

# **Bache-Martin Elementary School**

## **A Conceptual Master Plan for Exterior Improvements**

**2201 Brown Street Philadelphia, PA 19130**  
**October 2011 • Project Number 2011-01**

**COMMUNITY DESIGN**

**COLLABORATIVE**

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**October 2011 • Project Number 2011-01**

Prepared for  
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## About Us

Building neighborhood visions as communities and design professionals work together; the Community Design Collaborative is a 501(c) 3 nonprofit that provides preliminary architectural, engineering, and planning services to nonprofit organizations.

Design professionals—volunteering their services *pro bono* through the Collaborative—help nonprofits communicate their goals for improving the physical and social fabric of their neighborhoods through design.

The Collaborative relies on a variety of resources to achieve its goal of assisting nonprofits in need of preliminary design services. Our programs are supported through grants from the City of Philadelphia's Office of Housing and Community Development, The William Penn Foundation, PNC Bank Foundation, Wachovia Foundation, Claneil Foundation, Connelly Foundation, AIA Philadelphia, Citizens Bank Foundation, NEA Design Arts, The Quaker Chemical Foundation and the Union Benevolent Association.

Operational support is also provided through the generosity of individual and corporate donors. The Collaborative's Annual Bowling Ball is a signature event, raising funds while offering a night of fun for firms, friends, and fans. In addition, the Collaborative's volunteers donate hundreds of hours of in-kind services each year.

To learn more about the Collaborative, visit our website at [www.cdesignc.org](http://www.cdesignc.org) or contact us at [cdesignc@cdesignc.org](mailto:cdesignc@cdesignc.org).

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Building Neighborhood Visions...



# Table of Contents

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## **Introduction**

### **Products**

*Project Location*

*Neighborhood Context*

*Existing Conditions*

- Photos
- Plan and Site Analysis Diagrams
- Historic Preservation Assessment

*Conceptual Design*

- Master Plan Narrative
- Proposed Master Plan Drawings
- Stormwater Study
- Opinion of Probable Cost
- Maintenance Plan

## **Description of Services**

*Value of Services Donated*

*Letter of Agreement*

*Client Application*

## **Appendix**

*Meeting Minutes*

# Introduction

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

Bache-Martin is located at 22<sup>nd</sup> and Brown Streets in the Fairmount Neighborhood. The school is woven into the life of the neighborhood with parents who teach at the school, neighborhood kids who attend, and families that stop by for weekend evenings for movie night or attend seasonal events hosted by the school. Bache-Martin is a K-8 school with a total of 400 students enrolled. The school is divided into two buildings: Martin and Bache, with students in grades K-4 attending classes in the Martin building and 5-8 attending in the Bache building.

This project began with the Bache-Martin Home & School Association application for a design services grant, proposing a visionary campus master plan. The project was undertaken as part of the Community Design Collaborative's (Collaborative) commitment to provide technical services for the Preservation Alliance of Greater Philadelphia's Vital Neighborhoods Initiative, a program supporting neighborhood investments, marketing, and other activities to attract new home buyers and spur homeowner improvements.

The Home & School Association and neighborhood stakeholders, including the Fairmount Community Development Corporation (Fairmount CDC), set high aspirations for Bache-Martin School and the Fairmount neighborhood. They envision the school as a local and active member of the community, enlivened with on-going neighborhood participation and investment. As part of the design process, a community task force was formed. This stakeholder group enjoyed a broad level of participation, including citywide and neighborhood institutional supporters. These included: The Mayor's Office of Sustainability, The Philadelphia School District, Philadelphia Water Department, The Francisville Neighborhood Development Corporation, Fairmount CDC, Friends of Eastern State Penitentiary Park, Pennsylvania Horticultural Society and the Vetri Foundation for Children.

The Collaborative volunteer team provided design services including: a site walk and photographic survey, two facilitated community task force sessions, a master plan proposal including an opinion of probable cost, an historic preservation assessment, stormwater study, and phasing and maintenance plans. The plan proposes to improve the learning environment through hands-on environmental education, garden and greening improvements, and sustainable treatment of stormwater runoff. The plan also suggests new uses for areas of the campus that are currently underutilized.

This document is a future vision for Bache-Martin. The proposed plan represents the thoughts and aspirations of the community task force assembled into a framework for development. In order to progress these aspirations, this document is envisioned as a communication tool which will inform decision-making, introduce new stakeholders and supporters to the project, and serve as a path to sustainable development for a true neighborhood anchor.

# Project Location

## Bache-Martin Elementary School

### A Conceptual Master Plan for Exterior Improvements

2011-01



Bache-Martin Elementary School  
2201 Brown Street  
*Lower North Philadelphia*

Organization: Elementary School/  
Housing and Community Development  
Facility Type: Elementary School



# Neighborhood Context

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Narrative

The Fairmount neighborhood derives its name from the promontory on which the Art Museum stands today. The mixed-use neighborhood is primarily residential row homes of brick masonry construction with a series of high-rise condominiums adjacent to Kelly Drive. The neighborhood's Fairmount Avenue is the commercial corridor. The avenue supports a number of establishments, mostly restaurant and service retail. The anchor institution is the historic Eastern State Penitentiary. The former prison closed in 1971 and has transformed into a museum and cultural attraction, bringing thousands of visitors and hosting varied art exhibitions and installations each year. Bache-Martin is located just north of Eastern State Penitentiary. The Penitentiary provides a neighborhood park green to its north with a playground occasionally used by the school.



Intersection of 22nd and Brown Streets with the Martin building on the left and the Bache building on the right

# Neighborhood Context

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Photos



View looking at Martin's main entry from Bache's parking lot



View looking north on 22nd Street



View looking east on Parrish Street along the Martin School facade



View looking south on 22nd Street



View looking east to homes on Beechwood Street from Bache's parking lot



View of the the playground area adjacent to Eastern State Penitentiary

# Existing Conditions

## Bache-Martin Elementary School

### A Conceptual Master Plan for Exterior Improvements

2011-01

## Photos Bache Building



View looking at the entry to Bache's parking lot from 22nd Street



The Bache building as seen from the corner of 22nd and Brown Streets. Note the playground and walls of Eastern State Penitentiary on the right.



The Bache building and parking lot: the lot area could accommodate recreational space and a porous surface system to infiltrate stormwater.



The Bache building, east side: concrete has been cut out for small in-grade plantings - an example of a "quick-hit" to improve the school and connect students to the outdoors.

# Existing Conditions

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Photos Martin Building



Drive and portico at the west side of the Martin building



Ground floor windows of the Martin building obscured by metal grates



Cafeteria waste bins located on the sidewalk outside the Martin building on Parrish Street



The south courtyard of the Martin building



Rubberized pavers installed for safe, active play, covering the north courtyard of the Martin building

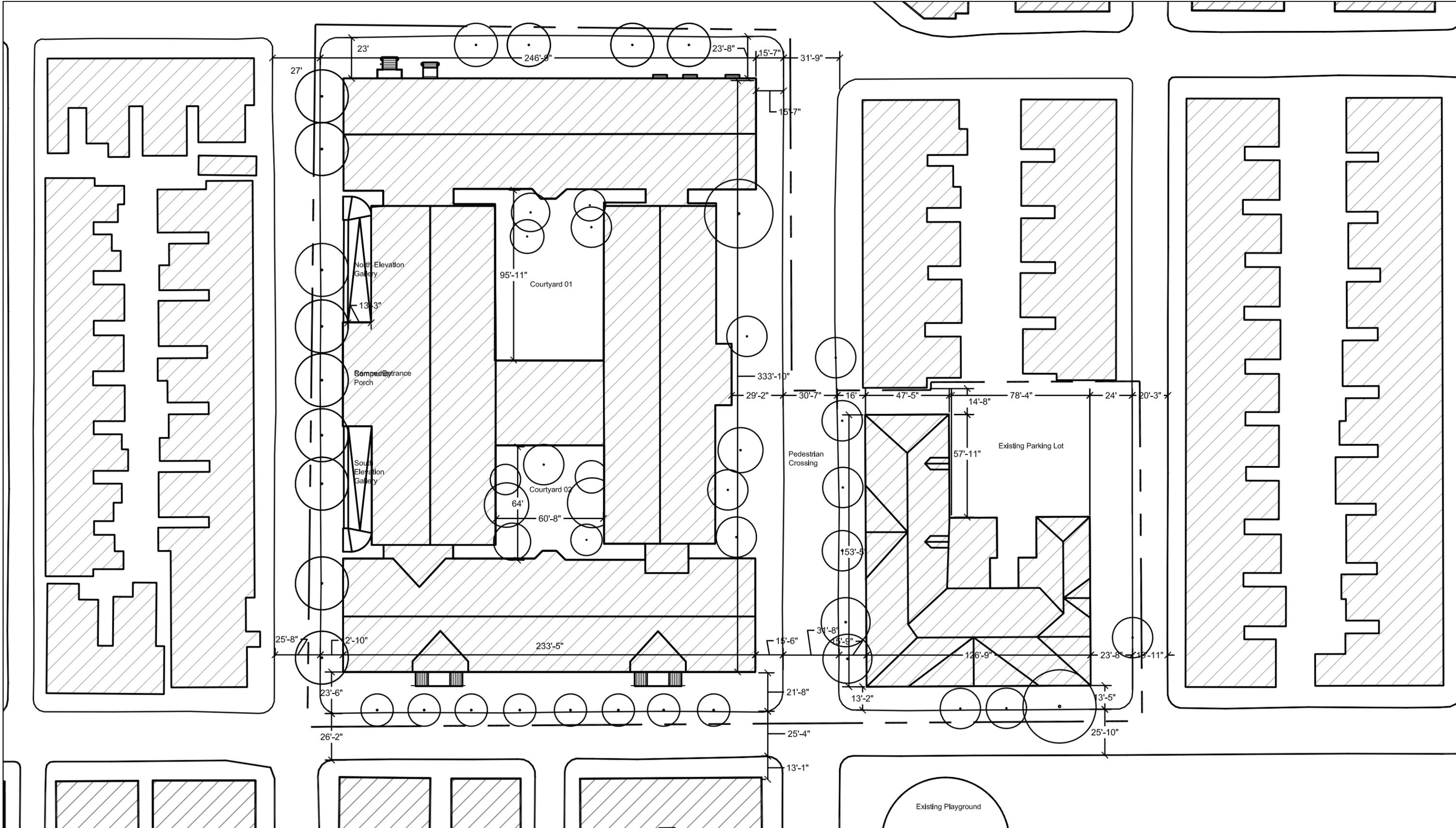
# Existing Conditions

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

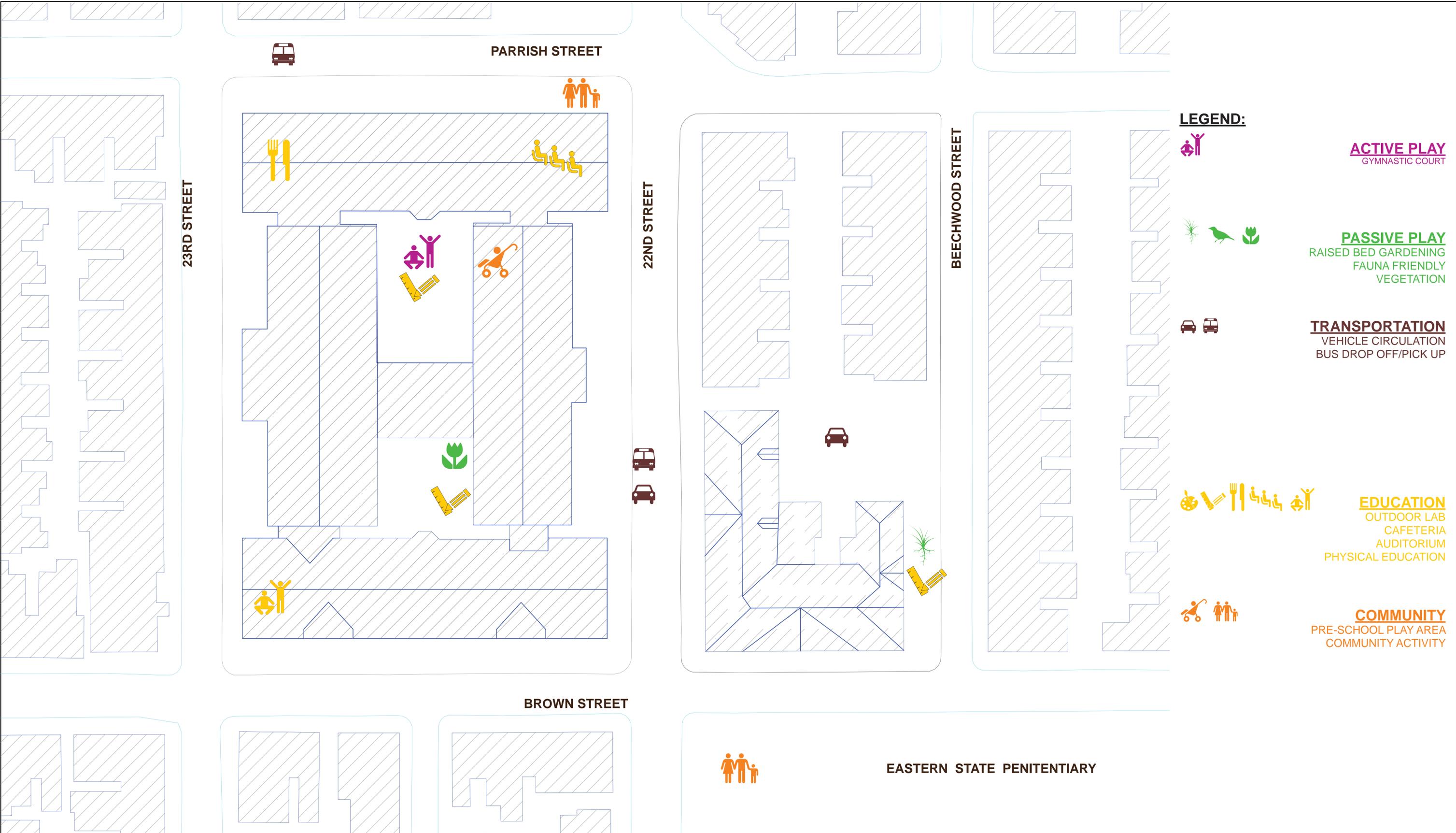
## Plan and Site Analysis Diagrams



**COMMUNITY DESIGN COLLABORATIVE**  
 Project number  
 2011-01  
 Date  
 9/14/2011  
 Scale  
 1" = 50'

Project Name: Bache-Martin  
 Drawing Title: Preliminary Site Survey

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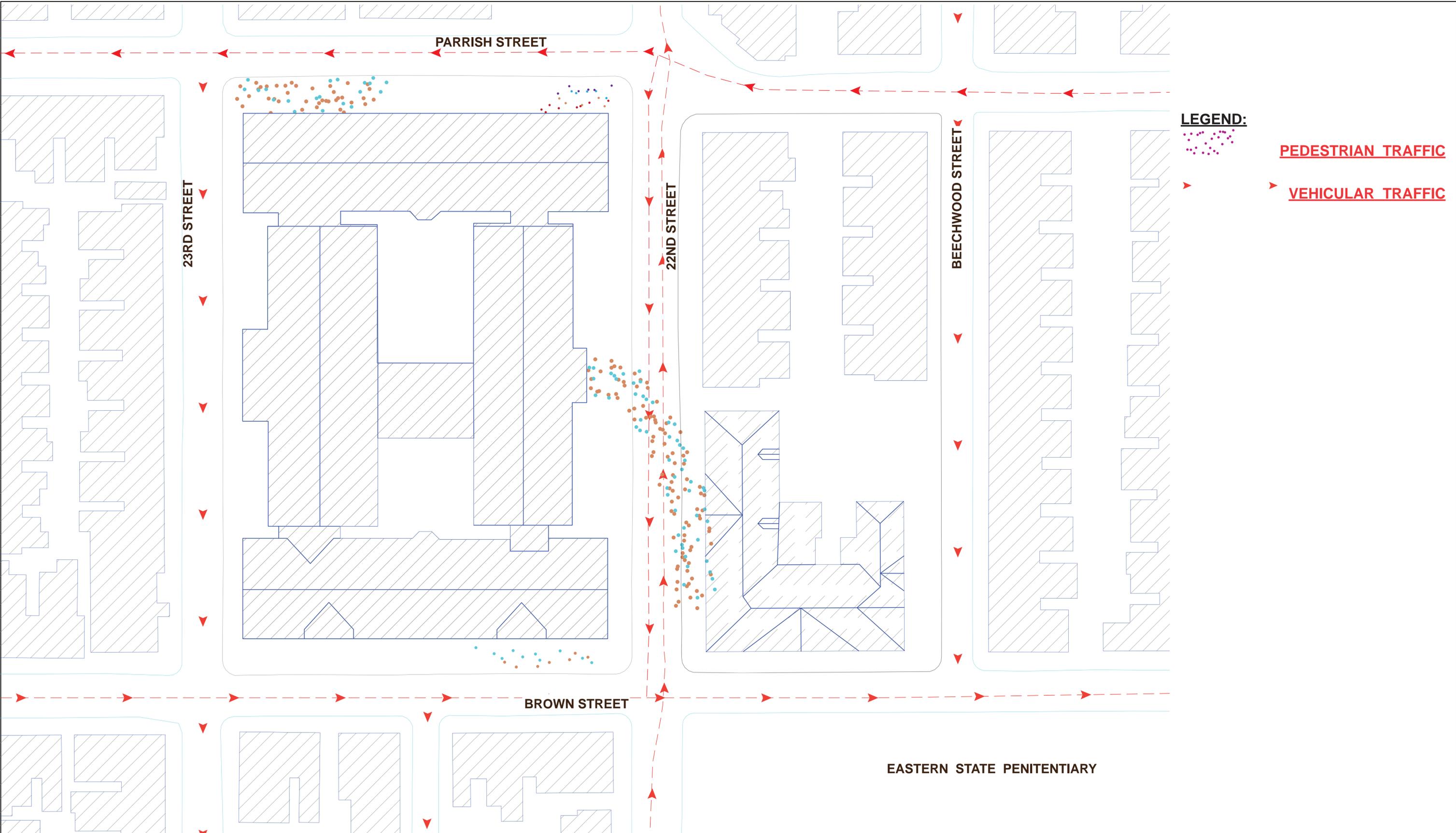
Project number  
 Date  
 6/ 09/ 2011  
 Scale  
 NTS

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **CURRENT ANALYSIS OF SITE**



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**LEGEND:**

-  **PEDESTRIAN TRAFFIC**
-  **VEHICULAR TRAFFIC**



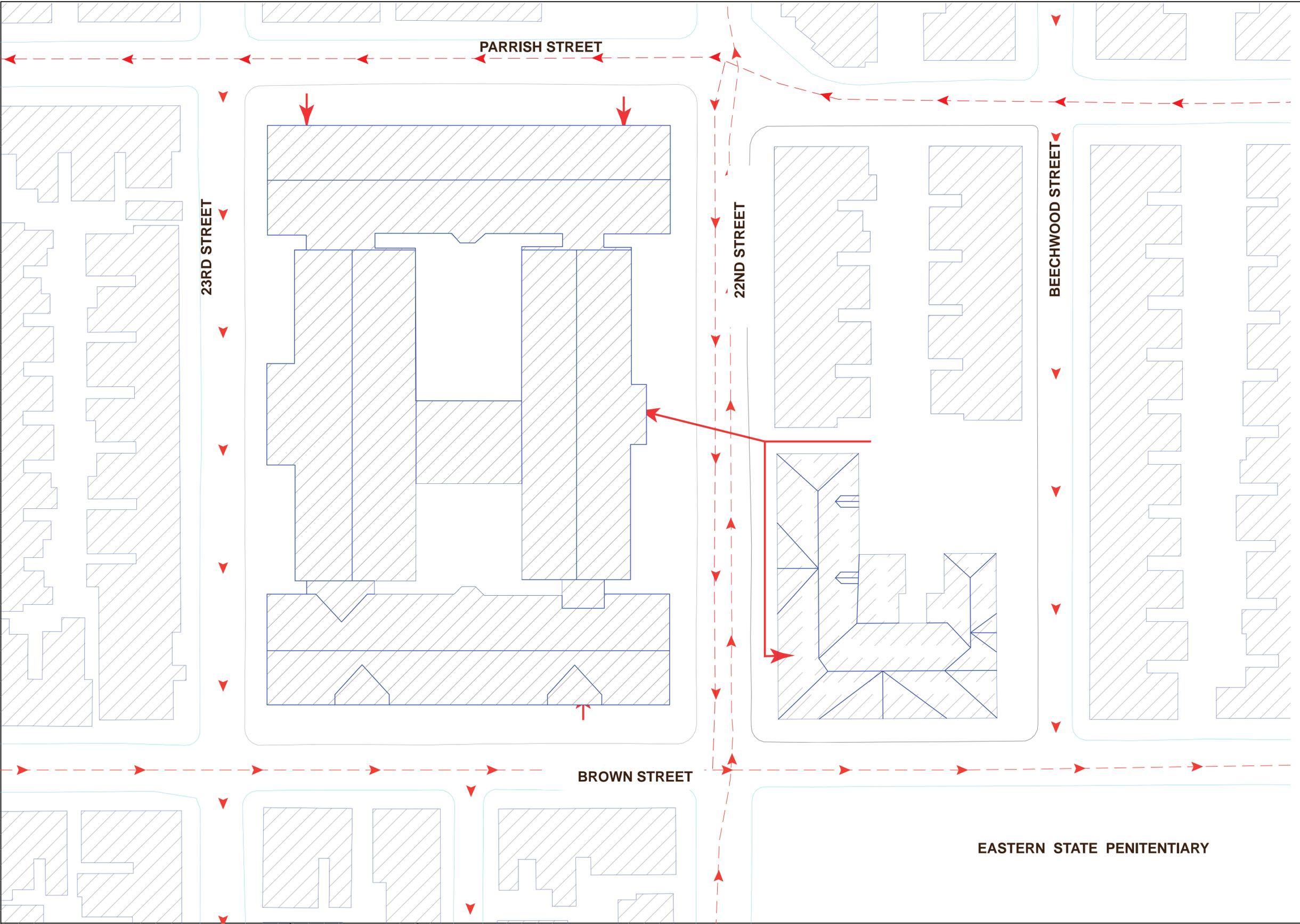
Project number  
 Date  
 6/ 09/ 2011  
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Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **CURRENT TRAFFIC AND CIRCULATION**



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**LEGEND:**  
 ← ENTRANCE TO SCHOOL  
 ▶ VEHICULAR TRAFFIC

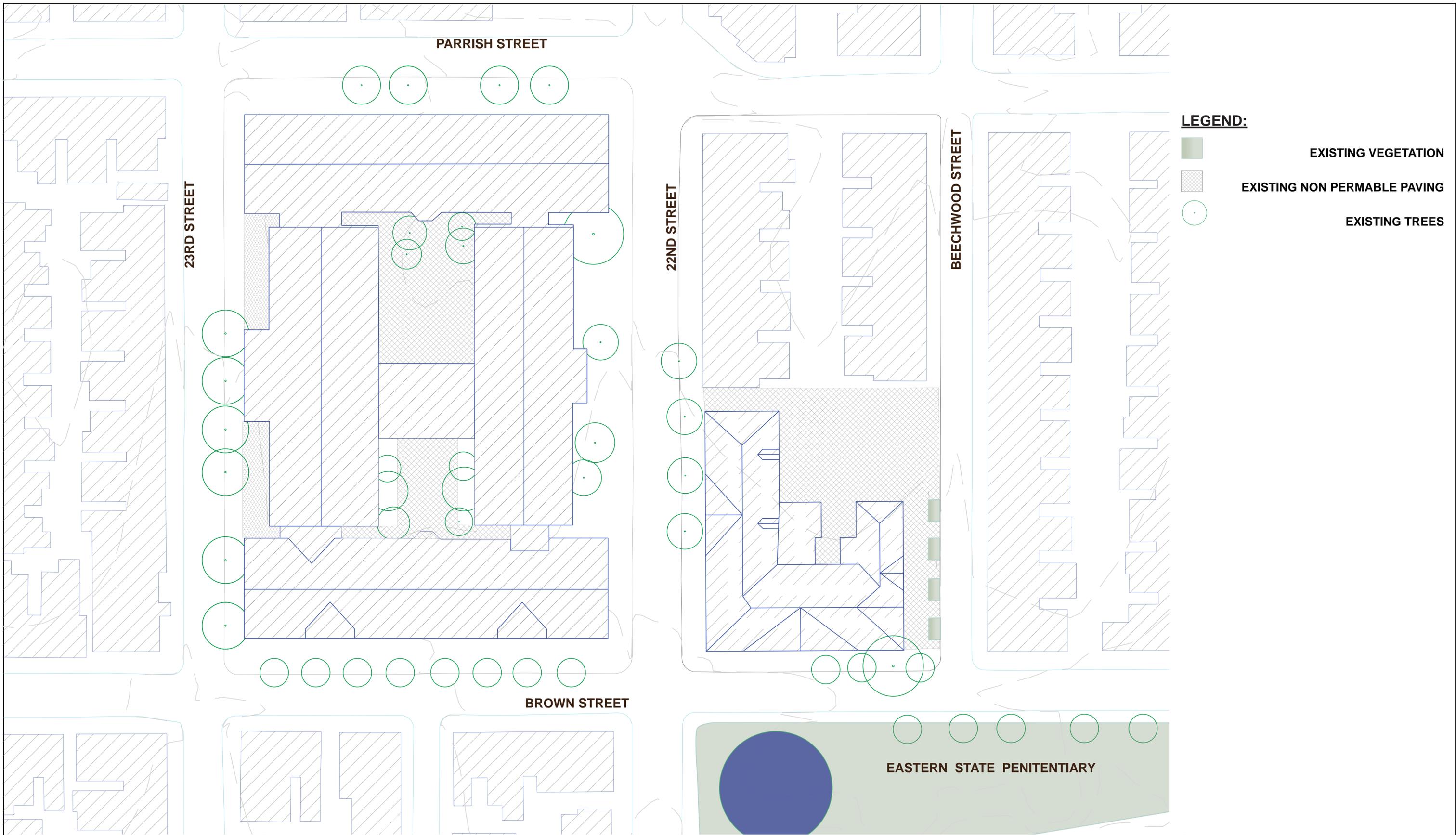


Project number  
 Date  
 6/ 09/ 2011  
 Scale  
 NTS

Project Name **BACHE-MARTIN SCHOOL**  
 Drawing Title **CURRENT ENTRANCES AND TRAFFIC**



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**LEGEND:**

- EXISTING VEGETATION
- EXISTING NON PERMEABLE PAVING
- EXISTING TREES

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Project number  
 Date  
 6/ 09/ 2011  
 Scale  
 NTS

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **CURRENT PAVING AND VEGETATION**



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Project number  
Date  
6/ 09/ 2011  
Scale  
NTS

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **MISSION AND GOALS**



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## Historic Preservation Assessment

### **Bache School**

The Alexander Dallas Bache School (Bache School), located at 801 N. 22<sup>nd</sup> Street, Philadelphia, Pennsylvania, was built in 1905-1906. The building is currently listed in the National Register of Historic Places, as part of a thematic nomination of Philadelphia Public Schools. National Register listing of a property does not generally have any regulatory requirement, unless federal monies or grants are used or required. Some state permits also have a regulatory component for National-Register listed properties, but those permits are extremely unlikely in this scenario. The Bache School is not included in the Philadelphia Register of Historic Places, so compliance with Philadelphia's Historic Preservation Ordinance is not required.

Based on the records at the Pennsylvania Historical and Museum Commission, Lloyd Titus is noted as the architect. The building was constructed from 1905-1906 in the Richardsonian Romanesque style. It is interesting to note that the Richardsonian Romanesque style largely fell out of vogue by the turn of the last century, so when the Bache School was constructed, the style was already old-fashioned. In the statement of significance for the property, the Bache School is significant for its architecture as "an exceptionally intact example of the high architectural quality of the turn of the century school architecture in Philadelphia," and as "a stylistic throw-back to the Romanesque Revival style because this style was most often used in schools built during the late 1860s to the 1880s."

The Bache School is three stories tall, six bays wide, and five piles deep. The elevations that face the street have foundations and walls constructed of stone, with an articulated stone belt course above the basement and first floor levels. The building has an asymmetrical U-shaped plan and a hipped roof with three cross gables (on the west, south and east elevations). The elevations that face the inside of the U-shaped plan are constructed of brick masonry. Throughout the building, the window and door sills and lintels are articulated with a light-colored stone, contrasting with the grey granite throughout the rest of the building. The windows throughout the building have been replaced with modern, metal, double-hung sash.

Although regulatory compliance with historic preservation laws is not mandatory, it is recommended that all steps are taken to preserve the character-defining features of the property. The primary exterior character-defining features for the Bache School are as follows:

- The stone masonry wall construction utilizing ashlar stone masonry, laid in semi-irregular courses
- The lighter colored stone masonry detailing, including windows sills and lintels, door sills and lintels, belt courses, and arches
- The original cast iron fence that is present on the north and east sides of the property
- The cross gables, including the stone arches, parapet, and stone details around the windows
- The distinctive fenestration pattern, with the combination of single, double and triple ribbons of windows
- The dentilated cornice

# Existing Conditions

## Bache-Martin Elementary School

A Conceptual Master Plan for Exterior Improvements

2011-01

## Historic Preservation Assessment (cont.)



The Bache School: Brown Street elevation



View of the Bache School from Beechwood Street

## Historic Preservation (cont.) Assessment

### **Martin School**

The Martin Orthopedic School (Martin School), located at 800 N. 22<sup>nd</sup> Street, Philadelphia, Pennsylvania, was built in 1936-1937. The Martin School is currently listed in the National Register of Historic Places, as part of a thematic nomination of Philadelphia Public Schools. As previously noted, National Register listing of a property does not generally have any regulatory requirement, unless federal monies or grants are used or required. Some state permits also have a regulatory component for National-Register listed properties, but those permits are extremely unlikely in this scenario. The Martin School is not included in the Philadelphia Register of Historic Places, so compliance with Philadelphia's Historic Preservation Ordinance is not required.

Based on records at the Pennsylvania Historical and Museum Commission, Irwin T. Catharine is the architect for the building. Beginning in 1923, Catharine was the architect for the Philadelphia Board of Public Education and was subsequently the Superintendent of Buildings from 1931-1937. The Martin School was constructed during 1936-1937 in the neo-classical style. In the Statement of Significance for the property, the Martin School is significant because it was the first in the Philadelphia school system designed especially for teaching physically handicapped students. Furthermore, it was among the first schools in the nation designed with this purpose in mind. The Martin School is also significant in that it reflects a shift from Art Deco school buildings to more conservative, smaller-scaled, revival-style school design. It is the most outstanding example of a Classical Revival school building designed by Catharine. The Martin School is one story tall, constructed of brick with limestone detailing, and has a modified O plan with two interior courtyards. The building has a number of Georgian-inspired details, including the porticoes, cupola, keystones over the windows, quoins, cornices and cornice returns, and pediments. The windows throughout the building were originally nine-over-nine, wood, double-hung sash, but they were replaced with metal, one-over-one, double-hung sash.

Although regulatory compliance with historic preservation laws is not mandatory, it is recommended that all steps are taken to preserve the character-defining features of the property. The primary exterior character-defining features for the Martin School are as follows:

- The brick masonry walls, brick detailing (such as the quoins), the brick fence, and limestone and granite detailing on the building
- The ramps leading to the primary entrances to the building
- The cast iron metal work for fencing and hand rails throughout the exterior
- The portico-covered entrances on the east and west sides of the building
- The cupola
- The classical revival enframements around secondary entrances
- The wood cornice and cornice returns
- The arched dormers
- The concrete curbing in the courtyard

# Existing Conditions

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Historic Preservation (cont.) Assessment



The Martin School main entrance on 22nd Street



The Martin School south courtyard

### BIBLIOGRAPHY NOTES:

[http://www.phillyhistory.org/PhotoArchive/  
Search.aspx?action=link&type=address&address=800+N+22ND+ST](http://www.phillyhistory.org/PhotoArchive/Search.aspx?action=link&type=address&address=800+N+22ND+ST)

[http://books.google.com/  
books?id=rpSJL7sSVOC&printsec=frontcover&dq=inauthor:%22Widener+Memorial+School+for+Crippled+Children%22&  
hl=en&ei=BtSuTdD-  
LorcqQeamaXsCw&sa=X&oi=book\\_result&ct=result&resnum=1&ved=0CDoQ6AEwAA#v=onepage&q&f=false](http://books.google.com/books?id=rpSJL7sSVOC&printsec=frontcover&dq=inauthor:%22Widener+Memorial+School+for+Crippled+Children%22&hl=en&ei=BtSuTdD-LorcqQeamaXsCw&sa=X&oi=book_result&ct=result&resnum=1&ved=0CDoQ6AEwAA#v=onepage&q&f=false)

# Conceptual Design

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Master Plan Narrative

The project began with a set of four principles: that all elements proposed should be Kid Friendly, Safe, Foster a Learning Environment, and be Community-Based. The Collaborative team took these core principles and applied them as an overlay to all design proposals. The team documented observed site conditions, engaged a community task force from the school and the neighborhood in detailed discussions and conducted a significant amount of research and analysis to understand the history of the Bache-Martin School and its ability to incorporate sustainable, green infrastructure within the Fairmount neighborhood context. The text that follows is a narrative of the research and community task force process that informed the proposed master plan.

### **Educational Legacy**

The history of Bache-Martin served as inspiration for incorporating educational and garden design elements. Bache-Martin's legacy begins with the edifices' namesakes. Both schools are named for distinguished civic leaders in Philadelphia. The Martin school bears the name of Elizabeth Martin who was instrumental in the gardening movement in America, beginning with founding the Garden Club of Philadelphia in 1908 and in 1913 the Garden Club of America. She was made a member of the Royal Horticultural Society of Great Britain for her work with Bartram's Gardens. She was also instrumental in the Garden Club's mission during World War I to bring women from Europe over to the United States to study farming techniques. She was also a founding member of the Committee of 1926 which undertook the restoration of Strawberry Mansion. Additionally, Elizabeth Martin also had an active political life and was the first woman to address a United States Presidential Convention.

Alexander Dallas Bache has faded from public memory, but his contributions to the natural sciences and research institutions of the United States are enduring. Under his leadership, as Superintendent of the United States Coast Survey, Bache commissioned surveys of the East Coast, the Gulf Coast and the West Coast. Bache was an avid naturalist and brilliant scientist, following in the footsteps of his celebrated great-grandfather, Benjamin Franklin. He was also a founding member of the Smithsonian Institution.

Given the background of the schools' founders, it is logical to assume they would endorse an educational mission that takes inspiration from its environs.

The Martin Orthopedic School, established in 1936, provided a broad-based learning environment for students with a range of physical and developmental disabilities, primarily resulting from polio. The school was uniquely designed to be accessible decades before accessible design was given consideration, much less legal protection. From its inception, the Martin School was an educational and social trailblazer, providing a learning environment that many schools can only aspire to today. The classes were inclusive of all, regardless of race or physical ability. The classes were also unique for their team-based learning experience and classes in and out of doors. Today Bache-Martin continues a legacy of inclusive and active learning through its adoption of project-based learning.



DEMOCRACY MUST PROVIDE EQUAL OPPORTUNITY FOR ALL ITS CHILDREN



VITAL MATERIALS IN THE CLASSROOM



HEALTH THROUGH PRACTICE



LEARNING TO CARE FOR OTHERS

**COMMUNITY DESIGN**  
COLLABORATIVE

Project number  
Date  
**5 / 17 / 2011**  
Scale

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **LEGACY**

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# Conceptual Design

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Master Plan (cont.) Narrative

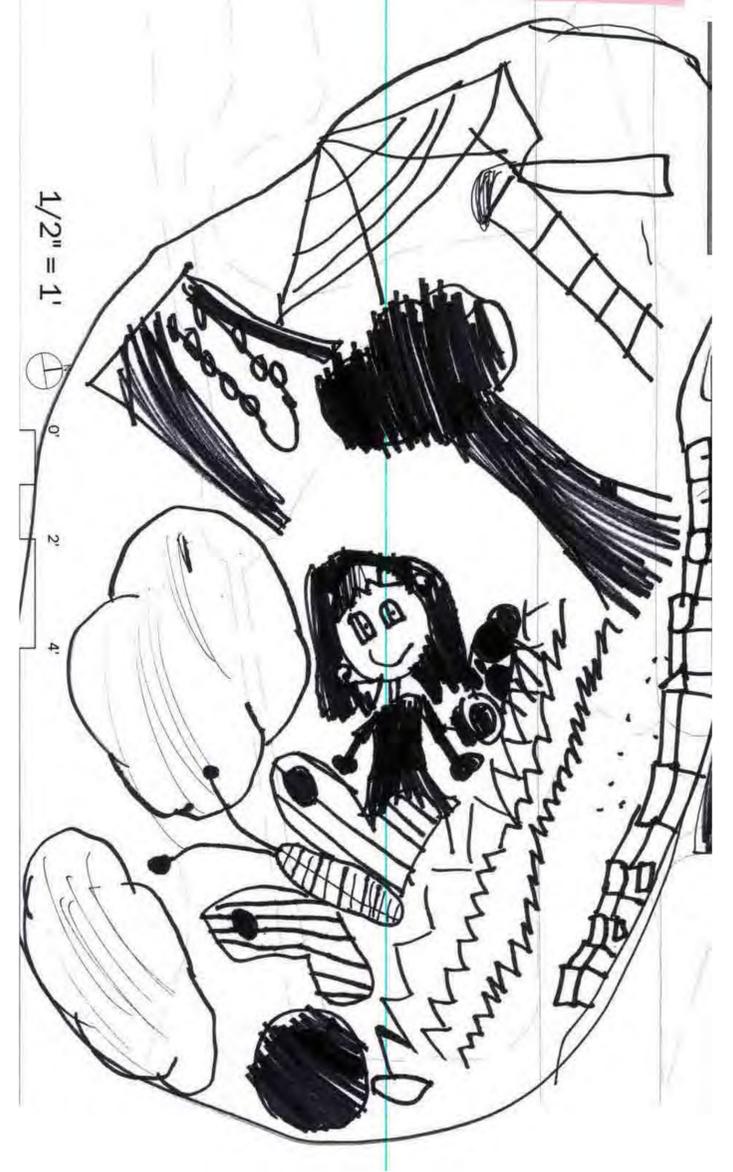
### **Process**

The Collaborative volunteer team was invited to attend a site visit with Bache-Martin Home & School Association members, Jeff Goldstein and Sharifah Stephens. On the site visit, the team walked the grounds of both school buildings and documented general conditions of the school grounds. The team observed morning school traffic patterns and made notes where students entered the Martin and Bache buildings. On the tour, the team noted that grounds and building improvements have been an ongoing effort including the cafeteria mural, the rubberized surface in the north Martin courtyard, and the 'cybrary' and sidewalk planters at Bache.

It was also observed that there were some conditions detracting from the quality of the neighborhood and school environs. The grated windows were of particular note because they appear unsightly on the facades of both the Bache and Martin buildings and they communicate an unwarranted sense of danger in the neighborhood. A survey of adjacent commercial establishments and residences did not indicate similar measures taken to protect ground floor windows. The waste containers outside the Martin building were also noted as a nuisance due to their significant size and condition on the sidewalk. The west façade of Martin was noted as being underutilized and had a vacant appearance because this entry is infrequently used. The south courtyard of Martin appeared to get little use and the garden plantings appeared neglected. The Bache building grounds lacked any areas for outdoor recreation or exercise. The entireties of the Bache grounds are paved with impervious concrete surfacing, leaving nowhere for stormwater runoff to go but directly to the sewer.

The site visit was followed-up in April with the first of two community task force meetings. The focus of Meeting 1 was idea generation for the master plan. The Collaborative team led a facilitated brainstorming session, divided up among four groups, to develop ideas for enhancing Bache-Martin's campus. Each group discussed a range of issues through dialogue, notes and sketches. At the meeting's conclusion, each group's findings were reported by a task force member and these proposals became the building blocks for the proposed campus plan.

Some of the proposals from that very first meeting are incorporated directly into the plan and other proposals need further investigation to determine consensus and feasibility, but they all reveal a way to enhance the quality of Bache-Martin.



Project number  
 Date **5 / 17 / 2011**  
 Scale

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **TASK FORCE MEETING 1**

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# Conceptual Design

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Master Plan (cont.) Narrative

### Idea Generation from Task Force Meeting 1

- Create connections to perimeter buildings and neighborhood
- A connection to the park so that it can be used for recess is desired. This would require greater supervision of students.
- Sidewalks are too wide, and there is too much concrete surrounding both buildings – reduce impervious
- Activate the street facades around perimeter of school campus
- Create a promenade on 22<sup>nd</sup> Street between the schools (planters, neck down at both Parrish and Brown, controlled or one-way vehicle traffic.
- Create a campus message board at neighborhood/campus intersections to announce school events and invite the neighborhood into the school.
- Signage, flags, and artwork on the street to suggest to approaching vehicles they're in a school zone.
- An arboretum and walking trail around the perimeter of the school that defines the main entrance and makes it more inviting.
- Develop educational elements that inform students and the community.
- Sustainable design to be encouraged and visible as an educational opportunity
- Keep the north playground at Martin as active play with more natural materials and vertical play equipment.
- Develop the gardens at the South Courtyard at Martin (bird and butterfly friendly)
- An outdoor amphitheater for concerts, movie night, and other events
- Students proposed tree house for North Courtyard.
- Allow the campus grounds to be accessible and active during the weekend by hosting more outdoor community events.
- Create more opportunities to bring light into the building at the doors and windows.
- Large garage doors that could connect the inside to the courtyard spaces
- Consider on-street parking for teachers during school hours to allow more green space in the parking lot.
- Plant fruit, sunflowers to sell/use by the community.
- Develop the current parking area into a green space for the Bache middle school kids.
- Middle school students do not go outside at all. There is a need for outdoor activity areas.
- Could the parking area be replaced with porous material?
- Students grow vegetables for the fall and neighbors grow vegetables in the summer

## Master Plan (cont.) Narrative

At Task Force Meeting 2, the design team provided a first draft of the campus master plan proposal, describing how these elements had coalesced into a campus vision. At the meeting, the phasing, costs and desirability of proposed improvements were discussed. The elements presented were organized around four themes:

- **Bring the Campus Together** – The Martin building and the Bache building are physically divided by 22<sup>nd</sup> Street and the division of grades between the schools, K-4 and 5-8. Both buildings possess unique qualities that add to the flavor of the neighborhood. It is the public realm of the sidewalks and streets that offers the opportunity to bind the campus together. 22<sup>nd</sup> Street should be enhanced so that it becomes the binding seam between the two schools. The Master Plan vision would accomplish this through the creation of a street condition that's planted with broad canopy trees, infiltration rain gardens and flow-through planters, and curb bumpouts that reduce the crossing distance for pedestrians, provide a sense of entry into campus, and alert drivers in a physical, tangible way that it is a block that is pedestrian dominant.
- **Build Community through School** – The campus has already shown promise as a neighborhood resource and meeting center, with movie nights in the Martin Auditorium, community meetings in the Cybrary, and a pre-school playroom for tots and parents to get to know the school. The proposal creates more gathering spots for the campus: proposing a gallery space along the west Martin portico, an outdoor deck at the south Martin courtyard, and a new court space at Bache.
- **Regenerate Nature** – The Fairmount neighborhood infrastructure is reliant upon a combined sewer system. Combined sewer mixes sanitary sewer waste with stormwater. During heavy rainfalls the system becomes overtaxed and untreated overflows of polluted water are discharged into our waterways. The pollution is a threat to wildlife and people alike. The best way to prevent overflows is to reduce the flow coming into the system at any given time. When it rains at Bache-Martin, water has no place to go but down the drain. The stormwater plan proposes to strategically locate infiltration rain gardens along the campus perimeter and stone infiltration beds that will reduce runoff and introduce native plant materials to the site. This will reduce the burden on the stormwater system, thereby reducing pollution. The plan also proposes significant new green spaces on the campus increasing the amount of natural living flora and fauna to the site.
- **Daylight Learning** – Contact with the natural world and natural process has to be an essential part of education. Bache-Martin has the open space assets to make it part of the curriculum for all ages. Some of the changes are small and qualitative, but will have significant impact such as removing the grates from the windows and starting a composting program. A raised bed community garden ringing the school perimeter, will invite kids to eat healthier and engage in hands-on projects. With the development of Bache Court and the Natural Learning Lab at the south Martin courtyard the school will be able to conduct classes and labs out-of-doors.

# Conceptual Design

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Master Plan (cont.) Narrative

### Project Phasing and Implementation Plan

The enhancements proposed for the school are envisioned as a phased process, allowing for incremental development as resources and funds become available. The developments were prioritized by greatest need and consensus of the Bache-Martin Home & School Association. The first elements proposed are called the 'Quick Hits' because they can be accomplished with relatively little money, can be accomplished with volunteer input, and they can make immediate impact now. The next phase is the Campus Transformation. This first major effort 'Phase 1: Campus Transformation' is dedicated to establishing the goals of creating a physical campus unity between the schools, enhancing campus identity, and improving the neighborhood environmental quality. 'Phase 2: Bache Space' adds a much needed outdoor resource to the Bache Building. 'Phase 3: Living Courtyards' revitalizes the north and south courtyards of the Martin School and creates an integrated connection between the building and the court open spaces.

### QUICK HITS

The Quick Hits effort is a series of projects that will have immediate positive impact for Bache-Martin, but does not rely on significant levels of investment.

1. **Raised Beds** – The objective is to bring a community garden to Bache-Martin. The design team proposes to wrap the perimeter sidewalks of the campus with raised planter boxes. A hybrid care model is proposed where students raise vegetables during the school year and neighbors take over during the summer months. One way to ensure continuity is to invite parents of Bache-Martin students to assume year-round responsibility of the planters.
2. **Composter Bins** – Gradually, compost programs are being introduced in schools throughout the country. Compost bins are relatively easy to assemble and there are plenty of off-the-shelf catalogue options as well. Bache-Martin School would benefit greatly from a compost program. It is a wealth of project-based learning, for a range of ages, from organic chemistry to the natural sciences. Proper composting would reduce waste, does not smell, and produces a community benefit. Mature compost is an organic fertilizer and mulch, beneficial for all garden plantings.
3. **West Side Gallery at the Martin School** – The west elevation of the Martin School is underutilized. This side of the school offers excellent potential to function as an area to host small events and art installations for Bache-Martin. The design team envisions the portico and ramps as ample in area to allow parents and interested neighbors to view the latest projects and activities underway by the students. It also could serve as an interface between an arts organization or institution and the school. Each year, or seasonally, an artist could work with students to develop an installation or exhibit in the space.

# Conceptual Design

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Master Plan (cont.) Narrative

### Phase 1: Campus Transformation

Phase 1 is devoted to work that will affect both properties of Bache-Martin with the intent that the schools establish a uniform campus identity. The plan capitalizes on where the schools and neighborhood meet: the sidewalk. The sidewalks surrounding both school buildings are broad, approximately 15', permitting far more use than is permitted today. The plan visualizes the walks as active and social, with safer crossings, more trees, community garden raised beds, rain garden beds and walks.

1. **Shared Street/Curb Bumpouts** – 22<sup>nd</sup> Street, Brown and Parrish Street intersections are wider than necessary to allow appropriate vehicular circulation. The wider the crossing, the greater the danger to the pedestrian. Curb bumpouts are proposed at all the school intersections. The tighter intersections will alert motorists to pedestrian crossings, but will not limit pedestrian parking. This will create a greater sense of the shared street philosophy which balances the circulation needs of all according to greatest need. As Bache-Martin's primary link is 22<sup>nd</sup> Street, the needs of the students to cross this street safely should be given priority.
2. **Flow-Through Planters** - The plan proposes the incorporation of stormwater flow-through planters along the curb edge which will cleanse stormwater from the street while improving appearances with new perennial and shrub plantings. By taking stormwater from the street, the sidewalks will reduce the strain on sewer infrastructure and remove runoff pollutants at the same time.
3. **Rain Gardens** – To capture runoff from the Bache and Martin buildings, rain garden zones are located, wherever possible, adjacent to the building facades. In addition to stormwater treatment, these will also function as urban sidewalk gardens.
4. **Removal of Window Grills** – The unsightly metal window grills will be removed, restoring the character of the building facades and letting more daylight in.
5. **Street Furniture** – The plan recommends the inclusion of benches along the sidewalk perimeter to reflect the new social nature of the walks, and the inclusion of bike racks and interpretive signage, explaining the work of the green infrastructure and the school gardening program.

### Phase 2: The Bache Space

The Bache Space provides a much needed recreational court for grades 5 through 8. It is an opportunity to create a new visual connection to the Martin School through the creation of an alley green looking towards the west Martin entry portico.

1. **Bache Athletic Court** – The parking lot will be excavated for a stone bed stormwater retention system. The lot area will be re-surfaced with a porous athletic surface with the outlines of a high school basketball court.

# Conceptual Design

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Master Plan (cont.) Narrative

2. **Green Alley** – The green alley is a linear garden corridor providing a shaded area for break from sport. The garden is a potential space for outdoor labs and an outdoor study and class area. The green's linear axis aligns with the view towards the Martin School entry, creating an attractive visual link between the two school buildings.
3. **Rain Garden** – The rain garden on the north interior side of the building will collect water shed from the gable roofs of the Bache building.

### Phase 3: Living Courtyards

The courtyards at the Martin School are a welcome breath of fresh air. The design team proposes to strengthen the connection between the courtyards and the building interior by adding a flexible garage door façade at the central hall, which divides the north courtyard from the south courtyard.

1. **North Courtyard** – The students of Bache-Martin would like their play space augmented with a play structure for climbing, acrobatics and pure play. The structure should be original with a tree-like structure. It should have a range of age-appropriate features for grades k-5 and incorporate elements for accessible play.
2. **South Courtyard** – The south courtyard will become a vibrant outdoor classroom. A large central deck will provide a level terrace for a class assembly. Along the perimeter of the deck, a series of garden beds and walks provide areas for classroom gardening and ornamental planters. Adjacent to the interior building perimeter of the court are rain gardens for stormwater infiltration.
3. **Garage Facades** – The connecting hall between the north and south courtyard was once a greenhouse for the school. Aluminum garage doors, with large window openings, are proposed on the north and south facades. During the warm months, the garage doors can be opened to bring in fresh air and light into the Martin building.

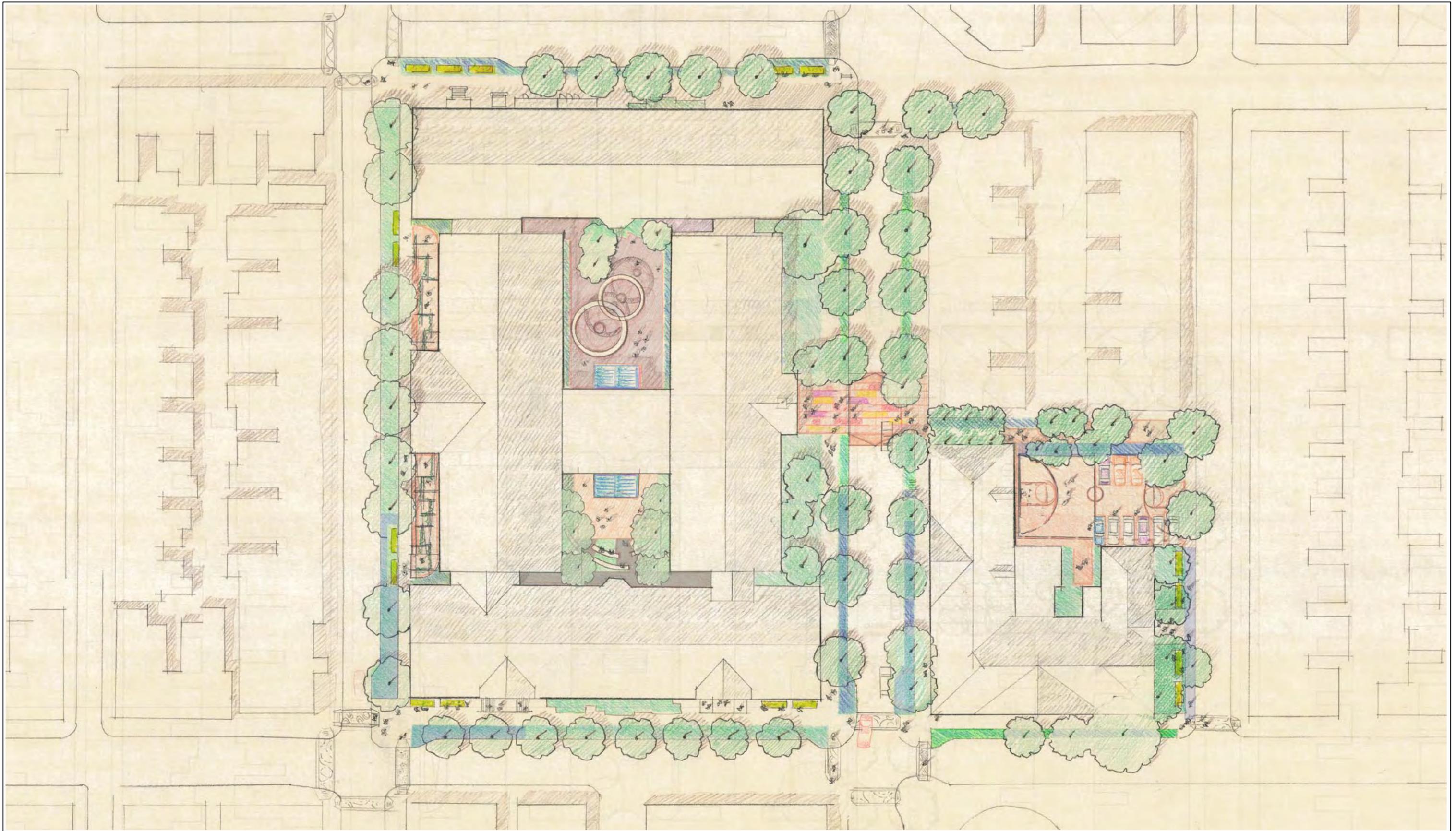
# Conceptual Design

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

Proposed Master  
Plan Drawings



**COMMUNITY DESIGN  
COLLABORATIVE**

Project number \_\_\_\_\_  
Date 9/12/2011  
Scale 1" = 50'

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **Illustrated Campus Vision Plan**

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Bache-Martin Gallery



Sidewalk Graffics



Compost Bins



Gymnastic Court



Stormwater Planters



Garage Facades



Raised Beds



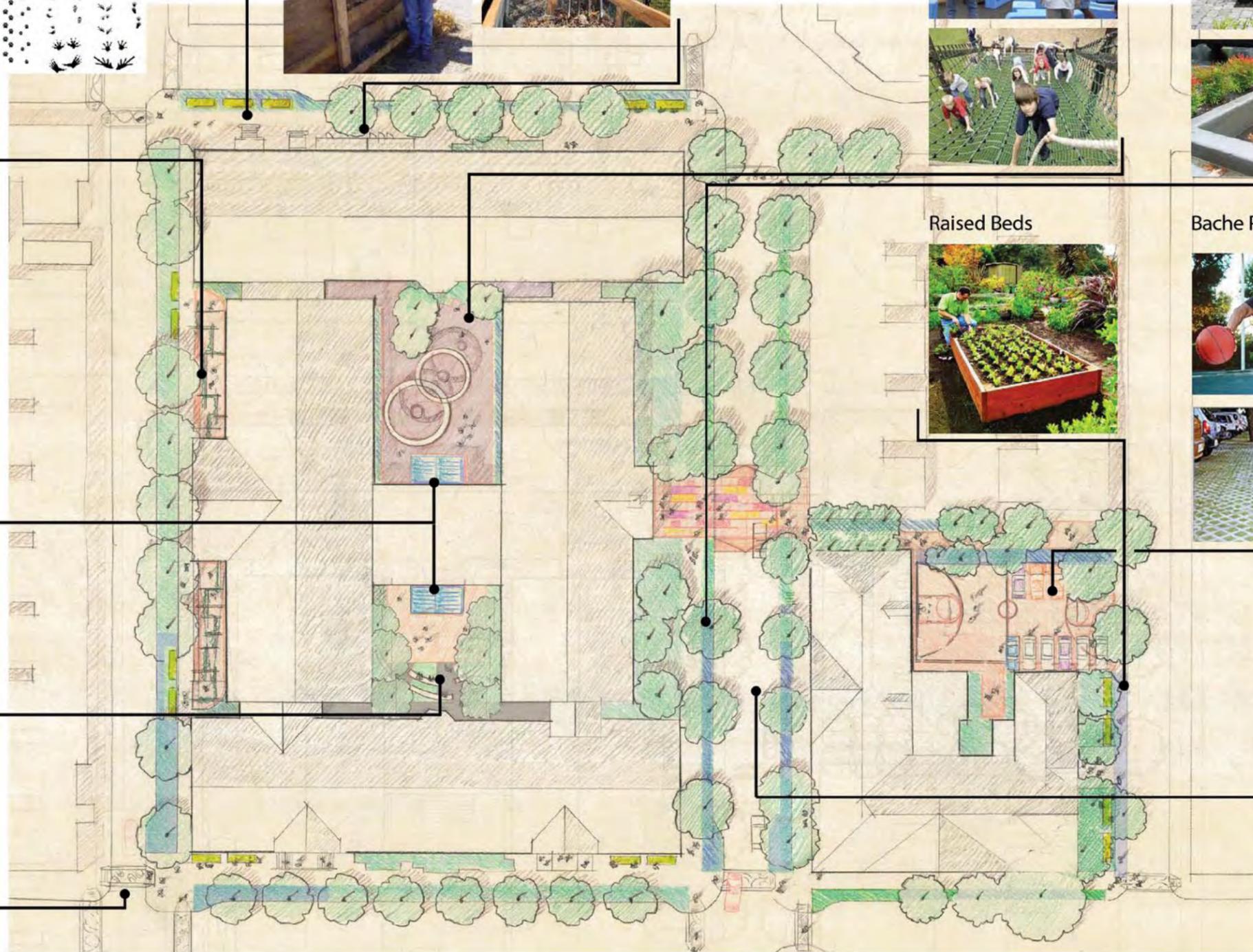
Bache Permeable Court



Outdoor Lab



Raised Crossing



Crosswalk Patterns

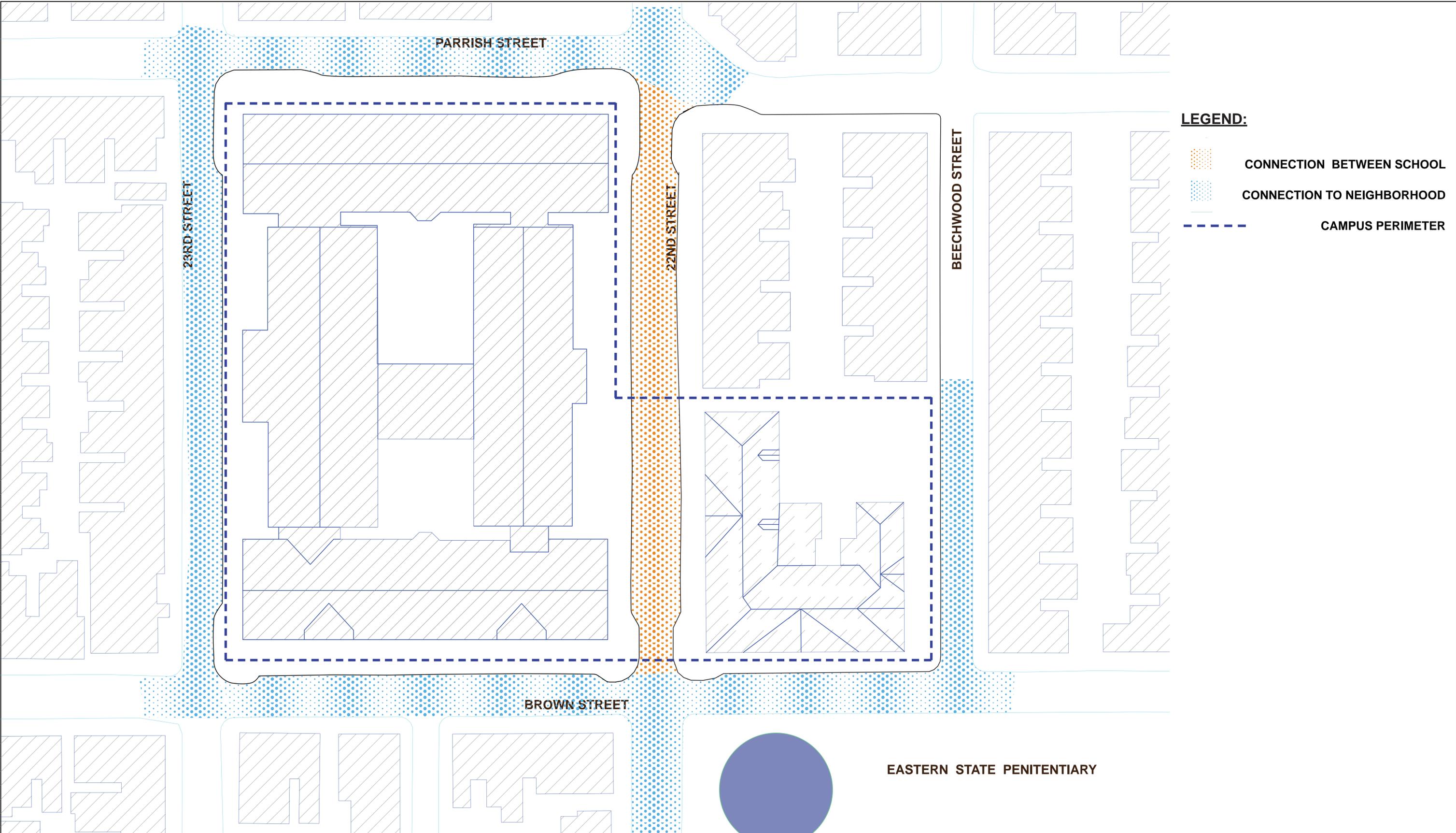


Project number  
Date 9/12/2011  
Scale

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **PROGRAM PRECEDENTS PLAN**

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**LEGEND:**

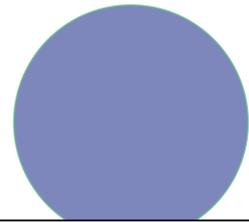
-  CONNECTION BETWEEN SCHOOL
-  CONNECTION TO NEIGHBORHOOD
-  CAMPUS PERIMETER



Project number  
 Date  
 6/ 09/ 2011  
 Scale  
 NTS

Project Name **BACHE-MARTIN SCHOOL**

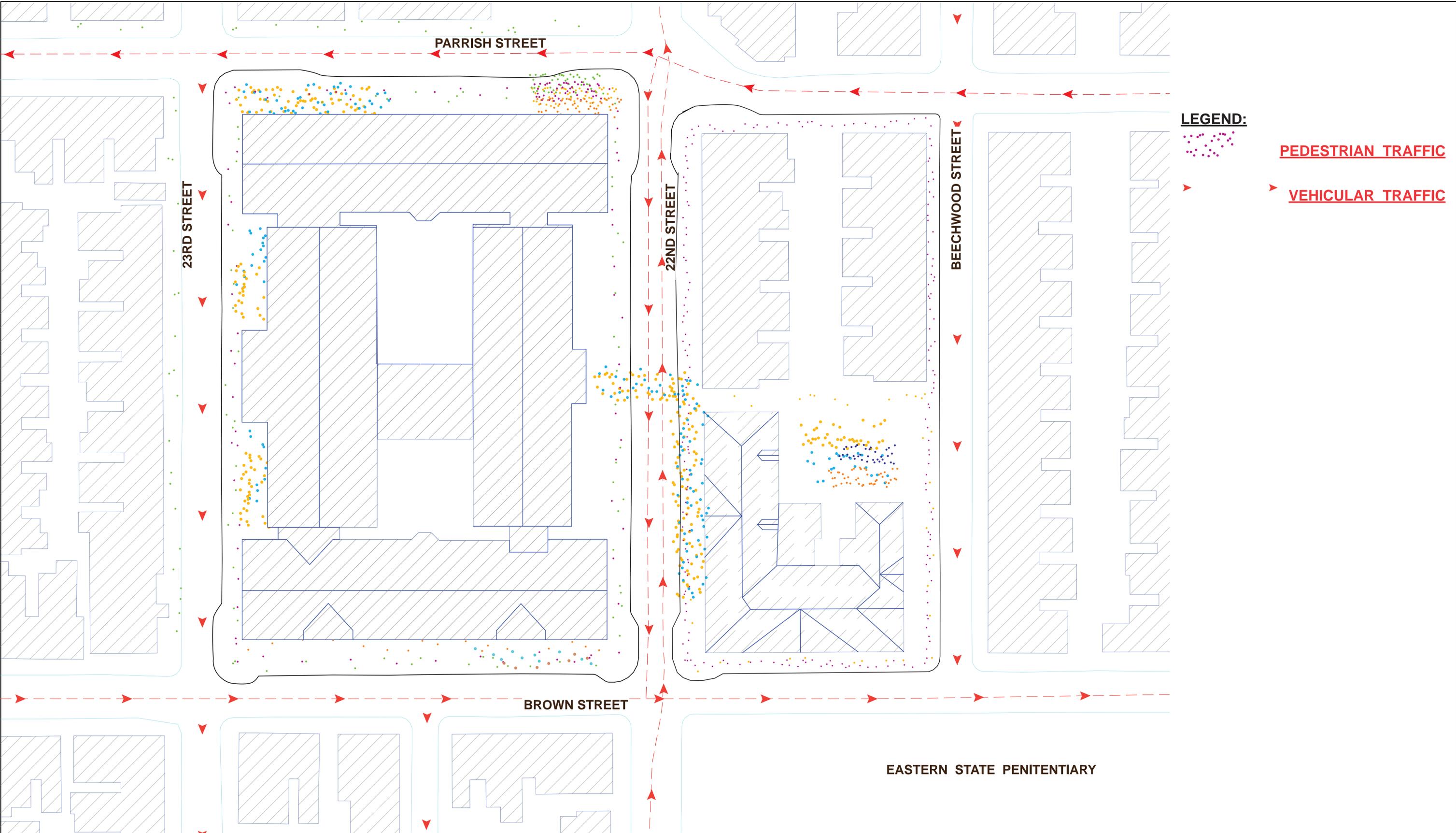
Drawing Title **PROPOSED CAMPUS AND CONNECTIONS**



**EASTERN STATE PENITENTIARY**



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**LEGEND:**

-  **PEDESTRIAN TRAFFIC**
-  **VEHICULAR TRAFFIC**



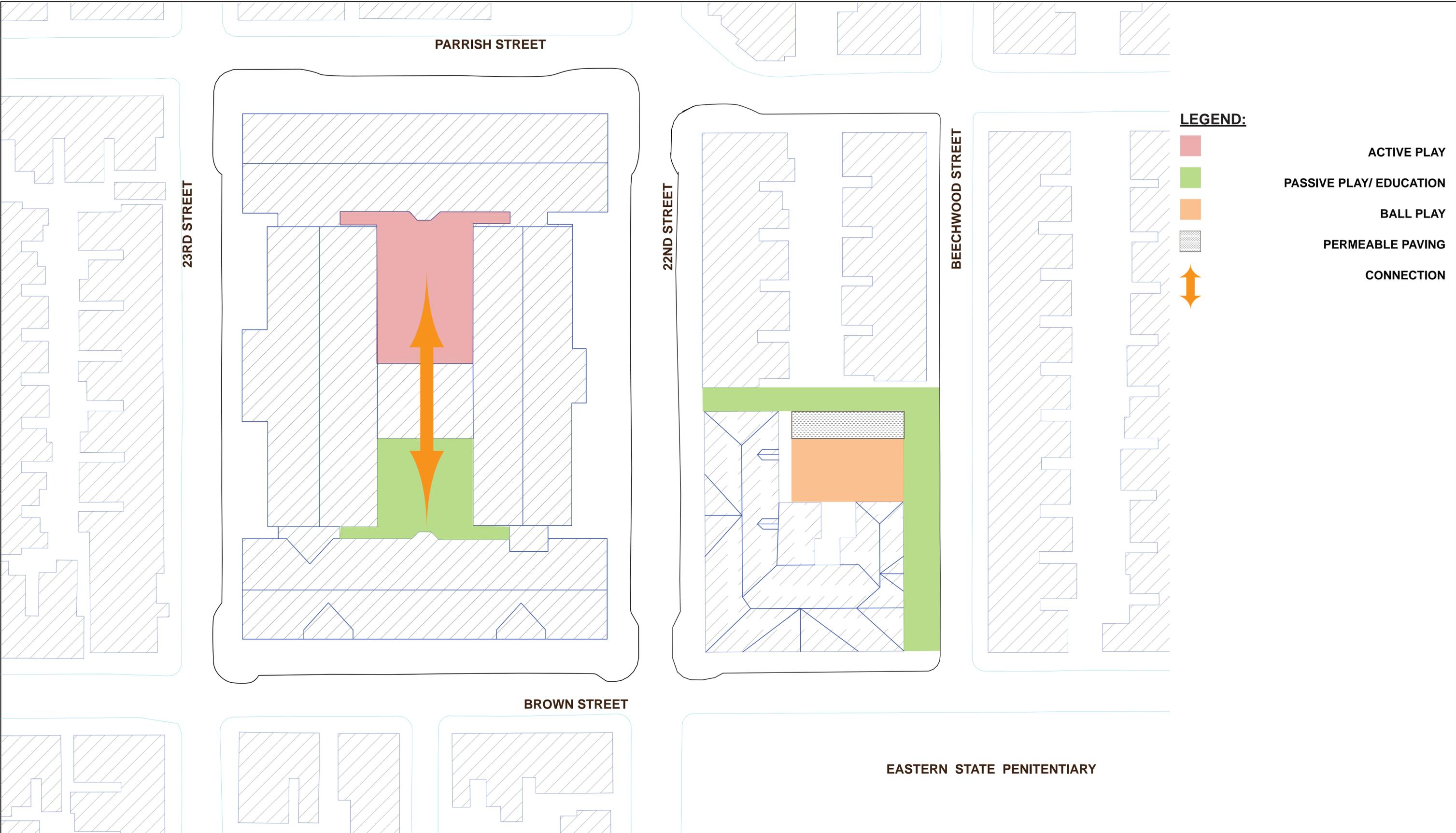
Project number  
Date  
6/ 09/ 2011  
Scale  
NTS

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **PROPOSED TRAFFIC AND CIRCULATION**



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**LEGEND:**

- ACTIVE PLAY
- PASSIVE PLAY/ EDUCATION
- BALL PLAY
- PERMEABLE PAVING
- CONNECTION



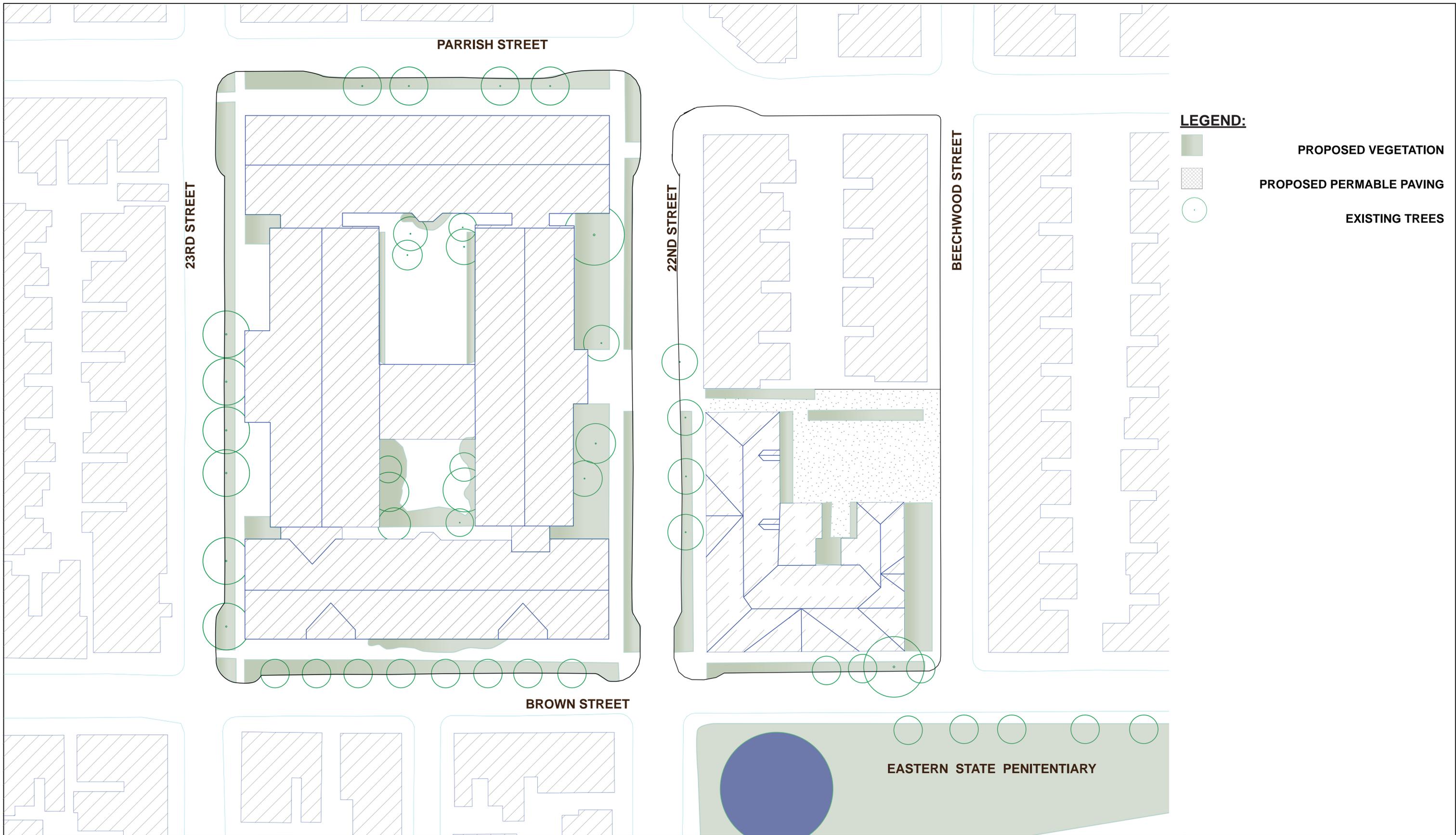
Project number  
 Date  
 6/ 09/ 2011  
 Scale  
 NTS

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **PROPOSED PROGRAM OF COURTYARDS**



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**LEGEND:**

-  PROPOSED VEGETATION
-  PROPOSED PERMEABLE PAVING
-  EXISTING TREES



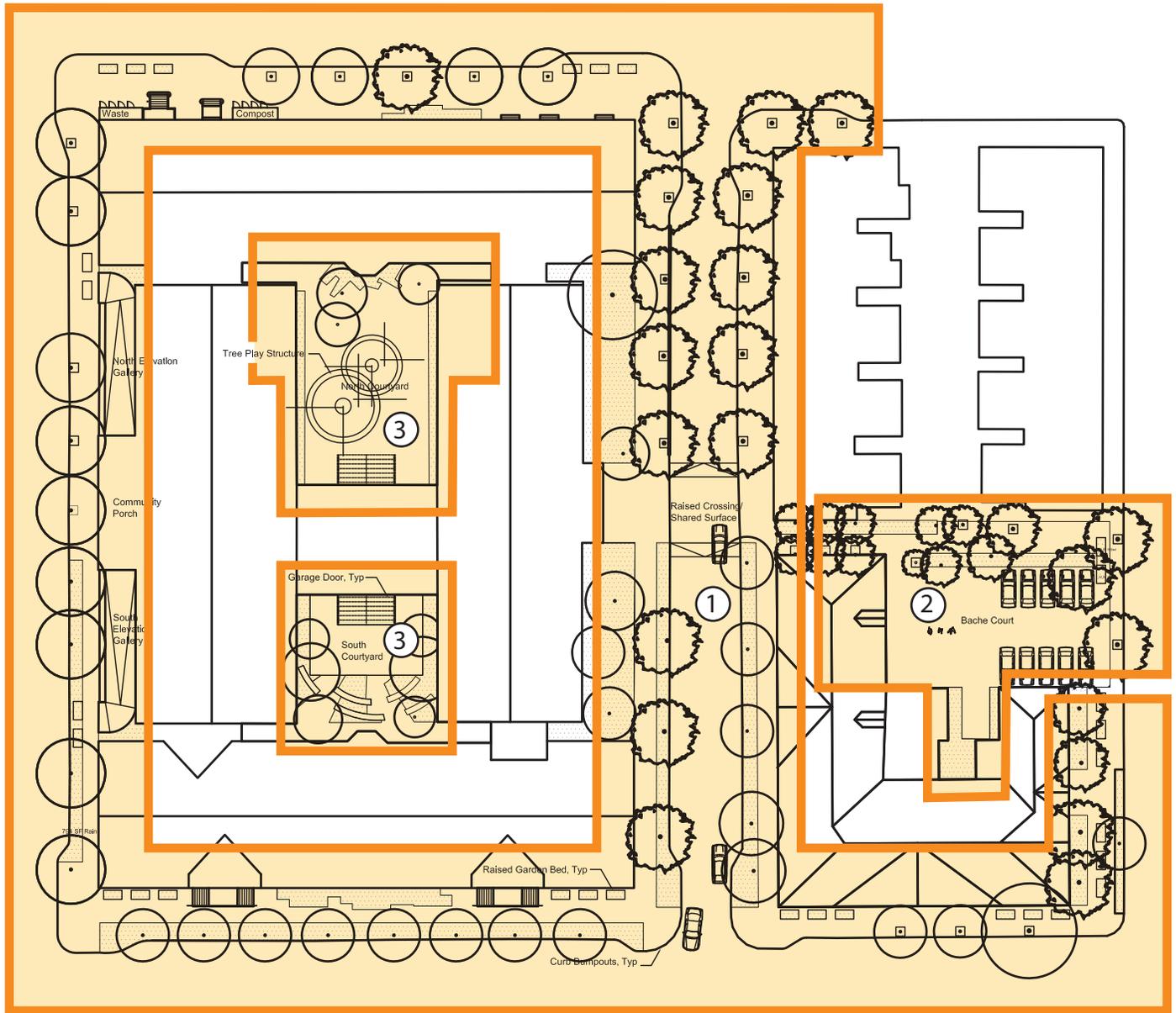
Project number  
 Date  
 6/ 09/ 2011  
 Scale  
 NTS

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **PROPOSED STORMWATER AND RAIN GARDEN DIAGRAM**



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Phase

- ① Campus Transformation
- ② Bache Space
- ③ Living Courtyards

Bache-Martin School  
PHASING DIAGRAM



Project number  
2011-01  
Date  
8/28/2011  
Scale  
1" = 70'

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**COMMUNITY DESIGN**  
**COLLABORATIVE**

Project number \_\_\_\_\_  
Date 9/12/2011  
Scale \_\_\_\_\_

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **Quick Hits: West Gallery Space**

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**COMMUNITY DESIGN**  
**COLLABORATIVE**

Project number

Date  
9/12/2011

Scale

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **Phase 1: Campus Transformation**

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**COMMUNITY DESIGN**  
**COLLABORATIVE**

Project number

Date  
9/12/2011

Scale

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **Phase 2: Bache Space**

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**COMMUNITY DESIGN**  
COLLABORATIVE

Project number

Date  
9/12/2011

Scale

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **Phase: 3 Living Courtyard**

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## Stormwater Study Narrative

### **Bache-Martin School Campus**

As is common with urban Philadelphia schools, the Bache-Martin School campus is highly impervious with some small, linear, vegetated areas around the perimeter and few planting beds in the southern courtyard of the Martin School. These impervious areas currently drain to the public combined sewer system without stormwater treatment. Although the campus is very limited in terms of available open space, there are many opportunities to incorporate stormwater best management practices (BMPs) into various areas of the campus without hindering school activities and, simultaneously, enhancing the site aesthetics. An additional benefit to managing stormwater runoff from the School's existing impervious areas is that the stormwater fee assessed to the School District by the Philadelphia Water Department (PWD) would be reduced.

At the Bache School, there is a need for outdoor recreation space, and the conceptual design presented here suggests installing a basketball court in the existing impervious courtyard, while maintaining several parking stalls for school staff. There is an opportunity to incorporate stormwater management beneath this basketball court area in the form of a stone bed, which could be used to manage runoff from the basketball court, the parking area, and portions of the Bache School roof areas. This measure could manage runoff from a large drainage area, nearly 13,000 square feet (SF) of impervious surface. Additionally, a vegetated planter box could be installed near the courtyard entrance to the Bache School, and there is the potential to install two bioretention areas on the eastern side of the building. These vegetated systems would manage runoff from the existing roof.

At the Martin School, there is the potential to modify the existing vegetated areas in the southern courtyard to become bioretention areas to manage adjacent roof runoff. Also, bioretention areas could be installed to either side of the eastern entrance to the building. There may also be an opportunity to install a structural planter box to manage roof runoff at the southern side of the Martin School along Brown Street.

PWD has restructured how stormwater fees are assessed, which is based both on the gross area of a parcel and the existing impervious areas on a parcel. The Bache-Martin School could reduce the stormwater fee charged by PWD for their impervious areas by implementing all, or a portion, of the recommended stormwater BMPs. In order to receive credit for this, the BMPs must be sized to manage the first 1-inch of runoff from these impervious areas, as shown in the stormwater recommendations in this Conceptual Stormwater Study. The feasibility of capturing this volume of water from various surfaces was analyzed, as well as the potential for conflicts of stormwater BMPs with existing improvements. The size of the recommended stormwater BMPs, the size of the Drainage Areas they would manage, and the 1-inch Volume of Runoff they would manage, is presented in Table 1.

### **Green Streets Stormwater Management**

In addition to managing stormwater runoff within the boundaries of the Bache-Martin School property, there are several opportunities to incorporate stormwater management BMPs into the streetscape surrounding the school buildings. These opportunity areas were identified after a site walk revealed the existing drainage areas and potential utility conflicts in the public right-of-way. The most feasible areas for management of stormwater

## Stormwater Study Narrative (cont.)

runoff, as shown in the conceptual stormwater study plan, include the southeastern side of 23<sup>rd</sup> Street, the northwestern side of Brown Street, both the southeastern and southwestern sides of 22<sup>nd</sup> Street, and the southwestern side of Beechwood Street. The public right-of-way drainage areas for each of these areas are between 3,500 and 5,500 square feet, and there is the potential to capture a combined total of nearly 1,500 cubic feet of runoff with these measures.

PWD has expressed interest in partnering with the school to incorporate these green streets measures into the overall campus improvements and greening design. These stormwater management measures may include linear, subsurface stone infiltration beds, bioretention swales, or curb bumpouts, which would also provide traffic calming benefits. A partnership between the school and PWD may include funding to support the installation of these measures and the sharing of maintenance responsibilities for these stormwater systems. This partnership may also provide the opportunity to explore the possibility of using the systems within the public right-of-way to manage runoff from the school property. There are several existing roof areas, totaling approximately 2,500 square feet, which are not feasible to manage within the school's property, due to the limited space on site. However, these areas could be managed if measures in the right-of-way were sufficiently sized to capture runoff from both the public right-of-way and the roof areas. Presently, this is not an accepted practice, but it would benefit the school, in terms of reductions in its stormwater fee, as well as PWD's effort to reduce flows to the combined sewer system.

## Stormwater Study Stormwater Summary Table

Table 1: Stormwater Summary Table

Description	BMP size (SF)	Drainage area managed (SF)	Volume of 1- inch runoff (CF)
<b>Bache School</b>			
Subsurface Aggregate Infiltration Bed	1,350	12,954	1,080
Planter Box	110	1,995	166
Beechwood St (North Side) - Rain Garden	90	588	49
Beechwood St (South Side) - Rain Garden	125	2,254	188
		<b>17,791</b>	<b>1,483</b>
<b>Martin School</b>			
Southern Courtyard (West Side) - Rain Garden	350	3,985	332
Southern Courtyard (East Side) - Rain Garden	375	3,230	269
22nd St Entrance (North Side) - Rain Garden	600	4,495	375
22nd St Entrance (South Side) - Rain Garden	600	4,474	373
Brown St - Planter Box	725	7,481	623
		<b>19,680</b>	<b>1,640</b>
<b>Green Streets</b>			
23rd St (East Side) - Stone Bed	510	4,869	406
Brown St (North Side) - Stone Bed	340	3,222	269
22nd St (West Side) - Stone Bed	590	5,574	465
22nd St (East Side)- Stone Bed	540	5,159	430
Beechwood St (West Side)- Stone Bed	375	3,569	297
		<b>17,524</b>	<b>1,460</b>
<b>Additional Areas That Could Be Managed in the Right-Of-Way</b>			
Bache School		484	40
Martin School		1,950	162
		<b>2,434</b>	<b>203</b>

# Conceptual Design

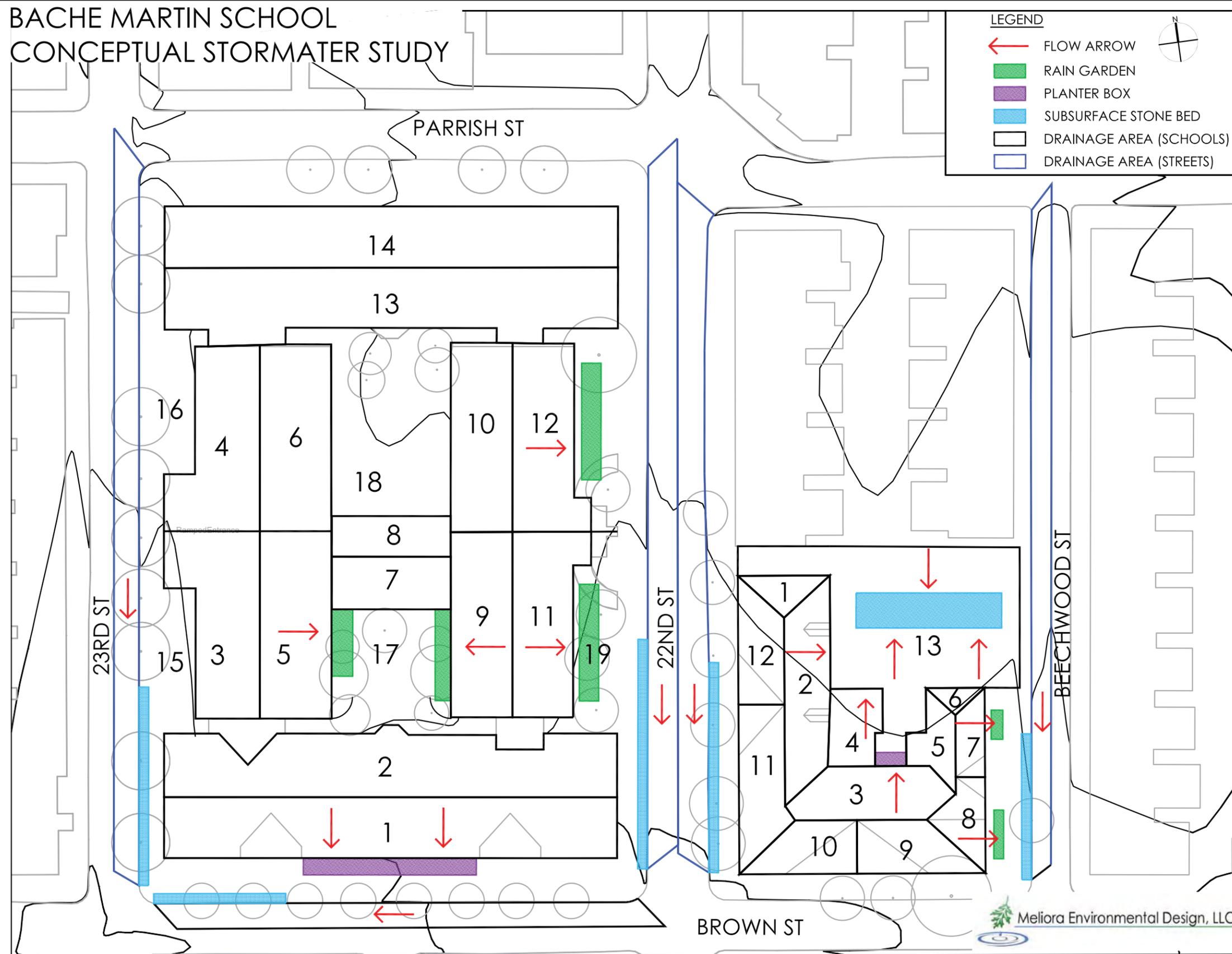
**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

Stormwater Study    Stormwater Run-off  
Areas Diagram

# BACHE MARTIN SCHOOL CONCEPTUAL STORMWATER STUDY



**LEGEND**

-  FLOW ARROW
-  RAIN GARDEN
-  PLANTER BOX
-  SUBSURFACE STONE BED
-  DRAINAGE AREA (SCHOOLS)
-  DRAINAGE AREA (STREETS)



Meliora Environmental Design, LLC



Project number \_\_\_\_\_  
 Date 9/12/2011  
 Scale \_\_\_\_\_

Project Name **BACHE-MARTIN SCHOOL**

Drawing Title **CONCEPTUAL STORMWATER STUDY**

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# Conceptual Design

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Opinion of Summary Probable Cost

			Total Costs	Total Costs by Category
<b>Quick Hits - Work by School Volunteers/Students (Material Cost Only)</b>				<b>\$ 9,500</b>
Raised Planters (4' x 8')	30 EA	250.00	7,500	
Composter Bins	1 EA	2,000.00	2,000	
Gallery Areas @ West Elevation	1 LS		-	
<b>Phase 1 - Campus Transformation</b>				<b>\$ 768,258</b>
Planting Strips @ Street			500,796	
Existing Planted Areas			79,063	
Curb Bump Outs			79,724	
Raised Crosswalk			48,415	
Miscellaneous			60,260	
<b>Phase 2 - Bache Space</b>				<b>\$ 223,215</b>
Bache Recreation Space			189,750	
Miscellaneous			33,465	
<b>Phase 3 - Living Courtyards</b>				<b>\$ 322,805</b>
North Courtyard			\$ 75,411	
South Courtyard			115,604	
Garage Doors/Movable Glass Walls			106,375	
Miscellaneous			25,415	
<b>Construction Subtotal (2011\$)</b>				<b>\$ 1,314,278</b>
<i>Design Contingencies</i>				
Construction Scope (15% of construction)			15%	\$ 197,142
<b>Construction Subtotal at Completion (2011\$)</b>				<b>\$ 1,511,419</b>
<i>Soft Costs</i>				
Design Services (15% of construction)			20%	\$ 262,856
Legal & Permitting Expenses (5% of construction)				
<b>Project Total (2011\$)</b>				<b>\$ 1,774,275</b>
Escalation (3% per Year to Anticipated Construction Period)			0%	\$ -
<b>Project Total with Escalation</b>				<b>\$ 1,774,275</b>

# Conceptual Design

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Opinion of Phase 1: Probable Cost Campus Transformation

	Quantities	Bare Unit Costs	Marked Up Unit Costs 15% OH & Profit	Total Costs	Total Costs by Category
<b>Planting Strips @ Street</b>					
Protection/Barriers	1 LS	\$ 15,000.00	\$ 17,250.00	\$ 17,250	\$ 500,796
Saw Cut Sidewalk	1,550 LF	25.00	28.75	44,563	
Sidewalk Demolition	13,000 SF	5.00	5.75	74,750	
Excavation for Rain Garden/Planting - 3' Deep	1,445 CY	25.00	28.75	41,544	
Sand, Gravel, Fabric, Soil Fill - 3' Deep	1,445 CY	60.00	69.00	99,705	
Cut Curb Cut for Street Drainage to Rain Garden	30 EA	350.00	402.50	12,075	
10" Rail @ Planting Areas	1,400 LF	30.00	34.50	48,300	
Street Trees	21 EA	400.00	460.00	9,660	
Pervious Paving for Circulation	1,200 SF	20.00	23.00	27,600	
New Planting, Grass, Ground Cover	11,800 SF	2.50	2.88	33,925	
Underdrainage Piping	2,200 LF	30.00	34.50	75,900	
Drip Irrigation	1,800 LF	5.00	5.75	10,350	
Irrigation Controller, Water Service, Power	1 LS	4,500.00	5,175.00	5,175	
<b>Existing Planted Areas</b>					
Amend Soil @ Existing Planting Areas	5,500 SF	\$ 3.50	\$ 4.03	22,138	\$ 79,063
New Planting, Ground Cover, Mulch	5,500 SF	5.00	5.75	31,625	
Miscellaneous Planting - Trees/Shrubs	1 LS	20,000.00	23,000.00	23,000	
Drip Irrigation	400 LF	5.00	5.75	2,300	
<b>Curb Bump Outs</b>					
Protection/Barriers	1 LS	\$ 10,000.00	\$ 11,500.00	\$ 11,500	\$ 79,724
Demolish Existing Curbs	420 LF	10.00	11.50	4,830	
Demolish Paving, Excavation/Fill	1,950 SF	7.50	8.63	16,819	
New Concrete Curb	540 LF	35.00	40.25	21,735	
Concrete Paving	1,800 SF	12.00	13.80	24,840	
<b>Raised Crosswalk</b>					
Protection/Barriers	1 LS	\$ 3,500.00	\$ 4,025.00	\$ 4,025	\$ 48,415
Demolish Paving/Mill as Required	1,200 SF	3.00	3.45	4,140	
New Built Up Paving	1,200 SF	25.00	28.75	34,500	
Stripping/painting	1 LS	1,500.00	1,725.00	1,725	
Signage	1 LS	3,500.00	4,025.00	4,025	
<b>Miscellaneous</b>					
Benches	6 ea	\$ 1,500.00	\$ 1,725.00	\$ 10,350	\$ 60,260
Remove Window Grilles, Patch	80 ea	275.00	316.25	25,300	
Trash Receptacles	6 ea	650.00	747.50	4,485	
Bicycle Racks	6 ea	1,250.00	1,437.50	8,625	
Interpretive Signage	1 ls	10,000.00	11,500.00	11,500	
Picnic Tables	ea	3,250.00	3,737.50	-	
<b>Construction Subtotal (2011\$)</b>					<b>\$ 768,258</b>
<b>Design Contingencies</b>					
Construction Scope (15% of construction)				15%	\$ 115,239
<b>Construction Subtotal at Completion (2011\$)</b>					<b>\$ 883,496</b>
<b>Soft Costs</b>					
Design Services (15% of construction)				20%	\$ 176,699
Legal & Permitting Expenses (5% of construction)					
<b>Project Total (2011\$)</b>					<b>\$ 1,060,195</b>
Escalation ( 3% per Year to Anticipated Construction Period)				0%	\$ -
<b>Project Total with Escalation</b>					<b>\$ 1,060,195</b>

# Conceptual Design

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Opinion of Phase 2: Probable Cost Bache Space

	Quantities	Bare Unit Costs	Marked Up Unit Costs 15% OH & Profit	Total Costs	Total Costs by Category
<b><i>Bache Recreation Space</i></b>					<b>\$ 189,750</b>
Protection/Barriers	1 LS	\$ 5,000.00	\$ 5,750.00	\$ 5,750	
Demolish Bituminous Paving	955 SY	10.00	11.50	10,983	
Pervious Paving	7,185 SF	15.00	17.25	123,941	
Excavation for Rain Garden/Planting - 3' Deep	155 CY	25.00	28.75	4,456	
Gravel, Fabric, Soil Fill - 3' Deep	155 CY	60.00	69.00	10,695	
New Planting, Ground Cover, Mulch	1,390 SF	5.00	5.75	7,993	
Miscellaneous Planting - Trees/Shrubs	1 LS	10,000.00	11,500.00	11,500	
Underdrainage Piping	230 LF	30.00	34.50	7,935	
Drip Irrigation	230 LF	5.00	5.75	1,323	
Irrigation Controller, Water Service, Power	1 LS	4,500.00	5,175.00	5,175	
<b><i>Miscellaneous</i></b>					<b>\$ 33,465</b>
Benches	4 ea	\$ 1,500.00	\$ 1,725.00	\$ 6,900	
Trash Receptacles	4 ea	\$ 650.00	747.50	2,990	
Bicycle Racks	2 ea	\$ 1,250.00	1,437.50	2,875	
Interpretive Signage	1 ls	\$ 5,000.00	5,750.00	5,750	
Picnic Tables	4 ea	\$ 3,250.00	3,737.50	14,950	
<b><i>Construction Subtotal (2011\$)</i></b>					<b>\$ 223,215</b>
<b><i>Design Contingencies</i></b>					
Construction Scope (15% of construction)				15%	\$ 33,482
<b><i>Construction Subtotal at Completion (2011\$)</i></b>					<b>\$ 256,697</b>
<b><i>Soft Costs</i></b>					
Design Services (15% of construction)				20%	\$ 51,339
Legal & Permitting Expenses (5% of construction)					
<b><i>Project Total (2011\$)</i></b>					<b>\$ 308,037</b>
Escalation ( 3% per Year to Anticipated Construction Period)				0%	\$ -
<b><i>Project Total with Escalation</i></b>					<b>\$ 308,037</b>

# Conceptual Design

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Opinion of Phase 3: Probable Cost Living Courtyards

	Quantities	Bare Unit Costs	Marked Up Unit Costs 15% OH & Profit	Total Costs	Total Costs by Category
<b>North Courtyard</b>					<b>\$ 75,411</b>
Saw Cut Paving	300 LF	\$ 25.00	\$ 28.75	\$ 8,625	
Paving Demolition	1,150 SF	5.00	5.75	6,613	
Excavation for Rain Garden/Planting - 3' Deep	130 CY	20.00	23.00	2,990	
Gravel, Fabric, Soil Fill - 3' Deep	130 CY	60.00	69.00	8,970	
New Planting, Grass, Ground Cover	1,150 SF	2.50	2.88	3,306	
Miscellaneous Planting - Trees/Shrubs	1 LS	5,000.00	5,750.00	5,750	
Underdrainage Piping	130 LF	30.00	34.50	4,485	
Drip Irrigation	130 LF	5.00	5.75	748	
Irrigation Controller, Water Service, Power	1 LS	4,500.00	5,175.00	5,175	
Play Equipment	1 LS	25,000.00	28,750.00	28,750	
<b>South Courtyard</b>					<b>\$ 115,604</b>
Saw Cut Paving	230 LF	\$ 25.00	\$ 28.75	\$ 6,613	
Paving Demolition	500 SF	5.00	5.75	2,875	
Remove Planter Wall/Curb	130 LF	75.00	86.25	11,213	
Excavation for Rain Garden/Planting - 3' Deep	240 CY	20.00	23.00	5,520	
Gravel, Fabric, Soil Fill - 3' Deep	240 CY	60.00	69.00	16,560	
New Planting, Grass, Ground Cover	2,150 SF	2.50	2.88	6,181	
Miscellaneous Planting - Trees/Shrubs	1 LS	10,000.00	11,500.00	11,500	
Underdrainage Piping	170 LF	30.00	34.50	5,865	
Drip Irrigation	170 LF	5.00	5.75	978	
Irrigation Controller, Water Service, Power			Included w/North Courtyard		
Masonry Seat Wall	140 LF	300.00	345.00	48,300	
<b>Garage Doors/Movable Glass Walks</b>					<b>\$ 106,375</b>
Protection/Barriers	1 LS	\$ 2,500.00	\$ 2,875.00	\$ 2,875	
New Opening w/Lintel @ Existing Walls 25'	2 EA	\$ 7,500.00	8,625.00	17,250	
Glass Garage Doors/Nana Wall	2 EA	\$ 32,500.00	37,375.00	74,750	
Patch Finishes, Modify MEP as Required	1 LS	\$ 10,000.00	11,500.00	11,500	
<b>Miscellaneous</b>					<b>\$ 25,415</b>
Benches	2 EA	\$ 1,500.00	\$ 1,725.00	\$ 3,450	
Trash Receptacles	4 EA	\$ 650.00	747.50	2,990	
Bicycle Racks	0 EA	\$ 1,250.00	1,437.50	-	
Interpretive Signage	1 LS	\$ 10,000.00	11,500.00	11,500	
Picnic Tables	2 EA	\$ 3,250.00	3,737.50	7,475	
<b>Construction Subtotal (2011\$)</b>					<b>\$ 322,805</b>
<b>Design Contingencies</b>					
Construction Scope (15% of construction)				15%	\$ 48,421
<b>Construction Subtotal at Completion (2011\$)</b>					<b>\$ 371,226</b>
<b>Soft Costs</b>					
Design Services (15% of construction)				20%	\$ 74,245
Legal & Permitting Expenses (5% of construction)					
<b>Project Total (2011\$)</b>					<b>\$ 445,471</b>
Escalation ( 3% per Year to Anticipated Construction Period)				0%	\$ -
<b>Project Total with Escalation</b>					<b>\$ 445,471</b>

## Maintenance Plan Narrative

Nature is in constant motion and gardens are a microcosm of the natural world. As they change throughout the season they offer significant learning opportunities. Gardens reveal forces of natural competition, the food web, essential organic chemistry, a living encyclopedia of flora and fauna, environmental sustainability, and foster an inherent appreciation of the beauty of the natural world.

With so many teaching opportunities, gardens can easily complement a wide variety of subjects in the curriculum, but gardens need care and attention. Gardens should be designed to balance the availability of maintenance staff and volunteer attention. It is recommended that a maintenance commitment be obtained to determine the 'time budget' for the care of the campus improvements. Time commitments will be required for amending soils, planting, weeding, watering and trash removal. On occasion, professional consultation from a certified arborist for tree care, or a certified landscape technician, experienced in rain garden installation, may be required for specialty landscape care. Gardens and ornamental planting will need the most care during the spring and summer months.

This maintenance plan is only an estimate of effort. As elements of the plan are realized, there may be additional tasks, some tasks may take longer or need to occur more frequently than anticipated. It is essential that the plan be complemented with a dedicated maintenance and operation team throughout the year. What proportion of that team is volunteer or professional is up to the Bache-Martin Home & School Association to determine, but the gardens will require attention from day one!

### **Soils**

Planting begins with the soil. Existing plant beds around the school should be tested for nutrient and pH levels and the presence of contaminants, such as lead. Each plant bed area should be tested individually. When the soil tests are returned, make a record of the soil conditions. The soil test will recommend appropriate amendments necessary to optimize soil fertility. Soils offer the opportunity to introduce students to chemistry. Most plants prefer a mildly acid soil (pH between 6.0 and 6.8), though a few, such as vegetables like cabbage, prefer an alkaline condition (pH higher than 7.3). Concrete and mortar may leach lime over time, thus making the soil more alkaline.

For vegetable gardens and raised beds, a clean topsoil, certified free of contamination, should be obtained. There are many sources for soil, with which the Philadelphia Horticultural Society, or the Philadelphia Office of Cooperative Extension, can assist.

### **Compost Program**

Schools can help the environment and their community when they compost food scraps. A school composting program will:

- Reduce the school's solid waste stream
- Recycle natural resources
- Reduce nitrogen loading to the local sewage treatment facility
- Educate the school community about benefits of composting

## Maintenance Plan Narrative (cont.)

- Create a useful product (finished compost) for planting projects<sup>1</sup>

The two primary questions that arise with a compost operation are: will it smell and is there risk of disease from coming into contact with compost? Compost is safe and, if managed properly, will not smell. A compost pile with the right balance of food wastes and bulking materials, moisture, and oxygen will provide a habitat that will allow the composting organisms to thrive. A working pile typically develops an earthy odor. Food scraps should not be left exposed at the top of the pile. By turning the pile frequently and spreading a layer of bulking material over the fresh food, new deposits are covered, reducing odor. Mature compost has a crumbly, moist texture and looks like dark soil. Foul odors are a sign that the pile is out of balance and requires a remedy such as more frequent turning (aeration), a change in moisture level or food supply.<sup>2</sup> The heat of the compost pile, ranging from 130—150 °F, generated by a thriving colony of decomposers, kills most pathogens. However, staff and students should wear gloves when participating in the compost operation, as they may come in contact with food that has not yet decomposed into inert compost. Mature compost can be handled like soil, with or without gloves. (Wearing gloves will guard against the drying effects of soil and compost on the skin.) Actively decaying organic matter contains mold spores. Children with asthma or allergies to mold should consult their physician before working with compost.<sup>3</sup>

### **Rain Gardens**

The rain gardens should serve as an interactive planting area for environmental education, as well as a living stormwater management system. The gardens will collect water from periodic storm events which can result in erosion, plant damage, and deposits of trash and silt. The rain gardens, as proposed, will have children walking in the beds and maintaining them to some degree. Like any garden, rain gardens will require maintenance to stay healthy and functioning. Some basic maintenance includes mulching, watering, inspection, litter removal, and replanting. The first two years require the most care while the plants are establishing themselves in the garden. As they are maturing during the first year, they need regular watering to encourage good root development. Irrigate the plants so that the water soaks deeply into the ground, which is equivalent to a one-inch of rainfall. Short sprinkles of water encourage the roots to grow along the surface. When roots grow along the surface, plants are less hardy during droughts and freezing temperatures.

Pull weeds to reduce competition for space, light, and water. Most weeds are pioneer species, which means they can grow very quickly. They fill in the open spaces and often can crowd out new rain garden plants. Additionally, they give the garden a messy, unkempt appearance. Spreading a three-inch layer of leaf mulch around the new planting helps control some of these uninvited species. Distinguishing between beneficial rain garden species and pioneer species is excellent introduction to the natural sciences and the pressures of competition on disturbed landscapes. Much of the maintenance during the establishment years occurs during the summer months! Therefore, before summer vacation, enlist volunteers to monitor, water, and weed the garden during summer vacation.

<sup>1</sup> [School Composting: A Manual for Connecticut Schools](#), page 22, Connecticut Department of Environmental Protection 2002©

<sup>2</sup> *Ibid.*, page 23

<sup>3</sup> *Ibid.*, page 23

## Maintenance Plan Narrative (cont.)

### **Stormwater Planters and Street Trees**

A stormwater planter is a small, contained vegetated area that collects and treats stormwater using bioretention. Bioretention systems collect and filter stormwater through layers of mulch, soil and plant root systems, where pollutants such as bacteria, nitrogen, phosphorus, heavy metals, oil and grease are retained, degraded and absorbed. Treated stormwater is then infiltrated into the ground as groundwater (Infiltration Planter) or, if infiltration is not appropriate, discharged into a traditional stormwater drainage system (Flow-Through Planter). Stormwater planters do not require a large amount of space and can add aesthetic appeal and wildlife habitat to city streets. Stormwater planters typically contain native, hydrophilic flowers, grasses, shrubs and trees.<sup>4</sup>

Stormwater planters must be able to receive runoff during a storm event, and allow that water to pass through the soil and plant root systems down to a drainage layer or infiltrate directly to the ground below. Planters should be inspected to insure runoff inlets and outflow mechanisms are not blocked and debris is removed from the planters.

Regular maintenance of vegetation, such as weeding, soil replacement and watering during dry periods also includes:

- Regular inspection of structural components, especially following large rain events
- Periodic cleaning of inflow and outflow mechanisms
- Periodic testing of mulch and soil for build-up of pollutants that may be harmful to the vegetation
- Periodic replacement of plants
- Periodic replacement of concrete structures surrounding planter

<sup>4</sup> Stormwater Planter Information Sheet, Charles River Watershed Association, Low Impact Best Management Practice (BMP), 2008

## Maintenance Plan Maintenance Reference Manual

### **Composting**

School Composting: A Manual for Connecticut Schools, School Composting: A Manual for Connecticut Schools, Connecticut Department of Environmental Protection 2002. This manual is a step by step guide for composting that encourages active participation with students. The manual includes lesson plans for teachers to integrate the compost program with the educational curriculum for a elementary and middle school students.

[http://www.ct.gov/dep/lib/dep/compost/compost\\_pdf/schmanual.pdf](http://www.ct.gov/dep/lib/dep/compost/compost_pdf/schmanual.pdf)

### **Gardening**

The Pennsylvania Horticultural Society (PHS) is Philadelphia's best resource for gardening. PHS motivates people to improve the quality of life and create a sense of community through horticulture.

Contact:

The Pennsylvania Horticultural Society

100 N. 20th Street - 5th Floor

Philadelphia, PA 19103

Telephone: 215-988-8800

# Conceptual Design

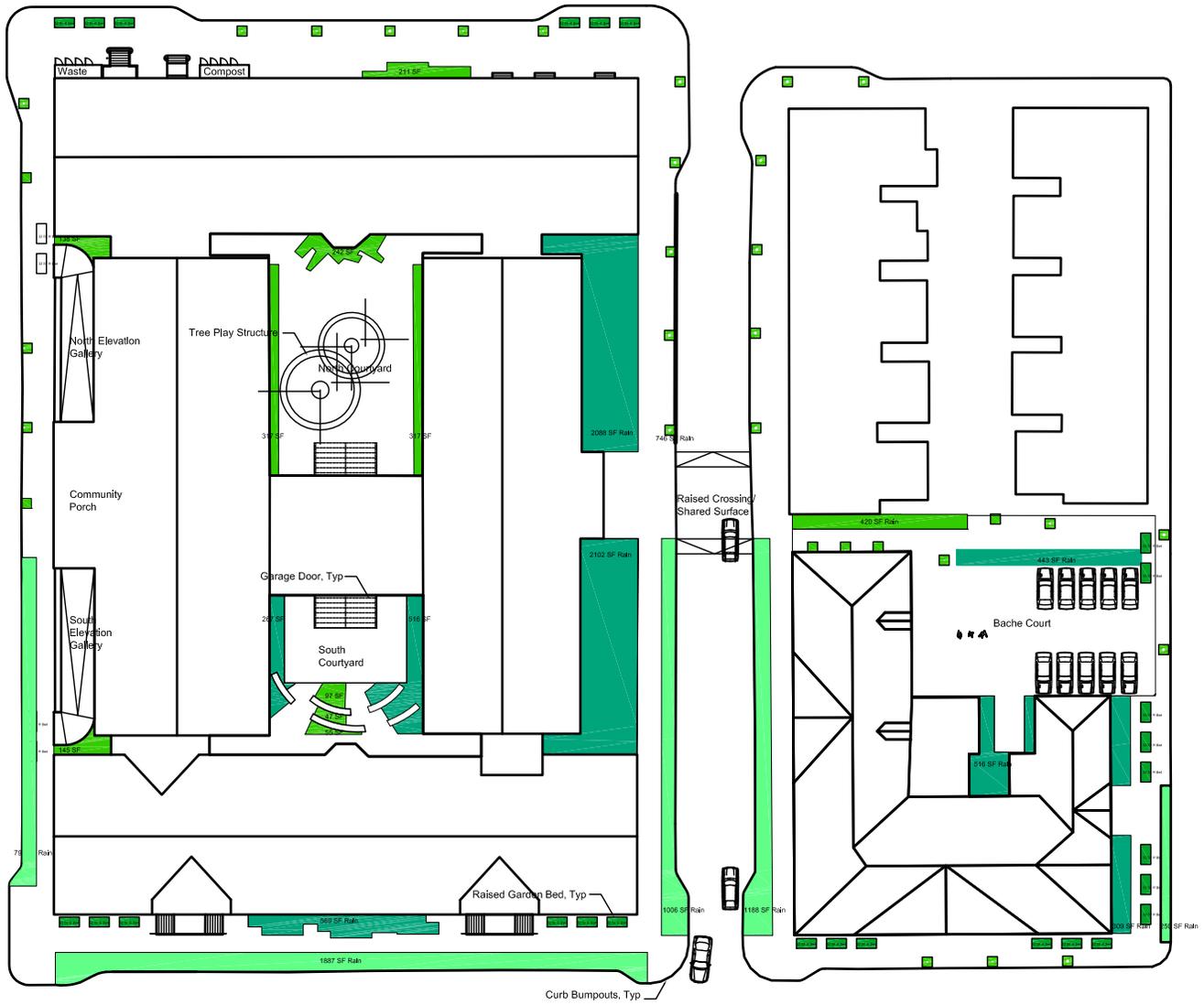
**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

Maintenance Plan

Maintenance  
Diagram



- Raised Plant Beds
- Garden Beds
- Rain Gardens
- Stormwater Trench Beds

Bache-Martin School  
Maintenance Diagram



Project number  
2011-01  
Date  
8/28/2011  
Scale  
1" = 70'

The Community Design Collaborative's products are intended to provide visual concepts and to assist in project design and planning. All drawings are limited to conceptual design and are neither intended nor may be used for construction. Neither the Community Design Collaborative nor the project volunteers assume responsibility or liability for the technical accuracy of drawings or for any unauthorized use.

# Conceptual Design

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Maintenance Plan Maintenance Schedule

BACHE-MARTIN SCHOOL MAINTENANCE SCHEDULE			Frequency			
Task	Labor Type	Unit	Spring	Summer	Fall	Winter
<b>COMPOST BINS</b>						
Estimated Hours of Effort Per Week for All			12	As Req.	12	12
Collect and Weigh Food Scraps	Student/Volunteer	Daily				
Deposit Food Scraps in Bins in lunchroom	Student/Volunteer	Daily				
Take Compost Temperature	Student/Volunteer	Daily				
Spread Food Scraps and Layer with Bulking Material	Student/Volunteer	Daily				
Turning the Pile	Student/Volunteer	Weekly				
Compost Bin Rotation	Student/Volunteer	Monthly				
Soil Test Mature Compost	Student/Volunteer	Yearly				
Distribution of Compost	Student/Volunteer	Yearly				

**Notes:** During the school year the compost pile must be maintained on a daily basis as food scraps are added to the pile. Meat must never be added to the pile. Compost can sit over the summer months provided food scraps are not added to the pile.

<b>RAISED BEDS, 1288 Sq Ft</b>						
Estimated Effort Per Week for All			6	4	4	As Req.
Seasonal Vegetable Plantings	Student/Volunteer					
Weeding, Planting and irrigation	Student/Volunteer					

**Notes:** 30 4' x 8' Raised Plant Beds are proposed around the sidewalks of the Bache-Martin Campus.

<b>RAIN GARDENS AND PLANT BEDS, 9000 Sq Ft</b>						
Estimated Hours of Effort Per Week for All			12	36	16	As Req.
Inspect Inlets and remove blockages	Professional	Per Occurance				
Remove Debris	Student/Volunteer	Per Occurance				
Plant Replacement	Student/Volunteer	Per Occurance				
Weeding, planting and irrigation	Student/Volunteer	Weekly				
Amendment	Student/Volunteer	Yearly				
Mulch	Student/Volunteer	Twice a Year				

**Notes:** The plant beds will demand their greatest attention during the summer months. Plant beds and rain garden beds can be maintained in a similar fashion. Rain Garden plantings should be tolerant of wet soil and require additional maintenance to verify drainage is free flowing in the bed and not blocked by silt or debris.

<b>STREET TREES AND STORMWATER PLANTERS, 6000 Sq Ft</b>						
Estimated Hours of Effort Per Week for All			6	24	12	As Req.
Inspect Inlets and remove blockages	Professional	Per Occurance				
Remove Debris	Student/Volunteer	Per Occurance				
Plant Replacement	Student/Volunteer	Per Occurance				
Weeding, planting and irrigation	Student/Volunteer	Weekly				
Amendment	Student/Volunteer	Yearly				
Soil Testing for Pollutants	Professional	Annual				

**Notes:** The stormwater trenches are located at the street perimeter. Plantings should be selected for durability, hardiness and tolerance of wet soil. The maintenance regime is similar to rain garden tasks but the effort level should be less due to planting selection and hardiness of plant material.

<b>ANNUAL MAINTENANCE MATERIALS ESTIMATE FOR TOTAL BUILD-OUT</b>						
Replacement Mulch and Plant Materials	16300 sf	.40 cents per sf				\$6,520.00

**Notes:** Assume an annual escalation rate of 3% per year

# Description of Services

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

# Value of Services Calculation Sheet

**Bache-Martin Elementary School**

*A Conceptual Master Plan for Exterior Improvements*

2011-01

October 2011

<b>VOLUNTEER</b>	<b>PROFESSION</b>	<b>HOURS</b>	<b>RATE*</b>	<b>VALUE</b>
Richard Roark, RLA, ASLA	Senior Landscape Architect	92	\$140	\$12,880
Ben Lawrence, ASLA	Landscape Arch Designer	24	\$80	\$1,920
Brian McVeigh, ASLA	Landscape Arch Designer	24	\$90	\$2,160
Erin K. M. Roark, AIA	Senior Architect	40	\$140	\$5,600
Michele Adams, PE	Civil Engineer	9	\$170	\$1,530
Altje Hoekstra	Water Resources Designer	35	\$95	\$3,325
Christine Miller Cruieess	Historic Preservationist	14	\$90	\$1,260
Michael Funk	Cost Estimator	15	\$155	\$2,325
<b>STAFF</b>				
Heidi Segall Levy, AIA, Project Manager	Senior Architect	40	\$100	\$4,000
<b>TOTAL VALUE OF DESIGN SERVICES</b>				<b>\$35,000</b>

\* Billable Hourly Rates in the Philadelphia area for 2008

Principal (\$125 to \$220)  
 Senior Architect/Designer (\$100 to \$135)  
 Architect/Designer (\$70 to \$90)  
 Intern Architect/Designer (\$50 to \$65)  
 Senior Landscape Architectural Designer (\$100 to \$135)  
 Landscape Architectural Designer (\$70 to \$90)  
 Intern Landscape Architectural Designer (\$50 to \$65)  
 Planner (\$90 to \$115)  
 Historic Preservationist (\$90 to \$115)  
 Engineer (\$100 - \$150)  
 Cost Estimator (\$100 to \$135)  
 Senior Interior Designer (\$90 to \$135)  
 Interior Designer (\$50 to \$80)

Billable hourly rates are based on the 2005 American Institute of Architects Compensation Report and a survey of a representative sample of local design professionals. Revised in January 2008.

**COMMUNITY DESIGN**  
COLLABORATIVE



February 15, 2011

Jeff Goldstein  
Parent Volunteer  
Bache-Martin Home & School Association  
22<sup>nd</sup> and Brown Streets  
Philadelphia, PA 19130

Rebecca Johnson  
Executive Director  
Fairmount Community Development Corporation  
2206 Fairmount Avenue  
Philadelphia, PA 19130

RE: Project 2011-01  
Bache-Martin Elementary School: A Conceptual Master Plan for Exterior Improvements

Dear Jeff/Ms. Johnson:

The Community Design Collaborative (Collaborative), in our letter of agreement to John Gallery, dated December 15, 2010, committed to provide technical assistance in the form of preliminary design service grants to three neighborhood organizations through the Preservation Alliance of Greater Philadelphia's (Preservation Alliance) Vital Neighborhoods Initiative. This current letter of agreement refers to the first of the three projects for which the Collaborative will be providing assistance.

It is our understanding that Fairmount Community Development Corporation (FCDC) is in support of Bache-Martin Home & School's goal to create a sustainable master plan for exterior improvements to their two school building sites. Bache-Martin Home & School's goal is to improve the aesthetics, safety, sustainability, and functionality of the school's outdoor space, as well as to provide educational opportunities for the students and to enhance the surrounding community. We understand that Bache-Martin Home & School is also looking for a design which will help to develop a stronger connection between the two buildings, as well as a safer physical connection for the students.

This letter outlines the work that the Community Design Collaborative (Collaborative) will perform for Bache-Martin Home & School. Design professionals volunteering through the Collaborative will provide the services and products listed below. Your project will require a team of 5 volunteers – 4 landscape architects/architects, one of whom will act as Lead Volunteer, 2 civil engineers/stormwater management consultants and a cost estimator.

**Collaborative volunteers will provide the following products and services:**

1. Attendance at two meetings with a community task force, as arranged by Bache-Martin Home & School – the first, to discuss the groups' issues, ideas, and concerns with the volunteers and to reach a consensus in terms of their priorities for creating greener, sustainable, and improved exterior spaces for the school and for the community. The volunteers will use the direction given at this meeting, as documented in meeting minutes provided by Bache-Martin Home & School, as a basis for their preliminary design. At the second meeting, the volunteers will present their preliminary scheme to the task force for feedback. The volunteers will use the direction given at this meeting, as documented in meeting minutes provided by Bache-Martin Home & School, as a basis for their completion of the conceptual design.

2. An 8 ½" x 11" bound report including:

- a) Written Introduction: Providing background information on the client organizations and community task force and the Collaborative project
- b) Project Location Map: Indicating site location within the city
- c) Photographs: Of the two school buildings and their sites and the immediate context
- d) Existing Site Plan: Based on site plan as provided by Bache-Martin Home & School and field investigation, to be drawn to an appropriate scale to be presented in 11" x 17" format. This plan is to include both existing buildings and site elements included on the school properties. The plan is also to include sidewalks, streets, driveways and adjacent properties.
- e) Conceptual Color-Rendered Master Site Plan Drawing: Based on the existing site plan, the plan will reflect the issues and concerns expressed by the community task force and will represent a design that can be done in phases. The plan will include the parking lot, interior courtyards, streetscape around both buildings, as well as the connection between the two buildings. The plan will address issues such as beautification, sustainability, accessibility, safety and security, increasing educational opportunities, landscaping, creating outdoor play space for grades 5-8, parking as required, stormwater management, lighting, furnishings and signage.
- f) Conceptual Detail Drawings: As appropriate, to illustrate specific aspects of the proposed master plan.
- g) Conceptual Color-Rendered Perspective Drawing: To illustrate a component of the proposed design and to be presented in 11" x 17" format.
- h) Phasing, Implementation and Maintenance Plan: Recommendations will be provided for phasing and implementation of the conceptual design, identifying which portions may be done by volunteer labor. In addition, a description of maintenance tasks will be provided, also identifying which tasks may be provided by volunteers, and/or students.
- i) Opinion of Probable Cost: A preliminary cost estimate based on the proposed conceptual plan. The estimate will reflect the proposed phasing, implementation and maintenance plan.

**Bache-Martin Home & School will be responsible for providing the following:**

- 1. Creation and coordination of the community task force; *a list of the task force members is to be provided to the Collaborative prior to the in-house team kick-off meeting*
- 2. Scheduling of meetings with the Collaborative volunteers and the community task force
- 3. Written information about the history of the school and community task force, to be included in the introduction of the final report
- 4. A copy of existing drawings – all available (electronic if possible)
- 5. A copy of precedents
- 6. A prioritized list of desired program elements to be developed with assistance from the design team
- 7. Meeting minutes from the two community task force meetings
- 8. Attendance at a follow-up meeting at the Collaborative to review the final report

9. Completion of a questionnaire evaluating the performance of the Collaborative staff and volunteers

We expect this work to take approximately six (6) months to complete after the volunteer team gets started. It must be noted that inclement weather and unforeseen circumstances in a volunteer's schedule could delay this project. All professional and technical services provided by the Collaborative volunteers are *pro bono* and we estimate the value of these *pro bono* services to be approximately \$12,000 - \$20,000.

Work on your project will begin after this letter of agreement is signed and returned to the Collaborative. ***This letter must be returned within thirty (30) days of the date of this letter to remain eligible for the services described.***

The Collaborative's products are intended to provide visual concepts and to assist in the preliminary phase of project design and planning. All drawings and construction budgeting figures are limited to conceptual design and are neither intended nor may be used for construction.

Although we will endeavor to provide the highest quality volunteer services for this project, the Community Design Collaborative and our project volunteers assume no responsibility or liability for our services including the recommendations of our volunteers, the technical accuracy of our work product or for any unauthorized use. In addition, Bache-Martin Home & School and Fairmount Community Development Corporation agree to indemnify, defend and hold harmless the Collaborative and its officers, directors, employees, agents and volunteers (including, but not limited to, any firm or other business entity which provides services or products as a volunteer, or which permits its employees to provide volunteer services or products) (collectively the "Collaborative volunteers") from and against all claims, demands, losses, suits, damages and expenses (including attorneys' fees and court or other costs) arising from any act or omission, or services or products, provided by Collaborative volunteers under this letter of agreement or otherwise.

The Collaborative shall be deemed the author of all reports, drawings, specifications and other documents prepared by the Collaborative volunteers for this project and, as such, shall retain all common law, statutory and other reserved rights, including copyrights, in and to them. Your organization will be provided with copies of the final report, which you may retain and use for information, reference and distribution in connection with this project. You may not, however, alter, revise or amend the report, either directly or indirectly, or use it for any purpose other than for this project, without the express written consent of the Collaborative. The Collaborative shall have the right to use the report, and to distribute copies of it, for educational, promotional or other purposes.

If you have any questions regarding the agreement outlined above, please contact me at the Collaborative offices at 215-587-9290.

Sincerely,

**Accepted and agreed:**

Heidi Segall Levy, AIA  
Project Manager  
Community Design Collaborative

\_\_\_\_\_  
Jeff Goldstein Date  
Parent Volunteer  
Bache-Martin Home & School

\_\_\_\_\_  
Rebecca Johnson Date  
Executive Director  
Fairmount Community Development Corporation

Cc: Amy E. McCollum, Vital Neighborhoods Interim Project Director

rec'd 9/29

Building neighborhood visions...

# Service Grant Application

## ORGANIZATIONAL PROFILE

Date: 9/29/10

- 1. Organization Name: Bache Martin Home & School Association
- 2. Address: 22nd and Brown Street  
 City: Philadelphia State: PA Zip: 19130
- 3. Phone: 267.496.5812 4. Fax: \_\_\_\_\_
- 5. Website: www.thepowerofbachemartin.com
- 6. Executive Director: Jen MacNeill (President)
- 7. Project Contact: Jeff Goldstein Title: \_\_\_\_\_  
 Phone (day): 215-627-0808 Phone (eve): \_\_\_\_\_  
 Phone (cell): 267-307-1709 Email: jgoldstein@digsau.com  
 Fax: \_\_\_\_\_

Mail Completed  
Application to:  
**COMMUNITY DESIGN  
COLLABORATIVE**  
1216 Arch Street, 1st Floor  
Philadelphia, PA 19107

8. Briefly state your mission and describe your services:

Bache-Martin school is a Pre-K through 8th Grade elementary school of the Philadelphia school district located in Fairmount. The mission of the school is to develop knowledgeable lifelong learners who are challenged to meet their individual potential and who can effectively communicate, express themselves creatively, use technology appropriately, solve problems using higher thinking skills, work cooperatively, understand and respect cultural diversity, adapt to change, and be responsible and productive in society.

- 9. Does your organization have a Board of Directors?  yes  no  
 Board Chair: \_\_\_\_\_ Financial Officer: \_\_\_\_\_
- 10. When was your organization founded? 1980s
- 11. Does your organization have 501(c)(3) status?  yes  no  
 What year was 501(c)(3) status established? \_\_\_\_\_
- 12. Operating budget for current year: \$10,000
- 13. Total number of staff: \_\_\_\_\_ Full Time: \_\_\_\_\_ Part Time: \_\_\_\_\_ Volunteer: 100
- 14. What are your organization's current sources of funding?  
Fundraising activities in and around the school
- 15. What neighborhood(s) does your organization serve? Fairmount, Francisville, and Brewerytown
- 16. Total number of clients served by your organization in the last fiscal year: n/a

Questions?  
Contact us at:  
215.587.9290 ph  
215.587.9277 fx  
cdesignc@cdesignc.org  
[www.cdesignc.org](http://www.cdesignc.org)

- 17. What organizations, public agencies, and/or elected officials have assisted your organization?  
Philadelphia School District
- 18. Has your organization ever received services from an architect, landscape architect, planner or engineer?  
 Yes  No  
 If yes, identify who and describe services:
- 19. Has your organization completed other capital development projects?  
 List projects with completion dates:

# Service Grant Application

## ORGANIZATIONAL PROFILE

Date: \_\_\_\_\_

1. Organization Name: Fairmount Community Development Corporation
2. Address: 2206 Fairmount Avenue  
 City: Philadelphia State: PA Zip: 19130
3. Phone: 215.232.4766 4. Fax: 215.235.2608
5. Website: fairmountcdc.org
6. Executive Director: Rebecca Johnson
7. Project Contact: \_\_\_\_\_ Title: \_\_\_\_\_  
 Phone (day): 215.232.4766 Phone (eve): \_\_\_\_\_  
 Phone (cell): \_\_\_\_\_ Email: \_\_\_\_\_  
 Fax: \_\_\_\_\_
8. Briefly state your mission and describe your services:

The Fairmount CDC's mission is to foster the improvement of the residential, commercial, and social fabric of the Fairmount neighborhood, while preserving its character and diversity. While the work of the Fairmount CDC is broad in scope, each project falls into one of four major target areas designed to accomplish our mission which include: Cleaning & Greening, Community Events, Public Art, Business Support & Development

9. Does your organization have a Board of Directors?  yes  no  
 Board Chair: Kenny Jackson Financial Officer: Sharon Hayman
10. When was your organization founded? 1999
11. Does your organization have 501(c)(3) status?  yes  no  
 What year was 501(c)(3) status established? 2001
12. Operating budget for current year: 300,000
13. Total number of staff: 5 Full Time: 2 Part Time: 1 Volunteer: 2
14. What are your organization's current sources of funding?  
Phila. Bus Priv CDC Tax Credit Program; Nonprofit Finance Fund; Pres Alliance; ind/corp donations.
15. What neighborhood(s) does your organization serve? Fairmount
16. Total number of clients served by your organization in the last fiscal year: n/a
17. What organizations, public agencies, and/or elected officials have assisted your organization?  
Phila Commerce Dept, Planning Cmsn, Off of Housing & Comm Dvlpmnt; PIDC; TRF; Mural Arts Prg
18. Has your organization ever received services from an architect, landscape architect, planner or engineer?  
 Yes  No  
 If yes, identify who and describe services:  

Diana Nicholas (Project Architect for Commercial Façade Program); Brenna Herpman (Landscape Architect); Scott Page and Mindy Watts (Urban Planners)
19. Has your organization completed other capital development projects?  
 List projects with completion dates:  

No.

Mail Completed  
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[www.cdesignc.org](http://www.cdesignc.org)

# Service Grant Application

## PROJECT PROFILE

Mail Completed  
Application to:

COMMUNITY DESIGN  
COLLABORATIVE

1216 Arch Street, 1st Floor  
Philadelphia, PA 19107

20. Project Title: Bache Martin Holistic Schoolyard
21. Describe the project's scope, timetable, and importance to your organization:
- The scope of this project is to reimagine the school's assortment of diverse exterior spaces. The spaces include: Bache parking lot/playground; Martin's two interior courtyards (playground and garden); perimeter street frontage of each building. Designs should seek to 1) provide opportunities to integrate with educational curriculum; 2) serve to beautify the school to project a friendlier and more welcoming public face; 3) introduce sustainable site strategies; 4) improve student safety. This project is a top priority.
22. What preliminary design services are you seeking?
- Architecture, Landscape Architecture, Urban Design, Civil/Stormwater Engineering, Cost Estimating
23. Project Address: 2201 Brown Street  
City: Philadelphia State: PA Zip: 19130  
Neighborhood: Fairmount/Francisville Census Tract: 135
24. Project Type (check all that apply)  New Construction  Renovation  Expansion  Other
25. Lot and/or building size: approx 30,000sf
26. Current Use: School
27. Do you:  Lease  Own  Plan to Acquire
28. If you lease, note the property owner and term of the lease:
29. If you plan to acquire, list the current property owner(s) and describe your acquisition strategy and timetable:
30. Do you have plan drawings of the lot and/or building?  Yes  No
31. Proposed project budget: \$350,000  
How did you determine this? Estimated fundraising capacity for project (phase-ability is important).
32. Is funding available for the project?  Yes  No  
If yes, please note funding sources and amounts:
33. What other fundraising strategies are being considered?:  
Center City District; PWD; PHS; PA Dept of Agric; PA DEP; PD DCNR; Phila Orchard Proj; Vetri Found
34. Are there fundraising deadlines or other time constraints related to this project?  
Not yet.
35. Has your organization contacted other groups, consultants, or contractors to assist you with the project?  
No.
36. Who referred you to the Community Design Collaborative?  
Jeff Goldstein

### Questions?

Contact us at:

215.587.9290 ph

215.587.9277 fx

[cdesignc@cdesignc.org](mailto:cdesignc@cdesignc.org)

[www.cdesignc.org](http://www.cdesignc.org)

# Appendix

**Bache-Martin Elementary School**

**A Conceptual Master Plan for Exterior Improvements**

**2011-01**

## Meeting Minutes

## Site Visit Report

Location : Bache-Martin

Visit Date: March 22<sup>nd</sup>, 2011

Attendees: Jeff Goldstein, Sharifah Stephens, Bache-Martin Home Association  
Michele Adams, Christine Cruisse, Erin Roark, Josh Leaskey, Katy Martin, Brian McVeigh,  
Richard Roark

Copied: Heidi Levy, Altjeh Hoekstra, Michael Funk

### Summary

The collaborative team attended a site visit with Bache-Martin Home Association representatives Jeff Goldstein and Sharifah Stephens. The team walked the site grounds of the school campus, reviewed current uses of exterior spaces and documented existing conditions. The school hosts grades K-8, K-4 at the Martin School Building and 5<sup>th</sup> through 8<sup>th</sup> at the Bache School Building.

The school is working actively with the home association to promote community ownership such as hosting movie nights at the auditorium and providing a common room parents can bring their pre-school age children to.

The client encouraged us to think broadly and comprehensively of the school. The two schools should be read as one campus. Open space design opportunities should be broadly considered with a follow-up vision of implementation that could be phased over time.

### Exterior general

- a. Window Treatment – Bars/ Grills on windows do not provide the face they want to provide to the neighborhood.
  - Requirement for Public Schools in the city.
  - Will receive more information on parameters at the task force meeting
- b. Garbage – would like this to be hidden more. Currently no place other than at the exit to the cafeteria (Bache and Martin)
- c. Exterior doors – better presents
- d. Grafitti in not an issue
- e. Mascot paw prints on the sidewalk an example of something the kids enjoy
- f. The playgrounds at Eastern State Penitentiary are utilized after school but minimally during the school day.
- g. A vehicular drive at Martin on the West elevation that is closed to vehicles could be incorporated into design
- h. The schools' occupy both sides of 22<sup>nd</sup> street with teachers and students crossing during all times a day. 22<sup>nd</sup> street is a neighborhood street which receives a significant amount of traffic flow.
  - Daily experience for students and teachers
  - Trips to Martin for the Auditorium
  - Trips to Bache for the library and for science

- i. Students arriving at the Martin School are dropped off in the morning on Parrish Street for direct access to the cafeteria.

### **Martin School North Courtyard**

The north courtyard is an active space that has been retrofitted with rubberized surface tile panels for safe play.

The northern quarter of the courtyard is planted with lacebark elms in fair condition with park bench tables located between them. The elms are surrounded by asphalt surfacing that inhibits root growth.

- a. Currently a rubberized floor
- b. Drainage is a bit of a concern
- c. Phys ed teacher organizes social activities in an outside space
- d. Less structured play after school
- e. Interior Courtyard makes it a more secure place

### **Martin School South Courtyard**

The South courtyard is quieter and consists of three garden beds, a flowering magnolia and several dogwood trees. The garden beds are generous but the planting is modest and uneven in character.

The South Courtyard is currently under utilized. However the planting beds at Bache were a big hit with both the students and teachers. This could be expanded outside.

- a. Desire for this to be a quiet/ passive place with garden.
- b. Butterflies and Birdhouse
- c. Plant beds
- d. Not for active play
- e. Rainwater conductors have been added to the area
- f. There is a garden shed that does have some tools

### **Bache Parking Lot and Grounds Perimeter**

Exterior play and Activity Areas - further discussion with Phys Ed teacher at Task force meeting

- a. Bache this does not exist. Parking lot currently which they would like to have ideas about regarding how to make a better space for kids to be able to enjoy

### **Martin School Interior**

- a. Beautiful interior vestibule with original materials
- b. Each vestibule of Martin has murals in it from the Philadelphia Mural Program
- c. Cafeteria also has these Murals
- d. Auditorium is a gem for this school. Place they are trying to use as an outreach to the neighborhood
- e. Preschool area for parents in the neighborhood to bring their smaller children to play. Way to introduce the parents to the school. Mission of the Home and School association to reach out to the community and to have more parents enroll their children here then to send them to one of the other schools in Philadelphia.

**Design Direction**

- a. Paint a big picture and think big
- b. Don't be limited by realistic goals but provide ideas for the community to rally around
- c. Ideas to keep in mind
  - Safety
  - Kid Friendly
  - Community Based
  - Sustainable Learning experience
- d. Strengthen school / neighborhood relationships

**Next Steps**

Identify Date for Task Force Meeting 1  
Develop agenda for Task Force Meeting 1  
Prepare Site Analysis

Bache – Martin Task Force Meeting 1  
Meeting Date: April 25, 2011

## SUMMARY

The purpose of the Task Force Meeting 1 meeting was to convene an ideas forum for improvements to the Bache Martin campus. The stakeholder group is comprised of parents, students of Bache Martin, faculty and community neighbors. The forum opened with introductions by Bache Martin Home and School representative Jeff Goldstein and Amy McCollum, Interim Director of the Preservation Alliance. The forum was led by the Community Design Collaborative Volunteer Team. The Collaborative Volunteer Team presented a brief presentation outlining the role of the CDC and the process for meeting with stakeholders and providing a conceptual master plan. After the presentation the team divided the stakeholder group into four brainstorm teams. Each team was facilitated by Collaborative Volunteer Team member and copies of the campus site plan were provided for reference. At the closure of the team sessions stakeholder representatives presented their ideas to the entire group which are noted here.

## PRESENTATION

A powerpoint presentation was given highlighting the boundaries of the project scope.

1. Presentation emphasized that all improvements to the school should focus on the themes of: Kid Friendly, Safe, Learning Environment and Community Based
2. Highlight of School history of tolerance at the Martin School, Learning through doing, team work and engagement with the natural world.
3. Campus description of boundaries and open space improvement areas
4. Michele Adams presented project precedents depicting rain gardens and other environmental projects implemented at schools

## BRAINSTORM IDEA GENERATION

### Table A

1. Connections to perimeter buildings and neighborhood (Eastern State Penitentiary, Bache and Martin, adjoining streets).
2. Activate the street facades around perimeter of school campus (planters, bike racks, signage)
3. Create a promenade on 22<sup>nd</sup> street between the schools (planters, neck down at both Parrish and Brown, controlled or one-way vehicle traffic)
4. Play areas:
  - a. Develop the current parking area into a green space for the Bache middle school kids
  - b. Keep the North Playground at Martin as active play with more natural materials and vertical play equipment.
  - c. Develop the gardens at the South Courtyard at Martin (bird and butterfly friendly)
5. Sustainable moves should be encouraged and visible as an educational opportunity (porous materials, planters, green roofs (?))
6. Opportunities to bring more light into the building at the doors and windows (investigate the grate requirements for the windows)

#### Table B

1. An outdoor amphitheater for concerts, movie night, and other events
2. Large garage doors that could connect the inside to the courtyard spaces
3. An arboretum and walking trail around the perimeter of the school that explains Pennsylvania's regions and plant communities (stamped concrete with wildlife footprints and other natural elements)
4. Bridge the gap between campuses by implementing bump-outs, ramps, textured asphalt, and painted mascot
5. Signage, flags, and artwork on the street to suggest to approaching vehicles they're in a school zone
6. Allowing the campus grounds to be accessible and active during the weekend by hosting more outdoor community events
7. Closing off 22<sup>nd</sup> Street for afternoon play
8. Define the main entrance and make it more inviting
9. See if the city would consider on-street parking for teachers during school hours to allow more green space in the parking lot.

#### Table C

##### Martin School

1. No one uses the interior planting areas.
2. Need more space, but don't cut into the building.
3. Could the existing rubber surface become porous?
4. Trees provide nice shade, but play area can get hot sometimes
5. Plant fruit, sunflowers to sell/use by the community.
6. Entrance on 23<sup>rd</sup> should be used somehow – should ramps be removed?

##### Bache School

1. Middle school students do not go outside at all. There is a need for outdoor activity areas
2. Could there be a deck over the parking area?
3. Could the parking area be replaced with porous material?
4. Parking is available around the neighborhood but not on all of the streets – permit parking?
5. There is a need for socialized recess with older students.
6. A place to play football or basketball is desired.

##### General

1. Is there potential to narrow 22<sup>nd</sup> St?
2. Potential to block of all/part of 22<sup>nd</sup> St during the day?
3. Sidewalks are too wide, and there is too much concrete surrounding both buildings – reduce impervious
4. Incorporate more green spaces around both schools
5. A connection to the park so that it can be used for recess is desired. This would require greater supervision of students.
6. Points on the fence are unwelcoming.

#### Table D

1. Develop educational elements that inform students and the community
2. Students grow vegetables for the fall and neighbors grow vegetables in the summer
3. Create a campus message board at neighborhood/campus intersections to announce school events and invite the neighborhood into the school.
4. Develop perimeter planting along all edges of campus
5. Improve connection between Bache Building and Martin building by improving mid-block connection of 22<sup>nd</sup> street and improving parking area South of the Bache Building
6. Students proposed tree house for North Courtyard
7. One place where all students can assemble (362 Students)

#### NEXT STEPS

The collaborative design team will synthesize ideas generated from the meeting session to develop the initial master plan concept proposal. This initial concept will be peer reviewed at the May 17<sup>th</sup> Community Design Collaborative review meeting and further refined and then presented to the stakeholder group at a date to be set prior to the conclusion of the regular school year session.



## CONCEPTUAL MASTERPLAN

### CLIENT DESIGN COMMENTS

**Date: 24 August 2011**

#### 01 Client and Stakeholder Support

1. The volunteer team presented a plan that offers both a holistic vision and achievable implementation. While specific details of each proposed improvement would need to be discussed and analyzed in further detail, the following stakeholders expressed broad and overwhelming support for the proposed plan:
  - a. The Bache Martin School faculty and administration;
  - b. The Bache Martin School Home & School Association;
  - c. The Fairmount Community Development Corporation
2. The following additional stakeholders participated in the process in some capacity and offered their support for the plan:
  - a. Neighbors for Bache Martin;
  - b. Representatives of residents living in close proximity to the school;
  - c. Friends of Eastern State Penitentiary Park;
  - d. Preservation Alliance of Greater Philadelphia;
3. The Bache Martin Home & School Association have shared the preliminary plan with the following City Council members, each of whom expressed their support:
  - a. Darrell Clarke, *Fifth District, Majority Whip*
  - b. Bill Greenlee, *Councilmember-at-Large*
4. The following City Agencies participated in the process and expressed their support:
  - a. Philadelphia Water Department
  - b. Mayor's Office of Sustainability
  - c. Philadelphia City Planning Commission
  - d. Philadelphia City Council
  - e. Philadelphia Department of Public Health

#### 02 Design Comments

1. All participants expressed extreme gratitude for and appreciation of the efforts of the Community Design Collaborative Volunteer team.
2. Research findings presented by the volunteer team provided a helpful history of the schools and their facilities. All efforts to celebrate/reveal the respective histories of the Martin School and the Bache School are encouraged, as they support the current efforts to promote project-based learning, mental and physical health, and environmental awareness.
3. The stakeholder group would like more detail for the following elements:
  - a. Programming the Martin School west elevation as an exhibition/event space;
  - b. Remediating the nuisance of the garage bin by the cafeteria of the Martin School;
  - c. Additional detail regarding Alexander Bache and applying his naturalist biography to the landscape design concept;
  - d. A brief narrative describing the general maintenance requirements of each initiative to assist in our efforts to manage the project in a sustainable way.

#### 03 Next Steps

The conceptual masterplan will be unveiled to the public at a ceremony on 15 October 2011. More details to follow.