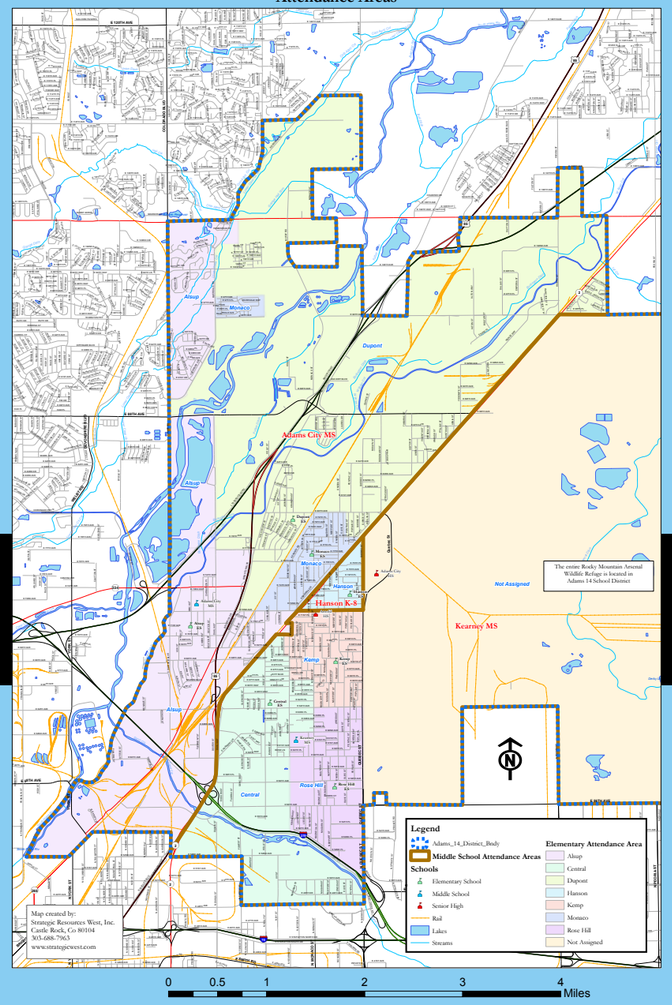

learning landscapes
building community through play

Adams 14 Elementary Schools Learning Landscapes

MASTER PLAN

Alsup Elementary
Central Elementary
Dupont Elementary
Kemp Elementary
Monaco Elementary
Rose Hill Elementary
Hanson K-8

COLORADO HEALTH FOUNDATION

ADAMS 14
Inspire. Educate. Empower.

Spring 2011

Rose Hill Elementary

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Section One 1

Executive Summary

- Introduction
- Adams 14 Background
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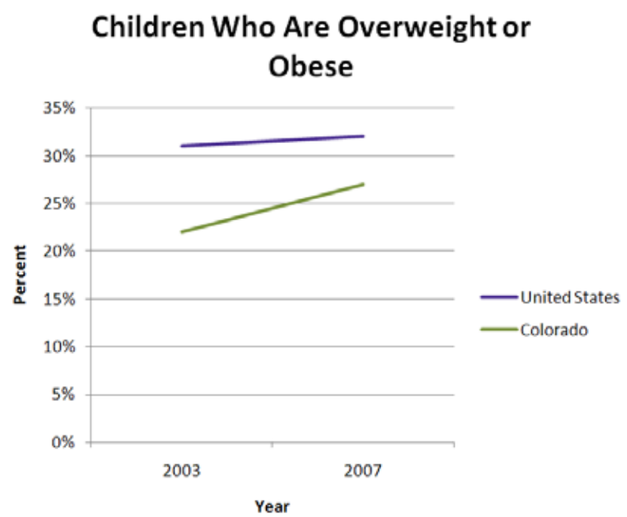
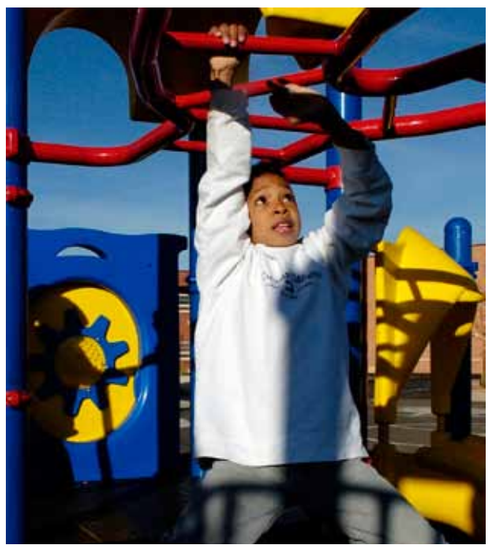
Introduction

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

Improving schoolyards is a proactive way to benefit health at the community level. The surge in childhood obesity, in recent years, threatens the future health of Colorado. According to the Colorado Health Report Card published by the Colorado Health Foundation, "Colorado ranks 23rd among the states in the category of childhood obesity dropping in rank from 3rd to 23rd in just four years. The current ranking signals a rapid increase in the prevalence of childhood obesity that negatively impacts the overall health and well-being of Colorado's children. Preventing and combating the childhood obesity epidemic will require a multi-faceted approach. "It means changing behaviors around food intake, physical activity and our residential community. It means addressing the environment in schools and rethinking our culture to emphasize good health" says James O. Hill Professor of Pediatrics and Medicine at the University of Colorado School of Medicine.





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In January 2011 the Adams County School District 14 was awarded an Active Play Areas planning grant from the Colorado Health Foundation. The Colorado Health Foundation believes that if kids are a part of a "healthy school" including but not limited to access to physical activity and healthy foods, then they will be more likely to learn better and maintain a healthy lifestyle throughout life. In addition, The Foundation upholds that thoughtful design of a new or renovated activity space at the children's school can promote greater levels of moderate or vigorous physical activity and decrease sedentary activity.

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

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

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

Vision:

Colorado will become the healthiest state in the nation.

Mission:

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

The Foundation's seven Funding Strategies are:

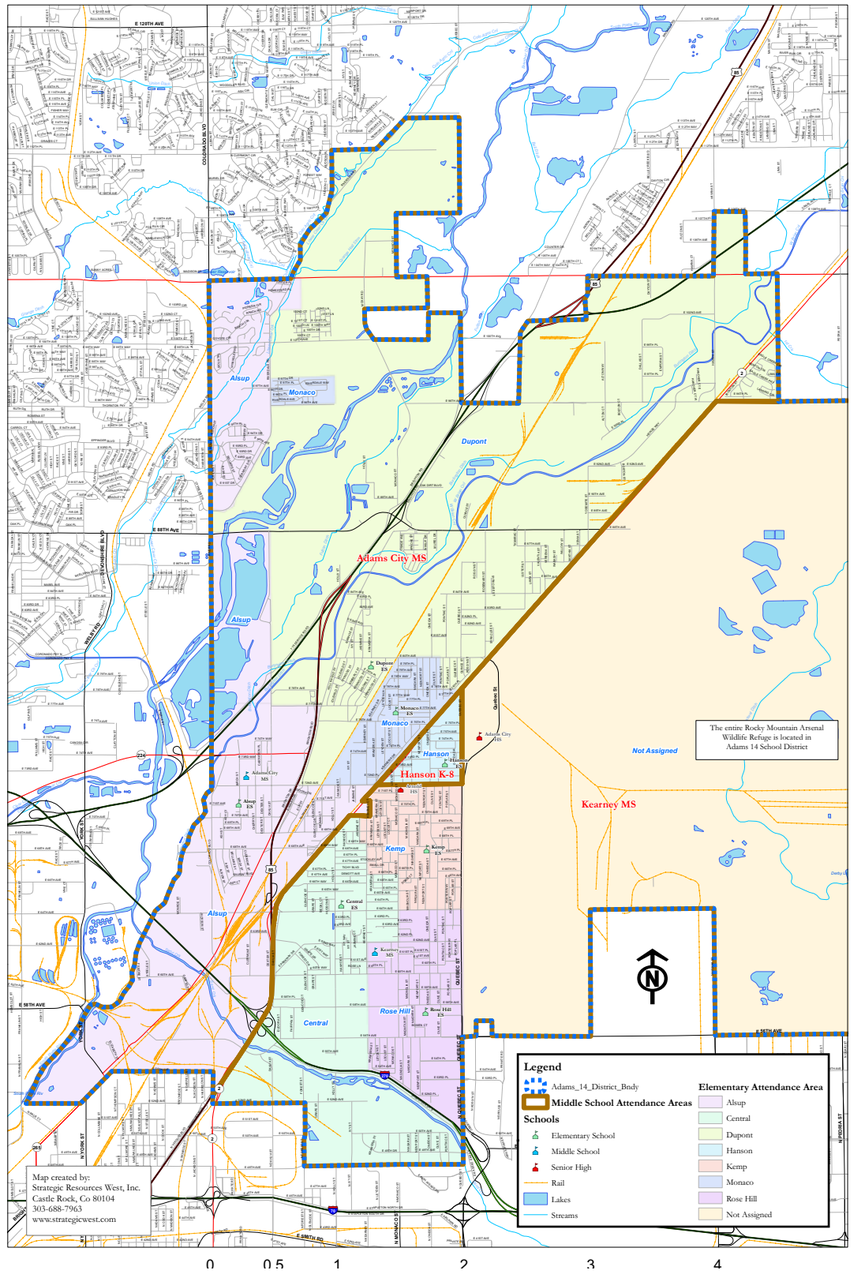
1. Develop healthy schools -- Expand the number of public schools and preschools that provide health care services, have health and nutrition education, physical education, healthy food in cafeterias and vending machines, and opportunities for physical activity.
2. Promote healthy communities -- Expand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

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

The 12 Measurable Results are:

1. Increase the number of children and adults who engage in moderate or vigorous physical activity.
2. Increase the number of children and adults who eat adequate amounts of fruits and vegetables daily.
4. Increase the number of underserved Coloradans who have convenient access to recreational exercise and fruits and vegetables.

Adams 14 School District
Elementary and Middle School
Attendance Areas



Adams County School District 14

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

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

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

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

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

**We learn, we Move, we enjoy healthy foods,
it is part of who we are!**

Wellness

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

Increasing physical activity not only aligns with the District's Wellness initiatives but with the surrounding community's as well. Commerce City is one of 16 Colorado municipalities recognized by the White House as a "Let's Move City," for its ability to promote and provide services that reduce childhood obesity. "Commerce City believes in promoting the health and well-being of all residents by offering services and amenities that promote an active lifestyle," said Mayor Paul Natale. (Commerce City Press Release February 5, 2011)

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Existing Challenges
Adams County School District 14 is an urban school district facing challenges common to other urban districts. The infrastructure is aging – the average facility age is over 50 years - and maintenance funding is limited leaving little if any budget available to improve schoolyards and play areas. Several Physical Education teachers and District Administrators have commented on the lack of play areas and equipment available for their students to be active. They have shared observations of students sitting around at recess and after school because they lack quality equipment and active play areas. The Adams 14 operations team agrees that the District's playgrounds and active play areas are the most neglected of all of initiatives, due to lack of funding. Most A-14 elementary schools require moderate to extensive renovations or upgrades to meet adequate playground standards. These include replacing playground equipment, providing American with Disability Act [ADA] accessibility, and providing an outdoor

classroom learning environment. Playgrounds lacking appropriate choices for children tend to become arenas for bullying and teasing. Recess should be a positive experience that compliments academic development, a place where children develop their emotional, physical and social skills.

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

Related Efforts and Integration

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

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

Goal 3: Neighborhood Schools
Intent: *Providing structures that encourage school-community connections.*

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

Schoolyards have the ability to provide a safe welcoming space for students and community, raise neighborhood pride, and provide curb appeal for the school.

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

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

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

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

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

The planning process consisted of the following tasks:

- Schoolyard Committee 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

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

- Install New Age Appropriate Play Equipment
  - To increase physical activity for all ages and to provide a variety of safe, challenging activities for all students.
- Install Running Tracks and Walking Paths
  - To provide opportunities for students, teachers, staff and community to track their distance and encourage each other to get moving.
- Install Climbing Structures
  - To increase upper body strength and coordination.
- Improve ADA Accessibility
  - Each play area should be accessible to all the students in the school. It is important for all students and community members regardless of mobility, to be able to interact and be active with one another.
- Provide More Hard Surface Games with Educational interactive elements
  - At each school, the design committees requested more color on the schoolyard. Students are excited by the color and it sparks their creativity during play.
- Install Vegetable Gardens
  - To promote healthy eating, community stewardship, educational opportunities, and food literacy.
- Develop Outdoor Learning Environments
  - Spaces for teachers to bring students outside and to practice inquiry and to interact with the landscape as an educational system
- Develop Community Gathering Spaces
  - Welcoming the neighborhood to gather, play, and exercise in these public areas will help build support stewardship of the community. It is important for the students to have a safe place to be active not just during recess but also afterschool and on the weekends.
- Increase Opportunities for Shade
  - To protect students and visitors from the intense Colorado sun and to provide additional gathering spaces for community members

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

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

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

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

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

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

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

Community Involvement
Inevitably each site is used by the community when the schools are not in session. As such we feel it is important to work with community leaders to get 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.

Outdoor Art

Community Gateways

Climbing Structures

Shade Structures

Grass Fields

Outdoor Classroom

Habitat & Vegetable Gardens

Age Appropriate Play Equipment

Maps & Hard Surface Games

A **learning landscape** is a multi-use park for outdoor learning, discovery, creativity and play that celebrates the unique character of the **school and community**.

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

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

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

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Section Two 2

- School Background
- Existing Conditions
- Playground Assessment

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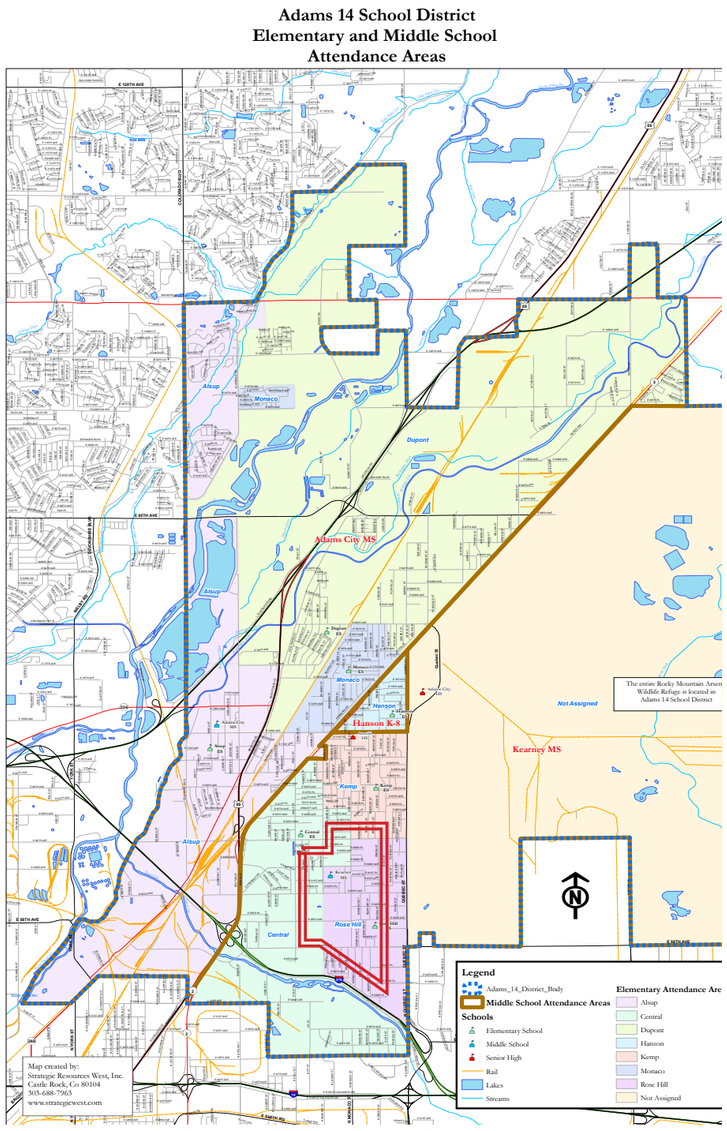

Rose Hill Catchment Area

Background

Rose Hill elementary school serves children in preschool through fifth grade. The elementary school is located at 6900 East 58th Avenue in Commerce City, Colorado. The staff and students pride themselves in being an **academically-focused, friendly neighborhood school**, located in the heart of the Adams 14 School District. Rose Hill draws from a district generally bounded by Kearney St. to the west, E. 64th Ave to the north, Quebec St. to the east, and I-270 to the south, about a 1.3 square mile area.

Built in the 1950's, Rose Hill serves as an amenity to its neighborhood, students, and its community. It is important to the faculty and philosophy at Rose Hill to provide a welcoming and enriching environment. Rose Hill is proud to be a self-proclaimed 'wellness school', making healthy eating and living and incorporating exercise into the curriculum and everyday practices of the students and faculty. In the fall of 2010, Rose Hill Elementary School was named the winner of the Fit 4 Colorado School Challenge for December, receiving a check for $1000 to further the commitment to healthy living and a healthier environment for students and faculty. There is currently a soccer club, a recently added fitness circuit to the western side of the playground, and healthy breakfast and lunch choices for students. There is a wellness team in place compromised of teachers and faculty committed to furthering these wellness goals. Rose Hill also is committed to providing programming and aid for special needs children. There are currently 5 students in need of Individualized Education Programming and a number of children participating in the English Language Development program. Rose Hill is expecting more students with these types of needs and have started already planning for them.

It is a Professional Development Site School, partnering with the University of Colorado at Denver School of Education, giving teachers valuable experience in their future fields. Rose Hill also has a before and after school program called S.T.A.R.S., a very reasonably priced and high-quality childcare service for working parents. The school also offers English courses free of charge to parents in the evenings, and tutoring services for students.

School Mission

In addition to being committed to being an academically-focused, neighborhood friendly school, The Royal Blue and Bright Yellow Panthers strive to be a: R.O.S.E., R – Respect O – Others S – Self and E- Environment.

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Neighborhood Context

The surrounding area is mainly comprised of single family dwellings, with a slight mix of commercial uses within the catchment area. Monaco Park sits about ¼ miles west of the school on Monaco St. and provides neighbors with volleyball nets and other recreational amenities. The area is bordered by some high traffic corridors, such as Quebec St. and I-270. While there are residential low traffic streets within the catchment area, the high traffic roads limit the connectivity for pedestrians and bicycles within the area as well as traveling in and out of it.

Enrollment

Preschool: 64
Kindergarten: 82
1st Grade: 67
2nd Grade: 76
3rd Grade: 62
4th Grade: 62
5th Grade: 42

Total: 465
Capacity: 830

Male Students: 227
Female Students: 226

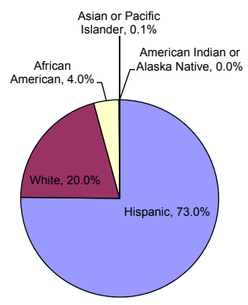
English Not Primary Language: 52.32%

Migrant Population: 2.21%
Mobility Rate: 35.80%

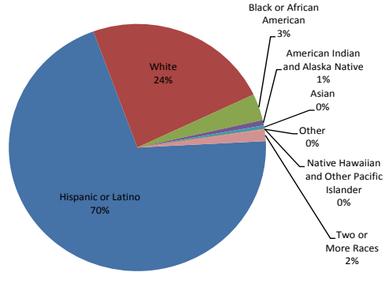
Free Lunch: 77.70%
Reduced Lunch: 8.17%
Total Free and Reduced Lunch: 85.87%

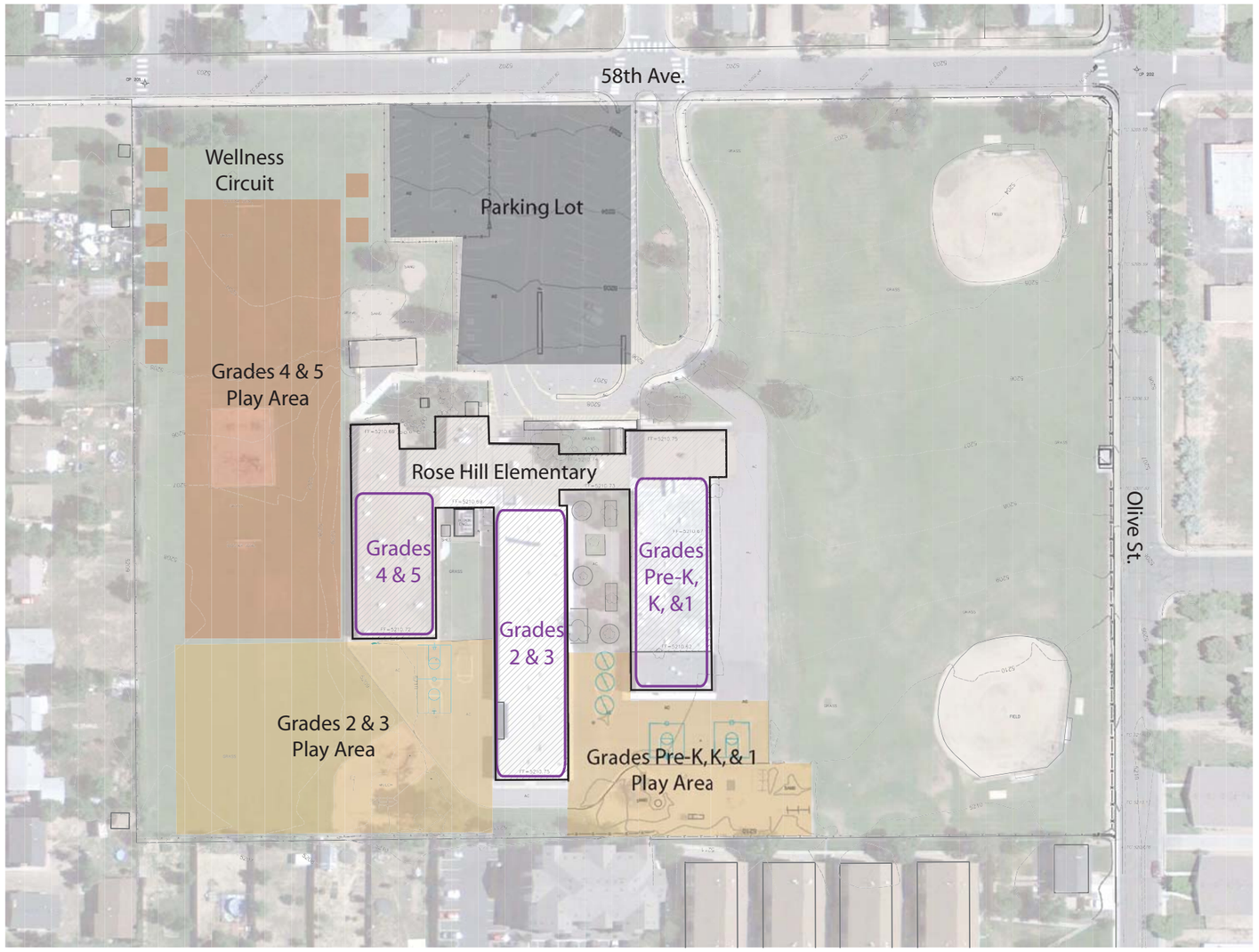
Current Operating Capacity is 56%.

Rose Hill Elementary Demograpics



Neighborhood Demographics





Site Context

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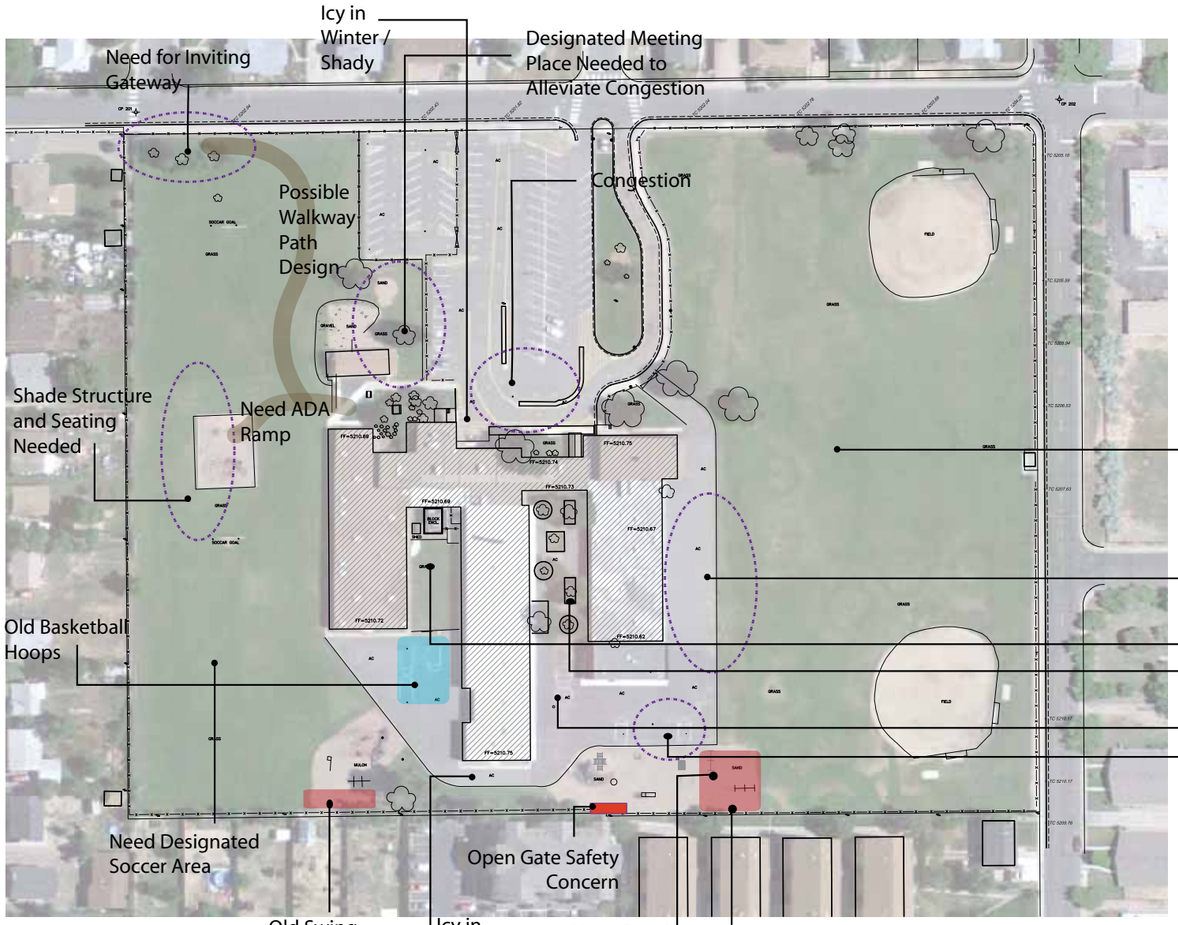

EXISTING CONDITIONS

PROBLEMS/ CONCERNS
ROSE HILL ELEMENTARY

ADA Accessibility

There are three primary access points for entering and exiting the school: the front door, the rear doors and the classroom doors. Each of these access points are ADA accessible. Currently, the pre-kindergarten/kindergarten/ first grade and the second/third grade playgrounds are ADA accessible from the building but the material under the equipment contains pea-gravel which is not ADA compliant. The fourth and fifth grade play structure, in its current state, is not ADA accessible; a ramp is needed to connect the walkway along the school to the play equipment. In order to improve ADA accessibility, a 60” wide walkway with ramp must be added to connect the fourth/fifth grade classrooms to the play equipment and the pea-gravel must be removed from the pre-k/k/first and 2/3/ play areas.

Safety

Most of the safety concernswere attributed to the open gate on the south end of the playground, which has since been fixed. Many of the teachers have reported seeing older students and adults walking through that gate and onto school grounds during school hours. The teachers wanted to see that gate locked during school hours to reduce the safety risks associated with strangers on school-grounds while class is in session. Additionally, the play equipment on the pre-k/k/1 playground is made for children ranging in age from 5-12 years old. This is based on the equipment’s challenging climbers and number of upper body events. Almost all of the pre-kindergarden and some of the kindergarten students do not fall in this age-group and are therefore without age-appropriate equipment. There have been a few broken arms in the past years but this has since been mitigated by Grounds who lowered the bars. Finally, pea-gravel and woodchips beneath equipment are not enclosed with a border. This makes it easier for these materials to reach the black-top which introduces a slipping hazard.

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Circulation-Pedestrian & Vehicular

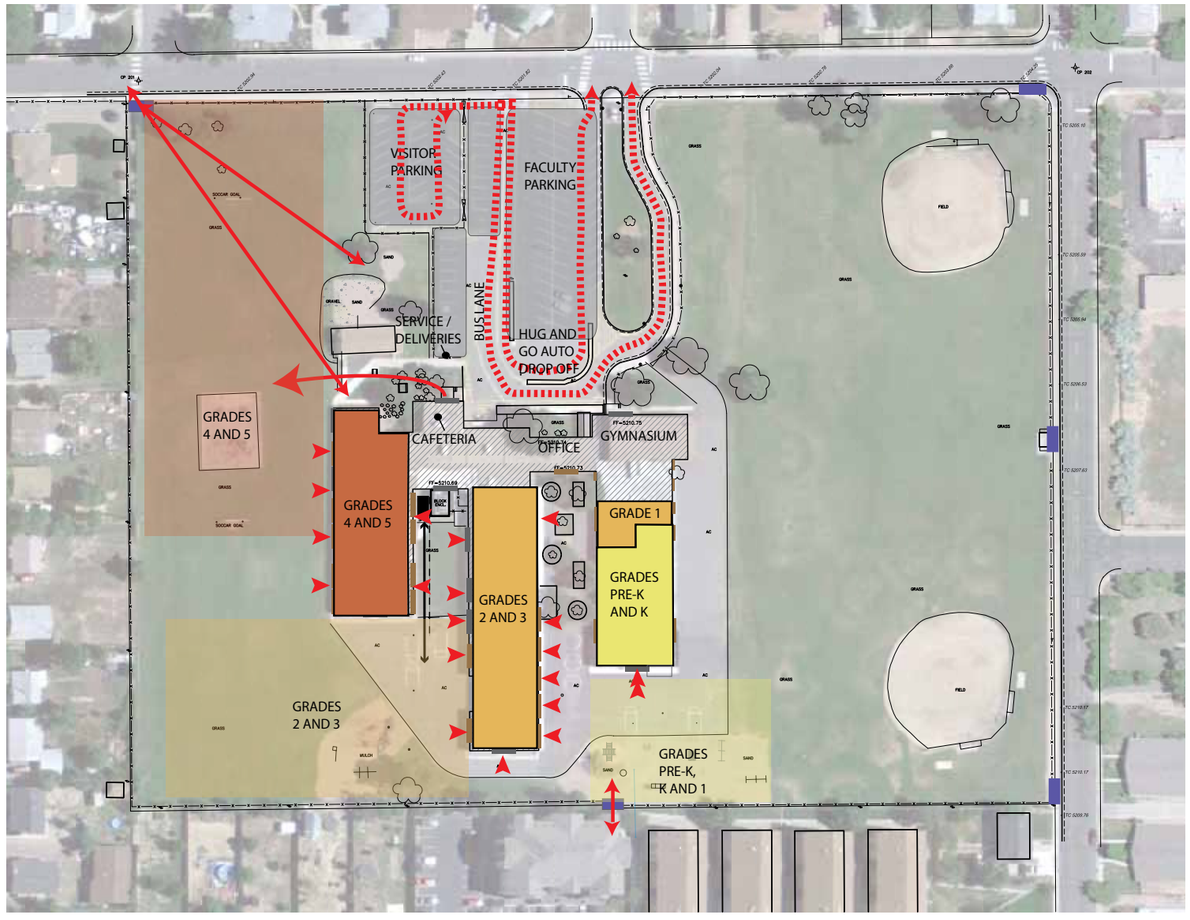
The main vehicular entrance for the Rose Hill is off of 58th Ave. The busiest and most congested times of the day are pick-up and drop-off. The school has a "hug-and-go" lane, but like many parents, Rose Hill parents like to make sure their children are inside before they leave the spot. This causes congestion within the hug and go lane and in the parking lot.

There is also a designated bus lane that pulls right up to the school. Rose Hill is a neighborhood school and therefore, does not bus children in. Rose Hill promotes walking to and from school but children are still most often dropped-off and picked-up in cars.

There are three main entrances used by pedestrians: an opening in the fence on the northwest corner of the school, the front door which is south of the parking lot, and a central opening on the south side of the property. All of the pedestrians using the northwest fence entrance walk through the grass to the school. No structured path is provided but this is the most common pedestrian route from 58th Ave to the school and helps keep pedestrians away from the traffic congestion present in the parking lot. It is reported that there is pedestrian traffic entering and exiting through school grounds via the centralized south gate during school hours. It has been requested that this gate be locked during school hours to keep pedetrian traffic through Rose Hill at a minimum. Grounds is currently working to provide a lock for this gate.

School deliveries come to the front of the building and are received by the front desk or the dock located off of the cafeteria.

Before and after school, children enter/exit from the main office doors, and few enter/exit from their classrooms. During lunch recess, each age group and playground is different. The pre-k, k and first graders all come out and go back in through the double doors located



EXISTING CONDITIONS
SCALE : 1:40

CIRCULATION PATTERNS
ROSE HILL ELEMENTARY

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on the southeast wing of Rose Hill. The second graders come out of the cafeteria doors, and enter through both their classrooms and the double doors located on the south middle wing. The fourth and fifth graders come out from the double doors of the cafeteria, through the space between the modular classroom and the school, and onto the playground. They return to their classroom through the individual classroom doors that are located next to the fourth and fifth grade playground.

Parking

The parking lot at Rose Hill is divided into four sections. There are two sections designed for circulation and two designed for parking. The two parking lots include visitor parking and teacher/staff parking. There are a total of twenty-one visitor parking spots and sixty-two faculty and staff parking spots. The parking lots share the same access points as the bus and hug-and-go circulator lanes. The visitor parking lot is off to the east side and is accessible through a sharp angled opening in the fence. The teacher's parking lot is located around and within the bus and hug-and-go lanes. This makes it difficult to access parking spots while cars are in the drop off lanes and waiting to drop-off/pick-up children before and after school. Many teachers will park on 58th Ave if they do not arrive before the parents in the morning because they cannot get into the parking lot. Street parking is permitted along 58th but limited on all other sides of the school, two of which are not bordered by roads and therefore have no parking.

Maintenance and Landscape

Rose Hill fields are maintained by the Adams School District 14 service center. There are only a few trees and minimal landscaping around the school, and very few in play areas. The trees are located most often along the edges of the property and near the modular classroom in front of the school. There is one exception, the second and third grade play area where this is one larger tree near the swings.

There are currently no habitat areas and there is a lack of shade throughout the highly used play areas . There is one soccer field in the field accessible by the second, third, fourth and fifth graders but the field has been interrupted by the play equipment. Students use cones to complete soccer fields at recess. There are also two youth baseball fields on the west side of the school that are rarely, if ever, used by the students at Rose Hill. Because there is little landscaping and vegetation, there are also few weeds but the open, grassy field that sits between the two baseball fields is home to the numerous and pesky goat-head thorns.

At this time, none of the playgrounds provide a ramp for ADA accessibility. The play equipment on the pre-k/k/1st grade and the 2/3 grade playground abuts with and is level with the blacktop. As long as the gap between surfaces is ¼ inch or less this is considered ADA accessible. There is no ramp leading into the fourth and fifth grade play structure which means this area does not currently fulfill ADA standards. Both the pre-k/k/1 and 2/3 playgrounds have a mix of pea-gravel and EWF wood chips as surface material beneath the play equipment. Pea-gravel is not considered an ADA accessible material. The pea-gravel needs to be removed and additional EWF wood chips added in order to make these play areas ADA compliant. The fourth and fifth grade play structure does not contain pea-gravel so in this regard, it is ADA compliant and accessible, although more EWF chips should be added. Another alternative ADA surface material to consider is the pour and place rubber surface. Finally, borders around play equipment are missing for the pre-k/k/1 and 2/3 playgrounds. Fourth and fifth grade equipment is equipped with a border. The borders are necessary to keep materials in place and maintain structural integrity.

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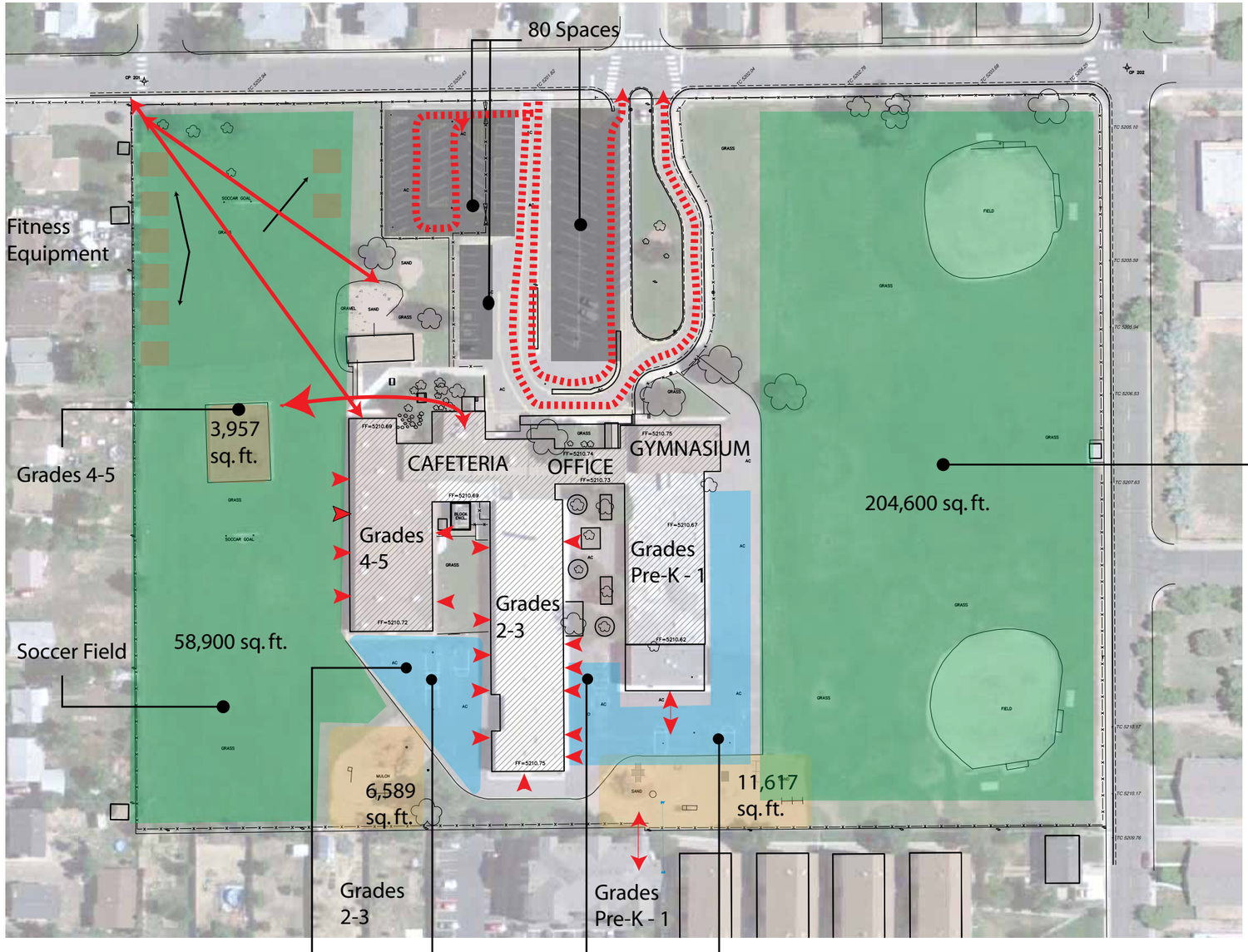

EXISTING CONDITIONS
SCALE : 1:40

CURRENT USES
ROSE HILL ELEMENTARY

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Playgound Assessment

Rose Hill Elementary School has three distinct play areas. These play areas are designated by grade/age and divided up geographically. Each playground is located near the classrooms of the grades served. The playground on the southwest side of the school is for pre-kindergarten, kindergarten, and first graders while the playground for the second and third grade located on southeast side of the school. The fourth and fifth grade playground extends almost the entire length of the western side of the school. The pre-kindergarten, kindergarten and first grade playground consists of two structures from 1997, a large tire, tetherball courts, a paved surface, basketball courts and swings. This area is adjacent to a large open field with two baseball diamonds but the field is not currently utilized as a part of the playground. The second and third graders have one structure from 1997, three basketball hoops, tetherball courts, a paved surface, swings and a large grass field with one soccer goal. The fourth and fifth graders have one structure from 2004, swings and access to the workout circuit equipment located on the northwest end of the playground. Each playground's structure is unique but they are all made for the same age group, children ages 5-12. There are Pre-K students attending Rose Hill but the school does not have the required fenced-in area or designated equipment for this age group. Additionally, there is no signage indicating what age group the equipment is appropriate for.

Drainage

Overall, there are few drainage concerns at Rose Hill. The areas most impacted by water pooling is the in the front of the school, near the dumpsters, and in the rear of the school, between the ECE/K/1st and 2nd/3rd grade. These areas are most problematic during the winter months because they are mostly shaded by buildings. The Grounds team recently installed several drains in the back of the school to help move water away from the building and to alleviate the icy conditions on the playground.

EXISTING CONDITIONS
SCALE 1:40

LP Low Point
HP High Point
Drains

DRAINAGE FLOW
ROSE HILL ELEMENTARY

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Presented by:

Section Three 3

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

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Design Advisory Team

The Rose Hill wellness team was integral to the creation of this plan. The team, consisting of the principal, the physical education teacher and a handful of other teachers, is committed to furthering wellness at Rose Hill. They were kind enough to meet with us around once a month to bring together their ideas, brainstorm needs and concerns they have seen on the playground, raise issues and helped us tremendously in bringing this plan together. They served as the liaison between the Learning Landscape staff and the students and other teachers. In the process, the Learning Landscape staff presented with DS team's ideas at the PIT meeting on 3/16/11, and the team administered a photo survey to students and other visitors and teachers of Rose Hill. Finally, the those members of the Design Advisory Team from outside the school included: Miriam Hootstein, an Equipment Expert, and Brandon Coleman, Grounds Coordinator for Adams 14.

Constituent Issues, Needs, and Desires

Parents

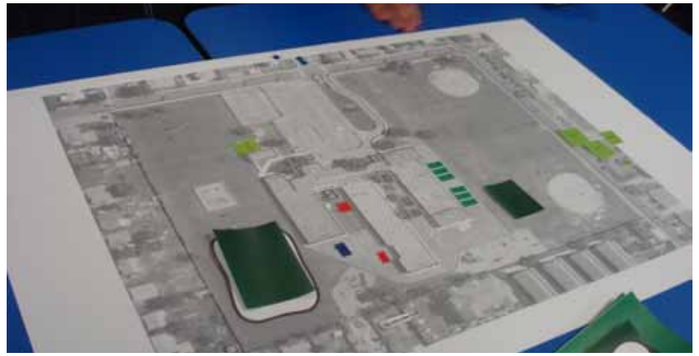
- The western play area (grades 4-5) needs an ADA accessible ramp to access it from the school.
- The parking and pick-up drop off situation does not accommodate the drop off needs for the parents. It is congested and inconvenient.
- There is not a common meeting place for students and parents besides the front of the school and parking lot; this is unsafe and a dedicated, more welcoming and interactive space is preferred.

Teachers

- There is a need for an Early Childhood Education (ECE) specific area.
- There will be an additional number of special needs students in Fall 2011, and teachers feel sensory-specific equipment will be beneficial in the pre K-1st grade area.
- The playground needs more color and interactive pavement paintings for educational purposes.
- There is an overall need for more shade and more vegetation in all three play areas.
- There have been many incidents of broken arms in the preK-1st grade play area. While the monkey bars have been lowered in the past, the teachers still feel they are too high for first graders.
- A vegetable garden for the students to tend to and learn about would align the goals of wellness and create a sense of responsibility and commitment to a cause for the students.

Students

- Students value the swings, as was made clear in the art project done with the students. The swings are functional but the hinges are old and in disrepair. It is advised to replace the swings in both the preK-1 and grade 2-3 areas.
- Soccer is part of the recess culture; designated soccer fields in both the primary and intermediate areas would be preferred.
- It is a collective preference with the students to keep slides in the play structures, and if possible add more.



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Vision

The vision for Rose Hill Elementary is a magical, inviting playground environment that provides all students with interactive and educational opportunies to experience nature and their environment. The playground will engage students with improved equipment and landscaping and will ultimately become a place for the students, families and faculty to further explore health, wellness and their connection to nature.

Goals

1. Incorporate educational elements in play areas

2. Provide age appropriate play equipment for all ages

3. Promote activity, wellness and personal growth

4. Create an inviting, colorful environment for students and families

5. Improve landscaping for the entire site

Wish List

(Determined by Wellness Team from Data Collected)

- Running Track
- Gateway
- Curly Slides, Keep Existing Slides
- Safe Monkey Bars
- Swings
- Vegetable Garden
- Outdoor Classroom
- Shade Structures
- Basketball hoops and courts
- Soccer field and goals

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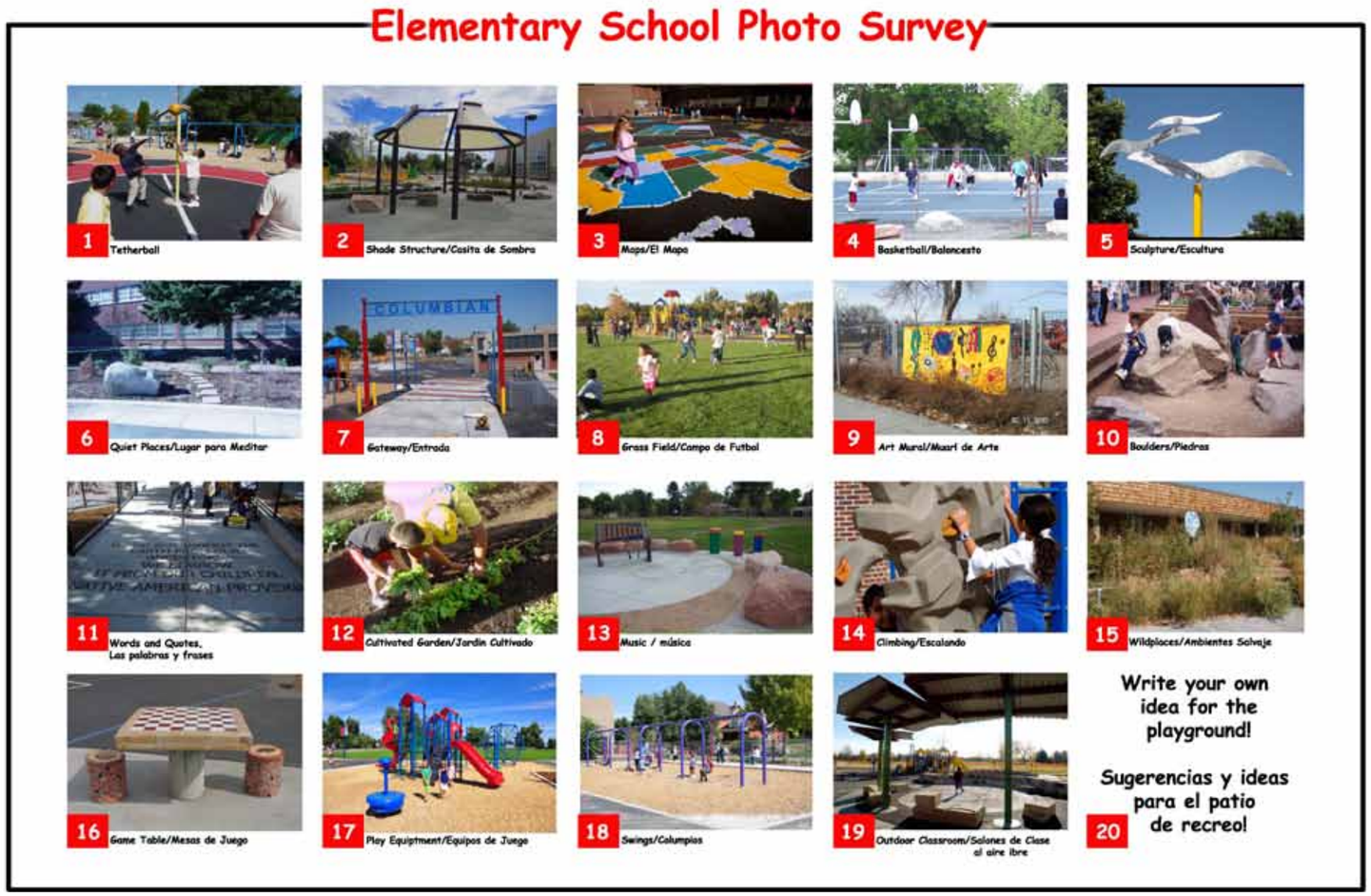

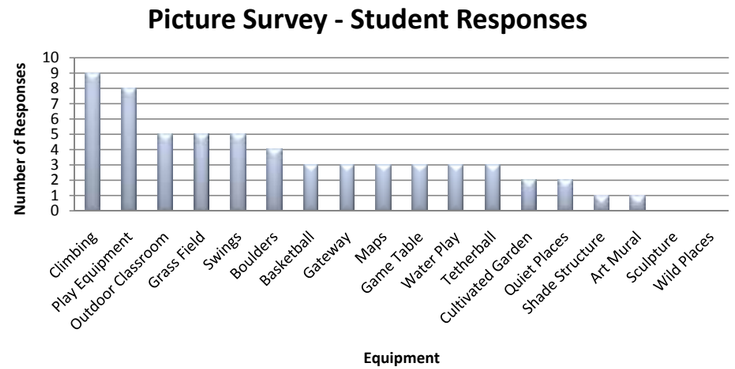

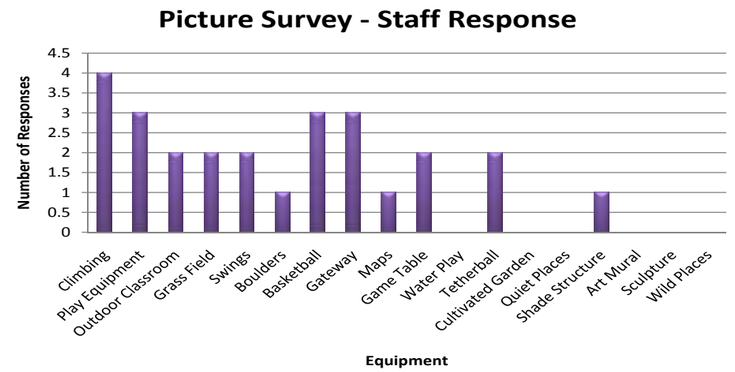

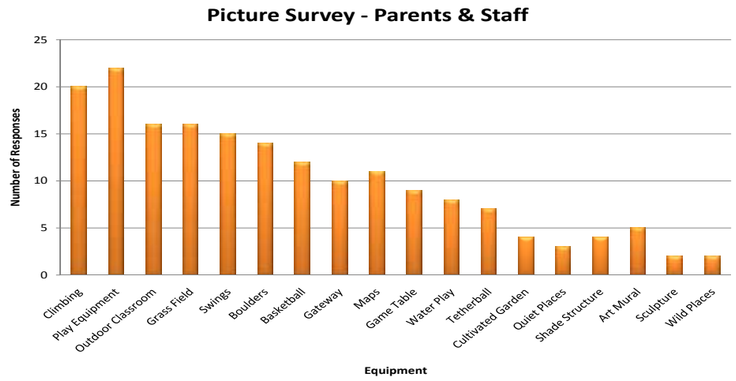

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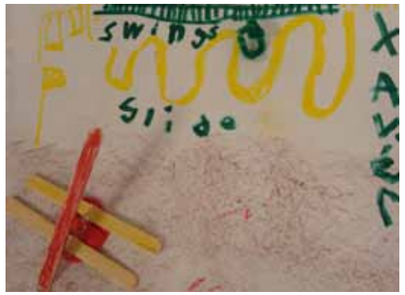
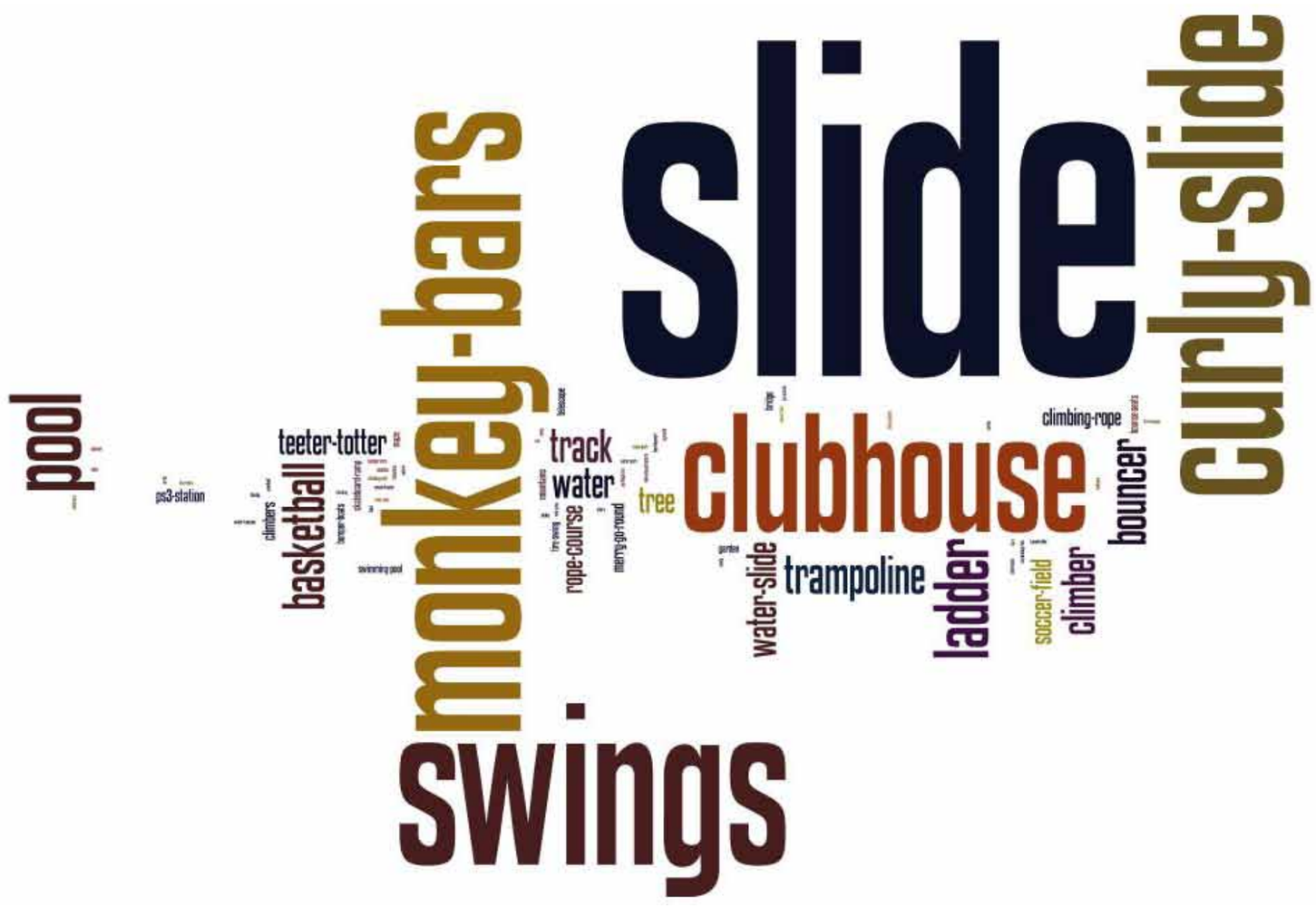
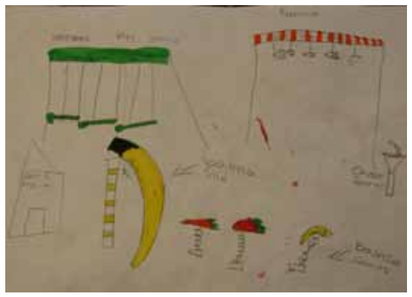
The image below is called a Wordle. It graphically displays responses from an art project completed by the strudents of Rose Hill Elementary School. (worlde.net)

A total of 218 students submitted drawings of their ideal playground. These words reflect what was found on the student drawings. The larger the word, the more often the playgrund item was drawn.







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Background on Ordering Systems

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

Rose Hill

For Rose Hill, we tied in many aspects of the curriculum, wellness ideals and the natural setting into its ordering system.

Rose Hill envisions a design that incorporates the growth cycle and nutrients of plants, food and the earth, and how it intertwines with the human body as an overall system.Students need to care for their bodies by fueling with good foods that come from the earth and by exercising to progess and grow into a healthy adult. This is framed around the idea of the concept of consuming good foods for energy, knowing where food comes from and how we, as humans, are a part of that cycle. This is aligned with the wellness goals at Rose Hill, and fits well with the proposed vegetable garden plans for the northwest area of the Rose Hill playground.

The playground will reflect the natural systems of plants and therefore follow a progression of (1) Seeds -planting, (2) Growth -water and sun and (3) Maturity -harvest. Each of the three areas will be located on specific playgrounds. The seeds or beginning of the cycle will be on the Pre-K, Kindergarten and 1st grade playground with seed and planting areas for kids to dig and plant. There will also be a map of Colorado that illustrates what types of plants can be grown here in the state. The 2nd and 3rd grade playground will focus on the growth stage with various interactive sun, wind, and water activities and structures. This playground will host a map of the United States, again focusing on what foods grow here in the US and the various landscapes present here. Finally, the 4th and 5th grades will have exercise equipment and the garden to represent the Maturity part of the cycle. Here, the students will have the opportunity to work in and tend to their school's garden. With the knowledge the students learn while growing up on this playground, the 4th and 5th graders will get the chance to experience the plant life cycle for themselves and share in the benefits of producing nutritous food.

This ordering system is focused on promoting healthy eating habits, active lifestyles awaremenss of growth, energy inputs/outputs and responsibility.

Ordering System Quotes

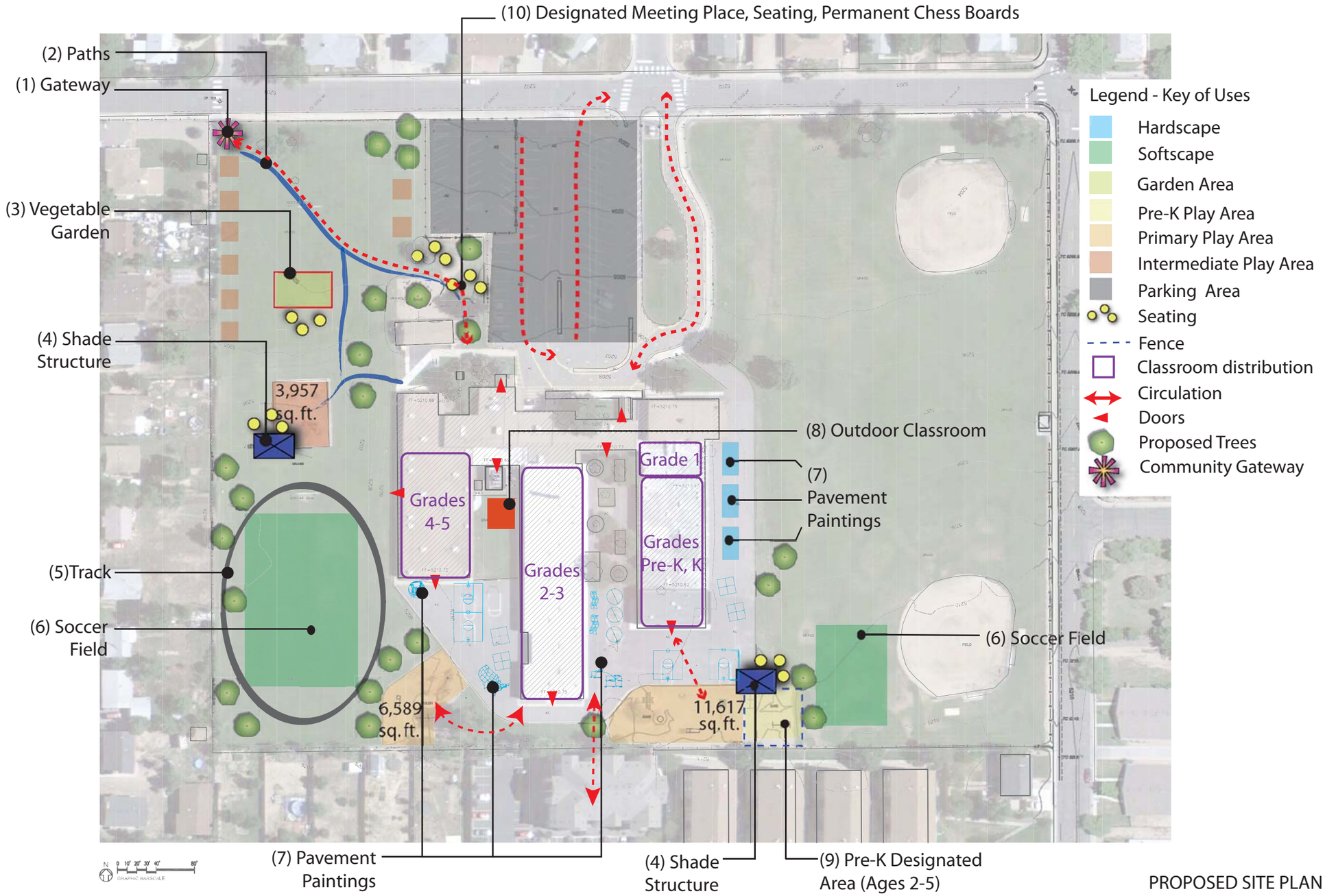
"We do not inherit the Earth from our Ancestors, we borrow it from our Children."
-Native American Proverb-

"Look deep into nature, and then you will understand everything better."
-Albert Einstein-

"Our task must be to free ourselves by widening our circle of compassion to embrace all living creatures and the whole of nature and its beauty."
-Albert Einstein-

"Always do your best. What you plant now, you will harvest later."
-Og Mandino-

My Garden
This is my garden, I'll plant it with care,
Here are the seeds I'll plant in there,
The sun will shine,
The rain will fall,
The seeds will sprout and grow up tall
-Anonymous Student-



PROPOSED SITE PLAN

ROSE HILL ELEMENTARY

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(1) Gateway - The Gateway to Rose Hill Elementary School will be located on the Northwest side of the property. The gateway will display the name "Rose Hill" and welcome students, parents and community members into the playground and school-grounds. The addition of the gateway will include ground improvements in the gateway area, making it level and increasing the width of the fence opening to accommodate wheelchairs and strollers. The gateway addresses the goal of creating an inviting, colorful environment for students and families

(2) Paths - To compliment the gateway, a path will be built to lead from the gateway on the Northwest corner of the property to the school and to the playground. These paths will be ADA accessible and incorporate ramps to and from the buildings and the play equipment. The path will be colored and decorated with educational elements that celebrate health, wellness and Rose Hill which complies with the goals of the Master Plan.

(3) Vegetable Garden - A vegetable garden will be added to the playground area on the Northwest side of the school. The garden will be used for student education and will be tended to by the students. The bed(s) of the garden will be raised and the garden area may consist of multiple raised beds for easier access to the vegetables and to minimize the chance of animal and foot traffic intrusion. The garden will be used to exemplify the cycle of growth and the nutritional and satisfactory aspects of growing your own food. The garden fulfills the goal of incorporating educational elements into the playground and promotes wellness and personal growth.

(4) Shade Structures - Two shade structure are proposed for the playground; one on the 4th/5th grade playground and the second on the Pre-K/K/1st grade playground. Shade structure will be designed to incorporate the nature themed ordering system. These shade structures will not only provide shelter from natures elements, it will also create a colorful and educational environment for those playing on the playground.

(5) Track - The track will be 1/4 of a mile long and will be used by student in gym class, at recess and for an after-school walking/running club. The track is being added to help fulfill the goal of promoting activity, wellness and personal growth.

(6) Soccer Fields - Two soccer fields are proposed for Rose Hill. One will be located on the west side of the school and one on the east. The western soccer field will be the size of a U-10 foccer field, measuring 180' x 120'. This field will be lined and fully equipt with permanent goals and will be surrouned by the track. The eastern field will be the size of a U-8 soccer field, measuring 105' x 75'. This field will be painted and will include removable soccer goals in order to maintain the adjacent baseball field's functionality. These soccer fields are being added to promote activity on the playground.

(7) Pavement Paintings - A number of pavement paintings are being proposed for Rose Hill. To start, three maps will be added to the existing blacktop; a Colorado State map, a United States map and a World map. These maps will highlight the location of the students and also call out the various types of fruits and vegetables that grow in the state, country and world. These pavement painting are colorful and for the educational purpose of teaching students where their food comes from.

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There will also be pavement paintings that serve the various sports that are played on blacktop. Proposed pavement paintings include: a full basketball court on the 2/3rd grade blacktop, basketball free throw lines on the Pre-K/K/1st grade side, four square, tetherball, and hopscotch on both sides, and 36’ x 18’ tennis courts on the east side of the Pre-k/K/1st grade classrooms. These pavement paintings are being added to promote activity on the playground and add color in order to make the play areas more stimulating and inviting for those using or visiting the playground.

(8) Outdoor Classroom - The outdoor classroom, located in the plaza between the 2nd/3rd and 4th/5th grade classrooms will be used to host outdoor classes. The classroom will be decorated with natural elements including: boulders or rock seating, landscaping and a shade structure. Educational elements will also be included into the classroom including: carvings of native plants, the growth cycle of plants and artwork done by the children on mosaic tiles that reflect nature and the connection the feel with nature. The outdoor classroom will help to fulfill the goal of incorporating educational elements as well as color and landscaping into the area.

(9) Pre-K Designated Area - In an effort to provide age appropriate equipment for all ages, Rose Hill will need to add a Pre-K designated area. This area will be fenced in and will only include equipment appropriate for students ages 2-5. This area will contain sense stimulating textures and playground equipment to help develop the senses fo those using it and will provide a number of educational elements pertaining to growth and nature.

Source: Little Tikes

Source: Little Tikes

(10) Designated Meeting Place - There are currently two meeting places for parents and children before and after school - in the parking lot or street and in the hallway of the school. An outdoor meeting place is proposed in the front of the school, adjacent to the visitor’s parking lot. The proposed meeting is complete with artistic seating options, chess tables and landscaping. The area is meant to be inviting and educational. It also provides a place for parents to sit while their children play on the playground. It is a goal of Rose Hill to start a chess club. Adding permanent chess tables will help move this initiative forward and help gain the interest of the students. The are will be shaded by the adjacent building and trees. It will be decorated with children’s art and landscaping such as flowers and shrubs.

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Section four 4

- Cost Estimate
- Resources
- Acknowledgements
- Master Plan Poster

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Rose Hill Elementary - Active Play Areas Master Plan - Cost Estimate

Category	Unit	Unit Cost	Quantities		Total Cost
Play Equipment , Structures & Surfacing					
Play Equipment					
ECE Sandbox w/ sand	LS	$2,000.00	1	$	2,000.00
ECE Sandbox cover	LS	$40.00	1	$	40.00
Climbing Structures	LS	$5,000.00	1	$	5,000.00
Cool Topper	LS	$3,400.00	1	$	3,400.00
ECE Rec Plus - Play Equipment	LS	$25,000.00	1	$	25,000.00
ECE Swings	LS	$5,000.00	1	$	5,000.00
Intermediate Play Equipment installed	LS	$20,000.00	1	$	20,000.00
Primary Play equipment Installed	LS	$35,000.00	1	$	35,000.00
Swings (3 bay 6 seat) *Pending Cost	LS	$4,000.00	1	$	4,000.00
SUBTOTAL				**$**	**99,440.00**
Play Surfacing					
Primary Play Area	SF	$2.50	4,500	$	11,250.00
Intermediate Play Area	SF	$2.50	4,000	$	10,000.00
Pre-K Play Area	SF	$2.50	4,000	$	10,000.00
Swings	SF	$2.50	2,000	$	5,000.00
SUBTOTAL				**$**	**36,250.00**
Concrete & ADA Accessibility					
Concrete Seat-Wall	LF	$29.00	0	$	-
Concrete Flatwork- 6" depth	SF	$4.00	3,553	$	14,212.00
Concrete mow band, 8"x6"	LF	$11.00	0	$	-
Concrete Curbwall @ play pits	LF	$20.00	0	$	-
Concrete Ramp at Play Pits	EA	$800.00	4	$	3,200.00
Concrete Stairs	LF	$37.00	0	$	-
SUBTOTAL				**$**	**17,412.00**
Site Work					
Earthwork and Drainage	1	$15,000.00	1	$	15,000.00
New Asphalt, 4" depth	SF	$1.80	0	$	-
Reconditioned seal existing	SF	$0.95	37,281	$	35,416.95
Designated Meeting Space	EA	$10,000.00	1	$	10,000.00
Outdoor Classroom	EA	$10,000.00	1	$	10,000.00
Map Striping	EA	$1,500.00	2	$	3,000.00
Tetherball Striping	EA	$150.00	3	$	450.00
Hopscotch Striping	EA	$400.00	2	$	800.00
Basketball Court Striping	EA	$400.00	2	$	800.00
4-Square Striping	EA	$250.00	4	$	1,000.00
Tennis Court Striping	EA	$400.00	3	$	1,200.00
Painted Line-Up Lines	LS	$200.00	0	$	-
Painted Goal Posts	EA	$50.00	7	$	350.00
SUBTOTAL				**$**	**63,016.95**
Running Track					
Crusher Fines, 6' Wide X 4" Depth	SF	$1.00	4,656	$	4,656.00
Crusher Fines Stabilizer	SF	$1.20	4,656	$	5,587.20
SUBTOTAL				**$**	**10,243.20**

Rose Hill Elementary - Active Play Areas Master Plan - Cost Estimate

Site Furnishings, Athletic Equipment and Misc.					
Picnic Table	EA	$1,000.00	4	$	4,000.00
Trash Receptacle	EA	$650.00	2	$	1,300.00
6' Bench	EA	$850.00	4	$	3,400.00
Banner Pole and Banners	EA	$900.00	5	$	4,500.00
Basketball Goal	EA	$1,200.00	4	$	4,800.00
Tetherball Poles	EA	$350.00	3	$	1,050.00
Permanent or Moveable Soccer Goals	EA	$1,000.00	2	$	2,000.00
Tennis Nets (Small portable)	EA	$150.00	3	$	450.00
Backstop with Hood	EA	$2,500.00	0	$	-
Shade Structures @ Plaza	EA	$25,000.00	1	$	25,000.00
Gateway Feature	LS	$10,000.00	1	$	10,000.00
SUBTOTAL				**$**	**56,500.00**
Planting and Irrigation					
Shrub Bed Soil Prep	SF	$0.15	0	$	-
Sod and Soil Prep @ field and play areas	SF	$0.55	0	$	-
Seed, low grow-no mow areas	SF	$0.07	0	$	-
Irrigation, shrub beds	SF	$0.75	0	$	-
Irrigation, sod areas	SF	$0.55	0	$	-
Irrigation, tree bubblers	EA	$60.00	40	$	2,400.00
Shade Tree, 3" caliper	EA	$400.00	20	$	8,000.00
Deciduous Ornamental Tree, 2.5" caliper	EA	$100.00	0	$	-
Boulder-field	EA	$150.00	10	$	1,500.00
Shredded Mulch, 4" depth over fabric	SF	$1.20	0	$	-
SUBTOTAL				**$**	**11,900.00**
Vegetable Garden (2,000 SF)					
Soil Amendment	CY	$35.00	30	$	1,050.00
Concrete mow band, 8"x6"	LF	$11.00	180	$	1,980.00
4' Chainlink Fence	LF	$20.00	180	$	3,600.00
Chain Link Gate, 4' width	EA	$350.00	2	$	700.00
Irrigation	EA	$2,000.00	1	$	2,000.00
Compost Storage & Accessories	EA	$1,000.00	1	$	1,000.00
SUBTOTAL				**$**	**10,330.00**
Metal					
Steel Edger	LF	$5.00	1,555	$	7,775.00
4' Chainlink Fence (at ECE Play Pit)	LF	$20.00	230	$	4,600.00
6' Chainlink Fence	LF	$25.00	0	$	-
Chain Link Gate, 4' width (for ECE pit)	EA	$350.00	2	$	700.00
Chain Link Gate, 8' wide - 6'ht. double swing	EA	$1,200.00	0	$	-
SUBTOTAL				**$**	**13,075.00**

	Site Improvements Total	$	318,167.15
Project Start Up			
Typical construction mobilization	$10,000.00		$10,000
Infrastructure			
Typical Infrastructure Construction/Repair	$10,000.00		$10,000
Demolition			
Typical Demolition	$25,000.00		$25,000
Architecture Engineering and Coordination			
8% of construction cost	$25,453.37		$25,453.37
Owner Representative Fees			
5% of construction cost	$15,908.36		$15,908.36
Contingency Cost			
10% of construction cost	$31,816.72		$31,816.72
	Project Grand Total	**$**	**436,345.59**

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Resources:

Colorado Children's Campaign

Commerce City Press Release February 5, 2011

Education News Colorado "Child obesity threatens Colorado's future" by Diane Carman on Feb 14th, 2011

Health at a Crossroads
2010 Supplement to the Colorado Health Report Card – Colorado Health Foundation

National Center for Health Statistics,

National Survey of Children's Health, 2003–2007, Centers for Disease Control and Prevention.

Acknowledgements:

Colorado Health Foundation

Principals, staff, students and parents at:
- Alsup Elementary
- Central Elementary
- Dupont Elementary
- Hanson PreK-8
- Kemp Elementary
- Monaco Elementary
- Rose Hill Elementary

Adams County School District 14 Administration

Adams County School District 14 Facility Maintenance

Adams County School District 14 Communications

Adams County School District 14 Wellness

Commerce City Parks and Recreation

Recreation Plus

University of Colorado Denver
College of Architecture and Planning

Colorado Center for Community Development

Learning Landscapes

Professor Lois Brink
Executive Director

Cate Townley
Community Outreach Coordinator

Christopher Schooler
Senior Research Associate

Graduate Student Interns:
Erin Fiene
Garrick Swansen
Augusta Prehn
Bryon Weber
Michael Griffith
Letora Fortune
Patrick Pickard
Patrick Healy

ROSE HILL ELEMENTARY

ACTIVE PLAY AREAS - MASTER PLAN

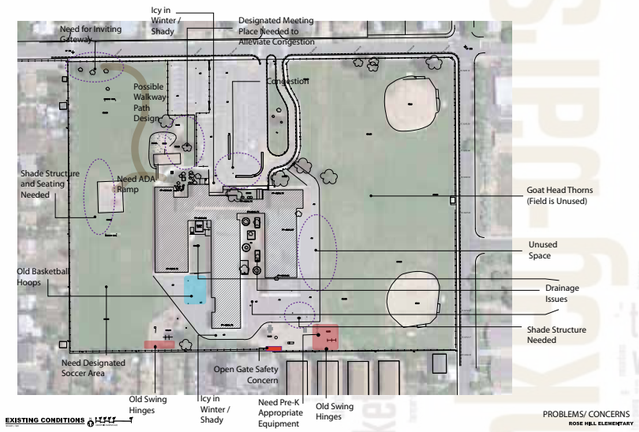
VISION

To create a magical, inviting playground environment that provides all students with interactive and educational opportunities to experience nature and their environment.

GOALS

1. Incorporate educational elements in play areas
2. Provide age-appropriate play equipment for all ages
3. Promote activity, wellness and personal growth
4. Create an inviting, colorful environment for students and families
5. Improve landscaping for the entire site

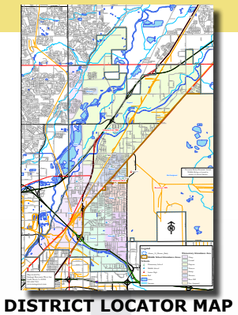
EXISTING CONDITIONS



Drainage Problems

Play equipment on east side

Students drew their dream playground.



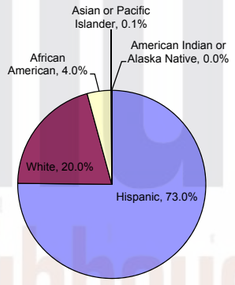
DISTRICT LOCATOR MAP

Rose Hill Elementary: Demographic Breakdown

Enrollment

Total: 465
Capacity: 830

Current Operating Capacity is 56%.



School Community Input

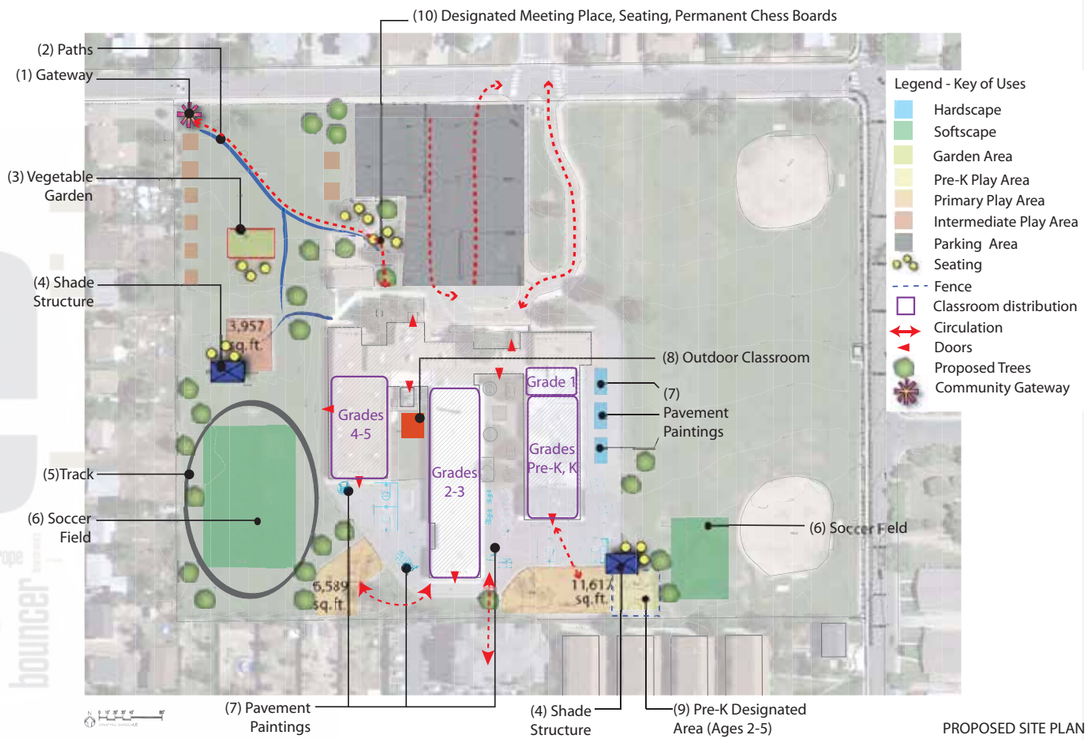
Learning Landscapes staff met with the parents at the PIT meeting to administer a photo survey to students, teachers and other visitors of Rose Hill. Finally, the surveys were utilized to create a wish list for the school.

Design Advisory Team

The team met once a month and included the principal, the physical education teacher and a handful of other teachers committed to furthering wellness goals.

Parents discuss design ideas.

PREFERRED ACTIVE AREAS PLAN



PROPOSED SITE PLAN
ROSE HILL ELEMENTARY

A LOOK INTO ROSE HILL ELEMENTARY'S FUTURE

Vegetable Garden

On the Northwest side of the school a vegetable garden can be used for student nutrition education and will be tended to by the students.

Asphalt Maps

Three brightly painted maps; Colorado; United States and the World.

Pre-K Designated Area

New age-appropriate equipment for the Pre-K designated area.

"Rose Hill" Gateway

Located on the Northwest side of the school and will welcome students, parents and community members into the playground and school-grounds.

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Rose Hill Elementary