statue and Gateway Plaza

Contents:

1. Mission Statement
2. Background
3. Site
4. Project Description
5. Selection Criteria and Submission Requirements
6. Budget
7. Timeline
8. Appendix

MISSION STATEMENT

The Cleveland Neighborhood is a community with diversity. Each of its residents has a unique perspective, yet all share common goals in their visions of a nice place to live. This neighborhood's success rests upon its ability to satisfy those needs. Creating a frame of reference to shape its future. Cleveland proposes a vision rooted in the underlying strength of its neighborhood character. More specifically, to strengthen our community in the following areas: Neighborliness, Urban Appeal and Safety.

BACKGROUND

The Lucy Craft Laney School at Cleveland Park, located at 3333 N Penn Avenue, was built in 2002 at a time of rapid increases in student enrollment in North Minneapolis. The original Cleveland School, built in the 1930s just one block southwest of Lucy Craft Laney, was demolished in the late 1990s. When the new school was constructed, Lucy Craft Laney, a gifted and dedicated African American educator, was chosen as the school's namesake. In 2002, the new school included a holding pond, new hardscape plaza, shade and screening trees, a playground and ornamental bushes to complement the building. The facilities department at Minneapolis Public Schools maintained these new landscape features for one year following their installation. After this warranty period, however, maintenance duties were transferred to another department, which successively faced several rounds of budget and staff cuts. As a result, maintenance activities such as pruning, watering, weeding, or installation of new vegetation were reduced or done away with altogether. Today, the holding pond is now filled with weeds and thistles, trees wither away due to inadequate watering and vandalism and weeds permeate the main entrance plaza.

The Cleveland Neighborhood Association (CNA), located in a wing at the south end of the building, has a vested interest in the condition and appearance of the Lucy Craft Laney school. CNA maintains that the school, a center of life for residents and students alike, should live up to its potential as an attractive destination that contributes to a sense of place. In Summer 2009, the Cleveland Neighborhood Association formed the Lucy Craft Laney Advisory Committee (Committee), which is comprised of representatives from the neighborhood and school. The Committee worked with a consultant to prepare a master plan for the school grounds and detailed plan for the main entrance plaza. This plan is a long-term vision for the school grounds and envisions partnerships with non-profits, the City and County to build phases of the plan and a school district-neighborhood partnership to maintain the grounds once renovated. As part of the plan's first phase, the Committee will dispense a sum of \$27,000 for the erection of a new statue of Lucy Craft Laney and reconstruction of the eastern end of the gateway plaza. This amount will be given to a collaboration or team of designers and artists who can implement the first phase in accordance with the master plan.

SITE

The Lucy Craft Laney School sits on a 6.5 acre parcel, which roughly equates 1.5 city blocks. The entrance of the school, between 33rd and 34th Avenues North, sees approximately 12,000 autos per day along Penn Avenue. In the future, this highly visible corridor will include many major improvements to the school grounds, including pedestrian amenities, showcases for student work, stormwater

infiltration devices and an outdoor exhibit of the life and work of Lucy Craft Laney. For this RFP, the project boundary will encompass a 2,000 square foot section of the main entrance plaza. Pictures and a site plan of the project boundary are included in the Appendix.

PROJECT DESCRIPTION

The winning project team will:

- Design and build a statue of Lucy Craft Laney
- Demolish the existing elevated berm
- Design and build a paving plan for the area surrounding the statue

All applicants will have to demonstrate that they possess the experience, expertise and training required to complete the tasks above. Since the project tasks involve demolition, erection of a statue and installation of a paving system, project teams are strongly encouraged. Teams can comprise sculptors, other public artists, landscape architects, engineers, or design-build firms, among others.

SELECTION CRITERIA

The Lucy Craft Laney Advisory Committee will review all project applicants in two rounds. The first round will be a request for qualifications (RFQ) to determine if applicants possess the experience and aptitude for the project. The criteria for selection in the RFQ process include the following:

RFQ selection criteria:

- The professional qualifications of the applicant team as evidenced by the supporting materials.
- An established and diverse exhibition record.
- A developed and consistent style.
- Artistic merit and superior caliber craftsmanship as evidenced by submitted images.
- Quality and craftsmanship of product as exhibited by past work.
- Feasibility: applicant/team's proven track record/ability to complete the work on time and within the budget.

To be considered for the RFQ process, please assemble the following:

- A current concise resume of all participants in the project team (sent as an email attachment or on a CD).

- Five digital images of your recent work (sent as an email attachment or on a CD) resolution of 96 dpi at a minimum of 5 x 7 inches. JPG or PDF format no larger than 1.5MB per image. If a team applies, they may only submit five images for all team members. The optional proposal sketch does not count as an image.

-A list of the submitted images (sent as an email attachment or on a CD) identifying title, artist, medium, size, location, and other pertinent information about the image submissions.

All submissions should be in digital form. Document files should be in PDF or doc formats, image files in PDF or jpg formats. Name each image file with your last name first and name of the document, e.g.: jones_rebecca_resume.doc. To have your images viewed in a certain order you can number them, e.g.: jones_rebecca_1_Title of the work.JPG. Use underscores to separate words in file name, not punctuation. Please make sure submissions are labeled correctly, that your name, address and other contact information is in every document. Improperly submitted or incomplete submissions may not be accepted.

Applicants who meet the RFQ criteria will be invited to submit more detailed proposals for consideration in round two, the RFP process. This round will determine the team that will design and build the project.

RFP selection criteria include:

- Originality: creativity and uniqueness of proposed artwork concept for this project.
- Public safety, and compliance with the Americans With Disabilities Act.
- Maintainability: structural and surface soundness, durability and resistance to vandalism, weathering, excessive maintenance, repair costs.

- Compliance with the Lucy Craft Laney Master Plan. All submissions must be in compliance with the following design guidelines:
 - Statue must be sited at the intersection of two major axes. One axis projects outward from the center of the main building entrance. The second axis lies in the center of a proposed walkway along Penn that will replace the existing sidewalk. When built, the statue will terminate the view of this walkway and spatially connect Lucy Craft Laney with a row of student work on display. See proposal for the Gateway Plaza (Section D) of the Lucy Craft Laney Redesign Master Plan for the precise location of the statue site.
 - Statue must be made of bronze, marble or stone.
 - Statue should evoke the mission of Lucy Craft Laney and her dedication to reading, learning and the education of children.
 - Paving pattern should complement the statue and reinforce its importance and prominence in the space.
 - The edge of the paving pattern must be a circle with the center of the circle located directly on the intersection of the axes shown in the Master Plan.

To be considered for the RFP process, please assemble the following:

- A brief written proposal (sent as an email attachment or on a CD) describing your work and what you plan to do to address the potential art area(s). Write approximately one page about what your concept and approach will be in addressing the public art space(s) of the site.
- Indicate installation method or any other pertinent information that may be helpful to the committee regarding siting and installing the proposed work.
- Suggested maintenance and conservation methods for proposed work.
- A detailed budget including fees, materials and installation costs.

All submissions should be in digital form. Document files should be in PDF or doc formats, image files in PDF or jpg formats. Name each image file with your last name first and name of the document, e.g.: jones_rebecca_resume.doc. To have your images viewed in a certain order you can number them, e.g.: jones_rebecca_1_Title of the work.JPG. Use underscores to separate words in file name, not punctuation. Please make sure submissions are labeled correctly, that your name, address and other contact information is in every document. Improperly submitted or incomplete submissions may not be accepted.

All teams invited to participate in the RFP process will receive a \$500 stipend.

BUDGET

The Committee will award \$70,000 to the winning project team. This will cover all fees, demolition, materials and installation costs. This stipend must cover all design, fabrication, transportation, documentation and installation expenses, including any building or site modifications associated with the proposal. No additional and/or contingency funds will be made available by the committee.

TIMELINE

The selection process will occur during Fall and early Winter of 2009. The project will be installed during Spring 2010. In October, the Committee will hold an informational workshop, which will be used to introduce interested artists/teams to the Committee, site and master plan. There will be an opportunity for interested artists/teams to ask questions about the project and process. A general timeline follows:

Introductory workshop
 RFQ applications due
 RFQ decisions made, winning teams invited to submit proposals
 RFP decision made
 Installation of project

APPENDIX

FIGURE 1: Birdseye view of Lucy Craft Laney school



FIGURE 2: Project boundary



Lucy Craft Laney (1854-1933)

The founder and principal of the Haines Institute in [Augusta](#) for fifty years (1883-1933), Lucy Craft Laney is Georgia's most famous female African American educator. She was born on April 13, 1854, one of ten children, to Louisa and David Laney during [slavery](#). Her parents, however, were not slaves. David Laney purchased his freedom about twenty years before Laney's birth; he purchased his wife's freedom sometime after their marriage. Laney learned to read and write by the age of four and could translate difficult passages in Latin by the age of twelve, including Julius Caesar's *Commentaries on the Gallic War*. She attended Lewis (later Ballard) High School in [Macon](#), which was sponsored by the American Missionary Association. In 1869 Laney joined the first class at Atlanta University (later [Clark Atlanta University](#)), graduating from the Normal Department (teacher's training) in 1873. Women were not allowed to take the classics course at Atlanta University at that time, a reality to which Laney reacted with blistering indignation.

After teaching in Macon, [Savannah](#), [Milledgeville](#), and Augusta for ten years, "Miss Lucy," as she was generally known, began her own school in 1883 in the basement of Christ Presbyterian Church in Augusta. The school was chartered by the state three years later and named the Haines Normal and Industrial Institute. Originally Laney intended to admit only girls, but several boys appeared and she could not turn them away. Laney began her lifelong appeal for funding for her school by traveling to a meeting of the General Assembly of the Northern Presbyterian Church in Minneapolis in 1886. She addressed the assembly but received only her fare home. She did, however, obtain the confidence of a lifetime benefactor, Mrs. Francine E. H. Haines, for whom her school was named. By 1912 the Haines Institute employed thirty-four teachers, enrolled nine hundred students, and offered a fifth year of college preparatory high school in which Laney herself taught Latin. Haines graduates matriculated at Howard, Fisk, Yale, and other prestigious colleges, where they reflected the confidence and pride that Laney and her staff had instilled in their students.

Haines not only offered its students a holistic approach to education but also served as a cultural center for the African American community. The school hosted orchestra concerts, lectures by nationally famous guests, and various social events. Laney also inaugurated the first kindergarten and created the first nursing training programs for African American women in Augusta.

In Augusta Laney helped to found the local [National Association for the Advancement of Colored People](#) (NAACP) chapter in 1918, and she was active in the Interracial Commission, the National Association of Colored Women, and the Niagara Movement. She also helped to integrate the community work of the YMCA and YWCA. Her friends and students included Mary McLeod Bethune, Charlotte Hawkins Brown, Nannie Helen Burroughs, [W. E. B. Du Bois](#), Joseph Simeon Flipper, [John Hope](#), Langston Hughes, Mary Jackson McCrorey (the associate principal at Haines from 1896 to 1916), William Scarborough, Martha Schofield, Madame C. J. Walker, Richard R. Wright Sr., and [Frank Yerby](#). Laney

died in 1933.

Lucy Craft Laney, the Reverend [Henry McNeal Turner](#), and the Reverend [Martin Luther King Jr.](#) were the first African Americans to have their portraits hung in the Georgia [state capitol](#); they were selected by Governor [Jimmy Carter](#) in 1974. Laney's portrait bears tribute to "the mother of the children of the people," a woman who knew that "God didn't use any different dirt to make me than the first lady of the land." She was inducted into [Georgia Women of Achievement](#) in 1992.

Suggested Reading

Robin Kadison Berson, *Marching to a Different Drummer: Unrecognized Heroes of American History* (Westport, Conn.: Greenwood Press, 1994), 186-94.

Asa C. Griggs, "Notes: Lucy Craft Laney," *Journal of Negro History* 19 (January 1934): 97-102.

Mary M. Marshall, "'Tell Them We Are Rising!' Black Intellectuals and Lucy Craft Laney in Post Civil War Augusta, Georgia" (Ph.D. diss., Drew University, 1998).

Lucy Lilian Notestein, *Nobody Knows The Troubles I See* (Washington, D.C.: Manuscript Divisions, Library of Congress, n.d.), 1-16.

June O. Patton, "Lucy Craft Laney," *Facts on File Encyclopedia of Black Women in America*, vol. 1 (New York: Facts on File, 1997).

Gloria Taylor Williams-Way, "Lucy Craft Laney, 'The Mother of the Children of the People': Educator, Reformer, Social Activist" (Ph.D. diss., University of South Carolina, 1998).

Kent Anderson Leslie, Decatur

Updated 3/30/2005

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SPECIAL SCHOOL DISTRICT NO. 1



MINNEAPOLIS PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY SCHOOL DISTRICT

807 NORTHEAST BROADWAY, MINNEAPOLIS, MINNESOTA 55413-2398

TO: All Principals and Department Heads

FROM: Kerry Felt
Deputy Superintendent

DATE: August 11, 2005

SUBJECT: Superintendent's Regulation on Stewardship of District Buildings & Grounds

The purpose of this memo is to reacquaint you with Superintendent's regulation 3571A that implements Board Policy 3517, Operation, Maintenance and Security of Buildings and Grounds.

This regulation requires all Site Managers/Principals to adhere to the following:

- District Site Manager/Principal shall notify, in writing, the Director of Planning and Facilities immediately when any work or project on the facility or grounds has been identified. Upon review, the Director of Planning and Facilities will approve or deny the proposed work or project. This includes projects or work funded by grants, outside organizations, and volunteers.
- If the work or project is approved, the Director of Planning and Facilities will assign the appropriate Facilities representative to work with the site administration to assist in the development of work or project scope and to ensure that materials used and work performed meet District specifications and standards.
- When in doubt about any work, contact the Director of Planning and Facilities.

This regulation provides several illustrative examples (but not an exhaustive list) of work or projects that are impacted by this regulation.



SUPERINTENDENT'S OFFICE
Minneapolis Public Schools
807 Northeast Broadway, Minneapolis, MN 55413-2398
David M. Jennings 612.668.0200 Ginny Craig 612.668.0199 Fax 612.668.0195

M E M O R A N D U M

TO: All Principal's and Department Heads

FROM: David M. Jennings
Interim Superintendent

DATE: June 22, 2004

SUBJECT: Superintendent's Regulation on Stewardship of District Buildings and Grounds

The purpose of this memo is to inform you of a new Superintendent's regulation 3571A to implement Board Policy 3517, Operation, Maintenance and Security of Buildings and Grounds.

This new regulation requires all Site Managers/Principals to adhere to the following:

- District Site Manager/Principal shall notify, in writing, the Director of Planning & Facilities immediately when any work or project on the facility or grounds has been identified. Upon review, the director of planning & facilities will approve or deny the proposed work or project. This includes projects or work funded by grants, outside organizations, and volunteers.
- If the work or project is approved, the Director of Planning and Facilities will assign the appropriate Facilities representative to work with the site administration to assist in the development of work or project scope and to ensure that materials used and work performed meet District specifications and standards.
- Site Managers/Principals shall not enter into formal or informal agreements for use of District buildings or grounds by third parties except as permitted by District policy.
- When in doubt about any work, contact the Director of Planning and Facilities.

This regulation provides several illustrative examples (but not an exhaustive list) of work or projects that are impacted by this regulation.

Please note that there are consequences for not following Superintendent Regulation 3571A. Site managers/ principals who violate this regulation shall be subject to disciplinary action, up to and including dismissal. Also, the cost to restore the facility or grounds to its original condition shall be funded from the offending site's budget as determined by the Chief Operating Officer on a case-by-case basis.

This regulation is effective June 22, 2004.

Minneapolis Public Schools Regulation 3517A

I. Purpose

The Facilities Department is responsible for all planning, design, construction, maintenance, operation and repair of District facilities and grounds. The purpose of this regulation is to ensure that work or projects that are proposed by any District site shall be coordinated and implemented through the Director of Planning & Facilities.

II. General Statement of Policy 3517

Operation, Maintenance and Security of Buildings and Grounds

Buildings constitute one of the greatest investments of the School District. It is in the best interest of the pupils and taxpayers to protect the investment adequately.

The Superintendent of Schools shall establish such rules and regulations as may be needed to provide for the operation, maintenance and security of all buildings in the sense outlined above.

III. Regulation

In order to implement this regulation, all District sites shall adhere to the following:

- A. District site manager/principal shall notify, in writing, the Director of Planning & Facilities immediately when any work or project on the facility or grounds has been identified. Upon review, the Director of Planning & Facilities will approve or deny the proposed work or project. This includes projects or work funded by grants, outside organizations, and volunteers.
- B. If the work or project is approved, the Director of Planning and Facilities will assign the appropriate Facilities representative to work with the site administration to assist in the development of work or project scope and ensure that materials used and work performed meet District specifications and standards.
- C. Site managers/principals shall not enter into formal or informal agreements for use of District buildings or grounds by third parties except as permitted by

Below are typical examples of work or projects that require notification to the Director of Planning & Facilities. Please note that the list is neither exhaustive nor limited to the items shown.

Architectural

- Wall construction, carpentry repairs, modular partitions, casework, flooring, carpeting, door hardware, magnetic door locks, fencing, signage, banners (interior or exterior), and roof repair.
- Interior / exterior painting including wall murals, graphics or any other art work (including non painted art work), plastering, wall patching, graffiti removal, glass installations or repair.

Mechanical / Electrical

- All electrical work including installation or repair of fire alarm systems, clock systems.
- Interior / exterior lighting.
- Installation or repair of any equipment related to the Heating, Ventilation, and Air Conditioning systems (including window air conditioners).
- Installation, repair or modification to all plumbing fixtures or any other plumbing equipment associated with the building plumbing network.
- Installation of irrigation systems.
- Installation, repair or modifications to gas lines located in science labs.
- Installation of equipment that would connect into the site's electrical or heating system.

Telecommunications / Technology

- Installation, repair, or modification of any telecommunications equipment and wiring including telephones, data lines or any other information technology equipment.
- Development or expansion of computer labs or technology closets.

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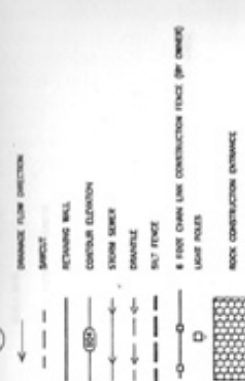
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- A. District site manager/principal shall notify, in writing, the Director of Planning & Facilities immediately when any work or project on the facility or grounds has been identified. Upon review, the Director of Planning & Facilities will approve or deny the proposed work or project. This includes projects or work funded by grants, outside organizations, and volunteers.
- B. If the work or project is approved, the Director of Planning and Facilities will assign the appropriate Facilities representative to work with the site administration to assist in the development of work or project scope and ensure that materials used and work performed meet District specifications and standards.
- C. Site managers/principals shall not enter into formal or informal agreements for use of District buildings or grounds by third parties except as permitted by District policy.
- D. When in doubt about any work, contact the Director of Planning and Facilities.

- Installation of camera systems or any other security devices.
- Repair or installation of PA systems or equipment.

Grounds, Courtyards & Paved Areas

- All landscaping or garden projects.
- Tree planting or tree maintenance.
- Installation, repair or renovation of playground areas.
- Installation or repair of all concrete or asphalt surfaces (parking, sidewalk, walkway areas etc.).
- Installation of benches sculptures or monuments.
- Installations of or modifications to retaining walls and fencing.



GENERAL NOTES:

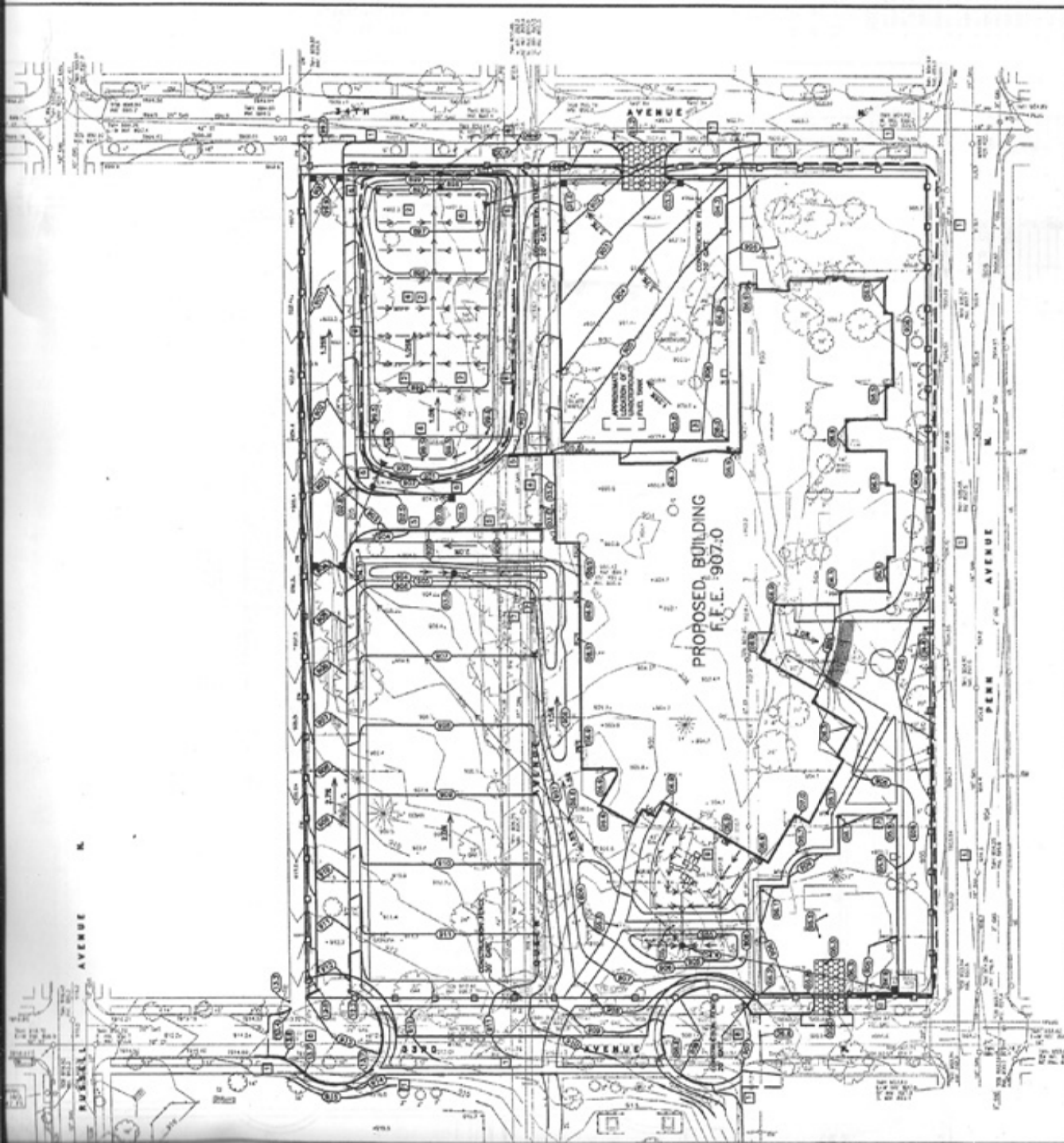
1. THE CONTRACTOR IS TO PROTECT THE SITE AND REMOVE ALL OBSTRUCTIONS UNLESS OTHERWISE NOTED.
2. THE CONTRACTOR IS TO REVIEW AND FOLLOW ALL ORDINANCES AND ORDERS - ORDINANCE CONTROL.
3. PLAN WORK TO COMPLY WITH ALL ORDINANCES AND FOLLOW ALL CITY OF MINNEAPOLIS ENGINTEERING AND INSPECTING DEPARTMENT ORDERS.
4. THE CONTRACTOR IS TO BE RESPONSIBLE FOR THE PROTECTION OF THE SITE. THE CONTRACTOR IS TO PROTECT THE SITE FROM THE START TO THE END OF THE PROJECT.
5. THE OWNER HAS INSTALLED A 6" FIBER OPTIC CONSTRUCTION FENCE AROUND THE SITE. THE CONTRACTOR IS TO PROTECT THIS FENCE AND REPORT ANY DAMAGE TO THE OWNER IMMEDIATELY.
6. ALL CONSTRUCTION (FENCES, CONSTRUCTION GRADERS AND ROCK CONSTRUCTION ENTRANCES) SHALL BE INSTALLED AND MAINTAINED AS SHOWN ON THE DRAWINGS. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE MAINTENANCE OF THE ABOVE MENTIONED ITEMS.
7. SPOT ELEVATIONS SHOWN AS 411 (HORIZONTAL) TO VERTICAL UNLESS NOTED OTHERWISE.
8. ALL SLOPES SHALL BE 4:1 (HORIZONTAL) TO VERTICAL UNLESS NOTED OTHERWISE.
9. PROPOSED CONDUITS AND SPOT ELEVATIONS ARE TO FINISHED GRADE.
10. SPOT ELEVATIONS SHOWN ADJACENT TO CURB REFER TO FINISHED GRADE.
11. ALL CONSTRUCTION MUST COMPLY WITH APPLICABLE CODES AND ORDINANCES.
12. THE CONTRACTOR IS TO MAINTAIN ACCESS TO ALL UTILITIES AND TO PROTECT ALL UTILITIES.
13. THE CONTRACTOR IS TO MAINTAIN ACCESS TO ALL UTILITIES AND TO PROTECT ALL UTILITIES.
14. THE CONTRACTOR IS TO MAINTAIN ACCESS TO ALL UTILITIES AND TO PROTECT ALL UTILITIES.
15. ALL PLAN REVISIONS MUST BE SUBMITTED TO THE CITY OF MINNEAPOLIS FOR APPROVAL.
16. ALL WORK IS TO BE COMPLETED BY THE DATE SHOWN ON THE DRAWINGS.
17. THE CONTRACTOR IS TO MAINTAIN ACCESS TO ALL UTILITIES AND TO PROTECT ALL UTILITIES.
18. SHOULD THE CONTRACTOR BELIEVE THAT THERE IS NOT ENOUGH DATA INFORMATION THE SITE TO ELUCIDATE THE EXISTING UTILITIES, THE CONTRACTOR IS TO NOTIFY THE OWNER IMMEDIATELY.
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21. THE CONTRACTOR IS TO MAINTAIN ACCESS TO ALL UTILITIES AND TO PROTECT ALL UTILITIES.

KEYED NOTES:

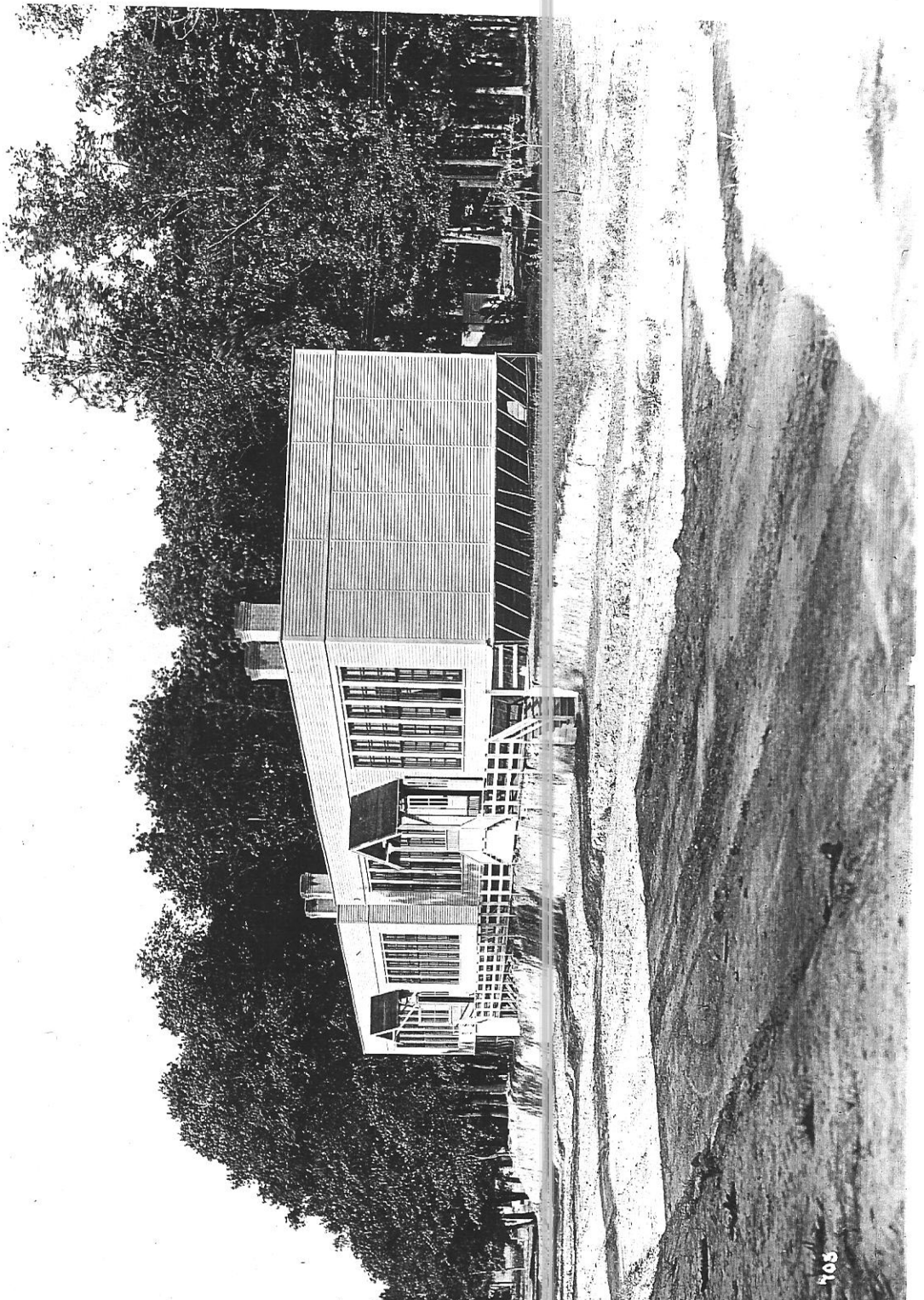
1. EXISTING CURB, CURBS, AND FINISHES ARE NOT TO BE DISTURBED EXCEPT WHERE IDENTIFIED ON DRAWING.
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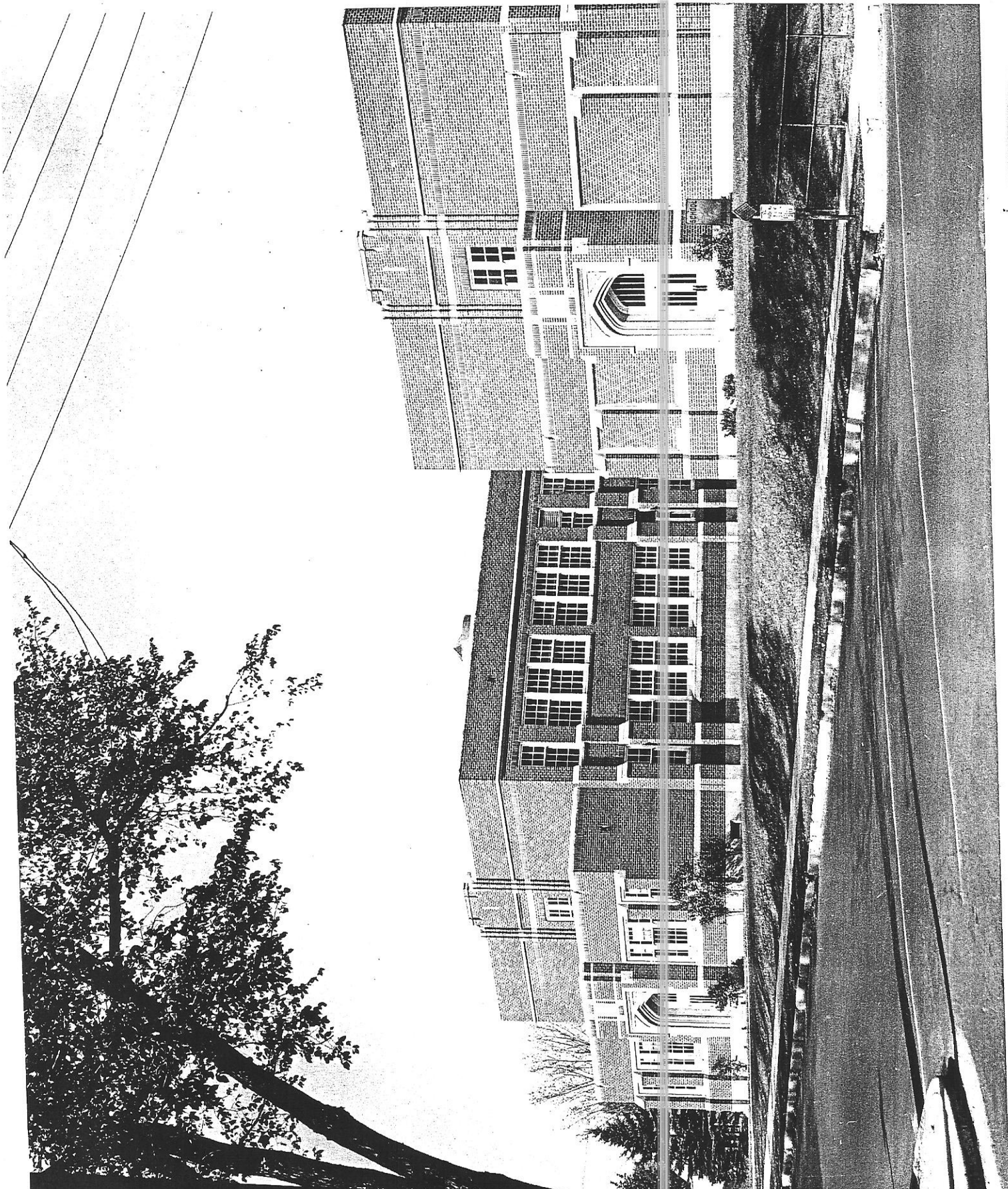
STATE LAW: 48 HOURS BEFORE EXCAVATING OR DEMOLISHING BUILDINGS, CALL (801) 454-0002 FOR FIELD LOCATION OF UNDERGROUND UTILITY LINES. (THIS SERVICE LOCATES UTILITY OWNED LINES BUT NOT PRIVATE LINES.)

THE LOCATIONS OF UNDERGROUND UTILITIES ARE SHOWN IN AN APPROXIMATE WAY ONLY AND HAVE NOT BEEN INDEPENDENTLY VERIFIED. THE EXACT LOCATION OF ALL UTILITIES MUST BE DETERMINED BEFORE COMMENCING WORK.





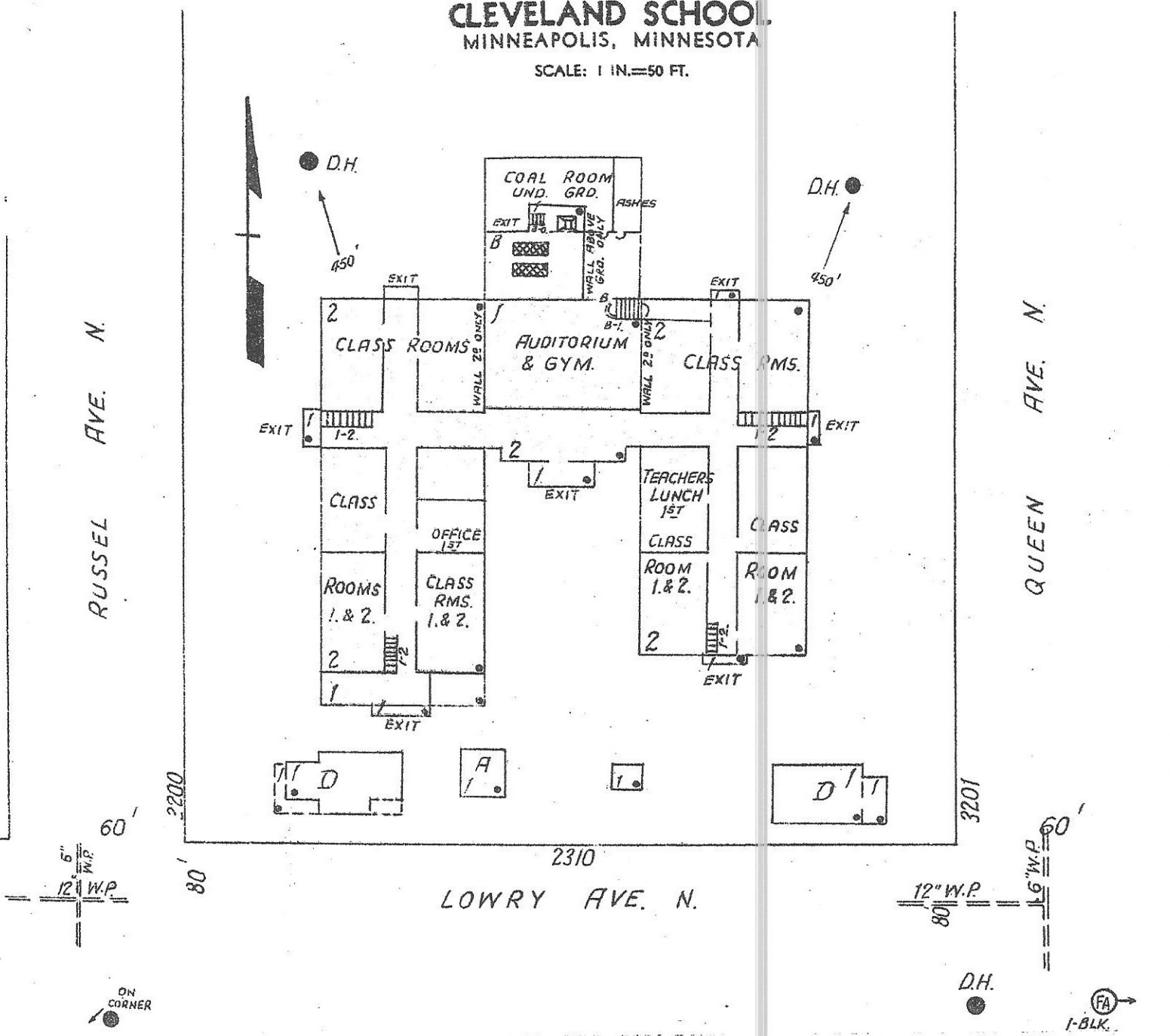




CLEVELAND SCHOOL

MINNEAPOLIS, MINNESOTA

SCALE: 1 IN. = 50 FT.



ERECTED: 1927.
 CONDITION: Excellent.
 HEIGHT: One and two stories.
 AREA: Basement, 3,500 Sq. Ft.
 First, 19,500 Sq. Ft.
 Second, 17,100 Sq. Ft.
 WALLS: 8" HT 4" brick.
 FLOORS: Reinforced concrete.
 ROOF: Composition surfacing on 7/8" boards