Table of Contents

section 1
Executive Summary
Learning Landscapes - Background

section 2
School Background
Existing Conditions

section 3
Design Advisory Team / Vision and Goals
Design Theme
Master Plan
Ideograms and Precedent Images

section 4
Preliminary Cost Estimate
Phasing Priorities
Acknowledgements
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 school yards 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 April 2011 the Routt County School District 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 an active play area master plan for the Hayden Valley Elementary School and to suggest recreational and athletic improvements at the Hayden Secondary School.

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

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.

To support the goal of Healthy Schools and Healthy Communities, 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.

The Active Play Areas Plan supports the Foundation’s following funding strategies:

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.

Implementation of the Active Play Areas Master Plan can be measured by the Foundation’s following measurable results:

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 under-served Coloradans who have convenient access to recreational exercise and fruits and vegetables.
Executive Summary

Hayden School District

The Hayden School District is one of three school districts serving Routt County in scenic northwestern Colorado. The district is comprised of two facilities both located in the rural town of Hayden, CO. The schools are about ¼ mile apart. Both schools operate under the mission “achieving excellence in learning,” have the tiger as their mascot and sport orange and black as their school colors.

In 2011 The Hayden Public School District had a total of 378 students enrolled.

The following are a few district-wide statistics:

- Free/Reduced Lunch: Appx 40% of students
- Racial Make-up of Students: White: 96%, Hispanic: 4%
- English is not primary language: <1% of students

Surrounding Area Demographics:

According to the 2010 U.S. Census there were 1,925 people living in the census tract that contains the town of Hayden. Of these 88% were White and 9% were Hispanic. The remaining 3% of the population is primarily Asian or Native American. A good portion of school district falls into large rural tracts that overlap other districts. These tracts tend to have a slightly higher percentage of Whites.

LiveWell Northwest Colorado states that the 2007 median income in Routt County was $63,797 and the self-sufficiency standard for a family of four was $65,791 (one of the highest in Colorado). The town of Hayden’s “Parks, Recreation, Trails and Open Space Master Plan” notes that in 2007 the Median household income in Hayden was $53,467. This is significantly lower than the county as a whole and well below the self-sufficiency threshold.
**Existing Challenges:**

The Hayden School District is a rural school district that is facing a number of challenges due to its location about 20 miles west of the resort community of Steamboat Springs. According to LiveWell Northwest Colorado, because of the resort nature of Steamboat Springs the area appeals to an affluent population for leisure and recreational uses, creating many service related jobs that are typically low pay, part time and lack benefits. This, in turn, results in a large low-income population in the area. Given the distance from the resort, land values in Hayden are somewhat lower and therefore many lower-income families choose to reside in Hayden. This evidenced by the town’s significantly lower median income and the high percentage of free or reduced lunches now offered to students at the district’s two schools. Studies have consistently shown that children of lower-income families are more likely to suffer from health issues caused by lack of exercise, inadequate health care and poor diet. Increasing access to active recreation at the public schools is therefore a high priority. Lower property values also mean less revenue for school operations and maintenance. The district’s current facilities were constructed in the late 70’s and early 80’s and are in need increasing maintenance. These general maintenance issues squeeze out funds for improving the play areas and equipment that are needed to keep kids active.

Two major issues were brought forth in the planning process for the Secondary School. First, there is no place for middle school students to recreate before, during or after the school day. Providing a place for active socialization would do much to. Second the school’s track and field facility needs extensive upgrades in order to keep the athletes safe and competitive. Doing so would also save the school money by not having to bus athletes 13 miles to the Craig, CO High School for track practice.

**Wellness Initiatives:**

In 2009 Routt County became a LiveWell Colorado grantee. Known formally as LiveWell Northwest Colorado, the organization has been working toward making sure that Routt County is a healthy community for all to live in. LiveWell has been actively working with the Hayden school district in order to achieve the following goals.

- Increase physical activity in children ages 0-18 by 10 percent by creating sustainable and affordable physical activity opportunities throughout the day.
- Develop and create infrastructure that allows for safe, affordable alternative transportation and recreation for all ages within each community.

This master plan is an effort to achieve both of these goals and build on the success of the "safe routes to school" grant that the district received and implemented in 2010. Currently LiveWell is also working with the school to develop a nutrition education campaign.
Executive Summary

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 the Hayden School District to be strategically poised to capture opportunities to improve and expand play areas as they become available. It is also 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. The school has a general vision that is delineated into goals identifying 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.

Vision:

The Vision for the Hayden School District Master Plan is to redesign, revitalize and enhance the existing school facilities in order to improve safety and encourage physical activity in an educational environment.

Planning Process

The Master Plan process took place from April to July 2011. While much of the master planning process was headed up by the elementary school principal and the district superintendent, Learning Landscape staff obtained information and design ideas from a wide segment of people associated with the Hayden School District. These included:

- A group of 12 teachers, staff and parents from the elementary school who helped establish the visions and goals for the elementary school grounds.
- The elementary school students, who took part in a visual preference survey,
- The district’s chief of maintenance,
- The elementary school PE instructor,
- The secondary school principal
- The secondary school track coach and activities director
- Members of the school board and the public to whom we presented our working drawings on June 15, 2011.

The planning process consisted of the following tasks:

- Meetings with staff and advisory groups
- Site inventory and analysis
- Play equipment assessment
- Schoolyard use assessment
- Student photo survey
- Master plan recommendations
- Cost estimates and prioritization
Executive Summary

**Recommendations**
Improved play facilities will serve multiple purposes in not only engaging Hayden’s students, but also the entire community. The following are recommendations for implementation of the Active Play Areas Master Plan throughout the district.

- **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.

- **Address safety issues**
  - To prevent injury to students.

- **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**
  - Colorful interactive landscapes spark childrens’ creativity during play and keep the play environment fresh and fun.

- **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.
  - When not used as classrooms these spaces may provide places for group socialization for students as well as community members.

- **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 after school 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 feed back 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.
Learning Landscapes Background

Examples of Learning Landscape components

Outdoor Art

Community Gateways

Climbing Structures

Shade Structures

Grass Fields

Outdoor Classrooms

Habitat and Vegetable Gardens

Age Appropriate Play Equipment

Maps & Hard Surface Games

What is a Learning Landscape?

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 aspects of each school and/or the surrounding community. Educational elements may be derived from the school’s theme, mascot, motto, history, etc. These educational elements come in the form of games that are superimposed on the hard court surfaces, words, poems, mathematical formulas, etc. These learning components can simply be whimsical items that inspire kids to use their imaginations while playing hopscotch, tether ball or what have you; they may also be tied to the school’s curriculum when teachers choose to take their classes outside in order to take advantage of these learning opportunities.
Section Two

- School Background
- Existing conditions
School Background

Hayden Secondary School is a combined middle and high school for students grades 6-12. The 9.18 acre site is located at the corner of US Hwy. 40 (W Jefferson Ave) and S 3rd St. The school is comprised of a series of buildings constructed over many decades. The oldest component of the school, a gym/auditorium has recently been condemned by the city due to major structural issues and must be demolished. Also on site are the school’s athletic facilities, the district’s bus barn and a recently constructed technical education center. One wing of the building also contains the Hayden School District’s offices and meeting rooms.

Located on Hayden’s main street, the Hayden Secondary School is situated in the heart of the community. The school property is surrounded primarily by single family homes but there are also a few adjacent businesses along Highway 40 to the north and east. The buildings are set back a good distance from the highway and are separated from it with mature trees and open lawns. The school is authorized by the city to use part of the 100’ Washington Ave. right-of-way south of the property, however, a good portion of this right-of-way contains a major irrigation ditch.

In 2011 Hayden Secondary School had a total of 212 students enrolled (85 in grades 6-8 and 127 in grades 9-12). The school has a maximum capacity of around 250.
Existing Conditions Hayden Secondary School

General
The Hayden Secondary School site is dominated by the large irregularly shaped school building. The western block of the building houses the high school while the eastern end houses the middle school. The irregularly shaped building creates some nice grassy courtyards on the north side of the school and frames the football field and track to the south. The west side of the building and the NE corner of the site are dedicated to parking. Other buildings on the site include a technical school and bus barn on the east end of the site, a concession/storage building for the football field and three small storage buildings just off site in the Washington St. right-of-way. Our planning work focuses on two specific areas: the area around the old middle school gym and the school's track and field facility.

Middle School Gym
In the summer of 2011 the district will be tearing down the old middle school gym due to structural integrity issues. This building is approximately 50’x100’ and is connected to the school on the north and east sides. The walls associated with the school building to remain have been deemed structurally sound and will be capped above the roof line and left in place. Currently there is a 2,500 sf wedge of space between the gym and another wing of the middle school. This wedge of space currently contains a small, raised wooden patio and a grassy field. The space is rarely used, but presents an opportunity for more outdoor recreation space on campus. Once the gym is taken down and the foundation filled there will be approximately 7,500 sf of outdoor space to be utilized for this purpose.

Existing Conditions Diagram
Existing Conditions Hayden Secondary School

**Track and field facility**
The school’s current track and field facility consists of a cinder track wrapping around a regulation football field. While the football field is in great shape, the track is ingrown with grass and small weeds, and has some major drainage issues turning to thick mud after the spring snow melt or heavy rains. The track is not of a regulation size and is specifically lacking a 100m straightaway and the appropriate extensions for starting and finishing such a race. Currently the track is only wide enough for about 3 regulation lanes. The existing track encroaches 13’ into the Washington St. right-of-way on the west end and around 23’ on the east end. Inside the track on the south side of the football field is a concrete runway for the long/triple jump. While it looks to be in good shape, it, like the rest of the track facility probably does not current regulations.

**Existing Use Diagram**

View of football field and track: note serious drainage issues in this area.
Existing Conditions

Football stands, announcers booth and concession area

Close up of old cinder track

Irrigation ditch in city right-of-way

West side of district bus barn, technical center addition to the left

View of service area behind high school

Storage buildings
Section Three

- Design Advisory Team and Project Goals
- Master Plan
- Conceptual Rendering and Precedent Images
The master planning process for the Hayden Secondary School was headed up by the District Superintendent. Learning Landscape staff obtained additional information from the school district’s chief of maintenance, the secondary school principal, the athletic director and the track coach. Finally we presented a working draft of the master plan to members of the school board and the public at an official school board meeting on June 15, 2011. The input we received there was integrated into the master plan as well.

The goals of this master plan were as follows:

- Create an outdoor recreation area for middle school students in the space where the old gym is being removed. This space should provide opportunities for active recreation and areas for socialization within an educational theme similar to the play areas at the elementary school.
- Investigate the feasibility of placing a State High School League regulation track facility on site
- In the case that the above is not feasible, upgrade existing track for community and practice uses.

Design Advisory Team

Project Goals
Master Plan - Option 1: New regulation track facility

Regulation Track Feasibility

In order to construct a track facility that meets the State High School League’s regulations, the existing athletic field would have to be relocated to the south and the school would need to annex the entire 100’ Washington Ave. Right of Way from the city. Construction of such a facility would encroach heavily on neighbors to the south of and east of the property and would likely block access to their properties. Additionally the district would need to bury or reroute the irrigation ditch on site and move one or more of their storage sheds. They might also want to relocate or reconstruct their existing viewing stands and concession/sports casting building, to be better aligned with the new football field.

Due to such difficulties we decided to look at a second option that provides a simple upgrade of the track facility that allows for safer and more functional practice use.
Practice track upgrade

This option proposes to leave the athletic facility where it is, but upgrade the track so that it is safer and more functional. The proposal would resurface the track ensuring that 3 regulation width lanes are available for practice. The proposal would modify the existing east-west dimensions of the track by 5-10 feet so that there is a 100m straightaway for the 100m event and add track extensions on the south side for the 100m event (and other races). Adding these extensions would mean moving one or more storage sheds and modifying the irrigation ditch, but be not nearly as problematic as option 1.
Middle school outdoor recreation area

After demolition of the existing gymnasium/auditorium there will be room for an approximately 7,000 Sq.Ft. play area for middle school students. Our plan includes half-court basketball, four-square courts, an outdoor theater/classroom space benches and a seating wall around a landscaped bed including a shade tree. As the walls of this new courtyard-like space will be primarily blank surfaces we would suggest creating some sort of art mural that relates either to the overall design theme or the schools team sports mascot. Care should be taken to ensure ADA access to this area from nearest building exit to the east.

Master Plan - Middle school outdoor recreation area

- Benches around compass rose
- 1/2 court basketball
- Four square court
- Concrete slab/ramp for ADA accessibility
- New concrete surface
- Raised concrete stage
- Concrete steps for seating
- Four square court
- Line of existing gym to be removed; Fill, compact and level site for new concrete.
- Raised planter box for seating
- Remove existing sod and deck between existing gym and school building
Ferdinand Hayden, the town of Hayden’s namesake, was a surveyor and explorer of western Colorado and much of Wyoming. During his career, he published the first survey of Yellowstone National Park and a geographic atlas of Colorado. Given the very important role that physical geography played in the settlement of Western Colorado, its current importance as the backbone of tourism in our state and the town’s tie to this important historic figure, we are proposing a design theme based on local geography, surveying and exploration.

This theme is carried out in the master plan for the Elementary school as well. Therefore students transferring to the middle school in sixth grade would already be familiar with some of the concepts. Proposed integration of the theme at this site should be at a more advanced level. Examples include:

- The creation of a compass rose in the concrete or asphalt that points out local geographic features
- 4 square courts that teach about sections (square miles), quarter sections and their acreage
- Land Measurement equations (i.e. “1 mile = 5280 ft” or “1 acre = 43,560 square feet) painted on asphalt
- A benchmark with the elevation of the school

Incorporation of such devices will connect students to the geography of the region and increase awareness of their surroundings and cultural heritage. This connection may spark students’ interest for further learning opportunities related to geography, geology exploration and surveying.
Section four

- Preliminary Cost Estimate
- Resources and Acknowledgements
Preliminary Cost Estimate

Cost Estimates:

Track Improvements

Option 1. Full Regulation Track Facility:
Given the complexities of site work, building and stadium seating relocation as well as the general cost of the track facility itself, this proposal would easily fall in the $2.5 - 4 million range.

Option 2. Practice track upgrade:
If the school were to go with a three-lane asphalt practice track with modifications and extensions, the project would likely be in the $175,000-225,000 range.

If the project was further upgraded to a Black recycled rubber surface (which would be better for the athletes) costs would increase to the $275,000-325,000 range. Using a vulcanized rubber surface (highest performance, quality and longevity) would push the cost up closer to $400,000.

Middle School Outdoor Recreation Area

The cost estimate for the Middle School is shown at right.

Phasing Priorities

The middle school outdoor recreation area is the highest priority for the school at this time. The existing gymnasium will be torn down in the near future and it would be wise to fill this space as soon as possible. While improvements to the track are necessary in order to maintain a strong track and field program at the school, the complexity of the project and the potential expenses place it in a slightly lower priority.

<table>
<thead>
<tr>
<th>Category</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Quantities</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete &amp; ADA Accessibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concrete Seat-Wall</td>
<td>LF</td>
<td>$29.00</td>
<td>70</td>
<td>$2,030.00</td>
</tr>
<tr>
<td>Concrete Flatwork - 4&quot; depth*</td>
<td>SF</td>
<td>$4.00</td>
<td>6,750</td>
<td>$27,000.00</td>
</tr>
<tr>
<td>Concrete mow band, 8&quot;x6&quot;</td>
<td>LF</td>
<td>$11.00</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Concrete Curbing</td>
<td>LF</td>
<td>$20.00</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Concrete Stairs</td>
<td>LF</td>
<td>$37.00</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Concrete design and coloring at compass</td>
<td>EA</td>
<td>$1,000.00</td>
<td>1</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Stage and seating</td>
<td>EA</td>
<td>$3,500.00</td>
<td>1</td>
<td>3,500.00</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>33,530.00</strong></td>
</tr>
<tr>
<td>Site Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earthwork and Drainage</td>
<td></td>
<td>$5,000.00</td>
<td>1</td>
<td>$5,000</td>
</tr>
<tr>
<td>Basketball Court Striping</td>
<td>EA</td>
<td>$400.00</td>
<td>1</td>
<td>400.00</td>
</tr>
<tr>
<td>4-Square Striping</td>
<td>EA</td>
<td>$250.00</td>
<td>2</td>
<td>500.00</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$5,900</strong></td>
</tr>
<tr>
<td>Site Furnishings, Athletic Equipment and Misc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picnic Table</td>
<td>EA</td>
<td>$1,000.00</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Trash Receptacle</td>
<td>EA</td>
<td>$650.00</td>
<td>1</td>
<td>650.00</td>
</tr>
<tr>
<td>6' Bench</td>
<td>EA</td>
<td>$850.00</td>
<td>4</td>
<td>3,400.00</td>
</tr>
<tr>
<td>Banner Pole and Banners</td>
<td>EA</td>
<td>$900.00</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Basketball Goal</td>
<td>EA</td>
<td>$1,200.00</td>
<td>1</td>
<td>1,200.00</td>
</tr>
<tr>
<td>Mural Painting</td>
<td>EA</td>
<td>$1,000.00</td>
<td>2</td>
<td>2,000.00</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>7,250.00</strong></td>
</tr>
<tr>
<td>Gardens, Planting and Irrigation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planter box Soil Prep</td>
<td>SF</td>
<td>$1.00</td>
<td>100</td>
<td>100.00</td>
</tr>
<tr>
<td>Irrigation, at planter box</td>
<td>EA</td>
<td>$300.00</td>
<td>1</td>
<td>300.00</td>
</tr>
<tr>
<td>Shade Tree, 3&quot; caliper</td>
<td>EA</td>
<td>$400.00</td>
<td>1</td>
<td>400.00</td>
</tr>
<tr>
<td>Shredded Mulch, 4&quot; depth over fabric</td>
<td>SF</td>
<td>$1.20</td>
<td>100</td>
<td>120.00</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>920.00</strong></td>
</tr>
<tr>
<td>Site Improvements</td>
<td></td>
<td></td>
<td></td>
<td><strong>47,600.00</strong></td>
</tr>
<tr>
<td>Project Start Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typical construction mobilization</td>
<td></td>
<td>$5,000.00</td>
<td></td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Infrastructure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typical infrastructure construction/repair</td>
<td></td>
<td>$3,000.00</td>
<td></td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Demolition</td>
<td></td>
<td>$1,000.00</td>
<td></td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Architecture Engineering and Coordination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8% of construction cost</td>
<td></td>
<td>$3,810.00</td>
<td></td>
<td>$3,810.00</td>
</tr>
<tr>
<td>Owner Representative Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5% of construction cost</td>
<td></td>
<td>$2,380.00</td>
<td></td>
<td>$2,380.00</td>
</tr>
<tr>
<td>Contingency Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10% of construction cost</td>
<td></td>
<td>$4,760.00</td>
<td></td>
<td>$4,760.00</td>
</tr>
<tr>
<td><strong>Project Grand Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>67,550.00</strong></td>
</tr>
</tbody>
</table>

* If a 4" asphalt surface is chosen for the play area this cost would be reduced by around $15,000. This would create a revised grand total of around $51,000.
Resources

Colorado Children’s Campaign

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

LiveWell Routt County

Principal, staff, students and parents at Hayden Valley Elementary

Routt County School District Administration

Routt County School Board

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 Intern:
Chad Reischl