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 the spring of 2012, Lamar School District RE-2 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 a child’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 active play areas master plans for six schools within the Lamar School District RE-2.

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 in Denver and the greater rocky mountain region, the success of this program is founded on a mutual respect between aesthetic, safety, maintenance, and health 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.

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

**CHF 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

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. (http://www.lamar.k12.co.us)

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.

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 Smeller, 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.
Recommendations

- 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 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 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 landscape 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.
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

School Background Information

Location and History
Parkview Elementary School is located at 1105 Parkview Avenue in Lamar, CO on the north side of Willow Creek Park. The school has 334 students in grades 3 through 5. The school mascot is the red-tailed hawk and the school colors are blue and white.

Neighborhood Context
Parkview Elementary School is located near the city center of Lamar on the north side of Willow Creek Park. Parkview experiences a high level of community use due to its proximity to the park and the Lamar City Swimming Pool located just south of the playground. Additionally, intramural activities and local recreation leagues utilize the playground space during non-school hours. The neighborhood around the school consists mainly of single-family residences with several churches located nearby.

School Mission Statement:
Parkview Elementary School provides a Positive and Respectful environment, teaching Integrity and Dependability while nurturing Efficient young minds, utilizing Colorado standards. (http://pes.lamar.k12.co.us/home)

School Demographics
Fall 2011 Enrollment: 334
Male Students: 176
Female Students: 168
Free/Reduced Lunch: 80.8% of students

Racial Make-up of Parkview Students:
1.2% American Indian/Alaskan Native
0.3% Asian
0.3% Black
61.7% Hispanic
34.7% White
0% Native Hawaiian/Pacific Islander
1.7% Two or more
Grade Distribution of Students:
3rd grade: 115
4th grade: 105
5th grade: 114

Surrounding Area Demographics
The city of Lamar is the County seat of Prowers County with an area population of 12,551. 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 Parkview Elementary reaches throughout the entire city of Lamar. Due to recent school consolidation, the elementary-school-age children are divided between either Washington Elementary (K-2) or Parkview Elementary (grades 3-5).

2011 Parkview Elementary Demographics

Hispanic 62%
White 43%
Native Hawaiian or Pacific Islander 1%
Two or More 2%
Black 0%
Asian 0%

District Demographics

Hispanic 53%
White 43%
Native Hawaiian or Pacific Islander 1%
Mixed Race 2%
Black 1%
Asian 1%

Site Inventory
Existing Conditions:
Equipment & Materials
Parkview maintains a well-kept school grounds but is in need of some equipment and materials renovation. Many of the play structures are original to the school (built in the 1960's) and show signs of wear and tear.
Existing Conditions

ADA Accessibility
- Most of the school grounds and play areas are ADA accessible. However, the material used within the play pits, a loose sand/pea gravel mix, does not comply with ADA accessibility standards.
- Containment within the playground is important for certain special needs students.

Drainage
- The compacted soil/gravel on the playground has low permeability which leads to pooling on the north side of the field area.
- Scuppers directing water from the roof spill out over walkways and can create a slipping hazard.

Safety
- Issues of safety were addressed by the design team during the meetings:
  - The compacted soil/gravel covering most of the playground is not comfortable to play or fall upon.
  - Areas with poor drainage limit the amount of usable space during recess and PE activities.
  - Goat head weeds are rampant throughout the playground; they have sharp stickers that can pierce skin.
- Outdated play structures are unsafe to play on due to bare metal that gets hot in the sun.
- The large merry-go-round is very heavy and is tilting off-axis. This could be dangerous when overloaded with students.

Circulation and Site Accessibility
- Major circulation to and from Parkview Elementary is accessed from Main Street onto Cedar Street and Parkview Avenue. The main parking lot is located in the northwest corner of the school yard.
- Morning drop-offs occur in the main parking lot and on Cedar Street. The bus, however, drops students on the north side of the school grounds on Cedar Street. Deliveries and trash/recycling service are accessed from the west using the recreation center’s parking lot.

Parking
- Parking at Parkview Elementary is divided into two main areas. A parking lot on the corner of Cedar Street and Parkview Avenue provides 27 stalls. Ample street parking is also available.

Maintenance
- Parkview Elementary School’s grounds are well-maintained by the district facilities department.

Existing Landscape Conditions
- Parkview Elementary is a well-maintained school with handsome trees and lawn in the front area(s) of the school. The remaining grounds, however, show a lack of overall maintenance. There is a large grass field on the East side of the building and a smaller play area to the North of this building; both have poor drainage and pooling. The design team showed an interest in re-grading and incorporating new play structures to highlight their physical education curriculum.

Playground Assessment:
- The playground at Parkview Elementary consists of two main areas to the North and East of the building. An addition will be added using part of the existing recreational facility located to the south.
- The first area is located to the North of the gym and East of the 4th grade classrooms. The play area consists of an 18,620 square-foot play pit filled with loose sand and gravel. Structures within this area are mostly outdated: a metal balance beam, bare metal tubular and arched climbing structure, a metal slide, merry-go-round, two digging toys, two play structures, an old car body, and a bank of belt swings.
The third area is located on the south side of the site. This is a new addition to the school and was previously part of the recreational facility. The area consists of a 19,543 square-foot, fully enclosed concrete surface. This is ideally going to be re-surfaced and used for basketball, four square, hopscotch, and hard surface games.

Only two of the structures have been updated within the last 10 years; play structures with colorful slides and platforms. Northwest of the play pit is a concrete basketball court. The concrete itself is in good condition with little signs of wear or damage.

The next area is a large open space on the East side of the school building consisting of a 76,760 square-foot area of lawn with freestanding structures. Several of these have been updated within the last 10 years, including a colorful freestanding zip line and a blue spinner. The remaining elements consist of parallel bars; pull up bars, goal posts, backstops, and swing sets which are bare metal but in relatively good condition. This area is highly used during recess for group sports like soccer and football. Student surveys and staff discussion has shown an interest in re-grading and re-marking the field(s) to provide adequate space for group sports and potentially local sports leagues.
Playground Assessment

Parkview Elementary School

Existing Conditions Plan

2012 University of Colorado at Denver

Presented by:

2012 University of Colorado at Denver

Future Play Area (19,500 SF)
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 Parkview Elementary School 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 Parkview schoolyard.

Advisory Team Process

The design committee gathered input from Parkview students through the administration of photo surveys. 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 school to develop an active play areas master plan to reflect the history, culture and curriculum unique to Parkview Elementary School.

Constituent Concerns, Needs, and Desires

Concerns:

- High winds, heat, and sun exposure must be factored into new playground design.
- The compact soil and material is not compliant for student’s needs.
- The existing grading has created drainage issues leading to pooling and slipping hazards during colder months.
- Weeds (goat-heads) are growing throughout the school grounds; their thorns are sharp piercing skin and play equipment.
- Play structures are old and outdated (some original to the school); several do not meet current safety codes.

Needs:

- Expanded play surfaces

Desires:

- Utilize “Peaceful Play” templates and paint for games.
- Create a covered breezeway between the 3rd and 5th grade classes that can be utilized as an outdoor lunch seating area.
- Bus drop-off area on the North side of the school could use some seating for students.
- Tetherball.
- Artistic elements to promote a sense of ownership.
- Hopscotch.
- Play equipment that incorporates the use of imagination.
- Outdoor classroom near trees.

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:

“Parkview Charter School will create a safe, colorful and inviting play area to become a valuable amenity for the school and its 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.
- Beautify the schoolyard and highlight school spirit by incorporating the school mascot, school colors, student art, and other elements that students can be proud of.

Wish List:

- Shade structure.
- Outdoor classroom.
- Expanded garden.
- Outdoor classroom.
- Regulation soccer or baseball fields to provide space for local leagues.

Students with special needs: There are no wheelchairs currently but code requires access. Containment within the playground is important for some students.
- The blue zip-line structure, although relatively new, has been a question of safety.
- The merry-go-round is tilted off-axis and dangerous when overloaded with students.

Parkview Elementary

Presented by:
Student Wish List:

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.
An ordering system or theme to be used in customizing the play areas can be generated from Parkview’s local geography and climate. These images show the regional geography and local climate that could be shown graphically on a map, or within finer details of the school’s custom features.
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. This master plan proposes an overall design for the playground at the Parkview Elementary 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 playground is to provide Parkview with a fun and inviting play environment, focused on the health of its students and community.
Parkview Elementary's enthusiastic design team came up with innovative ways to show school spirit and improve learning at their school. The school currently maintains a good relationship with the community and would like to further that relationship. Described below are the proposed changes to the Parkview Elementary schoolyard in an effort to fulfill the vision and goals developed by the design team:

1. Age-Appropriate Play Equipment
The existing play equipment at Parkview 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 an intermediate age group (grades 3-5). 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. Hard-Surface Games and Activities
The old skate-park will be replaced with colorful ball courts, games, and educational elements which enlarge the playground area on the south side of the school. This allows the recess monitors to focus their attention on a smaller portion of the outdoor play area. The expanded play surface will allow for a more even distribution of play activities, and therefore students, throughout the grounds. The hard-surface area includes two basketball courts.
Presented by: Parkview Elementary

2012 University of Colorado at Denver

1. Shade Structure/Shade Trees
The current play area at Parkview 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 teachers on recess duty, and can also promote the school's identity through its design. There are many mature trees in the front 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.

2. Outdoor Classroom
An outdoor classroom space was highly desired by the teaching staff at Parkview. The design team chose to place the outdoor classroom near the front of the school to allow for quiet instruction separate from the active play areas behind the school. The new classroom will also provide a gathering area with shade trees for community meetings and the back-to-school barbeque.

The incorporation of a school garden creates an attractive space for the students to wander and fosters an understanding of native habitat and ecological systems. Adding a habitat garden to the grounds at Parkview will promote a better understanding of the environment and bolster a sense of student pride through the observation and maintenance of habitat for both flora and fauna.

4. Community Gateway(s)
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 gateways at Parkview will be located at the Southeast side of the entrance, and North of the cafeteria which is a frequently-used access point for students entering the playground after lunch.

5. Recreation/Soccer Fields
The large area of pea gravel east of the school is currently underutilized. Re-grading and adding mixed-seed turf fields will allow for the incorporation of regulation-sized soccer/practice fields. Using a blue-grass/ fescue mix will reduce the need for irrigation while maintaining a soft field for sports. This will allow Parkview the opportunity to utilize the space during gym and also host local league games, which will generate revenue for the school district through use fees. The field is designed to the dimensions of a U-11 regulation field.

6. Measured Jogging Path
A jogging path has been added around the soccer field and main play equipment areas to promote activity. The path, made of stabilized crusher fines, will be used for running and PE classes. The path is measured (1/6 mile) to allow students to easily calculate their jogging distance.

7. Existing Swings
The existing swings will be incorporated into the design and improved with the addition of EWF (engineered wood fiber) pits for safety. The addition of shade trees in this area will provide an area for active swinging as well as a gathering area for group conversations.

8. Expanded Outdoor Lunch Area
An additional shade structure will be added to the underutilized ‘alley’ on the south side of the school. The expanded outdoor lunch area is designed to include the addition of six (6) full-size tables for additional seating. The lunch area is located next to the main play area to allow students and monitors to transition easily in-between the two areas during recess.
Section Four

- Cost Estimate
- Resources
- Acknowledgements
### Preliminary Cost Estimate

#### Parkview Elementary School - Active Play Areas Master Plan

**Estimate of Probable Landscape Costs**

This estimate includes the renovation of the primary play structure area, expanded concrete hard surface games, a primary gateway feature, shade structure/outdoor classroom, stabilized track surface and grading and re-sodding fields.

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<td>$11.00</td>
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<td>$6,820.00</td>
</tr>
<tr>
<td>Concrete Curbwall @ play pits</td>
<td>LF</td>
<td>$20.00</td>
<td>450</td>
<td>$9,000.00</td>
</tr>
<tr>
<td>Concrete Ramp at Play Pits</td>
<td>EA</td>
<td>$800.00</td>
<td>3</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>Concrete Stairs</td>
<td>LF</td>
<td>$37.00</td>
<td>0</td>
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</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td>$63,445.00</td>
</tr>
<tr>
<td>Site Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading &amp; Asphalt Stripping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earthwork and Drainage</td>
<td>LS</td>
<td>$20,000.00</td>
<td>1</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>New Concrete, 4&quot; depth</td>
<td>SF</td>
<td>$1.80</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Reconditioned seal existing</td>
<td>SF</td>
<td>$0.95</td>
<td>26,200</td>
<td>$24,890.00</td>
</tr>
<tr>
<td>Map Stripping</td>
<td>EA</td>
<td>$1,500.00</td>
<td>1</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Tetherball Stripping</td>
<td>EA</td>
<td>$150.00</td>
<td>4</td>
<td>$600.00</td>
</tr>
<tr>
<td>Hopscotch Stripping</td>
<td>EA</td>
<td>$400.00</td>
<td>4</td>
<td>$1,600.00</td>
</tr>
<tr>
<td>Basketball Court Stripping</td>
<td>EA</td>
<td>$400.00</td>
<td>2</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>4-Square Stripping</td>
<td>EA</td>
<td>$250.00</td>
<td>4</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Painted Concrete Lines</td>
<td>LS</td>
<td>$200.00</td>
<td>2</td>
<td>$400.00</td>
</tr>
<tr>
<td>Wall-ball Court Stripping</td>
<td>EA</td>
<td>$250.00</td>
<td>0</td>
<td>-</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td>$49,992.00</td>
</tr>
<tr>
<td>School Design Elements</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Outdoor Classroom</td>
<td>EA</td>
<td>$10,000.00</td>
<td>0</td>
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</tr>
<tr>
<td>Expanded Outdoor Covered Lunch Area</td>
<td>EA</td>
<td>$15,000.00</td>
<td>1</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>Shade Structure</td>
<td>EA</td>
<td>$25,000.00</td>
<td>1</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>Gateway Feature (Primary)</td>
<td>LS</td>
<td>$10,000.00</td>
<td>1</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Gateway Feature (Secondary)</td>
<td>LS</td>
<td>$3,000.00</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Banner Pole and Banners</td>
<td>EA</td>
<td>$900.00</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td>$50,000.00</td>
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</table>

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Unit</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picnic Table @ lunch area</td>
<td>EA</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Trash Receptacle</td>
<td>EA</td>
<td>$650.00</td>
</tr>
<tr>
<td>6' Bench</td>
<td>EA</td>
<td>$550.00</td>
</tr>
<tr>
<td>Adjustable Basketball Goals</td>
<td>EA</td>
<td>$1,800.00</td>
</tr>
<tr>
<td>Tetherball Poles</td>
<td>EA</td>
<td>$300.00</td>
</tr>
<tr>
<td>Permanent or Moveable Soccer Goals</td>
<td>EA</td>
<td>$1,000.00</td>
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</tbody>
</table>

**Running Track**

<table>
<thead>
<tr>
<th>Item</th>
<th>Unit</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crusher Fines, 4' Wide X 4' Depth</td>
<td>SF</td>
<td>$1.00</td>
</tr>
<tr>
<td>Crusher Fines Stabilizer</td>
<td>SF</td>
<td>$2.00</td>
</tr>
<tr>
<td>Steel Edging</td>
<td>LF</td>
<td>$5.00</td>
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**SUBTOTAL**

<table>
<thead>
<tr>
<th>Item</th>
<th>Unit</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Improvements Total</td>
<td></td>
<td>$330,707.30</td>
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</tbody>
</table>

**Project Start Up**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical construction mobilization</td>
<td>$10,000.00</td>
</tr>
</tbody>
</table>

**Infrastructure**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical infrastructure construction/repair</td>
<td>$10,000.00</td>
</tr>
</tbody>
</table>

**Demolition**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical Demolition</td>
<td>$25,000.00</td>
</tr>
</tbody>
</table>

**Architecture Engineering and Coordination**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>8% of construction cost</td>
<td>$26,456.58</td>
</tr>
</tbody>
</table>

**Owner Representative Fees**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% of construction cost</td>
<td>$16,535.37</td>
</tr>
</tbody>
</table>

**Contingency Cost**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% of construction cost</td>
<td>$33,070.73</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Grand Total</td>
<td>$451,769.98</td>
</tr>
<tr>
<td>Additional Features</td>
<td>$610,344.98</td>
</tr>
</tbody>
</table>

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*Presented by: University of Colorado at Denver*
Resources
Health at a Crossroads
2010 Supplement to the Colorado Health Report Card – Colorado Health Foundation
Lamar RE-2 School District website (http://www.lamar.k12.co.us/)
Parkview Elementary School website (http://pes.lamar.k12.co.us/)