### Adams 14 Elementary Schools Learning Landscapes

**MAP**

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**COLORADO HEALTH FOUNDATION**

**Spring 2011**
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Executive Summary

- Introduction
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Introduction

Schoolyards provide an opportunity for the built environment to promote increased physical activity for children and the surrounding community. In addition, studies show that well-planned and equipped schoolyards increase physical activity while also enhancing the learning environment resulting in improved achievement. Such play areas provide physical and mental challenges that translate to improved health and learning attention. Furthermore, with proper design, these areas themselves become outdoor classrooms or learning landscapes and fulfill, a secondary goal for many schools to become a positive focal point of the neighborhood, place to gather and to meet, a place to enjoy, a place that enhances the community’s appearance.

Improving schoolyards is a proactive way to benefit health at the community level. The surge in childhood obesity, in recent years, threatens the future health of Colorado. According to the Colorado Health Report Card published by the Colorado Health Foundation, “Colorado ranks 23rd among the states in the category of childhood obesity dropping in rank from 3rd to 23rd in just four years. The current ranking signals a rapid increase in the prevalence of childhood obesity that negatively impacts the overall health and well-being of Colorado’s children. Preventing and combating the childhood obesity epidemic will require a multi-faceted approach. “It means changing behaviors around food intake, physical activity and our residential community. It means addressing the environment in schools and rethinking our culture to emphasize good health” says James O. Hill Professor of Pediatrics and Medicine at the University of Colorado School of Medicine.
In January 2011 the Adams County School District 14 was awarded an Active Play Areas planning grant from the Colorado Health Foundation. The Colorado Health Foundation believes that if kids are a part of a “healthy school” including but not limited to access to physical activity and healthy foods, then they will be more likely to learn better and maintain a healthy lifestyle throughout life. In addition, The Foundation upholds that thoughtful design of a new or renovated activity space at the children’s school can promote greater levels of moderate or vigorous physical activity and decrease sedentary activity.

The Active Play Areas planning grant provided an opportunity for the school district to partner with Learning Landscapes at the University of Colorado Denver to develop seven elementary school Active Play Area Master Plans.

The Learning Landscape program within the Colorado Center for Community Development at the College of Architecture and Planning seeks to strengthen elementary schools and their surrounding neighborhoods by designing playgrounds to promote physical activity and social interaction. With over ninety schoolyard renovations complete, the success of this program is founded on a mutual respect of aesthetic, maintainability, safety, and recreational issues.

Colorado Health Foundation

The Foundation seeks to fund active play spaces for schools designed to promote play and other forms of physical activity. This includes field/ground designs or markings that facilitate games and other forms of movement.

Healthy Schools & Healthy Communities

Vision:
Colorado will become the healthiest state in the nation.

Mission:
To improve the health and health care of Coloradans by increasing access to quality health care and encouraging healthy lifestyle choices.

The Foundation’s seven Funding Strategies are:

1. Develop healthy schools -- Expand the number of public schools and preschools that provide health care services, have health and nutrition education, physical education, healthy food in cafeterias and vending machines, and opportunities for physical activity.
2. Promote healthy communities -- Expand access to healthy and affordable foods; provide safe options for physical activity; teach individuals how to manage their chronic disease; and engage parents in raising healthy kids.

Numeric milestones used to gauge progress toward the Foundation’s goals.

The 12 Measurable Results are:
1. Increase the number of children and adults who engage in moderate or vigorous physical activity.
2. Increase the number of children and adults who eat adequate amounts of fruits and vegetables daily.
3. Increase the number of underserved Coloradans who have convenient access to recreational exercise and fruits and vegetables.
Adams 14 Background

Adams County School District 14

Adams 14, located in Commerce City, is Colorado’s 23rd largest school district, serving nearly 7,000 students and 33,000 residents annually. Adams 14 strives to ensure academic success for every student by providing highly effective classroom instruction, supplemental enrichment opportunities and parent/family collaboration opportunities.

Commerce City is a highly-industrialized community bisected by industry and busy roadways, with limited walkable and accessible play spaces. Schools and neighboring communities become little ‘islands’ unto themselves, establishing a premium on available areas to play and recreate.

The Adams-14 community has a high population of low income residents with 82 percent of students in the district qualify for free or reduced lunch. Additionally, 81 percent of students are Hispanic, with 57 percent identifying Spanish or another language as their primary language.

Total Enrollment 6,702
77% Hispanic
18% Anglo
3% African American
2% American Indian

Hispanic children in Colorado are three times more likely to be obese, further emphasizing the importance of providing quality play spaces. (Colorado Health Report Card)

Wellness

Adams 14 schools are engaged in a number of wellness initiatives, including school gardens, youth farmers’ markets, the flat fourteeners running program and serving healthier cafeteria foods. Adams 14 decision makers believe that healthy students are healthy learners. The District is developing a culture of school wellness and active play areas.

Increasing physical activity not only aligns with the District’s Wellness initiatives but with the surrounding community’s as well. Commerce City is one of 16 Colorado municipalities recognized by the White House as a “Let’s Move City,” for its ability to promote and provide services that reduce childhood obesity. “Commerce City believes in promoting the health and well-being of all residents by offering services and amenities that promote an active lifestyle,” said Mayor Paul Natale. (Commerce City Press Release February 5, 2011)
Existing Challenges
Adams County School District 14 is an urban school district facing challenges common to other urban districts. The infrastructure is aging – the average facility age is over 50 years - and maintenance funding is limited leaving little if any budget available to improve schoolyards and play areas. Several Physical Education teachers and District Administrators have commented on the lack of play areas and equipment available for their students to be active. They have shared observations of students sitting around at recess and after school because they lack quality equipment and active play areas. The Adams 14 operations team agrees that the District’s playgrounds and active play areas are the most neglected of all initiatives, due to lack of funding. Most A-14 elementary schools require moderate to extensive renovations or upgrades to meet adequate playground standards. These include replacing playground equipment, providing American with Disability Act [ADA] accessibility, and providing an outdoor classroom learning environment. Playgrounds lacking appropriate choices for children tend to become arenas for bullying and teasing. Recess should be a positive experience that compliments academic development, a place where children develop their emotional, physical and social skills.

In 1997 the District updated play equipment at several school sites. The equipment installed during this time consisted of one play space for all age groups at each school. Although these spaces were designed to be appropriate for ages 5-12, there is a lack of physically challenging equipment for intermediate students. In addition, updates made to play spaces in 1997 predated the expansion of Adams 14’s early childhood programs. Thus, amendments and improvements to play facilities do not accommodate the District’s youngest learners. As a consequence, Adams 14’s playgrounds are grossly underserved preschool students with outsized, outdated and often unsafe equipment.

Related Efforts and Integration
In spring 2010 the District worked with consultants H+L Architecture to develop a district-wide facilities master plan. The Comprehensive Facilities Master Plan focuses on the conditions of building and the interior of the schools. The two master planning projects complement each other well and provide the school district with a comprehensive facility and grounds plan.

The Comprehensive Facilities Master Plan lists 3 major Educational Planning Goals to direct improvements. Implementation of the Active Play Areas Master Plan will specifically help to reach Goal # 3 for Neighborhood Schools.

Goal 3: Neighborhood Schools

Intent: Providing structures that encourage school-community connections.

- Welcoming architecture
- Safety and security
- Respect pride in neighborhood schools
- Student engagement
- Parents/community
- Curb appeal
- Early Childhood Center (age-appropriate equipment and safety)

Schoolyards have the ability to provide a safe welcoming space for students and community, raise neighborhood pride, and provide curb appeal for the school.
Intent of the Master Plan
The master plan is intended to serve as a roadmap for proactively developing strategies and tactics needed to develop sound, safe and active play areas that are proven to increase activity for its students and surrounding community members. The purpose of the master plan is for A-14 to be strategically poised to capture opportunities to improve and expand play areas as they become available. The A-14 Active Play Areas Master Plan is intended as a tool for schools, parents, and district administration to seek funding for future schoolyard renovations and wellness initiatives.

The master plan is a written report and plan that sets forth the structure for future campus improvements. Each school has a vision that speaks to the desires of the school and surrounding community. The vision is further delineated into goals that identify the major components for implementation. These goals are defined through the use of text and imagery. A programmatic list of uses is also developed. Lastly, each master plan sets forth the aesthetic ordering system suggested for use during the design phase to organize the programmatic uses. This plan will provide a framework for fund raising and future construction.

Planning Process
The Master Plan process took place from February to June 2011 and involved input at both the district level as well as the individual school level. At the district level the collaborative process was guided by the Grants and communication office, the Wellness Coordinator, and the Facility Management division. Learning Landscapes staff consulted with the district team members to ensure the individual school master plans aligned with the existing facility master plan, and the over all vision for the District. The team also discussed strategies for phasing, sustainable maintenance and funding for implementation.

At the school level the collaborative process was guided by schoolyard improvement committees and facilitated by Learning Landscapes staff. The schoolyard committees were generally comprised of the principal, PE teacher, and pre-k teacher, members of the school’s wellness team, parents, and teachers. The team members helped to identify issues with the existing sites, formed a vision and goals to guide the planning process, gathered information and feedback from people outside the committee, provided feedback on iterations of the plan, administered photo surveys and collected student art work.

This two-tiered collaborative effort allowed the individual schools to develop a schoolyard master plan to reflect the history, culture and curriculum unique to each school and at the same time aligned the needs of the individual school with those of the District.
**Recommendations**

Improved play facilities will serve multiple purposes in not only engaging Adams 14 students, but also the entire community. The following are recommendations for implementation of the Active Play Areas Master Plan at each Adams-14 elementary school.

- **Install New Age Appropriate Play Equipment**
  - To increase physical activity for all ages and to provide a variety of safe, challenging activities for all students.

- **Install Running Tracks and Walking Paths**
  - To provide opportunities for students, teachers, staff and community to track their distance and encourage each other to get moving.

- **Install Climbing Structures**
  - To increase upper body strength and coordination.

- **Improve ADA Accessibility**
  - Each play area should be accessible to all the students in the school. It is important for all students and community members regardless of mobility, to be able to interact and be active with one another.

- **Provide More Hard Surface Games with Educational interactive elements**
  - At each school, the design committees requested more color on the schoolyard. Students are excited by the color and it sparks their creativity during play.

- **Install Vegetable Gardens**
  - To promote healthy eating, community stewardship, educational opportunities, and food literacy.

- **Develop Outdoor Learning Environments**
  - Spaces for teachers to bring students outside and to practice inquiry and to interact with the landscape as an educational system.

- **Develop Community Gathering Spaces**
  - Welcoming the neighborhood to gather, play, and exercise in these public areas will help build support stewardship of the community. It is important for the students to have a safe place to be active not just during recess but also afterschool and on the weekends.

- **Increase Opportunities for Shade**
  - To protect students and visitors from the intense Colorado sun and to provide additional gathering spaces for community members.
LEARNING LANDSCAPE HISTORY

The first Learning Landscape was built at Bromwell elementary school in 1998 as a result of a six-year collaboration of parents, elementary students, staff, faculty, neighbors, local businesses and University of Colorado Denver (UCD) landscape architecture graduate students. The vast expanse of asphalt and pea gravel on the Bromwell playground resembled a prison yard, not an environment encouraging activity and child development. Bromwell parents and community members took action to transform the schoolyard into an active and aesthetically pleasing place for learning and physical activity.

Bromwell's schoolyard renovation project coincided with the end of mandatory busing at Denver Public Schools (DPS). Cessation of mandatory busing meant a renewed interest in Denver neighborhood schools and soon the Bromwell Learning Landscape project evolved into a citywide urban initiative evoking social change and physical transformation of public grounds.

UCD encourages faculty to connect the campus to the community. Landscape Architecture Professor, Lois Brink’s Learning Landscapes course proved a tremendous opportunity for civic engagement. Through Learning Landscapes, UCD graduate students are able to stretch the boundaries of landscape design, engage the community and gain real-world design experience. In 1999 (UCD) College of Architecture and Planning entered into a formal agreement to plan, design, and help build Learning Landscapes at DPS elementary schools throughout the district. The partnership between UCD and DPS has resulted in the transformation of 81 neglected public elementary schoolyards into Learning Landscape Playgrounds.

In 2008 Denver voters expressed satisfaction with the program by passing a multi-million dollar bond initiative to fund the redevelopment of every DPS elementary schoolyard into a learning landscape by 2013.

WHAT WE DO

With a budget of approximately $450,000 per playground, Learning Landscapes leads UCD students, elementary schools and community members in the redesign of schoolyards into fun multi-use parks designed to reflect the culture of the surrounding community. The Learning Landscapes project helps reconnect communities with neighborhood schools. The graduate students get meaningful, hands-on experience working with the community to create master plans and designs for a Learning Landscapes schoolyard.

HOW WE DO IT

By listening and actively involving the school community throughout the planning, design, construction, and maintenance of the Learning Landscape schoolyard. Each school is asked to form a Learning Landscape team to help inform design and programming decisions as well as keep a watchful eye for vandalism and maintenance issues after construction is complete. The Learning Landscapes team recruits students, parents and surrounding community help to build, maintain and improve the Learning Landscape. Each new learning landscapes has a volunteer build day where the school and community volunteers develop a sense of ownership and civic pride by creating outdoor artwork planting gardens, laying sod or building play equipment.

We document and distribute site-specific resources for educators and community members on the outdoor educational elements unique to each Learning Landscape schoolyard. Promoting the programmatic use of the Learning Landscape is critical for the long-term viability and sustainability of these projects.

Community Involvement

Inevitably each site is used by the community when the schools are not in session. As such we feel it is important to work with community leaders to get feedback on the communities needs and desires to determine how the communities use the site and what other organizations help maintain the site - like the Parks and Recreation, softball leagues, soccer leagues, gardening clubs, etc.
A learning landscape is a multi-use park for outdoor learning, discovery, creativity and play that celebrates the unique character of the school and community.

Learning Landscapes are comprised of grass playing fields, age-appropriate play equipment, trees, shade structures, gateways, artwork, class room gardens, traditional play elements and non-traditional play elements among other things.

Learning Landscapes function as local public parks providing much needed open space and social gathering places while fostering neighborhood pride for local communities.

Educational Elements tend to be focused on the unique curriculum of each school. Educational elements also tend to be derived from the schools theme, mascot, motto, etc. These components come in the shape of games that are super imposed on the hard court surfaces and or words, poems, mathematical formulas etc. These educational elements can be tied to the schools curriculum whereby school teachers can use these elements by bringing their class rooms outside. Or the learning components are simply whimsical things that all the kids to use their imaginations while playing hopscotch, tether ball, what have you.
Section Two

- School Background
- Existing Conditions
- Playground Assessment
Background Information

Location and History
Dupont Elementary school is located on 79th and Kimberly Street just north of Commerce City in unincorporated Adams County, CO. Dupont Elementary enrolls grades Pre-K to fifth grade and draws students from the northern and eastern areas of Commerce City. The school was originally constructed in 1956 as an elementary school.

The total site is approximately 10.8 acres and is bordered by streets on three sides with its boundaries being East 80th Ave. to the north, Kimberly St. to the west, East 79th Place south and the eastern portion of the site is bounded by homes.

The Dupont Elementary mascot a dinosaur and their school colors are purple and white. The school promotes physical activity and encourages students run and walk as often as possible. As of spring 2011 the enrollment was 586 students. According to the District’s 2010 Facilities Master Plan, enrollment exceeds the capacity of Dupont Elementary by over 100 students.
Neighborhood Context
Dupont is primarily surrounded by single-family detached homes with the exception of a large vacant lot located northeast of the property on 80th St. Many children walk to school, and local residents often use the school grounds for recreation as there are no other designated parks in the area. Less than a block west of the property a set of railroad tracks create a physical barrier from an adjacent neighborhood and form the western catchment line for the school. There are a variety of industrial uses outside of the residential neighborhood which surrounds the school.

School Mission
“The Dupont Community will work together to educate and inspire lifelong learners in a positive atmosphere”.

School Demographics
Spring 2011 Enrollment: 586 students
Male Students: 291
Female Students: 295
Free/Reduced Lunch: 89.59% of students
English is not primary language: 59.22% of students
Racial Make-up of Students:
Hispanic: 67%
White: 27%
Black: 3%
American Indian or Alaska Native: 2%
Asian or Pacific Islander: 1%

Grade Distribution of Students:
Preschool: 31
Kindergarten: 95
1st grade: 96
2nd grade: 82
3rd grade: 65
4th grade: 91
5th grade: 87

Surrounding Area Demographics
As of the 2010 Census there were approximately 1,720 people living in the area surrounding the school, with about 93% of housing units occupied. According to the 2005-2009 American Community Survey estimate, the median annual household income for residents within the Adams 14 School District was $41,382, and 68% of units were owner-occupied compared to 32% rented.

Catchment Area
Dupont draws students from an expansive geographical area in the district. Many of the students walk to school from the surrounding neighborhood. The large catchment area contributes to a high percentage of students who ride the bus to school. The irregular shaped attendance boundary extends to Quebec Street to the east, 72nd Ave to the south, and Riverdale Road to the west and as far north as 115th Ave. The frequently used freight train tracks located to the west of the school and traversing to the north west of the act as a major physical barrier in and out of the area.
Existing Conditions

Presented by: 2011 University of Colorado at Denver

Site Inventory
Equipment & Materials
The Dupont Elementary schoolyard is a large park-like space with several mature trees and a large grass play area a Picnic table area and mature trees. The playground is located on the south and east sides of the school and is comprised of three asphalt play areas with three basketball courts, ten tetherball courts, multiple four square and hopscotch courts, two softball/baseball fields, a large grass area, and three play structure areas.

ADA Accessibility
Specific entrances to the building are designated for ADA access. Other building entrances have a small step up to the door. Multiple play structures on the site are not ADA accessible due to lack of ramps into play pits, lack of appropriate safety surfacing and outdated play equipment.

Safety
Issues of safety were addressed by the design team during the meetings:
- Gravel from play area travels onto asphalt and walkways creating tripping hazards.
- The pre-k play area is not fenced making supervision difficult.
- Exposed drip irrigation in planting beds creates a tripping hazard.
- Vandalism is an issue with the play equipment on the south east side of the building due to poor visibility.

Drainage
There are several areas of the school campus with drainage issues. The biggest issue occurs at the SE corner of the site where standing water collects within the lawn area. Additional standing water occurs in the intermediate play area on the East side of the building and within the planting area adjacent to the main entrance on the NW corner of the site.

Roof drainage around the building causes issues because the gutters are in poor condition. At some locations downspouts discharged large amounts of roof water on to ground surfaces adjacent to the building. These areas ice over in the winter months creating safety concerns. Also in the winter months the snow plows pile snow along Kimberly causing drainage issues.

Safety Hazards
Drainage Diagram
Drainage Issues
Circulation-pedestrian & vehicular

Dupont has one primary entrance into the school located on Kimberly street. The school ground has multiple pedestrian access points for students and parents along each of the adjacent streets. The bus drop-off/pick-up is along East 80th and parents use the street and parking lots. UPDATE RECESS ACCESS INFO...

Deliveries and trash service are coupled with the parking lot on the west side of the building. The utility access road is located along the north side of the property and runs south toward the asphalt play area.

Parking

Dupont has two parking lots serving the school; the lot on the north end of the property has thirty-three spaces and the lot on the northwest corner has 27 spaces, including at least two designated ADA spaces. The parking lot is also used for trash pick-up, and a delivery to the school. The parking is adequate for staff but parking lot placement is not convenient for delivery and maintenance. During pickup and drop-off hours, parents park along the surrounding streets causing congestion in the area.

Maintenance

The entire schoolyard is equipped with an irrigation system, the grass fields and existing trees and shrubs are well maintained. In the play area on the southwest side of the building, the gravel and engineered wood fiber surfacing is mixing together compromising the compaction and ADA access of the engineered wood fiber surfacing.

Environment Plant conditions

Dupont has park-like landscape due to the amount of mature trees and open grass area on site. Dupont’s grass fields are fully irrigated and maintained by the Adams School District 14 service center. Most of the school ground is covered by a grass lawn area that is well maintained and has very few weeds.

The majority of the mature trees are located in the southwest part of the site creating an inviting area equipped with seating and picnic tables. A few medium sized trees are located in the central courtyard and around the northeast parking area.

A few irrigated planting beds are located at the entrance to the school. Currently the drip irrigation is exposed and the planting beds are in need of mulch.
Playground Assessment

The Dupont Elementary playground is a large park-like space comprised of three asphalt play areas with three basketball courts, ten tetherball courts, multiple four square and hopscotch courts, two softball/baseball fields, a large grass area, and three play structure areas. The grass area located to the east of the school building is primarily used for soccer and kickball.

The first play structure area is located in the northeast area of the schoolyard is intended for intermediate aged students and is comprised of antiquated metal equipment with chipped paint and located in a play pit filled with pea gravel. The equipment is not age appropriate for and is not ADA accessible. These structures are not in reusable condition and to far from the building for proper supervision. It has been suggested that they be removed.

The second play area is located just east of the building and is intended for students age 5-12. This play area is located too close to the building causing issues for maintenance access. The equipment is older but in decent shape. This area is an issue because of graffiti. The play pits seem to be too close to the building making a visual barrier.

The third area is the Pre-K play area it is 6,000 square feet and located near the building and close to the Pre-K classrooms. There are a large number of cracks in the asphalt in between the classroom and the play pit. These cracks are a tripping hazard and need to be repaired. The Pre-K area will need additional items such as fencing, a sandbox and a shade structure to meet state licensing requirements. The safety surfacing under the equipment is a combination of pea gravel and engineered wood fiber. The play area next to the Pre-K pit is a primary play area with swings. Some of the equipment here looks like it might be to high for 2nd-3rd graders, but there are not any reported injuries.

There is currently no signage indicating the appropriate age use for each of the play areas. The EWF in the play pits supports ADA use and access, but the compression is compromised in the play pit on the south west side of the building because of the mixture of gravel and EWF.

There are two baseball fields with 300 ft. radius on the site. These fields are sometimes used by the community for baseball, but the school mostly uses them for kickball and soccer.
Section Three

- Design Advisory Team
- Vision, Goals, Wish List
- Ordering System
- Master Plan
Presented by:

Design Advisory Team

The playground design advisory team played a critical role in creating the Dupont Elementary Active Play Areas Master Plan. The design team was made up of the Principal, the wellness coordinator, the parent liaison, and many other faculty members including the PE teacher. Attendance to each meeting varied based on staff availability.

The team met multiple times throughout the master planning process to discuss issues, concerns, desires and other important information regarding the schoolyard. At each meeting various scenarios, proposals, and questions were brought to the table based and input from the team helped to refine the vision, goals and layout for the master plan.

Constituent Issues, Needs, and Desires

Issues:
- Lack of fenced and age-appropriate play equipment for pre-k students
- The play equipment is too far from the primary classrooms
- Lack of age-appropriate play equipment for intermediate students
- Intermediate play equipment is located far away creating issues for supervision
- There is not enough shade on the playground
- The drop-off area to the south of the school is congested suggest road closure during drop off and pick up times.

Needs & Desires
- Add a fenced pre-k play area near the pre-k classrooms
- Promote healthy eating and active living at school
- Add new intermediate play area located closer to the intermediate classrooms.
- Add permanent soccer goals in grass area
- The paved maintenance road leading into the site from 80th ave must be kept clear of obstruction.
- More asphalt games to cover the large area and give students more options during recess
- Increase educational elements to support geography, literacy and science on playground
- Update the planting beds located at the entrance of the school
- Create additional shade for playground.
- Create a walking path around the schoolyard.
- Add a vegetable garden to promote healthy eating at school
- More age appropriate climbing structures for the students
- Add seating for parents in Pre-K area, near the primary play equipment and ball field.
- Add more seating in courtyard area for outdoor lunch and reading space.

Defining the School's Vision

Over the course of several meetings with the design team and teachers, the Learning Landscapes staff helped the school formulate the following vision and list of goals based on the school’s desires and needs.

Vision:
"The Dupont Elementary schoolyard will be a stimulating active play environment focused on recreation, education, and community".

Student Artwork Portraying Their Ideal Playground
Goals:
1. Create an inviting, colorful, and safe environment for students and families
2. Create interactive educational elements, and increase physical activity
3. Create an ADA accessible playground
4. To provide a variety of play equipment that is appropriate for all age groups
5. Increase the amount of shade and gathering spaces to foster positive social activity and opportunities for outdoor learning.
6. Maintain the schoolyard as a hub and resource for the community that everyone can take pride in.

Wish List:
- Running Track (flat fourteeners)
- Appropriate equipment for Intermediate and pre-K students
- Climbing equipment
- Soccer field with permanent goals
- Educational paving (Maps, CO history, natural system diagrams: rock cycle, etc.)
- Fitness course (ex: Rose Hill)
- Maintain and expand severe needs equipment
- Park space for the community
- More shade structures
- Outdoor classroom space
- Additional seating for outdoor lunch
- More trees

The “Wordle” below represents elements students would like to see in their playground based off drawings of their dream playground. The bigger the word, the more frequent the element was represented in the students drawings.
Ordering System

Ordering Systems are a unique way of organizing the site in a sort of abstract way. We look at unique influences of each school and neighborhood for inspiration. As such, the ordering systems tend to become an abstraction that unifies a number of different influences and can act as a philosophical manta of sorts. In some cases the ordering systems might be interpreted literally in other cases they remain a thematic device. Either way, the ordering systems are an important part of a Learning Landscape and can offer the whimsy and inspiration that these sites and their users desire by keeping ideas fresh and fun.

Dupont Ordering System

The Dupont ordering system is inspired by the school’s running program called the Flat 14ers featuring a fun way to log students running or walking miles. Concepts for the ordering system could include connections to Colorado including Colorado history timeline, Colorado maps, the Colorado state flag, geologic formations such as boulder climbing areas, and designating areas based on the names of Colorado 14,000ft mountains and historical points. In addition, artwork, diagrams can be used to spark students interest and learning opportunities related to science, and geology.
Dupont Master Plan Description
The Dupont Active Play Areas Master Plan was developed based on the needs and desires of the school. Described below are the proposed changes to the Dupont schoolyard in an effort to fulfill the vision and goals developed by the design team.

1. New play equipment with ADA accessibility
   a. New intermediate play area with age-appropriate and challenging play equipment located closer to the school.
   b. Expand the pre-K play area, improve asphalt and add new equipment, fencing and add elements such as shade shelter, seating and a sandbox.
   c. New age-appropriate primary play equipment.
   d. Update the swings
   e. Add age-appropriate climbing structures to encourage physical activity
2. Walking path around the grass field made of crusher fines.
3. Add color with a colorful maps, natural systems diagrams and additional asphalt games.
4. Shade structure and shade trees
5. Additional seating for community use and social gathering.
6. Community vegetable garden to promote healthy eating.
7. Community gateway
8. Outdoor classroom
Section four

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## Preliminary Cost Estimate

### Play Equipment, Structures & Surfacing

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### Site Furnishings, Athletic Equipment and Misc.

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### Project Start Up

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Resources:
Colorado Children's Campaign
Commerce City Press Release February 5, 2011
Education News Colorado "Child obesity threatens Colorado’s future” by Diane Carman on Feb 14th, 2011
Health at a Crossroads
2010 Supplement to the Colorado Health Report Card – Colorado Health Foundation
National Center for Health Statistics,

Acknowledgements:
Colorado Health Foundation
Principals, staff, students and parents at: Alsup Elementary
Central Elementary
Dupont Elementary
Hanson PreK-8
Kemp Elementary
Monaco Elementary
Rose Hill Elementary
Adams County School District 14 Administration
Adams County School District 14 Facility Maintenance
Adams County School District 14 Communications
Adams County School District 14 Wellness
Commerce City Parks and Recreation
Recreation Plus

University of Colorado Denver
College of Architecture and Planning
Colorado Center for Community Development
Learning Landscapes
Professor Lois Brink
Executive Director
Cate Townley
Community Outreach Coordinator
Christopher Schooler
Senior Research Associate
Graduate Student Interns:
Erin Fiene
Garrick Swansen
Augusta Prehn
Bryon Weber
Michael Griffith
Letora Fortune
Patrick Pickard
Patrick Healy

Resources:
Colorado Children’s Campaign
Commerce City Press Release February 5, 2011
Education News Colorado "Child obesity threatens Colorado’s future” by Diane Carman on Feb 14th, 2011
Health at a Crossroads
2010 Supplement to the Colorado Health Report Card – Colorado Health Foundation
National Center for Health Statistics,
VISION
“The Dupont Elementary schoolyard will be a stimulating active play environment focused on recreation, education, and community.”

GOALS
1. Create an inviting, colorful, and safe environment for students and families
2. Create interactive educational elements, and increase physical activity
3. Create an ADA accessible playground
4. To provide a variety of play equipment that is appropriate for all age groups
5. Increase the amount of shade and gathering spaces to foster positive social activity and opportunities for outdoor learning.
6. Maintain the schoolyard as a hub and resource for the community that everyone can take pride in.

EXISTING CONDITIONS

2010 Dupont Elementary Demographics

Male Students: 291
Female Students: 295
Free/Reduced Lunch: 89.59%

Design Advisory Team
The team met multiple times throughout the master planning process to discuss issues, concerns, desires and other important information regarding the schoolyard. At each meeting various scenarios, proposals, and questions were brought to the table based on input from the team helping to refine the vision, goals and layout for the master plan.

PREFERRED ACTIVE PLAY AREAS PLAN

Legend - key of Uses

American Indian or Alaska Native: 3.6%
Asian or Pacific Islander: 1.6%
African American: 3.8%
Hispanic: 47.8%

A LOOK INTO DUPONT ELEMENTARY’S FUTURE

New play equipment with ADA accessibility
- New intermediate play area with age-appropriate and challenging play equipment located closer to the school.
- Expand the pre-K play area, improve asphalt and add new equipment, fencing and add elements such as shade shelter, seating and a sandbox.
- New age-appropriate primary play equipment.

Walking path around the grass field made of crusher fines.
Additional seating for community use and social gathering.
Community vegetable garden to promote healthy eating.

Add color with a colorful maps, diagrams and additional asphalt games

Add age-appropriate elevation structures to encourage physical activity

New swings set and shade trees

Update the swings

1,200 sqft (110 sqm)
500 sqft
6,250 sqft
3,500 sqft
1,800 sqft
3,150 sqft
1,300 sqft
4th grade play area
3rd grade play area
2nd grade play area
1st grade play area
Kindergarten play area

Addition to kindergarten

Existing pre-k play structure
Wordal - Photo Survey Results
Existing hard surface play
Students drawings of their dream playground.

Presented by: