Lamar School District RE-2
Learning Landscapes

MASTER PLAN

Fall 2012
Partners for HOPE Center at Lincoln School
<table>
<thead>
<tr>
<th>Section</th>
<th>Contents</th>
</tr>
</thead>
</table>
| **section 1** | Executive Summary  
Introduction  
Lamar District RE-2 Background  
Intent & Process  
Learning Landscapes Background  
Recommendations |
| **section 2** | School Background  
Existing Conditions  
Playground Assessment |
| **section 3** | Design Advisory Team  
Vision, Goals, Wish List  
Ordering System Collage  
Process Graphics  
Master Plan & Description |
| **section 4** | Cost Estimate  
Resources  
Acknowledgements |
Section One

Executive Summary
- Introduction
- Lamar District RE-2 Background
- Master Plan Intent and Process
- Recommendations
- Learning Landscapes Background
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; a place to gather and to meet, a place to enjoy, and 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 October 2011 Lincoln Orchard Mesa Elementary 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, 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 Lincoln Orchard Mesa Elementary School.

The Learning Landscapes 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 between aesthetic, maintenance, 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.

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 inviting playgrounds with active play areas to 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:

a) Increase the number of children and adults who engage in moderate or vigorous physical activity.

b) Increase the number of children and adults who eat adequate amounts of fruits and vegetables daily.

c) Increase the number of under-served Coloradans who have convenient access to recreational exercise and fruits and vegetables.
Lamar School District RE-2 is the 54th largest out of 183 districts in Colorado, with 1,667 students. The district has six schools: one preschool, two elementary schools, a K-6 charter school, and a middle and high school.

The mission of Lamar School District RE-2 is to provide, within a safe environment, meaningful opportunities, experiences, and guidance combined with high expectations that will enable each life-long learner to be a moral, ethical, responsible, and productive member of society.

Lamar School District RE-2 is representative of many cultures. The largest racial demographic groups are Hispanic (53.3%), and White (43.4%), with additional representation from Asian, Black, American Indian and mixed-race students.

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Wellness

Lamar’s rural setting lends itself to a population with a strong work ethic and an appreciation for the outdoors. Lamar’s Parks Department offers a range of activities for residents of all ages, and maintains about 109 acres of developed parks and public lands and 1.4 miles of trail. The Recreation Department offers recreational activities at the Lamar Community Building which houses a fitness center offering traditional weight room facilities, aerobics and zumba classes, and yoga.

In 2009, the Colorado Department of Education awarded a school wellness grant to the Lamar School District RE-2. This grant awarded $50,000 per year for the course of three years to support coordinated improvements to the counseling, health education, PE, nutrition, and health services programs in all of the district’s schools. This award also allowed for the hiring of a district-wide health and wellness coordinator, Angel Sneller, who has been working to improve health education and physical education through curriculum expansion as prescribed by the district wellness policy.

A recent publication of the Prowers County Public Health & Environment Annual Report lists obesity among its “winnable battles” as described by the U.S. Department of Health and Human Services. The report notes that “creating healthier environments is a good starting place. When children have safe places to walk, bike, and play in their neighborhoods, they’re more likely to be active and less likely to become obese.” (www.prowerscounty.net)
Intent of the Play Areas Master Plan
The master plans for each school are intended to serve as a roadmap for developing strategies and tactics needed to create an inviting, safe and active play area to increase activity and improve the health of students and surrounding community members. The purpose of the master plan is for the selected schools from the Lamar School District RE-2 to be strategically poised to capture opportunities to improve and expand outdoor/play areas as funding becomes available. The master plan is intended to be used as a tool for the staff, parents, and district administration to seek funding for future schoolyard renovations and wellness initiatives.

A 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, the 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 April to October 2012 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 Wellness Coordinator and school faculty and staff. 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 overall 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 each school’s design committee and facilitated by Learning Landscapes staff. The committee was comprised of the principal, staff, parents, and community members. The team members helped to identify issues with the existing site, form a vision and goals to guide the planning process, gather information and feedback from people outside the committee, provide feedback on iterations of the plan, administer photo surveys and collect student art work.

This collaborative effort allowed the school to develop an active play areas master plan to reflect the history, culture and curriculum unique to Lamar School District RE-2 in accordance with its mission statement.
The planning process consisted of the following tasks:

- Design team meetings
- Site inventory and analysis
- Play equipment assessment
- Schoolyard use assessment
- Community engagement
- Photo surveys and student drawings
- Master Plan recommendations
- Cost Estimates and prioritization

Recommendations

Improved play facilities will serve multiple purposes in not only engaging Lamar School District RE-2 students, but the entire community. The following are recommendations for implementation of the Active Play Areas Master Plan at Lamar School District RE-2’s schools.

- **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 a Running Path**
  - To provide opportunities for students, teachers, staff and community to be active and encourage each other to get moving.

- **Install Climbing Structures**
  - To increase upper body strength and coordination, and to enliven the existing active spaces.

- **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 Elements
  ▪ Input from the design committee and student surveys suggested adding more color on the schoolyard. Students are excited by the color which sparks their creativity during play.

• Incorporate a Vegetable Garden
  ▪ Involving a garden in the learning curriculum can promote healthy eating, community stewardship, educational opportunities, and food literacy.

• Develop Outdoor Learning Environments
  ▪ Incorporate educational charts, graphs, and graphics within the schoolyard to promote continuous learning even during recess activities.

• Develop Community Gathering Spaces
  ▪ Welcoming the neighborhood to gather, play, and exercise in the play areas will help build support for stewardship of the community by providing a safe place to be active not just during recess but also after school and on weekends.

• Increase Opportunities for Shade
  ▪ To protect students and visitors from the intense Colorado sun and to provide additional gathering spaces for community members.

• Create an Outdoor Classroom
  ▪ Give teachers the option to instruct students outdoors to interact with and observe the local environment.
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 play-ground, 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, outdoor classrooms, gardens, traditional play elements and non-traditional play elements.

**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 school’s theme, mascot, motto, etc. These components come in the form of games that are super imposed on the hard court surfaces or words, poems, mathematical formulas etc. These educational elements can be tied to the school’s curriculum whereby school teachers can use these elements by bringing their classrooms outside. Or the learning components can simply be whimsical things that all the kids do to use their imaginations while playing hopscotch, tetherball, or any activity.
Section Two

- School Background
- Existing Conditions
- Playground Assessment
School Background

Location and History

Lincoln School is located at 200 N. 10th Street in Lamar, CO. The original school mascot at Lincoln was the mustangs with the school colors of blue and orange. The school housed students from 5th and 6th grades until it was closed after the 2010-2011 school year due to economic cutbacks in the school district budget. Since then, the board has approved the use of Lincoln School as the new home of the Partners for HOPE Center. The decision to move the center to Lincoln came, in part, because of its central location within the city, which will allow students easy access via foot or bicycle.

The previous center, called the Lamar HOPE Center was located on E 13th St. – in the former Eagles Lodge - was beginning to outgrow its space. This center gave students the chance to attend after school classes and take part in a range of activities. Toward the end of the school year, parents are invited to view students show what they have learned and explored through the previous period. At the 2012 event, hosted on May 1, “subject matter ranged from some fancy soccer steps, the art of the Yo-Yo, tee-shirt decorations, cooking projects and music.”

(http://theprowersjournal.com/2012/05/07/teen-hope-center-winding-down-to-summer)

The HOPE Center will only occupy a part of Lincoln School; including the cafeteria and most of the playground space. This center is expected to host between 75 and 90 students Monday through Friday for after school activities, with ages ranging from 3rd to 12th grade. A recent board decision to reduce the school week to four days will also create the need for an activity center on Fridays, the designated district-wide day off. The rest of the school property has been proposed for future use as a pre-school, of which there is only one existing within Lamar.

Neighborhood Context

Lincoln School is located on the North side of the city of Lamar. The neighborhood around the school consists mainly of single-family residences. This area of town contains a large proportion of low-income residents. This neighborhood is on the north side of the railroad tracks and on the west side of Main St. - separated from the major city parks - so many residents utilize the school’s grounds as a community park. The Partners for HOPE Center will greatly increase the available after-school and Friday activities for students within this underserved area.

HOPE Center Mission:

The motto of the Partners for HOPE Center is expressed in the acronym “H.O.P.E.”

Health,
Opportunities,
Prevention,
Education.
Surrounding Area Demographics

The city of Lamar is the County seat of Prowers County with an area population of 12,551. Lamar’s population has decreased significantly between 2000 and 2010. According to US Census data, the current population is 14% lower than in 2000. Of these residents, the largest racial groups consist of whites at 81% and people of Hispanic origin at 16%. The median age for Prowers County is 36.7 and the median annual household income is $28,660.

Catchment Area

The catchment area for the Partners for HOPE Center extends through the entire city of Lamar. The center offers activities and services for students from elementary, middle school, and high school both after school and on free Fridays. The majority of students using the center are from elementary grade levels, but the center is hopeful to attract more high-school-aged students in the future.

Site Inventory

Existing Conditions:

Equipment & Materials

The grounds at Lincoln School offer a range of play equipment and activity space. Some of the play equipment has been installed within the past ten years, but many structures are showing signs of wear and are somewhat outdated. The surfaces outside are a combination of many materials. Aside from the patchy lawn, the majority of the grounds are covered in compacted soil/gravel with some concrete, creating safety issues when children inevitably fall down during play.

ADA Accessibility

Lincoln School provides an accessible environment with ramped access in and out of the school, and accessible surfaces throughout most of the playground. The gravel play areas have limited accessibility, however, due to the loose material. This issue should be addressed in the master plan.
Existing Conditions

Drainage

Several areas within the playground show drainage issues. These mainly occur in the center of the grass field in the NE corner of the property, and under the swing set on the south side of the school. These areas will require some moderate grading and will be addressed in the master plan.

Circulation and Site Accessibility

Parking

Parking at the HOPE Center is not a priority since many students arrive via alternate modes of transportation (bus, bike, foot). There is currently no off-street parking lot, but some parking is available along 10th Street and Maple Street. Future plans for a pre-school within the southern portion of the building will require renovations to add a drop-off lane at the south entrance to the school at 10th and Poplar.

Safety

Issues of safety were addressed by the design team during the meetings:

- The hard gravel/compacted soil throughout playground is tough to play on. The playground needs a softer resilient surface.
- Uneven play surfaces lead to student injuries.
- Thorny Goathead weeds are a problem within the landscaped areas of the playground.
- Gravel from the play areas can travel onto the walkways, creating a slipping hazard.

Maintenance

The HOPE Center’s grounds are maintained well by the district facilities department. The grass field within the school grounds is patchy and losing the battle against invading weeds. Aside from a few overgrown areas, the trees and shrubs are mostly in good health and are well-maintained. There are some vandalism issues, mainly graffiti that has been addressed by the district.

Existing Landscape Conditions

Playground Assessment:

The playground at the HOPE Center covers approximately .9 acres of the 1.5 acre grounds. This space can be divided into three main areas. These consist of the grass area on the NE corner of the site, two concrete court areas divided by a play structure area on the west side of the site, and a larger play structure area extending along the south edge of the site.

The grass area covers 11,000 sf in the NE corner of the site. This area contains a rudimentary backstop that is sometimes used by local little league teams and residents. The state of the grass is not very good, as weeds have taken over much of the space as well as bare soil and gravel. The climate is very hot and dry, which is not ideal for grass, but the areas in front of the school building are lush and green, showing that this lawn could be equally healthy. This area also has drainage problems where a low point running E-W collects water in the center of the grass area. This area could benefit from some re-grading and reseeding to improve the usability of the grass as an active space.

The second area at the HOPE Center playground includes two concrete pads containing basketball courts and other hard surface games, and a small gravel area containing some swings and climbing
structures. The first concrete court covers 3,800 sf between the school library and the HOPE Center cafeteria/gym. This court has a basketball goal (half-court), two hopscotch courts, and a bike rack. Of these, the basketball goal is relatively new (although the court is not painted), and the bike rack is in decent shape, but the hopscotch courts’ paint is fading. The next concrete pad covers 5,300 sf with two full-court basketball courts, funnel ball, and two foursquare courts. The concrete here is in good shape, but the courts could use some repainting. Between these courts is a 2,500 sf play area containing 6 swings and three steel climbing structures – one dome-shaped, one round, and one arc-shaped. The gravel surface beneath these structures is painful to fall upon and is also ridden with weeds. The swings are in decent condition, although they are more than 10 years old. But the climbing structures are outdated and have a bare steel finish which can heat up on hot days.

The third area is a large gravel play area covering 9,400 sf on the south side of the school building. The east half of this area is shaded with several large trees and contains a merry-go-round, a steel spiral slide, a newer composite play structure, parallel bars, and a horizontal ladder structure. All of these structures except the composite play structure are probably original to the Lincoln School’s 1960’s founding. The west half of this gravel area contains 6 swings, two digging structures, two unused tetherball poles, and a rectangular climbing structure. These elements are exposed to the hot sun without and trees to shade them, and are all probably as old as the school itself.
Section Three

- Design Advisory Team
- Vision, Goals, Wish List
- Ordering System Collage
- Process Graphics
- Master Plan
Design Advisory Team, Vision, and Goals

Design Advisory Team

The Partners for HOPE Center Design Advisory Committee played an integral role in the active play areas planning process. The committee, comprised of the principal, staff, parents, and community members, provided valuable input regarding needs and desires of the Lincoln School yard.

Advisory Team Process

The design committee gathered input from HOPE Center visitors, mostly students, through the administration of photo surveys and word-of-mouth suggestions. Learning Landscapes staff synthesized the information provided by the committee to develop drafts of the schoolyard master plan and the design advisory committee provided feedback on iterations of the plan. This collaborative effort allowed the center to develop an active play areas master plan to reflect the purpose and mission unique to the Partners for HOPE Center.

Constituent Concerns, Needs, and Desires

Concerns:
- Increasing activities within a space that can be easily observed by a supervising adult.
- The gravel surfaces are not safe for active play.
- The grass area is currently patchy and full of weeds.

Needs:
- A variety of activities to be used by students from 3rd grade to 12th grade.
- Drop-off access at the south entrance for the future pre-school.
- Age-appropriate play equipment for pre-school ages 2-5.
- Flexible and multi-purpose activity space.

Desires:
- Measured Jogging Path
- More grass area
- Skate Park
- Climbing Wall
- Suggestions from the HOPE center included: cooking classes, art work, non-sport athletics, tutoring, crafts and blanket-making, involvement with senior citizens, yoga and yo-yo classes, lifeskill instruction, cosmetology visits from LCC, classes about law enforcement and fire department activities, job shadowing and Big Brother and Big Sister programs.

Defining the Center’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 center’s desires and needs.

Vision:
“The Partners for HOPE Center will create a safe, colorful and inviting play area to become a valuable amenity for students and the surrounding community.”

Goals:
- Create an inviting, colorful, and safe environment for students and the surrounding community.
- Increase physical activity and outdoor learning.
- Offer a variety of play equipment that is appropriate for all age groups.
- Create a fully ADA accessible playground.
- Increase the amount of shade and gathering spaces to encourage positive social activity.

Wish List:
- Shade structure
- Outdoor classroom
- Skate Park
- Stabilized track with crusher fines
- Climbing Structures / Wall
HOPE Center Wish List:

The “Wordle” below represents elements students visiting the HOPE Center would like to see in their playground based off of verbal suggestions. The bigger the word, the more frequent the element was represented in the students drawings.
An ordering system or theme to be used in customizing the play areas can be generated from the Lincoln School’s use as a community center with future plans to incorporate a community garden on an adjacent property. These images show the graphics related to healthy eating, Colorado harvest seasons and soil science that could be shown graphically on a map, or within finer details of the school’s gateway.
Process Graphics:
Learning Landscapes developed two conceptual layout plans and sent them to the design advisory team. Each plan shows different options for the layout and placement of certain items on the team’s wish list. The placement of the gateway structure, outdoor classroom, shade structure, and play equipment varies slightly in between the plans.

From the two concept plans, the design advisory team selected favorable parts of each to incorporate into the preferred site plan. This plan was developed based on the needs and desires of the school and its community. The first two options were revised to account for a drop-off lane at the potential pre-school.

This master plan proposes an overall design for the playground at the HOPE Center at Lincoln School that can be installed either all-at-once or in staggered phases to suit the funding capabilities of the school. The general idea of the proposed play ground is to provide the HOPE Center at Lincoln School and the future pre-school with an environment attracting a wide range of age-groups, focused on the health of its students and community.
Partners for HOPE Center at Lincoln School Active Play Areas Master Plan Description

The Partners for HOPE Center design team came up with innovative ways to create an active environment that is also educational and inviting. The center maintains a good relationship with the community and would like to further that relationship. Described below are the proposed changes to the Lincoln School grounds in an effort to fulfill the vision and goals developed by the design team:

1. Age-Appropriate Play Equipment for All Potential Visitors

2. Expanded/Renovated Concrete Surface with Games and Activities

3. Climbing Structures

4. Shade Structure / Outdoor Classroom

5. Skate Park

6. Swings

7. Measured Jogging Path

8. Gateway Structure

9. Drop-off Lane
The existing play equipment at The Partners for HOPE Center at Lincoln School is mostly old and out-dated. This equipment is not appropriately suited to meet the needs of different age groups or students with special needs. The new play structure areas were chosen keeping in mind the needs of different age groups, including the addition of play equipment on the south side of the building suitable to pre-school age children. The new equipment will not only be safer than the existing structures, but challenge the students to test their coordination, balance, and strength in a colorful and alluring setting.

2. Expanded Concrete Surface with Games and Activities
The existing concrete surface will be expanded and renovated with colorful ball courts, games, and educational elements which enlarge the playground area. The renovated play surface will include several basketball courts, as well as zones for tetherball and four-square.

3. Climbing Structures
These elements are highly desired by students of different age groups. The climbing structures will target upper-body strength and challenge students of all ages.

4. Shade Structure/ Shade Trees
The current play area at the HOPE Center at Lincoln School lacks adequate shade for its warm, sunny climate. Shade structures will provide additional seating to cool down on hot days, a comfortable vantage point for monitors in charge of watching the youth, and can also promote the school's identity through its design. There are several mature trees on the south side of the school, but there is almost no shade within the existing play areas. Adding new trees will increase shade areas and places for students and the community to cool down on hot days. New trees will also break up the large space of the existing playground with vertical elements and add visual interest with seasonal color change. The existing trees were left in the design, and some were even incorporated into the skate-park design to provide shade in those areas.

5. Skate-park
A skate-park was highly desired by the design advisory team at the HOPE Center at Lincoln School. The design team chose to place the skate-park near the south side of the school to allow the areas with play equipment and swings to be located closer to the building. The location also utilizes the existing mature trees to shade the skate-park surface that might otherwise become too hot to enjoy. The new skate-park will also provide a gathering area under the shade trees for youth to congregate with friends.

6. Swings
New swings will be incorporated into the design with the addition of EWF (engineered wood fiber) pits for safety.

7. Measured Jogging Path
A jogging path has been added around the turf field and renovated concrete play areas to promote activity. The path, made of stabilized crusher fines, will be used for running and any other fitness classes that might be offered. The path is measured (1/8 mile) to allow students and community members to easily calculate their overall distance with relative accuracy.

8. Gateway Structure
Community gateways act as an entrance to the school grounds and a landmark to promote a sense of pride and identity for the students, faculty, and staff. The gateway at Lincoln will be placed near the east playground entrance that is a frequently used by pedestrians. This gateway will be utilized by students and community members alike before, during, and after school.

9. Drop-off Lane
As per the request of the pre-school, a drop-off lane has been incorporated to allow parents to leave their children with school staff members as close to the building as possible. Special care has been taken to maximize green space while incorporating parking for staff and allowing a quick drop-off for parents.
Master Plan Description
Section Four

- Cost Estimate
- Resources
- Acknowledgements
### HOPE Center at Lincoln School - Active Play Areas Master Plan

#### Estimate of Probable Landscape Costs

**Category** | **Unit** | **Unit Cost** | **Quantities** | **Total Cost**
--- | --- | --- | --- | ---
Play Equipment - Structures & Surfacing | | | | |
Net Climbing Structure | EA | $23,750.00 | 1 | $23,750.00
Boulder Climbing Structure | EA | $43,550.00 | 1 | $43,550.00
ECE Play Equipment installed | EA | $40,000.00 | 1 | $40,000.00
Skate Park Equipment | LS | $8,000.00 | 0 | 
Swings (4 bay 8 seat) | LS | $6,000.00 | 1 | $6,000.00
(Pending final costs)

**Subtotal** | | | | **$113,300.00**

Play Surfacing (12" EWF Delivered/Installed)
ECE Play Area | SF | $2.50 | 1,500 | $3,750.00
Swings Area | SF | $2.50 | 2,500 | $6,250.00
Climbing Structure Area | SF | $2.50 | 2,300 | $5,750.00

**Subtotal** | | | | **$15,750.00**

Concrete & ADA Accessibility
Concrete Seat-Wall | LF | $29.00 | 30 | $870.00
Concrete Flatwork @ Playground- 6" depth | SF | $4.00 | 3,000 | $12,000.00
Concrete Curbwall @ play pits | LF | $20.00 | 565 | $11,300.00
Concrete Ramp at Play Pits | EA | $800.00 | 3 | $2,400.00

**Subtotal** | | | | **$26,570.00**

Parking and Drop-off @ Pre-School
Concrete Work @ Drop-off Lane | SF | $4.00 | 4,300 | $17,200.00
Concrete Curb @ Drop-off Lane (6"x6") | LF | $11.00 | 365 | $4,015.00

**Subtotal** | | | | **$21,215.00**

Site Work
Grading & Asphalt Stripping
Earthwork and Drainage | LS | $10,000.00 | 1 | $10,000.00
New Concrete, 4" depth | SF | $1.80 | 12,882 | $23,187.60
Reconditioned seal existing | SF | $0.95 | 10,610 | $10,079.00
Map Striping | EA | $1.500.00 | 1 | $1,500.00
Tetherball Striping | EA | $150.00 | 2 | $300.00
Basketball Court Striping | EA | $400.00 | 2 | $800.00
4-Square Striping | EA | $250.00 | 2 | $500.00

**Subtotal** | | | | **$45,569.10**

School Design Elements
Shade Structure/Outdoor Classroom | EA | $10,000.00 | 1 | $10,000.00
Crusher Fines at Shade Structure | EA | $1.20 | 775 | $930.00
Boulders at Shade Structure | EA | $150.00 | 9 | $1,350.00
Shade Structure @ ECE Play Area | EA | $1,500.00 | 1 | $1,500.00
Gateway Feature | LS | $5,000.00 | 1 | $5,000.00

**Subtotal** | | | | **$18,780.00**

#### Site Furnishings, Athletic Equipment and Misc.

<table>
<thead>
<tr>
<th>Item</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Quantities</th>
<th>Total Cost</th>
</tr>
</thead>
</table>
| Picnic Table @ lunch area | EA | $1,000.00 | 3 | $3,000.00
| Trash Receptacle | EA | $650.00 | 2 | $1,300.00
| 6' Bench | EA | $850.00 | 6 | $5,100.00
| Sandbox @ ECE play area | EA | $500.00 | 1 | $500.00
| Basketball Goal | EA | $1,200.00 | use existing | 
| Tetherball Poles | EA | $350.00 | 2 | $700.00
| 3’ Chain Link Fence @ Swings Area | LF | $15.00 | 55 | $825.00

**Subtotal** | | | | **$11,425.00**

#### Landscape Planting and Irrigation

<table>
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<tr>
<th>Item</th>
<th>Unit</th>
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<th>Quantities</th>
<th>Total Cost</th>
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</thead>
</table>
| Sod and Soil Prep @ field and play areas | SF | $0.55 | 7,000 | $3,850.00
| Irrigation, sod areas | SF | $0.55 | existing | 
| Irrigation, tree bubblers | EA | $60.00 | 14 | $840.00
| Shade Tree, 3” caliper | EA | $400.00 | 7 | $2,800.00

**Subtotal** | | | | **$7,490.00**

### HOPE Center at Lincoln School - Active Play Areas Master Plan

#### Running Track

<table>
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<tr>
<th>Item</th>
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<th>Unit Cost</th>
<th>Quantities</th>
<th>Total Cost</th>
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</thead>
</table>
| Crusher Fines, 4" WIDE X 4" depth | SF | $1.00 | 4,400 | $4,400.00
| Steel Edging | LF | $3.00 | 2,350 | $7,050.00

**Subtotal** | | | | **$16,730.00**

#### Infrastructure

<table>
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<tr>
<th>Item</th>
<th>Unit</th>
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<th>Total Cost</th>
</tr>
</thead>
</table>
| Running Track | SF | $1,000.00 | 3 | $3,000.00
| Trash Receptacle | EA | $650.00 | 2 | $1,300.00
| 6' Bench | EA | $850.00 | 6 | $5,100.00
| Sandbox @ ECE play area | EA | $500.00 | 1 | $500.00
| Basketball Goal | EA | $1,200.00 | use existing | 
| Tetherball Poles | EA | $350.00 | 2 | $700.00
| 3’ Chain Link Fence @ Swings Area | LF | $15.00 | 55 | $825.00

**Subtotal** | | | | **$11,425.00**

#### Contingency Costs

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Cost</th>
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</thead>
</table>
| 6% of construction cost | $22,146.33
| 5% of construction cost | $13,841.46
| 10% of construction cost | $27,682.91

**Subtotal** | | **$63,670.70**

### Project Grand Total

**$370,499.79**

### Site Improvements

**Total** | **$276,829.10**

### Additional Features

<table>
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<tr>
<th>Item</th>
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<th>Unit Cost</th>
<th>Quantities</th>
<th>Total Cost</th>
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</thead>
</table>
| Concrete Flatwork @ Playground- 6" depth | SF | $4.00 | 3,000 | $12,000.00
| Reconditioned seal existing | SF | $0.95 | 10,610 | $10,079.00

**Subtotal** | | | | **$22,146.33**

### Project Grand Total W/ Addition(s)

**$884,449.79**
Resources
National Center for Health Statistics,
National Survey of Children’s Health, 2003–2007,
Centers for Disease Control and Prevention.
Health at a Crossroads
2010 Supplement to the Colorado Health Report Card –
Colorado Health Foundation
k12.co.us/)
Partner for HOPE Center at Lincoln School website
(http://les.lamar.k12.co.us/)

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Maintenance
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Wellness Coordinator
University of Colorado Denver

University of Colorado Denver
College of Architecture and Planning
Colorado Center for Community Development
Learning Landscapes
Chris Koziol
Executive Director
Cate Townley
Community Outreach Coordinator

Chris Schooler
Senior Research Associate

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Anthony Pozzuoli
Ben Wurzer