Centennial Elementary School:
A Master Plan for Elementary School Campus Improvements

Completed By: Allison Nygard
Faculty Advisor: Lois A. Brink

Finding Common Ground
Exploring The Urban Experience
Fall Semester 1999
LA 6686:01
University of Colorado @ Denver
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Background on Centennial Elementary School</td>
<td>4</td>
</tr>
<tr>
<td>Constituent Groups</td>
<td>8</td>
</tr>
<tr>
<td>Goals and Objectives</td>
<td>11</td>
</tr>
<tr>
<td>Site Analysis and Existing Conditions</td>
<td>12</td>
</tr>
<tr>
<td>Proposed Learning Landscape</td>
<td>16</td>
</tr>
<tr>
<td>Break down of Phases and Budget</td>
<td>20</td>
</tr>
<tr>
<td>Appendix A</td>
<td></td>
</tr>
<tr>
<td>Centennial Homepage Information</td>
<td>21</td>
</tr>
<tr>
<td>Appendix B</td>
<td></td>
</tr>
<tr>
<td>Picture Board</td>
<td></td>
</tr>
<tr>
<td>Appendix C</td>
<td>27</td>
</tr>
<tr>
<td>Meeting Reports</td>
<td></td>
</tr>
<tr>
<td>Appendix D</td>
<td>36</td>
</tr>
<tr>
<td>Playground Safety Check List</td>
<td></td>
</tr>
<tr>
<td>Works Cited</td>
<td>40</td>
</tr>
</tbody>
</table>
“Home of the Prospectors.”

Introduction

The Master Plan at Centennial Elementary School is part of a student’s work for graduate level course in Landscape Architecture at the University of Colorado at Denver (UCD). UCD Professor, Lois Brink has coordinated an agreement with the Denver Public Schools and UCD to help the elementary schools improve their school grounds. Centennial is one of twelve schools participating in the program which is based on need and enthusiasm.

The purpose of the Master Plan is to outline the vision of the school grounds, which includes improving recreational opportunities, incorporating hands-on learning through outdoor classrooms and gardens, and enhancing the school as a community resource.

One of the Denver Public Schools Goals in the 1998-1999 Annual Report is creating schools as neighborhood resource centers. With the decline of cross-town busing the school grounds can become an integral part in creating place for the community.
Background on Centennial Elementary School

Location
Centennial Elementary School is located in the northwest corner of the Denver Public School District. Site 157, school 297 is situated east of Berkeley Park and one block south of I-70. The school district extends north to 52nd Street, south to 38th Street, east to Federal Blvd, and west to Sheridan Blvd. The boundaries of the 6.7-acre site are 47th St. to the north, 46th St. to the south, Raleigh St. on the east and Tennyson to the west. Berkeley Park and Lake sit directly to the west.

Statistics
The school teaches approximately 640 students, ECE (Early Childhood Education) to fifth grade. “Centennial School offers a comprehensive program to insure success for all of our students. These services includes ECE (Early Childhood Education), ESL (English as a Second Language), Special Education Programs, as well as 24 classes in K-5. Centennial provides an evening music program for students at every grade level, and as a Conservatory School chosen to work with Colorado Children’s’ Chorale. We have an excellent PE program in which students participate in daily, and our library, as it uses technology, is an exciting and integral part of our school” (Centennial Homepage). A Kaleidoscope program is also in operation providing on site day care before and after normal class time for a fee.

“Centennial is an award-winning OM (Odyssey of the Mind) and Reflections school, a school committed to Literacy (as Reflect by the ITBS test scores last year), and a model site for the integration of students with severe disabilities into the classroom” (Centennial Homepage).

“One of the unique features of Centennial School is the mutual respect which exists among students, staff and community. With the exception of two neighborhood buses, the students in regular classes walk to school. The ethnic composition is approximately 53% Hispanic and 45% Anglo. The families in the community show a commitment to education and demonstrate the high expectations for achievement shared by the staff. The faculty is continually striving for more effective methods to enhance student achievement and to prepare students for the future” (Centennial Homepage).

For a list of faculty see Appendix A.

Layout
This building is a California-style ingress/egress system where each classroom has its own individual access. Built in 1976 it is on approximately 6.7 acres of a one by one city block square with the southwest corner occupied by a funeral home. This causes an L-shaped site with the main entrance facing east.
History
Centennial School has a proud past. Built in 1976 to “replace Alcott and Berkeley Schools.” “The name commemorates the Colorado State Centennial”, and they call themselves “Home of the Prospectors.” “The theme of the building reflects the colorful history of Colorado. The murals, reflecting pioneer life, were designed by Pat Hastings through an Artist in Residence Grant and were painted by the students and staff. Andy Mendoza, a local muralist, has spent the last three years restoring these murals with the students and painting new ones” (Centennial Homepage).

Future
Centennial Elementary School is not scheduled for any of the current bond improvements.
Constituent Groups

The Children-
The children are the most important group in our devised plan. They are the future and their
experience here will be influential for the rest of their life. When meeting the Sue Varner’s
5th Grade Student Council they were given advanced notice about the up coming meeting.
After a short presentation the students answered questions and gave their own thoughts. It
was obvious that they had thought about the issue and are very attentive to there outside
environment. Enthusiasm was very apparent as well as disappointment that this would be
their last year at Centennial. Most were comforted with knowing that they live around the
area and could come see for themselves the improvements. Comments related to problems
existing and about other equipment that they had seen somewhere else.

5th Grade Student Council:

“I wish we had a tire swing to spin around.”

“The wall ball is in a bad location, you can get hit when coming out of the building.”
Jonathan

“A Greenhouse would be beneficial so that we can experiment growing things then plant them
outside when it gets warm.”

“They took the big slides and swings away.”
Brittany

“It gets real hot but there is no where to go in the shade.”
Mike

The meeting with Mimi Diaz 2nd Grade class started with a very short presentation. While
excited most of the comments where directed at equipment and the older children. There is
limited equipment for this age group. After a short question and answer period, a picture
board followed it. This board had a variety of different pictures relating to parks, color,
contrast, culture, and interactive landscapes. See Appendix B for the results from this picture
board.

2nd Grade:

“I like basketball but the hoops are too high.”

“The big kids take over the games.”
“I like playing with the older kids.”
Maria

“I wish there was a sand box.”
Kristen

The Faculty
The teachers are involved in the landscape everyday. The meetings with the faculty were informal and often outside. These meetings occurred while supervising the children in play. Education and safety are top priority and are very interested in the learning environment. They realize that something more can happen and are looking for guidance in options.

“Is the equipment safe? Accessible?”

“I would use an outdoor classroom.” “Make learning fun.”
Regina Salazar-Computers

“More play equipment is needed.”
Joe Bazzanella-PE

“Shade elements.”

“Cultural elements.”

“The children must keep moving during recess. Not allowed west of the asphalt.”
Joe Bazzanella-PE

“You can tell its Friday, even the children are a little more relaxed.”

PTA-Community
The meeting with the PTA was a turn out of approximately 15 parents. They are very interested in the project and are concerned with a variety of issues. They know that the playground is a barren gravel field with 2 old playgrounds. Of the parents not one comes to the school on the weekend to play.

“There is know where to sit and the children do not seem to like the equipment. I would rather drive to Sloan’s Lake.”
“Regina Salazar”

The community is very proud of the accomplishments within the school. Often made references to their childhood education and how much the outside has dilapidated since then. Besides safety and equipment the community is interested in their role on the community. They propose to find a niche.

“It would be nice to keep the big back stop and enhance the baseball field. Maybe bleachers. Berkeley Park do not have baseball fields.”

“Poor sienae and liehts in the front.”
“Lack of seating and shade.”

“Educational garden not a community garden.”

“Cultural elements maybe could be incorporated into the seat structures.”

“There are lots of cars before and after school, is there anyway to improve that situation?”
Goals and Objectives

“Play is not a frivolous thing—it is a very basic human need.”
Susan Goltsman

From the constituent group meetings a list of proposed goals and objectives have been formulated. These goals take in account Denver Public Schools mission as well as the statements made by the constituent groups.

- **Provide learning tools in the landscape.**
  “What they need to do includes making things, taking them apart, and completely rearranging all the parts. And having hideaways and meeting places, and lookouts with vistas, and places that can be transformed instantly,” Tony Hiss and Ed Koren, Child’s Play

- **Improve site conditions to promote community use.**
  “Children work on the projects around schools, but Cozart has extended the program to include adults as well. After each project is finished, community members—with their newfound skills—maintain the trees and gardens.” Kathryn Tenusak, Greenings from Harlem

- **Designate space outside for a classroom.**
  “Imagine a classroom with the sky for a ceiling and earth as a floor. This classroom without walls is bustling with activity as a young scientist explores the world of bugs and leaves, mathematicians measure rainfall, count seeds and graph their gardens growth, actors rehearse their play on a windy stage, artists sketch shadows and light, and linguist name the landscape with a thousand words.” Kirk Meyer, Boston Schoolyard Initiative

- **Improve circulation/safety.**
  “Children love to play—especially outdoors. The outdoor environment provides unique opportunities for play and learning. However, children can only benefit from playing outdoors if it is safe.” NYPIRG’S Playground Safety Report 1998

- **Provide handicap accessible play equipment.**
  “The design was developed with input from the local community, the play area integrates children of varying abilities, and the goal was not simply to provide a space for physical stimulation, but to create an environment that encourages social and intellectual development as well.” Susan Goltsman, ASLA Moore Icafano Goltsman, Inc
Site Analysis and Existing Conditions

East
The school bus drop-off and administrative entrance to the school faces east with the actual doors being inset. The sign of the school, due to this inset is lost. The building is set higher than Raleigh St. The 12-foot wide walkway has two risers and a separate accessible ramp was installed to accommodate the elevation change. No seating elements are located here and the only structural decorative feature is the flagpole. Plantings are established but lacking in union. A 5-foot walkway heads north and south to additional entrances.

Plant Inventory
4 six-foot deciduous shrubs
2 two inch caliper shade trees
2 thirteen foot evergreen trees
1 six-inch caliper shade tree

South
The south side of the school is a rectangle covered in established sod with a gradual swale draining to the east and west. 46th street to the south is approximately 6’ higher than the elevation of the school. A 6’ chain link fence on the east and south encloses this rectangle. A solid wooden fence to the west screens the funeral home behind it. The fence to the south has an opening to allow children in. This is popular entrance with a light and crosswalk. An impressive line of 14 established trees, ranging from 2’-4.5’ in diameter, line 46th street and Raleigh Street with an additional two in the sod field. There is little daily activity here due to being out of view of main play area.
West
The backside of Centennial Elementary School faces west and therefore Berkeley Park. It is an expansive lot of hardscape, both gravel and asphalt. The area closest to the building is a 26,000 SF of asphalt dedicated to ball games, such as tetherball, basketball, wall ball and foursquare. Some of the locations are directly by entrances in and out of school causing collision problems between circulation and play areas. The play equipment to the south lies in a 30’x120’ pen while the one to the north is a 50’x120’. Each play equipment pen is enclosed with a 4-foot high chain link fence facing within the site and a 6-foot fence aligning public or private property lines. Neither being ADA compliant with both floors having a 6” deep compacted peagravel surface. The metal equipment areas to the south backs up to the 6-ft solid wooden fence (with the funeral home parking behind) and consist of:

**Equipment Inventory**
- 2- travel rings of different heights
- 1- chain climber
- 1- multiple use, bars etc.
- 1- bay of swings

The equipment to the north lines 47th Street sidewalk and is separated by a 6-ft fence from the Dumpster and sidewalk. This area consists of:

**Equipment Inventory**
- 1- travel ring
- 3- bays of swings, 3 age groups
- 1- newer multiple activity
- 1- grouping of pull up bars

The above areas are the limits for the children at play. It is understood to them that one is not to venture south of the play equipment or farther west into the gravel fields. This allows for a smaller group of teachers to efficiently supervise playtime/breaks. While the existing equipment is fairly safe, it is outdated. See Appendix D for the safety
West of the asphalt is an expansive compact gravel field with 1 large and 3 small backstops. A 6-ft chain link fence surrounds the field with a break in the most southern corner to accommodate children entering the site. The field of hard compact gravel extends towards Tennyson with sod laid on the west and north edges. Also along these routes are 3 very established trees, 2 evergreen, 1 deciduous and a number of recently planted 2” cal. trees. These trees were added to extend the tree lined street to match the neighborhood. Since these few trees are located up to 360’ away from the building, little shade can be found to the west. With little cover, cement sidewalks and asphalt it gets very warm.

Drainage on this side is complicated and has caused the asphalt surface problems. The site originally drained to the center but with the building of the school had to be filled to allow proper drainage. This in turn caused a difference in height from the south play equipment and asphalt area to be 3-4’ higher than the funeral home parking lot. The asphalt contains a drain inlet in further unsure drainage. Recently a french drain was also added and hopefully will stop the asphalt from developing large cracks.

The parking lot also acts as a utility area with loading zones, utility structures, and close access to the cafeteria. Next to the parking lot is a sod field connecting to the east with spotted vegetation. 1 established tree, 1 evergreen tree, and 2 new 2” cal. trees are located here to matches the neighborhoods setup. Across Raleigh St. lies additional property owned by DPS. This is used as a parking lot to serves 33 spaces including the 1 disabled spot. Both parking lots have a short 2-3’ wooden fence that is falling apart. These fences are required to limit headlights from bothering neighborhood houses. These fences are in disrepair and need new and additional slats.
Proposed Learning Landscape

Classroom Gardens
Several teachers and students expressed interest in personal space for the classrooms outside. With a majority of classrooms having a private entrance/exit a slightly raised garden will be incorporated in the vicinity of the classroom doors. The uses in these planters will be decided by students or teachers and can vary. Uses can range from perennial/annual gardens, an outside laboratory, or perhaps to display work.

With the incorporation of additional hardscape and raised planters, mini-courtyards start to develop and can be used as an informal outdoor classroom. The raised planters will be set at a height to be comfortable used as a seating wall. Therefore the ECE/Kindergarten planter will be lower than the fifth graders.

The gardens positioned on the west-side will be cut into the asphalt. It will provide additional seating for parents and the community to use while supervising after hours play.

Play Grounds
Three separate play equipment zones (ECE, Primary, and Intermediate) need to be established to provide a fun safe environment for play. The intermediate and primary zones shall be located so that they form an edge between the open field and supervised play areas. The ECE play equipment zone will be located at the northeast corner of the school which will provide for easy access and greater safety for toddlers. The equipment zones will be enclosed to meet code standards and have a common reference point for proper supervision.

“play is an all-at-once- everywhere activity, so setting up slides ten yards away from swings is like chopping a stream into pieces.” Tony Hiss and Ed Koren, Child’s Play

Some older metal equipment can be reused if accepted by DPS but new equipment is needed. This equipment will have handicap accessible features and a safe, padded floor.

The asphalt will be added to and push hardscape activities farther from the building. Additionally a wall will be installed for wall ball games. For safety this wall will be perpendicular to the building for optimum visualization.

Circulation
The site at Centennial Elementary School has a unique pedestrian circulation system with individual classroom doors. This creates a pattern around the building on sidewalks that range from three feet wide to six feet. This causes traffic problems that eventually lead to sod erosion. The circulation to the west is further disrupted by hardscape games. The sidewalks will be expanded with larger hardscape pads directly outside the classroom doors. Six feet minimum is ideal for traffic and snow plowing. With the addition of raised planters on the west a separate traffic route develops between the gardens and the buildings.
Vehicular Circulation will be addressed to provide future needed parking and a safe drop off zone. The drop off zone will be located to the north along 47th street as well as an additional parking lot. The two existing parking areas will be allowed to stay with improvements made to the wooden fence. The parking directly north of the school will be extended west to meet the needs of deliveries, utilities and the dumpster. Enough room will be left for trucks to comfortably maneuver trucks. A bike station will be used as a visual separation between the north entrance and utilities zone.

**Stage/Outdoor Classroom**

The stage/outdoor classroom will be centered to the south of the building. It will take advantage of the existing slope to create an amphitheater type seating on sod. The stage will be a hard flagstone surface with a short wall surrounding two sides. This will create a dual use area, the stage for performances and the walls for a formal classroom. The stage will connect to the hard surface surrounding the school to provide ease of access for performances and classes. Planting large shade trees will provide protection from direct sunlight. The sod amphitheater remains and can be also used for family picnics and community events.

**Mural Wall**

Art murals can be found all throughout the school and pride can be seen by teachers and students alike. A mural wall will be incorporated outside to continue this tradition. The structure will be made out of adobe like material to bring the large Hispanic culture into view. The mural itself can change or permanent, according to faculty’s decision.

**Educational Garden**

The educational garden will surround the outdoor stage area. This garden will encompass different types of ecosystems and will be a hands on classroom for children to discover. Ideally the area surrounding the stage will be a collection point for runoff and a riparian habitat will form. As the ecosystem progresses up the slope it becomes drier and drier until a xeric environment is reached. Water in Colorado is controversial and often leads to heated discussions. Here the children can learn why water is vital to Colorado and what they can do to conserve. They can learn that the landscape does not need to be irrigated to be a fascinating, ever changing landscape.

The bed will consist of cobblestones of various sizes and the grading can be reshape somewhat to create pockets of standing water. Stepping stones will be put through this
garden to cross over comfortably. Do to the already existing drainage patterns and additional water off the roof this bed will not be irrigated.

**Entrances**
The buildings are a California-style ingress/egress system where each classroom has its own individual access. Unfortunately the site plan did not reflect this decentralized system. In response to this, the main entry will be redesigned to avoid the appearance of a front or main entrance. The design of these entries will encourage the flow of children around the perimeter of the building to individual classrooms.

The entrances to the site are mostly breaks in the chain link fence. A majority of parents and students come through these entrances and then must walk on gravel or sod. The parent's expressed a wish to have a path to comfortably use a stroller. A pathway will be added from the south entrance. This path will be a geotextiles laid in placed in the ground to provide a 5-6’ width path of durable surface to wheel on. This path will be to let wheel chair users and strollers to comfortably travel to the playground. This path will not be maintained for snow removal but shall be usable a majority of the time. It will connect the west playground area to a shade structure and community garden area in the southeast corner of the school grounds.

The north entrance is a popular drop off for parents. They can drop their children off without the added concern of the buses. This entrance will enhance that purpose and continue to be a major entrance for children. A pull off is proposed in alignment with a neighborhood street. This north entrance will introduce the playground and provide a stronger connection to the surrounding community.

**Baseball /Soccer Fields**
The community wished to keep and enhance the large baseball backstop in the northwest corner of the site. Berkeley Park does not have baseball fields and the community would like to make it their **niche** within the community. Bleachers will be added and future angled parking for both the baseball diamond and school can be added off of 47th St. In the future a soccer field can be added as needed to overlap the baseball diamond and maximize use. By sodding the field a large area for Physical Education is developed and the community will have more green space to utilize when school is not in session.

**Plantings**
Additional plantings are needed around the building to provide shade, consistency and educational value. These plantings will add some continuity to the site and can be tagged with scientific names. Local master gardeners can identify existing plant materials and assist in the maintenance of perennial plantings as part of their volunteer requirements.
CENTENNIAL ELEMENTARY PROPOSED MASTER PLAN

NORTH
Break down of Phases and Budget

Phase 1
1- Play equipment areas and additional hardscape.
2- Shade Elements on west side
3- Shade Elements on south side
4- West class gardens/seating
5- South stage

Phase 1                         $ 230,000

Phase 2
1- North entrance drop off area
2- Classroom gardens and additional hardscape by doors.
3- Sodding ball fields

Phase 2                         $ 172,000

Phase 3
1- Educational garden
2- Parking initiatives
3- South walkway

Phase 3                         $ 125,000

Phase 4
1- Additional seating on east side
2- Mural wall
3- Planting enhancements on the east.

Phase 4                         $ 25,000
Appendix A

Centennial Elementary School
4665 Raleigh St. Denver, CO 80212
(303) 433-6489 Fax (303) 764-7568
"Home of the Prospectors"

The mission of Centennial Elementary School is to provide an environment where student achievement will flourish, where parents are partners in learning, and where educators guide and inspire.
Centennial History

Centennial Elementary School was completed in 1976 to replace Alcott and Berkeley Schools. The name commemorates the Colorado State Centennial. The theme of the building reflects the colorful history of Colorado. The murals, reflecting pioneer life, were designed by Pat Hastings through an Artist in Residence Grant and were painted by the students and staff. Andy Mendoza, a local muralist, has spent the last three years restoring these murals with the students and painting new ones.

Centennial School offers a comprehensive program to insure success for all of our students. These services include ECE (Early Childhood Education), ESL (English as a Second Language), Special Education programs, Challenge Programs, as well as 24 classes in K-5. Centennial provides an evening music program for students at every grad level and, as a Conservatory School chosen to work with Colorado Children's Chorale, has a choir second to none. We have an excellent P.E. program in which students participate in daily, and our library, as it uses technology, is an exciting and integral part of our school.

One of the unique features of Centennial School is the mutual respect which exists among students, staff and community. With the exception of two neighborhood buses, the students in regular classes walk to school. The ethnic composition is approximately 53% Hispanic and 45% Anglo. The families in theis community show a commitment to education and demonstrate the high expectations for achievement shared by the staff. The faculty is continually striving for more effective methods to enhance student achievement and to prepare students for the future.

Centennial is an award-winning OM (Odyssey of the Mind) and Reflections school, a school committed to Literacy (as reflected by our ITBS test scores last year), and a model site for the integration of students with severe disabilities into the regular classroom. We are one of the few elementary schools with an established health curriculum in kindergarten through grade 5.

Centennial's CDM/STAC, and PTA groups all function in a spirit of cooperation in order to fine tune the excellent education program being conducted on a daily basis. As you can see, we have good reason to be proud of our school.

SCHOOL COLORS: Blue and White

SCHOOL MASCOT: The "Centennial Prospector"

Return to Centennial Elementary Homepage
**Centennial Elementary School**

**Address:**
4665 Raleigh St.
Denver, CO
80212-2650

**Location:**
Raleigh Street at
West Forty-sixth Avenue

**Phone:**
(303) 433-6489

**Fax:**
(303) 764-7568

**Principal:**
Diana A. Lopez

**Enrollment:**
641

**Attendance rate:**
93.7%

---

**Iowa Basic Skills Test Scores:**

<table>
<thead>
<tr>
<th></th>
<th>1997</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Grade Reading</td>
<td>49</td>
<td>45</td>
</tr>
<tr>
<td>Second Grade Language</td>
<td>53</td>
<td>51</td>
</tr>
<tr>
<td>Second Grade Math</td>
<td>55</td>
<td>49</td>
</tr>
<tr>
<td>Fifth Grade Reading</td>
<td>47</td>
<td>49</td>
</tr>
<tr>
<td>Fifth Grade Language</td>
<td>52</td>
<td>44</td>
</tr>
<tr>
<td>Fifth Grade Math</td>
<td>45</td>
<td>38</td>
</tr>
</tbody>
</table>

---

**Colorado Student Assessment Program (CSAP) Scores:**

The Colorado Student Assessment Program (CSAP) reflects what students should know at each grade level, as defined by state standards. Scores fall into one of four categories - advanced, proficient, partially proficient, and unsatisfactory - in meeting these standards. CSAP is just two years old and grade levels are still being added. During the 1997-1998 school year, it was only used to measure achievement in reading for grade three and reading and writing in grade four. (Grade seven reading and writing is being added during the 1998-1999 school year.)

<table>
<thead>
<tr>
<th></th>
<th>Total number of students</th>
<th>Percentage at or above proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Grade Reading</td>
<td>91</td>
<td>43</td>
</tr>
<tr>
<td>Fourth Grade Writing</td>
<td>106</td>
<td>15</td>
</tr>
<tr>
<td>Fourth Grade Reading</td>
<td>106</td>
<td>42</td>
</tr>
<tr>
<td>Student Membership</td>
<td>Number of students</td>
<td>Percentage</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------</td>
<td>------------</td>
</tr>
<tr>
<td>American Indian</td>
<td>7</td>
<td>1.1</td>
</tr>
<tr>
<td>Black</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>0.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>356</td>
<td>55.5</td>
</tr>
<tr>
<td>White</td>
<td>262</td>
<td>40.9</td>
</tr>
</tbody>
</table>

**Special Programs and Activities:**

Centennial enjoys a strong reputation as a school that has high expectations for its students and staff, provides students with a strong educational foundation, and is supported by an involved parent community. One of four schools in the state that was awarded a technology grant from U.S. West. Computers are utilized in classrooms, in the multi-media library, and in the computer lab.

We have an active 75 member choir, involved students in the Arts through Artreach, and provide a number of other before/after school activities.

Come visit and see all the wonderful learning taking place

This school info page was last updated on 12/2/99
## Centennial Staff

<table>
<thead>
<tr>
<th>Principal</th>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diana Lopez</td>
<td>Chris Blach</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Stephanie Carlstead</td>
</tr>
<tr>
<td>Anita Theriot</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECE</th>
<th>Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tammy Brown</td>
<td>Susan Doering-Smith</td>
</tr>
<tr>
<td>Eileen Garbisch</td>
<td>Carla Paolone</td>
</tr>
<tr>
<td></td>
<td>Elvia Rodriguez</td>
</tr>
<tr>
<td></td>
<td>Alan Rosen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Grade</th>
<th>Fourth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marion Brown</td>
<td>Nate Bahrenburg</td>
</tr>
<tr>
<td>Kathy Hill</td>
<td>Kim Barton</td>
</tr>
<tr>
<td>Gail Jetter</td>
<td>Linda Faipier</td>
</tr>
<tr>
<td>Penny Nora</td>
<td>Patricia Leahy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Grade</th>
<th>Specials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Cassells</td>
<td>Joe Bazzanella, P.E.</td>
</tr>
<tr>
<td>Gretchen Hove</td>
<td>Nina Daughtery, E.S.O.L.</td>
</tr>
<tr>
<td>Blanche Klein</td>
<td>Mimi Diaz, Special Education</td>
</tr>
<tr>
<td>Mary Lombardi</td>
<td>Joyce Edwinson, O.T., P.T.</td>
</tr>
<tr>
<td></td>
<td>Cheri Hilton, Media Specialist</td>
</tr>
<tr>
<td></td>
<td>Julie Naski, Special Education</td>
</tr>
<tr>
<td></td>
<td>Paula Nelson, Reading/Writing Specialist</td>
</tr>
<tr>
<td></td>
<td>Leah Nemeth-Nunn, Music</td>
</tr>
<tr>
<td></td>
<td>Kathy Shidler, Speech/Language</td>
</tr>
<tr>
<td></td>
<td>Dianna Trepp, Special Education</td>
</tr>
<tr>
<td></td>
<td>Jill Whidden, P.E.</td>
</tr>
<tr>
<td></td>
<td>Marlene Yaniglos, Nurse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fifth Grade</th>
<th>Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janell Hetrick</td>
<td>Diana Adams, Lunchroom</td>
</tr>
<tr>
<td>Lorrie Liebman</td>
<td>Debra Byrne, Psychologist</td>
</tr>
<tr>
<td>Esther Parson</td>
<td>Judy Gonzales, Secretary</td>
</tr>
<tr>
<td>Susan Varner</td>
<td>Delphine Medina, Custodian</td>
</tr>
<tr>
<td></td>
<td>Larry Montoya, Facility Manager</td>
</tr>
<tr>
<td></td>
<td>Cathy Moya, Secretary</td>
</tr>
<tr>
<td></td>
<td>Marceau Sautelet, Asst. Facility Manager</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paraprofessionals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindi Banowitz</td>
<td></td>
</tr>
<tr>
<td>Beth Buchholz</td>
<td></td>
</tr>
<tr>
<td>Lisa Faliano</td>
<td></td>
</tr>
<tr>
<td>Toni Formolo</td>
<td></td>
</tr>
<tr>
<td>Jeanne Hayes</td>
<td></td>
</tr>
<tr>
<td>Mona Hernandez</td>
<td></td>
</tr>
<tr>
<td>Leslie Lampshire</td>
<td></td>
</tr>
<tr>
<td>Vicky Lopez</td>
<td></td>
</tr>
<tr>
<td>Charlene Loren</td>
<td></td>
</tr>
<tr>
<td>Olga O'Dorisio</td>
<td></td>
</tr>
<tr>
<td>Peggy Petre</td>
<td></td>
</tr>
<tr>
<td>Lila Rossiter</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>Regina Salazar</td>
<td></td>
</tr>
<tr>
<td>Joanne Siguenza</td>
<td></td>
</tr>
<tr>
<td>Terri Swenson</td>
<td></td>
</tr>
<tr>
<td>Peggy Welch</td>
<td></td>
</tr>
<tr>
<td>Judy Walker</td>
<td></td>
</tr>
</tbody>
</table>

Back to Centennial
# Appendix C

**Centennial Elementary School**  
LA 6686-001 Finding Common Ground  
Assoc. Prof. Lois A. Brink  
Fall 1999

**Meeting:** DPS, facilities management, principle, lois  

**Phone Call:**  

**Other:**  

**Date / Time:** 9/28, 8:00am

<table>
<thead>
<tr>
<th>Notes/Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Langley facilities management, 575-4011</td>
</tr>
<tr>
<td>Susan Ouellette construction services 575-4132</td>
</tr>
<tr>
<td>Diana Lopez principle Centennial 433-6489</td>
</tr>
</tbody>
</table>

Myself, fellow classmates and their principles

Intro to project from lois, met principle of school, Diana Lopez.

Basic info to start (from Lopez)

Playtime 11:30-1:00

PE all day except above times

PE teacher important*

PTA taking this on as their special project

Lopez filled out contact list for me.

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle is full of energy, very interested in project, funding a big question, lots of questions coming my way about this topic, will little answers. Most of classmates are in the same situation.</td>
</tr>
</tbody>
</table>
Meeting: Regina Salazar     Co-president, PTA

Phone Call:

Other:

Date/Time: 9/30 2:30pm

Notes/Comments:

School built ’74, over 600 students
ECE through 5th, center school for disabled
25 computers
PTA Meeting 14th
CDM meet 1st Tuesday of each month, 4-6 library
Knows of a Joan (Last name?), son who goes to the school, director with Hans on Denver, could be beneficial.
Kaleidoscope - Day care before and after
Student Council- voted in, 5th grade, meet Fridays at lunch, head- Sue Varner 5th grade teacher

Note:

Talk to Lopez, ask about pictures, okay?- conferred-yes
Talk to Regina, we are trying to put together a group meeting with PTA, she is not going to be PTA pres. this year. Will head this project. She is going to talk to Lopez about CDM meeting to see if I can attend. Need to site at play/ lunch time. Find PE, Bazz and Custodian.
Notes/Comments:

Watching children in their play environment and talked to Joe. He is supervising children.

Positives Remarks

Large space children use the equipment stay in the designated area (for the most part)

Negative Remarks

Drainage problem, asphalt consently cracking, patching no shade-hot not enough sod

Children come out for 15-20 intervals, Joe is straight forward, pragmatic, they have little organized games in PE he works the fundamentals, never uses back stops, he uses the big gravel field for obstacle courses, would like to see more equipment, does not let the children to be idle

Notes: bees, lots of them, kids behave well, hot some did try to gravitate to distant trees along Tennyson, kids also

To get in the shadow of the building, as much as possible, 2 equip areas, large distance in between, each enclosed

By a chain link fence, the south consists of metal, old equip., the north has a newer structure but is located 8 feet Off 47th St and is next to dumpster and bike racks (with bikes). The kids must stay in main section, easier to Watch. Nice sod area to south, parking to north, and just gravel with back stops farther west. Berkeley across Tennyson. small lake, favorite games in order, 4 square, tetherball, wall ball.
Meeting: Parent Volunteer on Site

Phone Call:

Other:

Date / Time: 10/1 12:15pm

Notes/Comments:

Watching at play equip to the north

2nd and 4th graders, says kids like this set of equipment, hot, no cover, no were to sit,

while talking a disabled girl was wheeled into equipment area, pea gravel floor and she just sat their and

watch the children, her wheels could not move.
Centennial Elementary School
LA 6686-001  Finding Common Ground
Assoc. Prof. Lois A. Brink
Fall 1999

Meeting: Larry Montoya

Phone Call:

Other:

Date / Time: 10/1

Notes/Comments:

Hot, benches needed, tables, does little maintenance outside, if it is something easy, sweeps gravel back into place, tightens bolts, etc. Loading area works,

Note:

Functional area, the dumpster could be a little closer, need to leave access for loading and dropoffs
**Centennial Elementary School**  
LA 6686-001 Finding Common Ground  
Assoc. Prof. Lois A. Brink  
Fall 1999  

<table>
<thead>
<tr>
<th>Meeting:</th>
<th>General Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Call:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Date / Time:</td>
<td>10/1</td>
</tr>
</tbody>
</table>

**Notes/Comments:**

Big games: 4 square, lines, mostly boys 25% girls. Some lines form at tetherball, younger children seem to gravitate to the south end, hot, water fountain is kept under lock and key, opened for recess.

Ran into Regina, CDM meeting not 1st Tues but 2nd Tues of month.

Substitute PE teacher comments: lots of room here, the big game varies, Maxwell is her ideal.

Asst. Principle: likes the idea of education outside, soft surface
Centennial Elementary School  
LA 6686-001  Finding Common Ground  
Assoc. Prof. Lois A. Brink  
Fall 1999

Meeting: Sue Varner, 5th Grade Student Council

Phone Call:

Other:

Date / Time: 10/8/99-12:40, RM 129

Notes/Comments:

Favorite things: tether ball

4 square *****

wall ball

Least Favorite: wall ball location

Lack of shade

Bumpy asphalt

Gravel on asphalt

What to add, or anything outside: tire swings

Green houses

High place, pool, slide, swings

Sod cold water fountain

Other: nobody comes on the weekend or after school
Centennial Elementary School  
LA 6686-001  Finding Common Ground  
Assoc. Prof. Lois A. Brink  
Fall 1999  

<table>
<thead>
<tr>
<th>Meeting:</th>
<th>Diana Lopez</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Call:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Date / Time:</td>
<td>10/8,</td>
</tr>
</tbody>
</table>

Notes/Comments:  

| Boundaries of district: | 52nd north, inspiration point and sheridan west, 38th south, irving east |
| Joan Wilson Parks and rec. son goes to Centennial, City of Denver, experience with grants | |
Centennial Elementary School  
LA 6686-001  Finding Common Ground  
Assoc. Prof. Lois A. Brink  
Fall 1999  

Meeting: Diana Lopez, Asst Principle, Regina, Joe, Lois.  

Phone Call:  

Other:  

Date / Time: 10/21/99  

Notes/Comments:  
grants  
outdoor gardens  
letter from Community Groups  
maintence  
demographics, list, profile  
handicap, TMD center school  
safety budget Don Moon  
Berkeley Neighborhood Assoc.  
NW Coalition
Appendix D

PLAYGROUND SAFETY SITE ASSESSMENT

Copyright (c) 1990  Jay Beckwith

SITE: Centennial Elementary School
INSPECTOR:
DATE:
TIME REQUIRED:

YES  NO
A. GENERAL CONCERNS
1. Can the playground be viewed from the street?
2. Are street, open water, ditches, etc. fenced?
3. Is wheelchair access provided?
4. Are drinking fountains operational and clean?
5. Does the size of the equipment match the users?
6. Is adequate drainage provided?
7. Is equipment free of vandalism?
8. Is shade provide by approved structures or trees?

B. GROUND COVER
1. Is fall protection provided under all ply equipment?
2. Is the loose fall material 12" deep?
3. Does fall material extend at least 6' from equipment?
4. Is the fall material non-compacted?
5. Is rubber mat one inch thick for every four foot of equipment height?
6. Does the fall material extend twice swing beam height?
7. Is there provision for keeping the swing area free of conflicting traffic?

C. C.P.S.C. COMPLIANCE
1. No openings between 4" and 7"?
2. No "Y" entrapments present?
3. Are there 36" high non-climbable rails on all decks?
4. No protrusions which extend more than their diameter?
YES  NO

D. RISK MANAGEMENT

1. Are spin arounds and see-saws removed?
   ☒

2. Decks lower than 66" high or equipment less than 104"?
   ☐

3. Is grass area free of holes and protruding sprinkler heads?
   ☒

4. Are walks and ball courts free of trip hazards?
   ☒

5. Trash dumpsters "child proofed"?
   ☒

6. Soccer goals firmly anchored and in good condition?
   ☐

7. All chain link fencing and backstops sound and free of barbed edges?
   ☐

8. Are metal slides shaded?
   ☒

9. Are Merry-go-rounds, pivot type see-saws, concrete pipe, and glider type swings removed?
   ☒

10. Are basketball goals of the non-climbable "gooseneck" type?

E. MAINTENANCE

1. Are swing bearings and chains in good order?
   ☒

2. Are "S" hooks closed and swing seats intact?
   ☒

3. All equipment anchored according to specification?
   ☒

4. Is wood sound, smooth, free of splinters and excessive checks?
   ☒

5. Trees properly pruned and in good condition?
   ☐

6. Benches sound, smooth, and free of sharp corners?
   ☐

7. Are there holes or protruding irrigation heads in grass area?
   ☐

F. SUPERVISION

1. Is play equipment centralized for easy supervision?
   ☒

2. Are separate areas provided for younger kids?
   ☒

3. Are chain nets on basketball rims removed?
   ☒

4. Is the equipment used for Physical Education?
   ☒

5. Is scheduling between recess and P.E. free of conflict?
   ☒

6. Is "Safety Awareness" part of every child's curriculum?
   ☒

7. Is the list of Playground Rules fewer than ten?
   ☒

8. Is record kept of parent concerns about the playground?
   ☒

9. Is the student/staff ratio adequate?
   ☒

10. Is there a safety training program for yard supervisors?
    ☒

If NO is checked in any of the above please provide detail on additional sheets.
PLAYGROUND SAFETY SITE ASSESSMENT

Copyright (c) 1990  Jay Beckwith

SITE: Centennial Elementary

School - Selby Equip.

INSPECTOR: ____________________________

DATE: ____________________________

TIME REQUIRED: ____________________________

YES NO

A. GENERAL CONCERNS

1. Can the playground be viewed from the street? ___X___
2. Are street, open water, ditches, etc. fenced? ___F___
3. Is wheelchair access provided? ___X___
4. Are drinking fountains operational and clean? ___X___
5. Does the size of the equipment match the users? ___X___
6. Is adequate drainage provided? ___X___
7. Is equipment free of vandalism? ___X___
8. Is shade provide by approved structures or trees? ___X___

B. GROUND COVER

1. Is fall protection provided under all ply equipment? ___X___
2. Is the loose fall material 12" deep? ___X___
3. Does fall material extend at least 8' from equipment? ___X___
4. Is the fall material non-compactified? ___X___
5. Is rubber mat one inch thick for every four foot of equipment height? ___X___
6. Does the fall material extend twice swing beam height? ___X___
7. Is there provision for keeping the swing area free of conflicting traffic? ___X___

C. C.P.S.C. COMPLIANCE

1. No openings between 4" and 7"? ___X___
2. No "Y" entrapments present? ___X___
3. Are there 38" high non-climbable rails on all decks? ___X___
4. No protrusions which extend more than their diameter? ___X___
**D. RISK MANAGEMENT**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1. Are spin rounds and see-saws removed?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Decks lower than 66&quot; high or equipment less than 104&quot;?</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>3. Is grass area free of holes and protruding sprinkler heads?</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>4. Are walks and ball courts free of trip hazards?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Trash dumpsters &quot;child proofed&quot;?</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>6. Soccer goals firmly anchored and in good condition?</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>7. All chain link fencing and backstops sound and free of barbed edges?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Are metal slides shaded?</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>9. Are Merry-go-rounds, pivot type see-saws, concrete pipe, and glider type swings removed?</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>10. Are basketball goals of the non-climbable &quot;gooseneck&quot; type?</td>
<td></td>
</tr>
</tbody>
</table>

**E. MAINTENANCE**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1. Are swing bearings and chains in good order?</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>2. Are &quot;S&quot; hooks closed and swing seats intact?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. All equipment anchored according to specification?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Is wood sound, smooth; free of splinters and excessive checks?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Trees properly pruned and in good condition?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Benches sound, smooth, and free of sharp corners?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Are there holes or protruding irrigation heads in grass area?</td>
<td></td>
</tr>
</tbody>
</table>

**F. SUPERVISION**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Is play equipment centralized for easy supervision?</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>2. Are separate areas provided for younger kids?</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>3. Are chain nets on basketball rims removed?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Is the equipment used for Physical Education?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Is scheduling between recess and P.E. free of conflict?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Is &quot;Safety Awareness&quot; part of every child's curriculum?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Is the list of Playground Rules fewer than ten?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Is record kept of parent concerns about the playground?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Is the student/staff ratio adequate?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Is there a safety training program for yard supervisors?</td>
<td></td>
</tr>
</tbody>
</table>

If NO is checked in any of the above please provide detail on additional sheets.
Works Cited


Hiss, Tony and Ed Koren. “Child’s Play.” The New Yorker 77-81

