HALLET ELEMENTARY SCHOOL:

Fall 2002 Landscape Master Plan
Elementary School Campus Improvements

Prepared For: Denver Public Schools
900 Grant St.
Denver, Colorado

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As part of a course: Finding Common Ground
Exploring the Urban Experience

Fall Semester 2002
University of Colorado @ Denver
College of Architecture & Planning
Campus Box 126
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Denver, Colorado

“Education is not the filling of a pail, but the lighting of a fire.”
—William Butler Yeates
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900 Grant St.
Denver, Colorado

Approved
Principal, Hallett Elementary, date

Approved
CDM Representative, date

Approved
P. M., DPS Facility Management, date

Approved
Grounds Supervisor, DPS Facility Management, date

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."

– Margaret Mead

Hallett Elementary School Master Plan 12/11/2002
"Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great." - Mark Twain

**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>3</td>
</tr>
<tr>
<td>PROJECT INTRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>PROJECT INTRODUCTION</td>
<td>5</td>
</tr>
<tr>
<td>A. THE CHALLENGE</td>
<td>5</td>
</tr>
<tr>
<td>B. THE SOLUTION</td>
<td>5</td>
</tr>
<tr>
<td>C. THE INTENT OF THE MASTER PLAN</td>
<td>6</td>
</tr>
<tr>
<td>I. ASSESSING THE PRESENT SITUATION</td>
<td>7</td>
</tr>
<tr>
<td>A. LOCATION</td>
<td>7</td>
</tr>
<tr>
<td>B. MAPS</td>
<td>9</td>
</tr>
<tr>
<td>C. HISTORY OF THE SCHOOL AND NEIGHBORHOOD</td>
<td>11</td>
</tr>
<tr>
<td>D. DEMOGRAPHICS OF THE COMMUNITY AND SCHOOL</td>
<td>14</td>
</tr>
<tr>
<td>E. STUDENTS, STAFF, TEACHERS, AND PARENTS</td>
<td>20</td>
</tr>
<tr>
<td>HALLETT ELEMENTARY CONTACT SHEET</td>
<td>ERROR! BOOKMARK NOT DEFINED.</td>
</tr>
<tr>
<td>F. SITE INVENTORY AND SAFETY ASSESSMENT</td>
<td>22</td>
</tr>
<tr>
<td>1. General Surface Areas</td>
<td>22</td>
</tr>
<tr>
<td>2. Location and Condition of Playground Equipment</td>
<td>23</td>
</tr>
<tr>
<td>3. Location and condition of Playing Fields</td>
<td>26</td>
</tr>
<tr>
<td>5. Location and condition of Concrete Areas</td>
<td>28</td>
</tr>
<tr>
<td>6. Location and Condition of Vegetation</td>
<td>29</td>
</tr>
<tr>
<td>7. Location and Condition of Pedestrian Access</td>
<td>30</td>
</tr>
<tr>
<td>8. Location and Condition of Handicap Accessibility</td>
<td>31</td>
</tr>
<tr>
<td>9. Location and Condition of Vehicular Access/Parking (drop-off and pick-up)</td>
<td>32</td>
</tr>
<tr>
<td>10. Location and Condition of Service/Maintenance</td>
<td>34</td>
</tr>
<tr>
<td>11. Location and Condition of Drainage</td>
<td>35</td>
</tr>
<tr>
<td>12. Location and Condition of Surrounding Uses</td>
<td>36</td>
</tr>
</tbody>
</table>

Hallett Elementary School Master Plan 12/11/2002
G. SURVEY OF COMMUNITY DESIRES .......................................................................................................................... 37
SURVEY IMAGE BOARD .................................................................................................................................................. 38

II. THE MASTER PLAN, CREATING THE FUTURE .................................................................................................................. 39
A. INTRODUCTION .................................................................................................................................................................. 39
B. COMPONENTS ...................................................................................................................................................................... 40
   I. The Vision and Goals ......................................................................................................................................................... 41
   II. The list of programmatic elements .................................................................................................................................. 42
   III. The spatial concept .......................................................................................................................................................... 43
   IV. The organizational concept ............................................................................................................................................ 44
C. HOW THE GOALS WILL BE FULFILLED .......................................................................................................................... 51

FIGURE 31 IMAGES FROM THIS SUMMER'S 2002 DESIGN BUILD CLASS AT GREENLEE ELEMENTARY SCHOOL ................. 52

III. THE COST ESTIMATE (THIS IS AN EXAMPLE ONLY AT THIS POINT) .................................................................................. 53
A. EXCEL SPREADSHEET ......................................................................................................................................................... 53

Nobody can make you feel inadequate without your permission.
—Eleanor Roosevelt
PROJECT INTRODUCTION

a. The Challenge

Studies show that a well-planned and equipped exterior play area enhances the learning environment resulting in improved learning and 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. One of the principal secondary goals of all schools, including elementary, is to provide a focus for the community—a place to gather and to meet, a place to enjoy, a place that enhances the community’s appearance. A reflection of this community importance is Denver’s Mayor Wellington Webb’s statement, “As Mayor, I have long recognized that we cannot have a great city and great neighborhoods without great schools.”

Denver Public Schools (DPS) is an urban school district with many of the same challenges of other urban districts. The infrastructure is aging—the average facility age is almost 50 years. The ongoing 1998 General Obligation Bond (GOB) will increase the number of schools to 130 but contains no funding for existing elementary or any other existing school playground. Approximately 75 DPS elementary schools require moderate to extensive renovations or upgrades to meet adequate standards. These include replacing playground equipment, providing irrigation and sod (to eliminate gravel and dirt fields), providing American with Disability Act (ADA) accessibility, and providing an outdoor classroom learning environment. Approximately half of the 75 elementary schools are located within underserved neighborhoods. It is in these neighborhoods where transforming the schoolyard is most pressing. These schools have chronic disciplinary problems that are disruptive to a school’s academic environment. Playgrounds lacking appropriate choices for children become arenas to bully and tease. Recess, a place where children develop their emotional, physical and social skills, should be a positive experience that compliments academic development.

b. The Solution

The “Learning Landscape” program is an entrepreneurial community minded alliance of public and private interests that seek to strengthen Denver Public Schools and their surrounding neighborhoods by designing new multi-dimensional playgrounds and social gathering places. The success of this program is founded on a mutual respect of aesthetic, maintenance, safety, and recreational issues. The University of Colorado at Denver’s Landscape Architecture department offers a seminar course called FINDING COMMON GROUND—EXPLORING THE URBAN EXPERIENCE. Students of landscape architecture, architecture and other disciplines have come together with Professor Lois Brink to research current educational, sociological, and environmental thought regarding urban space in general and elementary school grounds in particular. Each student in the course selects a school from a predetermined pool and uses this knowledge to develop a vision and master plan for each school. The master plan approach will suit a multi-faceted contemporary existence—engaging a child’s educational and recreational experience with that of the community at large.
c. The Intent of the Master Plan

The master plan is a written report and plan that sets forth the structure for future campus improvements. The vision is further delineated into goals that identify the major goals 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 or systems that will be used on the design phase to organize the programmatic uses. This plan once approved will provide a framework for fund raising and future construction.

"You may have success in life, but then just think of it - what kind of life was it? What good was it - you've never done the thing you wanted to do in all your life. I always tell my students, go where your body and soul want to go. When you have the feeling, then stay with it, and don't let anyone throw you off."

- Joseph Campbell
I. ASSESSING THE PRESENT SITUATION

A. Location

Hallett Elementary School is tucked away in the northwest section of Denver in North Park Hill Neighborhood, only three minutes from Denver’s Stapleton re-development site. Martin Luther King Boulevard to the north, Quebec Street to the east, 23 Avenue to the south, and Colorado Boulevard to the west bind North Park Hill neighborhood. This neighborhood is predominantly residential and offers multiple amenities. Bordering Hallett Elementary School, Jasmine Street to the west, 30th Avenue to the north, Kearney Street to the east, and 29th Avenue to the south, are secondary residential streets.

According to the Park Hill Greater Community Board1, “Greater Park Hill’s popularity as a residential neighborhood is, in part, derived from its convenient location in the metropolitan area. It sits 3 miles from Denver’s central business district (a 10- to 15-minute drive) and is served by several bus routes. It also sits just south of the Interstate 70 industrial corridor, which links downtown to the new airport and points east. Until the spring of 1995, when the new Denver International Airport opened, Stapleton International Airport, immediately adjacent to the eastern part of Park Hill, was Denver’s main airport. The closure of Stapleton has considerably reduced noise pollution in the neighborhood.”

There are several major cultural and recreational amenities located near the school. City Park, City Park Golf Course, the Denver Museum of Natural History, and the Denver Zoo are located just west of the Park Hill area. The University of Denver’s School of Law is located in East Park Hill. In the northern part of Park Hill, a major city

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U.S. Department of Housing and Urban Development • Office of Policy Development and Research *Cityscape 89*
Chapter 5: Park Hill, Denver
recreation centers, Sky Land or Hiawatha, provides parks, indoor pools, and programs for adults and youth. In addition, over 20 churches, offering community outreach services and programs, are located within a half mile of Hallett Elementary School.

Recent community investments by the city include a totally rebuilt and enlarged neighborhood health center, a new neighborhood library in the northern part of Park Hill, campus improvements at Smith and Philips Elementary, and the remodeling of the old library in South Park Hill. These improvements were the results of neighborhood lobbying. However, not all segments of Park Hill have benefited equally from its location. Recent demographic trends show several disparities and Hallett Elementary School suffers as a result. When compared with the city of Denver as a whole, Greater Park Hill appears a successful, stable, integrated community. Although relatively stable, there are also several problems facing the community today. These problems will be addressed in more detail in the History and Demographics sections.

"Meaning is more important to the brain than information."

--Eric Jensen
B. Maps

Figure 5 Neighborhood Assessment Map

http://www.piton.org  Piton Foundation, a non-profit dedicated to develops and implements programs to improve public education, expand economic opportunities for families, and strengthen low-income neighborhoods in Denver
Figure 6 Close Up Location of Hallett Elementary

Hallett Elementary School
2950 Jasmine Street
Denver, CO  80207

www.mapquest.com Map provided by Mapquest
C. History of the School and Neighborhood

Understanding Park Hill today requires some knowledge of its past. Throughout the early 1950s, Denver’s African American community was centered in the Five Points Community, 2.5 miles west of Park Hill. This neighborhood, just north of the central business district and adjacent to several railroad yards and facilities, was home to many middleclass African-Americans, including railroad porters and doctors, lawyers, and other professionals. However, as in many other northern and western cities, there was a large in-migration of African-Americans from the South following World War II.

The segregative real estate system in Denver was similar to that in other cities. In the 1950s Denver real estate agents were following the mandate of the National Association of Realtors and the Federal Housing Administration, which instructed agents to avoid introducing disruptive elements into a community. This “fill-in-the-block” approach rapidly increased segregated housing in the neighborhood immediately to the west of Park Hill. Available housing units west of Colorado Boulevard were filled (per Federal Housing Administration guidelines) by basically “one-race” (African-American). Demand for more housing brought the first African-American families across Colorado Boulevard and into Park Hill in 1956. On May 6, 1956, clergy from seven of Park Hill’s largest churches urged Park Hill residents to welcome people of all colors to the neighborhood and to the churches. However, a White panic—largely resulting from real estate-inspired, panic peddling, and blockbusting techniques—began to spread.

In 1960 laypeople from the seven churches met and agreed to work together to welcome African-Americans and to stop the panic among Whites. They also undertook to reassure White residents that their property values would not suffer through a careful local and community newspaper campaign. Their organization was named the Park Hill Action Committee, which was one of the predecessors of Greater Park Hill Community Board. Thus Park Hill became an intentionally multiracial neighborhood.

From 1973 through 1995, Denver Public Schools were under court order to desegregate. This resulted in a paired school-busing plan. During this period, many middleclass families (of all races, but primarily Anglo) fled to the suburbs or enrolled their children in private schools or DPS magnet and gifted-student programs. Recently there have been significant changes to public schools in Park Hill. In fall 1995 DPS was released from Federal court jurisdiction because it convinced the judge of its commitment to equality and diversity, even though, admittedly, equality and diversity had not been achieved. As a consequence, DPS is now subject to State laws that prohibit any assignment of students to promote racial balance and automatically grant students the right to attend any school with space, as long as the students provide their own transportation. Many Park Hill
families opt for DPS special programs or private schools—or leave the neighborhood when children reach school age. DPS estimates that approximately 350 elementary students transfer annually out of Park Hill to magnet and special education programs.

Because so many families feel they cannot send their children to Park Hill's public schools, the schools do not reflect the racial, ethnic, and socioeconomic diversity of the community. During the 1996–97 school year, Park Hill public schools continued to serve mostly African-Americans and mostly poor children. When DPS redrew neighborhood boundaries around schools, the opportunity for racial and economic diversity was further decreased. In The Denver Post Alan Gottlieb reported that, of the 78 elementary schools in DPS, 27 schools were disproportionately White and 23 disproportionately minority (August 25, 1996).

In fall 1996 the board of education began to phase out busing for desegregation by returning all students to a so-called neighborhood school starting with elementary schools. Hallett (Academy of Science and Technology) and Smith (Renaissance Academy) stopped busing and began the process of becoming DPS neighborhood based magnet schools to integrate them. Early results of these changes have proved to be somewhat reminiscent of 1969: racial isolation, poverty, and overcrowding in the northern end of the city, including Park Hill. Nevertheless, it is safe to say that all DPS schools, including those in Park Hill, probably provide a better education than perceived by the public.

Some of the programs and awards offered at Hallett Elementary include Early Childhood Education, Computer Lab, Hands-On Science Lab, and Honor Society. The school has a lot to offer but unfortunately there is a stigma associated with Hallett as a result of years of hardship in the surrounding community. In spite of efforts made in the early 1990’s to redesign Hallet Elementary School’s playground, the place is still not an integral part of the community.

This is due partially to the lack of neighborhood investment but more importantly it is as a result of lack of established rituals and yearly recommitment to the health of the neighborhood and public spaces. This is certainly not unusual. When you look around most cities, you find a lack of investment to public spaces and civic activities however, studies have shown that neighborhoods with residents who
are actively involved and committed to making and maintaining public spaces are more likely to have lower crime rates, higher levels of self esteem, and more trusting constituents. Although the North Park Hill neighborhood has worked together to fight against external influences successfully, the ability to form a cohesive and trusting sense of unity addressing internal issues is not as evident. The fact that so many residents send their children outside of the neighborhood for school indicates a lack of faith and commitment. This is something that can only be addressed through community driven workshops where even those who do not have children or are not attending Hallett Elementary play an active participatory role.

"We believe that partnerships among schools, businesses, and local leadership provide the greatest potential for strengthening communities. Service-learning can play an important and constructive role in these partnerships."
Edward B. Rust, Chairman and Chief Executive Officer,
State Farm Insurance Companies

"We know that service-learning benefits young people in a variety of ways. As individuals, service learning improves self-esteem and self-confidence, and reduces involvement in risky behavior. As citizens, service learning gives young people an increased sense of civic responsibility and a commitment to community involvement. As students, service-learning helps improve school performance and academic engagement."
Dr. William Richardson, President & CEO
The W.K. Kellogg Foundation
D. Demographics of the Community and School

Schools with low CSAP scores\(^4\), like Hallett Elementary ranking 83\(^{rd}\) out of 92 elementary schools, are more likely to have students, staff, and faculty with lower levels of self esteem than schools with high CSAP scores. At Gates Foundation, a nonprofit dedicated to serving impoverished communities, the ability to fund systemic projects like community based learning landscapes is not an easy one. Tom Kaismeier at Gates Foundation said, “Smith Elementary had the lowest CSAP scores in the state. Why did we spend $500,000 on it? Do we pay for performance of teachers or for the community as a whole?” Donors want to be able to see a product. They want scores to increase in a short span of time. They want to see learning happen.

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\(^4\) www.dpsk12.org Denver Public Schools

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<table>
<thead>
<tr>
<th>Grade 3 Reading %</th>
<th>Grade 4 Reading %</th>
<th>Grade 4 Writing %</th>
<th>Grade 5 Reading %</th>
<th>Grade 5 Math %</th>
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<td>31%</td>
<td>18%</td>
<td>4%</td>
<td>19%</td>
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<td>73</td>
<td>77</td>
<td>71</td>
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<td>2000</td>
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<td>13%</td>
<td>0%</td>
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<tr>
<td></td>
<td>76</td>
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<td>1999</td>
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<td>14%</td>
<td>19%</td>
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<td>59</td>
<td>56</td>
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<td>1998</td>
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<tr>
<td></td>
<td>70</td>
<td>28</td>
<td>49</td>
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<td>1997</td>
<td>***</td>
<td>****</td>
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<td></td>
<td>16%</td>
<td>58</td>
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<td></td>
<td>44</td>
<td>47</td>
<td>75</td>
<td>75</td>
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2001 Totals (percent proficient/advanced)

<table>
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<tr>
<th>Grade 3 Reading %</th>
<th>Grade 4 Reading %</th>
<th>Grade 4 Writing %</th>
<th>Grade 5 Reading %</th>
<th>Grade 5 Math %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallett</td>
<td>31%</td>
<td>18%</td>
<td>4%</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>Denver Public Schools</td>
<td>50%</td>
<td>35%</td>
<td>17%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>27%</td>
</tr>
<tr>
<td>Colorado</td>
<td>72%</td>
<td>62%</td>
<td>38%</td>
<td>64%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>51%</td>
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</table>
Typically learning is equated with scholastic knowledge alone but there are other types of learning even more important for the survival and growth of a community. Everyone knows that social problems are not solved with money alone. Even if every member of the community were given financial rewards, neighborhood pride and investment would not evolve. Community-based projects with committed participants are one of the best ways to instill a level of empowerment to the people.\(^5\)

Hallett Elementary School receives students from Northeast Park Hill, North Park Hill, East Colfax, and Stapleton Communities. Both Councilwomen, Happy Haines and Elbra Wedgeworth, oversee these communities. In fact, Happy Haines was a key leader in the campus improvements at both Smith Elementary School and Philip Elementary School located in nearby communities. The school board member focused on District 4, where Hallett Elementary is located, is Kevin Patterson, a citizen activist, urban planner, and public administrator. Kevin currently works as the Administrative Services Director for the Community Planning and Development Agency.

Some of the local neighborhood organizations include: The Greater Park Hill Community Board, Park Hill for Safe Neighborhood, Northeast Park Hill Coalition, Citizens for a Residential Quebec, and Inter-Neighborhood Cooperation. In addition, there are over 21 churches within a half-mile of the school actively involved in community development.

Two other organizations with a vested interest in the community are The Piton Foundation and The Black Chamber of Commerce. The Piton Foundation\(^6\), a nonprofit organization dedicated to community development, recently started a new program, called The Northwest Denver Parent Organizing for Education Initiative, committed to organizing and strengthening the capacity of parents whose children and youth are part of the Manual High School feeder pattern. And The Black Chamber of Commerce sponsors various events and opportunities to facilitate the economic empowerment of the African-American community.\(^7\)

Stapleton Development Corporation, SDC Services Corporation, Park Creek Metropolitan District, Sand Creek Regional Greenway, and Stapleton Foundation, all dedicated to improving the Greater Park Hill Community, are recent additions to Hallett Elementary School constituents as well. The re-development of the Stapleton Area will alter the Park Hill community in many ways. The mission of the Stapleton Foundation is to advocate, sustain and realize the principles of the 1995 Stapleton Development Plan. Working with others, they will help create a community that is seamlessly connected to surrounding neighborhoods and communities and is a model in terms of education, employment, open space, housing, diversity and sustainable development.\(^8\) How this development will affect Hallett Elementary and the North Park Hill neighborhood is yet to be seen.

\(^6\) www.piton.org Piton Foundation, a non-profit dedicated to develops and implements programs to improve public education, expand economic opportunities for families, and strengthen low-income neighborhoods in Denver
\(^7\) www.coloradoblackchamber.org/ The Colorado Black Chamber of Commerce
\(^8\) http://www.stapletoncorp.com/contact.htm Stapleton Foundation
Hallett Elementary School is experiencing a few cultural changes as a result of shifting demographics within the community. In 1994, populated by 71.8% African-Americans, 22.4% Whites, 4.3% Latinos, and Native Americans and Asians making up the remaining 1.5%, Northeast Park Hill is undergoing a transformation like much of Denver. Since 1994, many of the African-American residents have moved and been replaced by predominantly Latino and White populations. The new demographics for the area show 56% African-American, 27.6% Whites, 10.9% Latino, with the remaining 1.6% Native Americans and Asians combined. These statistics do not parallel Hallett Elementary demographic makeup indicating that the majority of students attending Hallett are in fact from a greater region than the North Park Hill neighborhood.

2001 CSAP Results By Category (percent proficient/advanced)

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<th>Students tested in English</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 4</th>
<th>Grade 5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Writing</td>
<td>Reading</td>
<td>Writing</td>
<td>Math</td>
</tr>
<tr>
<td>Students tested in Spanish</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>American Indian</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>African American</td>
<td>35%</td>
<td>17%</td>
<td>5%</td>
<td>21%</td>
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<tr>
<td>Hispanic</td>
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<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Students eligible for free or reduced-price lunch</td>
<td>32%</td>
<td>17%</td>
<td>4%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Students not eligible for free or reduced-price lunch</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>31%</td>
<td>13%</td>
</tr>
<tr>
<td>Students with no special education status</td>
<td>34%</td>
<td>18%</td>
<td>4%</td>
<td>23%</td>
<td>5%</td>
</tr>
<tr>
<td>Students tested in English who speak English only</td>
<td>34%</td>
<td>19%</td>
<td>4%</td>
<td>20%</td>
<td>5%</td>
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<tr>
<td>Students at the same school for three consecutive years</td>
<td>37%</td>
<td>24%</td>
<td>5%</td>
<td>20%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Currently there are 341 students at Hallett Elementary (see Chart below) comprised of 250 or 73.3% African-Americans, 75 or 22% Hispanics, 10 or 2.9% Whites, 5 or 1.5% American Indians, and 1 or 0.3% Asian Student. In spite of the fairly high percentage of Hispanic students, only 15.2% speak Spanish as their first language unlike some other areas of the city where almost all of the students speak English as their second language. However with the population of Hispanics increasing, the percentage of Spanish speaking students is likely to increase as well.

Ethnicity

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<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percent</th>
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</thead>
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<td>1.5%</td>
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<tr>
<td>African American</td>
<td>250</td>
<td>73.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>75</td>
<td>22%</td>
</tr>
<tr>
<td>White</td>
<td>10</td>
<td>2.9%</td>
</tr>
<tr>
<td>Total</td>
<td>341</td>
<td>100%</td>
</tr>
</tbody>
</table>

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9 www.census.gov/ US Census Bureau
10 www.dpsk12.org/schools/e/Elementary/247.shtml Denver Public Schools
Parts of the North Park Hill Community are experiencing greater poverty, while other areas are home to a wealthier population than in the past. Neighborhood leaders continue to address the many difficulties of successful integration, but in recent years economic disparity and class differences, as well as increasing housing costs, have compounded the challenge.

There is economic diversity in the Greater Park Hill neighborhood as a whole when compared with the rest of the city, but within the neighborhood, there are three tiers of economic stratification, closely following the lines of racial diversity. In 1980 Greater Park Hill was composed of 22 percent lower income households, 62 percent middle-income households, and 17 percent upper income households. By 1990 the composition of Greater Park Hill had shifted to 25 percent lower income households, 48 percent middle-income households, and 28 percent upper income households. Essentially, the neighborhood’s lower and upper income groups increased at the expense of the middle-income group, with the upper income group increasing at a greater rate than the lower income group.\(^{11}\)

In the past, this economic diversity (of lesser extremes) has been considered by many residents of the Park Hill Community to be a positive feature of the community. The largest community organization, Greater Park Hill Community (GPHC), Inc., has drawn on the resources of more affluent families to meet the needs of lower income residents through an emergency food shelf, summer youth programs, and so forth. However, the growth of economic disparity is particularly problematic in this community because it compounds the difficulty of maintaining racial integration\(^ {12} \).

With 9.4% of the surrounding community living in poverty (a significant decline from 1990’s 13.9% rate)\(^ {13} \), the percentage of students receiving free or reduced lunch, 79%, is over the district average of 67.5%\(^ {14} \). According to Tom Kaismeier with the Gates Foundation\(^ {15} \), “Students who receive a free or reduced lunch are 11 times less likely to go to college.” In spite of the 4.5% subsidized housing and a substantial number of community programs, economic disparity continues to be an issue.

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\(^{11}\) www.census.gov/ US Census Bureau  
Chapter 5: Park Hill, Denver  
\(^{13}\) www.census.gov/ US Census Bureau  
\(^{14}\) www.dpsk12.org/schools/e/Elementary/247.shtml Denver Public Schools  
\(^{15}\) Expert Panel Discussing Play, Playgrounds, Education, and Community on September 18, 2002 at the University of Colorado
According to Katherine Woods, author of *Cityscape: A Journal of Policy Development and Research*¹⁶, “Safety—or the perception of safety—is a key issue for the health of the neighborhood. For several years, neighbors have joined together to fight crime occurring in pockets of the neighborhood, and results have been mixed. Part of the concern about safety is attributable to the infamous 1993 summer of violence, during which high profile, gang-related murders occurred in Greater Park Hill. Much of the media coverage specifically linked these murders to Northeast Denver, Northeast Park Hill, or Park Hill. Such coverage heightened and intensified a citywide perception of the neighborhood as a dangerous area. Community block-organizing and community policing efforts have corrected these perceptions, producing a more positive image of Park Hill’s safety record. Since 1993 crime rates in the neighborhood have dropped.

Gang activity is evident in Greater Park Hill. Greater Park Hill is generally considered the territory of various factions of the Bloods gang; there are also some Crips factions, although most Crips live outside the neighborhood. Fights between gang factions have occurred, including several during the summer of 1993. According to two of the community officers in Greater Park Hill, serious gang activity has been greatly reduced in the neighborhood since 1994 for the following reasons:

1. Police actions resulting in the incarceration of many violent offenders, although lack of jail space limits the arrest rate of juvenile offenders.

2. Community involvement, specifically community programs through GPHC and several Greater Park Hill churches that encourage parents to participate in educational and other activities with their children.

A number of organizations are involved in attempts to maintain a safe living environment, including Greater Park Hill Community, Park Hill for Safe Neighborhood, and the Denver Police Department.”

Safety is a concern for local residents and the school atmosphere reflects this perceived threat. Since 1993, when North Park Hill experienced the highest levels of violence, crime rates in the neighborhood have dropped. In spite of this decrease, violent crime at 3.5%, lower in North Park Hill than the Denver average of 4.9%, continues to be a concern for faculty and staff at Hallett

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U.S. Department of Housing and Urban Development • Office of Policy Development and Research *Cityscape 89*

Chapter 5: Park Hill, Denver
Elementary. As a result, school doors are kept locked at all times. Children are only allowed outside during supervised times like recess and physical education. And supervision is strictly enforced. Lack of trust, of potentially dangerous adults and of student's ability to behave responsibly when unsupervised, has resulted in strict playground guidelines. In fact, Mr. Mark McDonald, physical education instructor at Hallett, will not allow students to be on the school playground at any time during school hours unsupervised as a result17.

Out-of-school suspensions are low at Hallett and have dropped from 109 students in the 1997-1998 school year to a total of 5 students in the 2000-2001 school year. For the past three years, all of the students who have been suspended have been African-American. There is a fairly even split between the sexes with neither girls nor boys more likely to be suspended. In spite of this decline in disciplinary actions, the school atmosphere continues to be one of mistrust as indicated in Denver Public School Satisfaction Surveys18.

The housing in the eastern part of North Park Hill and Northeast Park Hill was developed in the 1940s and 1950s as spare starter homes, and largely marketed to World War II veterans. Also in Northeast Park Hill is the neighborhood’s largest concentration of rental housing, consisting mostly of single-story two- to four-unit dwellings. Houses less than 1,000 square feet built in the early 1950s, are on average valued at 40 percent less than the city average19. Real estate agents report that the newer, smaller homes in the northern parts of the neighborhood are harder to sell. This situation is changing rapidly and dramatically.

Meeting basic housing needs, rather than promoting diversity and stability, is often the primary concern of assisted housing providers operating in Park Hill development corporations with investments in Park Hill. The Denver Housing Authority is active in the community through the Section 8 rental certificate program and as owner of dispersed site units in the neighborhood. Greater Park Hill Community and other neighborhood and fair housing organizations have frequently criticized Denver Housing Authority for unfairly affecting those very communities that have been most supportive of its mission. It seems to many that because Park Hill residents have not resisted dispersed public housing, Denver Housing Authority, which has placed a disproportionate share of subsidized units in Park Hill, has taken them advantage of. This has contributed to increased segregation—both racial and economic—in Hallett Elementary School.

Too often we give children answers to remember rather than problems to solve.

-Roger Lewin

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17 Hallett Elementary School Playground Policy written by Mr. Mark McDonald
19 Denver Housing Authority
E. Students, Staff, Teachers, and Parents

Dr. Charles Luna is the new interim Principal at Hallett Elementary. Able to speak both English and Spanish fluently, Dr. Luna fulfills a valuable role as translator and leader for the Hallett Elementary School Community.

The Collaborative Decision Makers group is comprised of Dr. Luna, Mr. P VanDuvall as Chair, 2 faculty members, 1 support staff, and several committed parents. It is a fairly new organization and is struggling to establish a cohesive bond. Representatives of this group volunteer time and energy meeting one to two times per month at this point, attempting to iron out differences and backed up issues.

The Parent Teachers Association has been acting as the primary driver at the school for a number of years. The Head Secretary’s husband, Mr. Britton acts as President organizing events and fundraiser activities.

A Denver Public School Student Satisfaction Survey, taken in the year 2001, reveals that children in grades K-2 are more satisfied overall than their 3-5th grade schoolmates. Of K-2nd graders and 3-5th graders polled, 77% and 85% respectively, feel safe at school. According to the results, only 71% of 3-5th graders like what they do in school versus 83% of the K-2nd grade students polled. In addition, the older students are more likely to experience bullying and consider only 49% of the school population “nice”, as opposed to the K-2 grade students who consider 77% of the student body friendly. This is a significant decline in satisfaction and is directly related to valuable social skills learned both inside and outside the classroom.

Although 90% of K-2nd grade students like their teachers, only 65% of 3-5th grade students do. In addition, 3-5th graders perceive teachers as being less likely to listen to them when they talk. They also feel that only 76% of the teachers help them get along well with others. Almost all of the students agree that teachers want them to do their best. Overall students are the most satisfied group at the school however the level of satisfaction appears to decrease as the students get older. Is this a result of

"I wish adults would understand that students have innovative, mind-boggling ideas, and that students can put those ideas into action. They can make the world a better place."

James, 17, High School Student
Of the 19 faculty members surveyed, only 47% feel that they are “making a significant difference in the lives” of their students. They site lack of leadership from the CDM and administration as negative impacts on their satisfaction and performance. Only 53% feel that the atmosphere of the school encourages respect among students and the adults in the building. The highest levels of satisfaction are evident in parent-teacher interactions and between faculty members. Only 53% of the faculty members feel that the school is a safe place to work.

Satisfaction Survey results for support staff reveal much higher levels of satisfaction than for faculty. There are only two areas that show significant levels of dissatisfaction. Like the faculty, only 50% of the support staff feel that they are “making a significant difference in the lives” of their students. And only 50% feel that the atmosphere of the school encourages respect among students and the adults in the building. Safety is rated fairly high with 67% feeling that the school is a safe place to work.

The largest discrepancies arise in the Parent Survey where only 44% of the 45 parents surveyed feel welcome at the school and only 40% consider the school safe. In addition, there is almost a 50/50 split of those parents who feel that the school has high expectations for their child and those who feel that the school does not have high expectations. Parents experience the lowest levels of satisfaction citing leadership and socialization between students from different backgrounds as key areas of concern. Overall parents feel that teachers are doing a good job providing educational materials and assignments. It seems that the school atmosphere is one of the key “issues” for this group of constituents.

"Research shows that you begin learning in the womb and go right on learning until the moment you pass on. Your brain has a capacity for learning that is virtually limitless, which makes every human a potential genius."

—Michael J. Gelb
F. Site Inventory and Safety Assessment

1. General Surface Areas

Existing Site Plan provided by DPS
Comparison of Surface Areas at Hallett Elementary School\(^{21}\)

<table>
<thead>
<tr>
<th>AREA</th>
<th>AREA (SQ FT)</th>
<th>RATIO OF SURFACE AREAS</th>
<th>PERCENTAGE OF SURFACE AREAS</th>
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<td>Total Hard Surface Area</td>
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<td>Total Soft Surface Irrigated Area</td>
<td>90,631</td>
<td>0.490</td>
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<td>Total Soft Surface Non-Irrigated Area</td>
<td>20,900</td>
<td>0.113</td>
<td>11.3</td>
</tr>
<tr>
<td>TOTAL AREA OF SCHOOL PROPERTY =</td>
<td>184,992</td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

The overall site area is 184,992 square feet. Of this area, 39.7% is covered in either asphalt, concrete, or by buildings. Hallett Elementary School has a high percentage of soft surface areas as shown in the chart above. In 1993 campus improvements were implemented at Hallett Elementary through a joint effort involving the University of Colorado, Denver Public Schools, and a few students. Professor Lois Brink, a resident of Park Hill, and a graduate student, Tonda Olsen, redesigned the playground. The Sensory and African Pine Gardens that partially exist today are a result of their efforts.

Just because the playground has a lot of soft surface area does not mean that it is not in need of improvements. With current water restrictions and Denver Public School’s enhanced awareness of water limitations, a school like Hallett Elementary boasting 49% irrigated surface area with overrun landscape areas is not a good thing. This school is in dire need of high impact planting schemes that work with local ecology. Were we to practice a few water harvesting techniques and to redesign the playground with hardy native plants, the overall maintenance would be greatly reduced.

2. Location and Condition of Playground Equipment

Playground equipment, concentrated on the east side of the school, occupies a fairly small area of the site as a whole. The play pits are organized so that younger users can be easily supervised and older children can have a bit more autonomy. Currently play equipment use is determined by age and activity with some equipment meeting the needs of multiple age groups.

\(^{21}\) See Hallett Elementary School Site Assessment Chart in Appendix for complete details
Unfortunately, much of the play equipment at Hallett Elementary School does not meet current Denver Public School standards. Unsafe and damaged equipment dominates the play area. Only two pieces of play equipment are meeting Denver Public School standards. Plus, the school is in need of more equipment for the number of students at the school.

Compacted pea gravel, exposed hard clay, and falling zones out of safety compliance greatly increase the risk of injury for kids hard at play.
Figure 9 Swings with rusted hinges do not meet DPS standards.

Figure 9 A sand pit filled with pea gravel and clay does not meet DPS standards.

Figure 9 Hardpacked pea gravel with exposed hard soil does not meet DPS standards.

Figure 9 The old Fort, a landmark for the community, does not meet DPS standards and needs to be replaced.

Figure 9 Does not meet DPS standards due to rust on the basketball hoop and lack of a goose neck limiting climbers.
3. Location and condition of Playing Fields

Hallett Elementary recently had playing fields donated to them. This field contains a soccer field and baseball diamond, complete with goals, fencing, and some seating. The field is good shape but does have a few drainage problems on the southeast end. Grass there is brown as a result of highly compacted clay soils and poor drainage.

Overall, this portion of the schoolyard is in good condition and meets all safety requirements set by Denver Public Schools.
4. Location and condition of Asphalt Areas

Asphalt, over 35 years old, is in poor condition in several places reflecting possible drainage issues. Tripping hazards exist near the tetherball area, basketball courts, and between the old wooden fort play pit and the new athletic playing field.

Figure 11 Tripping hazard resulting from erosion of asphalt and concrete

Figure 12 Cracks in asphalt
5. Location and condition of Concrete Areas

The concrete areas in Hallett Elementary School's playground are limited to curbs, low retention walls, stoops, and steps. The concrete areas encircling the play pits acting as retention devices for people, pea gravel, and planters are in fairly good condition. There are a few cracks in the seating area pictured below.

Figure 13 This gathering place on Hallett's playground can seat about 15 students at a time
6. Location and Condition of Vegetation

In addition to the athletic fields, there are many landscaped areas within the playground, representing approximately 7% of the area. Unfortunately vegetation on the playground has been neglected and abused. The irrigation system is not working properly in the planters. And this, combined with overuse, has resulted in islands of dirt with a few scraggly plants surviving. In spite of Mr. Mark McDonald’s attempts to keep kids from sitting under the trees, they continue to do so. If a shade structure were available perhaps this would not be such a persistent problem.

There is also a Community Garden on the site located in the northeast corner of the playground. It has fallen into disuse and simply functions as an eyesore at this point. According to Ms. Brett Champion, 5th grade science teacher at Hallett, the gardens would be used if they weren’t so formal and contained. As it is now, no one wants to go there for fear of trespassing.
7. Location and Condition of Pedestrian Access

Meandering paths flow through the playground allowing children to explore different spaces. Overall the plan is not bad but it does not appear to have an organizational element beyond easy access and circumambulating design. There is no clear sense of hierarchy in this playground as a result.

Access to the playground is limited and unwelcoming with the exception of the newly added playing field entrance on the southwest side of the school. Although Hallett Elementary encourages parents to access the school through the playground on the east side, there is nothing indicating that this is an important access point. A gateway celebrating play, welcoming neighbors into the core of the playground area would encourage increased use as well. In addition, an entry gate in the southeast corner would increase traffic across the underused athletic field. Over three quarters of the playground is enclosed with fencing making the space feel like a prison and a private community all in one.

Figure 16 Meandering paths flow through the playground area
8. Location and Condition of Handicap Accessibility

Gently sloped paths allow for handicapped access around the play pit areas but access into the pea gravel spaces is less than ideal. In addition, there are no hard surface paths encircling the new athletic field. Grass and wheelchairs do not make for optimum travel conditions. If a path were added to the athletic field, races and other events could be more inclusive for handicapped individuals.

Figure 17 Gently sloped paths allow for handicapped access around the play pit areas but access into the pea gravel spaces is less than ideal.
9. Location and Condition of Vehicular Access/Parking (drop-off and pick-up)

According to Denver Public School Parking Standards, Hallett Elementary is out of compliance. The number of spaces required (1 space per classroom plus 0.5 spaces for every ECE through 3 grade classroom, plus 15 additional spaces for support staff and 5 supplemental spaces and 5 for visitors) is 44 spaces. Hallett currently only has 24 parking spaces. This causes problems with local residents who have been known to place wooden horses in the street in an effort to preserve parking for their guests.

Jasmine Street on the west side of the school functions as a bus and parent drop-off/pick-up area. Most of the children access the school on this side of the building with the only exception being the ECE and Kindergarten Children who access the school through the playground at the east entrance. The access on the east side is not readily apparent and does not provide a consistent means of entry.
Draft of Denver Street Functional Classification
Northeast—Revised 6/18/01

Figure 18 Park Hill Street Typology Map
www.denvergov.org City and County of Denver
10. Location and Condition of Service/Maintenance

The service and maintenance area of the school is located next to the parking lot on the northern side of the school, providing adequate access to the school cafeteria, the school auditorium, and the main office. Street trees block the view of trash cans providing a buffer for local residents.

Figure 19 Service and maintenance area on north side of Hallett Elementary
11. Location and Condition of Drainage

Drainage issues have caused some deterioration of the asphalt areas and the athletic playing field. The site is almost essentially flat causing water to pool in low areas. The water that is not trapped on site runs into the city sewage system by way of the street.

Figure 20 A quiet poorly maintained space designed to be a sensory garden

Figure 21 Asphalt damage due to water retention
12. Location and Condition of Surrounding Uses

Overall the feeling of this schoolyard is one of quiet abandonment. Although the playground provides an ample amount of soft surface areas, some shading, and fun equipment, few residents seem to use it during evening or weekend hours. The schoolyard is simply a place for recess. Rather than functioning as a small pocket park, full of civic pride, Hallett Elementary continues to be ignored and under-appreciated.

Figure 22 A house next to the school with bars and a broken window
G. Survey of Community Desires

The Collaborative Decision Makers stated that they were interested in maintaining a strong science and technology thread outside of the school. They also have an interest in enhancing literacy and other areas of the curriculum through a redesign of the schoolyard.

In addition, community support is a major need for the school and the Learning Landscape project offers an exciting opportunity to involve local residents and other community members.
Survey Image Board

Cast your vote for Hallett Elementary School's proposed playground elements!

Write in your own idea for the playground!
II. THE MASTER PLAN, CREATING THE FUTURE
   A. Introduction

   The most important part of this master plan is integrating the playground into the community and the community into the playground. Landmarks are well respected and well utilized places. They encourage civic-minded responsibility and thought and assist changing communities by providing neutral, open places to gather.

   Included in the design are many different elements of varying scales, materials, textures, and program: equipment that challenges the students, quiet places for rest and shade, natural habitats to promote knowledge of and respect for nature and its ecology, and outdoor spaces highlighting science and technology as important elements for teaching and learning.

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Time Flies like the wind,
Fruit flies like bananas.
-Unknown Author

Rethinking the Outdoors: Creating Meaningful Spaces for Learning

Our surrounding natural world abounds with science, relationships, and mystery, but do we take advantage of the lessons it holds?

As teachers of our children, do we embrace the landscape or prefer the structure of textbook and classroom?
B. Components

There are 5 components to this master plan that are intimately intertwined in the development of the playground:

- The vision and goals
- The list of programmatic elements
- The spatial concept
- The organizational concept and
- The precedents.

The Vision and Goals speak directly to the needs and desires of the school and surrounding community for the playground. The Vision concisely states what the playground is intended to become. The Goals lay out more specifically how the vision is fulfilled, i.e. what the place will “feel” like, what will happen there. The list of programmatic elements specifically quantifies the physical things and spaces that make-up the playground. The spatial concept diagrammatically describes how the programmatic elements spatially relate to one another and to the surrounding context. The organizational concept sets up a method for organizing the programmatic elements on the grounds. Like the spatial concept, it is also diagrammatic in nature. Finally, the precedents speak to the visceral, experiential quality of the spaces and the elements within them. The precedents are not what the spaces will be, but rather what they might be like. They are metaphors.

Together, these five components become the driving force for the actual design of the playground. Since these components are derived from the initial research and analysis, they powerfully address the needs and concerns of the school and surrounding community. And, as such, they are the seeds and the soil from which a fruitful, thoughtful design grows.

Each of the first 4 components of the master plan is outlined or diagrammed in the following pages. The precedents are then used to illustrate a description of how the programmatic elements are organized spatially to fulfill the measures of the vision.
I. The Vision and Goals

Vision
To create a ‘science, technology, and society’ themed landscape that inspires learning and community engagement.

Goals
1) To create a landscape of rituals and interactivity to draw Hallett Elementary School and the Greater Park Hill Community together.
2) To incorporate science and technology curriculum objectives into the landscape.
3) To design a landscape that encourages positive socialization.
4) To provide a community landmark that will empower and instill a sense of pride and engagement.
II. The list of programmatic elements

Existing multi-use grass fields
   soccer & baseball
   track

Hard surface areas
   2 wall ball areas
   2 dodge ball rings
   2 4-squares
   3 tetherballs
   Colorado Map

Play pit areas
   ECE
   Primary
   Secondary
   Swings

Pavilion
   Rain harvester
   Stage
   Weather station

Interactive Science Areas
   Amphitheater
   Outdoor Classroom
   Art /science elements
   Interactive computer elements
III. The spatial concept

The list of programmatic elements

- existing multi-use grass field(s)
  - soccer and softball
  - circuit walk/run track
- hard surface I
  - 6 tetherball poles
  - 1 large wall ball area
  - 2 four-square games
  - 2 dodge ball rings
- hard surface II
  - 2 wall ball areas
  - 3 tetherballs
- hard surface III
  - colored map of the continents

interactive areas
- Stage/Amphitheater
- Outdoor classroom
- Art/science elements
- Weather monitoring station
- Interactive computer element
- pavilion
  - Rain garden-water harvester
- play pit areas
  - ECE
  - primary
  - secondary
IV. The organizational concept

We have all experienced places that have some sense of underlying order that give a place its character. Some places provide this more successfully than others. Sometimes this system is complex and/or esoteric—other times it is simple and easily understood.

Learning landscapes are complex living systems, much like the human body. Our bodies are extremely functional and very amazing things. In spite of the fact that scientists still don’t know exactly how our brains actually function, we are able to create things, imagine places that don’t exist, and outrun someone in a game of tag. There is much to be said of living systems. Living systems tend to have a dense interconnectedness with other systems, an ability to adapt, and synergistic effects.

What follows is an outline of the human body as an ordering system. It is not intended to be a literal translation but instead it acts as a metaphor for how the playground could function within the surrounding neighborhood. What if the “heart” of the neighborhood were Hallett Elementary School? What circulation paths would be necessary? How would the playground stay alive? What would it need to survive and to grow? Etc.

In addition, much of what we know about science and technology is directly related to our bodies. Everything we design to enhance our world stems from basic human needs. The chair, the computer, the shelter and more are all products of human intervention and the need to create an even better environment for individuals and communities as a whole.
What is a System?

Webster's definitions:
1. an assemblage or combination of things or parts forming a complex or unitary whole.
2. any assemblage or set of correlated members.
3. an ordered and comprehensive assemblage of facts, principles, doctrines, or the like in a particular field.
4. a coordinated body of methods or a scheme or plan of procedure; organizational scheme: a system of government.
5. any formulated, regular, or special method or plan of procedure. ...

What does living mean?

Webster's definitions:
- to be alive
- have the life of an animal or plant
- to continue alive
- to maintain oneself: SUBSIST
- to occupy a home: DWELL
- to conduct or pass one's life
- to remain in human memory or record
- to have a life rich in experience
- COHABIT

Living Systems

- Self-regulate
- Form cooperative and competitive relationships
- Have dense interconnectedness
- Tend to be synergistic and complex
Ordering System

The human body as a model for design

Core Principles

Small parts, or elements, with the ability to change, evolve, or grow form the basic building blocks for everything else

Cultural Medium

The landscape acts like cytoplasm, gelling small seemingly unrelated elements together

Diversity

A variety of functions and spaces exist within this cultural medium
Structure

Hidden beneath the layers exists an organic framework supporting motion, engagement, and connectivity.

Circulation

From the heart to the extremities, pathways enable fluid motion within the system.

Hierarchy

Organic patterns, branching and weaving with a variety of scales and shapes, extend throughout.

Nodes

Like active transportation hubs, synapses make rapid travel and crossover connections possible.
Thresholds

Connective tissues provide an elastic boundary allowing exchange and transformation to occur.

Layering

The optical center of a complex structure consisting of multiple separate layers, enhances visual and mental stimulation.

Relationships

Within the inner ear canal sounds vibrate, sending messages to the brain which are intercepted by synapses and translated throughout the whole system in a matter of moments.

Balance & Contrast

Living systems maintain a dynamic equilibrium, alternating between chaotic and ordered extremes.
Being Part of a Living System

“I think children know that nearly anyone can learn the names of things; the impression made on them at this level is fleeting.

What takes a lifetime to learn, they comprehend, is the existence and substance of myriad relationships: it is these relationships, not the things themselves, that ultimately hold the human imagination.”


In the last analysis, civilization itself is measured by the way in which children will live and what chance they will have in the world.

-Mary Heaton Vorse, 1935
C. How the Goals Will Be Fulfilled

According to the Gates Family Foundation, a nonprofit organization dedicated to serving impoverished communities, the ability to fund systemic projects like community based learning landscapes is not an easy one. Tom Kaismeier at Gates Foundation said, “Smith Elementary had the lowest CSAP scores in the state. Why did we spend $500,000 on it? Do we pay for performance of teachers or for the community as a whole?” Donors want to be able to see a product. They want scores to increase in a short span of time. They want to see learning happen.

Typically learning is equated with scholastic knowledge alone but there are other types of learning even more important for the survival and growth of a community. Everyone knows that social problems are not solved with money alone. Even if every member of the community were given financial rewards, neighborhood pride and investment would not evolve. Community-based projects with committed participants are one of the best ways to instill a level of empowerment to the people.22

The goals will be fulfilled by committed Denver Public School employees, Hallett Elementary School’s community, and other invested parties. By holding regular meetings and by committing to a phasing plan, goals will be readily achieved in no time. Smith Elementary, located just North of Hallett Elementary, has many experienced veterans of the Learning landscape process from which Hallett’s leaders can draw.

"The intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honors the servant and has forgotten the gift."

– Albert Einstein

Images from this Summer's 2002 Design Build Class at Greenlee Elementary School
III. THE COST ESTIMATE (This is an example only at this point)

A. Excel Spreadsheet
### Appendix

**A. Site Inventory and Safety Assessment**

**HALLETT ELEMENTARY SCHOOL SITE ASSESSMENT CHART**

General Surface Areas:

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<th>KEY</th>
<th>HARD SURFACES SQ FT</th>
<th>MISCELLANEOUS</th>
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<tr>
<td>Buildings</td>
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<tr>
<td>SB school</td>
<td>31,464</td>
<td># rooms?</td>
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<td>MB maintenance</td>
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<td>Asphalt</td>
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<td>PK parking</td>
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<td>PL playground</td>
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<tr>
<td>Concrete</td>
<td></td>
<td></td>
</tr>
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<td>S sidewalks</td>
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**TOTAL HARD SURFACE AREA = 73,461**

**SOFT SURFACES**

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<td>CG Community Garden</td>
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</tr>
<tr>
<td>Grass</td>
<td></td>
</tr>
<tr>
<td>- grass on northeast corner</td>
<td>1,845</td>
</tr>
<tr>
<td>- grass on north side of school</td>
<td></td>
</tr>
<tr>
<td>- grass on west side of school</td>
<td>17,641</td>
</tr>
<tr>
<td>Turf</td>
<td></td>
</tr>
<tr>
<td>- athletic field turf</td>
<td>63,774</td>
</tr>
<tr>
<td>- in playground</td>
<td>1,672</td>
</tr>
<tr>
<td>- in playground</td>
<td>205</td>
</tr>
<tr>
<td>TOTAL IRRIGATED SOFT SURFACES =</td>
<td>90,631</td>
</tr>
</tbody>
</table>

**NON-IRRIGATED**

<table>
<thead>
<tr>
<th>Surface</th>
<th>Area (sq ft)</th>
</tr>
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<tbody>
<tr>
<td>PG Pea Gravel</td>
<td></td>
</tr>
<tr>
<td>- play pits in playground</td>
<td>4,221</td>
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<tr>
<td>- play pits in playground</td>
<td>711</td>
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<tr>
<td>- play pits in playground</td>
<td>10,337</td>
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<tr>
<td>- baseball field in turf area</td>
<td>3,482</td>
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<td>- baseball field in turf area</td>
<td>502</td>
</tr>
<tr>
<td>ST Streetscape</td>
<td>1,553</td>
</tr>
<tr>
<td>TOTAL NON-IRRIGATED SOFT SURFACE AREA =</td>
<td>20,806</td>
</tr>
</tbody>
</table>

TOTAL AREA OF SCHOOL PROPERTY = 184,992
B. Survey of Community Desires
(Partial list to be completed later)

Adult’s Concerns:
Graffiti
Vandalism
Safety
Visibility
Shade

Children’s Concerns:
Fun
Places to hang out alone or in small groups
Interested in creating artwork for playground
Ability to run around and move a lot
Shade

Cast your vote for Hallett Elementary School's proposed playground elements!

Survey Image Board
C. Other Documents Relevant To Study

U.S. Department of Housing and Urban Development • Office of Policy Development and Research

PRISM SCIENCE AND MATH KITS AND STANDARDS
Denver Public Schools
Chapter 5: Park Hill, Denver

Katherine Woods
Vocate Park Hill Community, Inc.

Greater Park Hill is a uniquely integrated neighborhood in Denver, Colorado. Although the proportion of White residents in the city declined from 66.7 percent to 41.4 percent between 1980 and 1990, Park Hill’s White population remained stable at about 34 percent. By 1986, under the assumption that Park Hill had already passed a racial tipping point, many urban researchers predicted imminent segregation. This has not occurred. In fact, one developing trend finds more White Anglos and White Hispanics moving into predominantly African-American neighborhoods.

Park Hill remains largely a residential neighborhood of single-family houses. Its rate of 72 percent owner-occupied housing units is significantly higher than the citywide average of 51 percent. However, parts of the community are experiencing greater poverty, while other areas are home to a wealthier population than in the past. Neighborhood leaders continue to address the many difficulties of successful integration, but in recent years economic disparity and class differences, as well as increasing housing costs, have compounded the challenge.

Park Hill’s popularity as a residential neighborhood is, in part, derived from its convenient location in the metropolitan area. It sits 3 miles from Denver’s central business district (a 10- to 15-minute drive) and is served by several bus routes. It also sits just south of the Interstate 70 industrial corridor, which links downtown to the new airport and north park east. Until the spring of 1995, when the new Denver International Airport opened, Stapleton International Airport, immediately adjacent to the eastern part of Park Hill, was Denver’s main airport. The closure of Stapleton has considerably reduced noise pollution in the neighborhood.

There are several small commercial clusters in Park Hill. These typically include neighborhood grocery stores, liquor stores, bakeries, and barber shops. There are several major cultural and recreational amenities on the western border of Park Hill, including Dallas Park, City Park Golf Course, the Denver Museum of Natural History, and the Denver Zoo. Another golf course is immediately north of Park Hill. The University of Denver’s School of Law is also located in East Park Hill. In the northern part of Park Hill, two major recreation centers with parks and indoor pools provide programs for adults and youth.

Recent community investments by the city include a totally rebuilt and enlarged neighborhood health center, a new neighborhood library in the northern part of Park Hill, and the remodeling of the old library in South Park Hill. These improvements were the result of neighborhood lobbying.

Community Demographics

City demographics per Park Hill’s six major census tracts into three tiers of two, from north to south (see Exhibit 1), (An additional partial census tract in the southeast corner of Park Hill was not included in this study.) As with the city as a whole, the overall population of Park Hill has declined. As shown in exhibit 2, both non-Hispanic White and non-

Hispanic African-American populations declined from 1980 to 1990 (12.7 percent and

18.1 percent, respectively), while there was a slight increase (1.7 percent) among Park

Hill’s small Hispanic population. Overall, the community’s racial and ethnic mosaic has remained steady.

Exhibit 1

Map of Park Hill, Denver

The northernmost tier (census tracts 41.01 and 41.02, north of Martin Luther King Boule-

vvard) reflects the highest concentration of African-Americans (93 percent), the lowest

income levels (1989 median household income of $15,492 and $23,493), the highest

concentration of minority, and one of the highest concentrations of publicly-assisted hous-

ing units in Denver with an overall poverty rate of 26.6%, and a child poverty rate of

41.6%” (Denver Foundation, 1994). In contrast, the median incomes of Park Hill’s other

census tracts (41.03, 41.04, 42.01, and 42.02) were $27,113, $36,169, $42,225, and

$49,365, respectively. The middle part of census tracts (south of Martin Luther King

Boulevard) reflects a middle-class African-American community with a median income of

$55,984, a poverty rate of 12.8%, and a child poverty rate of 21.1%.” (Denver Foundation,

1994). The southernmost tier (census tracts 42.03, 42.04, and 42.05) reflects the lowest

median incomes in the city, with a median income of $27,871, a poverty rate of 43.2%, and a

child poverty rate of 51.8%. (Denver Foundation, 1994).
In 1959 Park Hill residents were the primary initiators of the first Colorado State Fair housing fair, the first State law that covered private sales as well as public housing and commercial real estate transactions. When that law was enacted in 1965 by the Colorado Supreme Court, it cost more than $50,000. In the year following the enactment of the new law, Park Hill residents had to pay an additional $50,000 to build a new school building.

In addition to supporting legislative action, Park Hill residents pursued a more direct strategy. In 1960 they formed a group to work with the Fair Housing Act and to stop the panic among Whites. They also worked to ensure that their property values would not suffer from a court settlement and community newspaper campaigns. Their organization was named the Park Hill Action Committee (PHAC), which was one of the predecessors of GPEC. Today Park Hill became a deliberately multiracial neighborhood. Building on the enactment of the Fair Housing Act and the unprecedented growth of the suburbs, an early strategy of Park Hill integrationists was to encourage the development of human relations councils in suburban communities. Park Hill residents went to the southeast and southwest Denver suburban churches to support networks of families of color to move there. The complement to this effort was a campaign to attract White to Park Hill. Activists made allies of nearly every real estate agent, many of whom were active members of Park Hill churches that supported peaceful integration. One effort was to work with residents advertising executives, who created cooperative real estate agent advertisements featuring Park Hill’s attractions (such as schools, a nearby zoo, and parks) and the large number of resident professionals (lawyers, teachers, doctors) living there. In 1970 the Park Hill Action Committee (predominantly Anglo) merged with the Northeast Park Hill Civic Association (predominantly African-American) and was incorporated as the Greater Park Hill Community, Inc.

Greater Park Hill Community, Inc.

Today GPEC retains a reputation as the institutional heart of a politically well-connected Denver neighborhood. For more than 35 years, it has taken on major issues and brought them to successful resolution. It uses an extensive network (more than 60 people, including religious and civic leaders) to support a broad range of community activities, including neighborhood associations, community newspapers, and various neighborhood organizations. GPEC has maintained a multiracial board, which represents diversity in its leadership.

In addition to fighting segregation of the neighborhood in the 1960s, GPEC has subsequently been a major voice in supporting public access to public services that resulted in a state law and city council legislation to build a new shopping center on the northeast corner of the Great Park Hill neighborhood. Along with other Denver neighborhood groups, it also helped to influence a new city ordinance to fight crime and illegal activities.

Hallett Elementary School Master Plan

Chapter 5: Park Hill, Denver

Exhibit 4

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Northeast Park Hill</th>
<th>North Park Hill</th>
<th>South Park Hill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage child poverty</td>
<td>41.6</td>
<td>22.9</td>
<td>5.0</td>
</tr>
<tr>
<td>Percentage change in rate, 1979-89</td>
<td>+1.6</td>
<td>+4.9</td>
<td>-1.1</td>
</tr>
<tr>
<td>Percentage single-parent families</td>
<td>63.5</td>
<td>49.2</td>
<td>21.6</td>
</tr>
<tr>
<td>Percentage among Black, 1991</td>
<td>49.6</td>
<td>58.4</td>
<td>20.1</td>
</tr>
<tr>
<td>Percentage change in AFDC households, 1990-94</td>
<td>+67.8</td>
<td>+56.2</td>
<td>+19.9</td>
</tr>
</tbody>
</table>

*Add to Families with Dependent Children.

Source: Pinn Foundation, 1994

Exhibit 5

<table>
<thead>
<tr>
<th>Income</th>
<th>Households With Incomes Less Than Half Median (Percent)</th>
<th>Percentage Change</th>
<th>Households With Incomes Greater Than Twice Median (Percent)</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Denver</td>
<td>24.6</td>
<td>+1.1</td>
<td>18.9</td>
<td>+2.4</td>
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<tr>
<td>Northeast Park Hill</td>
<td>31.5</td>
<td>+3.9</td>
<td>8.8</td>
<td>-3.6</td>
</tr>
<tr>
<td>North Park Hill</td>
<td>25.4</td>
<td>+6.1</td>
<td>25.4</td>
<td>+5.6</td>
</tr>
<tr>
<td>South Park Hill</td>
<td>17.8</td>
<td>+1.3</td>
<td>42.8</td>
<td>+10.6</td>
</tr>
</tbody>
</table>

*Median household income in Denver in 1989 was $20,108. Households with less than half the median income ($17,000) are frequently considered poor. Households with twice the median income ($50,212) are often considered upper income.

Source: Pinn Foundation, 1994

The segregated real estate system in Denver was similar to that in other cities. In the 1950s Denver real estate agents were following the mandate of the National Association of REALTORS® and the Federal Housing Administration (FHA), which instructed agents to avoid introducing disruptive elements into a community. This "kill-the-block" approach rapidly increased segregated housing in the neighborhood immediately to the west of Park Hill. Available housing units west of Colorado Boulevard were filled under FHA guidelines by basically "one-race" (African-American). Demand for more housing brought the first African-American families across Colorado Boulevard and into Park Hill in 1956. On May 6, 1956, angered from seven of Park Hill's largest churches urged Park Hill residents to welcome people of all colors to the neighborhood and to the churches. However, a White panic—largely resulting from real estate-inspired panic-peddling and tract-breeding techniques—began to spread.
Hallett Elementary School Master Plan

For the past 3 years, OPHEC members have spearheaded a summer scholarship program (described below in the section on education).

OPHEC publishes a free monthly 16-page community newspaper, the Greater Park Hill News (circulation: 17,500), which is distributed by volunteer block workers to 4400 residential blocks of Park Hill. This well-respected paper helps keep Park Hill residents informed about neighborhood issues and events. It is nonprofit and funded by advertising.

The Greater Park Hill Newsletter is one of the strongest identifiers of the entire Greater Park Hill area as a single neighborhood.

OPHEC’s annual home tour (in its 18th year) brings thousands of people—to at least one-third from outside Park Hill—to view some of the area’s older, more unique homes. The tour is organized by an arts and crafts fair, offering works by notwithstanding local artists and artisans. This fair celebrates the cultural diversity of the community and is OPHEC’s largest fundraiser.

Other Community Organizations

The other major diversity-promoting group in Park Hill is the Denver Branch of the National Association for the Advancement of Colored People (NAACP). The NAACP rents office space in the OPHEC headquarters building, devotes most of its energy to fighting discrimination in employment and education, and provides strong support for housing and school desegregation. In the recent past, outside organizations that have worked for diversity in Park Hill include Housing for All, the Metro Denver Fair Housing Center, and the Denver Community Housing Resource Board (CCHRDB). Churches and other religious organizations have also supported diversity in Park Hill.

Social service providers in the neighborhood include the Park Hill Health Station and the Northeast Women’s Center. The Health Station provides medical services, payable on a sliding scale, for low- and moderate-income Park Hill residents. The Women’s Center provides high school equivalency and vocational training to help mothers on welfare and other low-income women gain skills to increase the workforce. The Park Hill Health and Human Services Coalition succeeded in getting social service intake personnel at the Health Center and is working with Planned Parenthood to reduce teen pregnancy.

In 1988 an organization was formed in Park Hill that some members of OPHEC regard as a challenge to maintaining and promoting a racially integrated neighborhood. Park Hill for Safe Neighborhoods (PHSN) started out as a crime-prevention committee within OPHEC but became a separate organization registered with the city to foster more community spirit, encourage home and neighborhood improvements in northeast Park Hill, and work more directly with the police. PHSN members also encourage middle-income residents to purchase homes in their neighborhood. PHSN represents about one-third of the total area of Park Hill, with about one-fourth of the population. Although leaders of PHSN have not directly attacked OPHEC, they have appealed to northeast Park Hill residents on the basis of this organization’s geographic isolation and economic differences.

The implicit message of PHSN has been that other residents of Park Hill cannot adequately represent the interests of those in this partially segregated, lower-income community. In fact, it was PHSN that took the lead in fighting the proposed location of a hazardous waste transfer station just north of the neighborhood. It successfully portrayed this proposal as an environmental justice issue. Proponents of environmental justice object to the disproportionate siting of projects with un向きable environmental impacts in low-income and minority neighborhoods. Several OPHEC sector leaders, mostly from the southern parts of Park Hill, supported PHSN against letter-writing campaigns, rallies, and gatherings of support from throughout Greater Park Hill. Although the decision was successfully reversed in a zoning board appeal, the case illustrates both the possibilities and the tensions of working across a racial and widening economic chasm. At the same time, the tension between the different interests emphasizes the importance of working together to address issues that can affect the entire Park Hill community.

This issue of maintaining racial diversity under conditions of economic diversity is also seen in other aspects of community life. The following sections address three of these: housing, safety, and education. Together, these seem to form the core of issues that Greater Park Hill will face during the next several years.

Housing

Park Hill’s housing stock is probably even more diverse than its population. It ranges from $700,000 mansions to 1,000-square-foot, 1950s ranch-style homes with market values under $100,000. The distinctive characteristics of the housing stock are distributed in tiers, south to north. South Park Hill has the oldest housing, with most of it having been developed between the 1910s and 1920s as streetcar suburbs. The styles of these houses are eclectic and vary considerably in size and detail. The largest homes are clustered along several pathways that cross the neighborhood. Three of these run east-west and two run north-south. The western part of North Park Hill was developed in the 1920s with the housing stock similar in characteristics to that of South Park Hill, but having fewer houses as large as the boulevard houses. The housing in the eastern part of North Park Hill and Northeast Park Hill was developed in the 1940s and 1950s as small starter homes, and largely marketed to World War II veterans. Also in Northeast Park Hill is the neighborhood’s largest concentration of rental housing, consisting mostly of single-story two- to four-unit dwellings.

Sales data for 1993 from the city assessor’s records show a significant difference in the age, size, and price per square foot (see exhibit 6). The southernmost census tracts, where houses were built in the 1920s and 1930s and average 1,500 square feet, exceed the city’s average in size, age, and price by more than 20 percent. The northernmost census tracts, where houses are less than 1,000 square feet and were built in the early 1950s, are on average valued at 40 percent less than the city average. Real estate agents report that the newer, smaller homes in the northern part of the neighborhood are harder to sell. This situation is changing rapidly and dramatically. It should be noted that the population of the northern census tracts (41.01 and 41.02) has been more than 50 percent African-American for at least two decades.

Although racial steering is not as overt as in the past, the Denver Community Redevelopment Agency, a coalition of nonprofit and civil rights groups, has recently found continuing disparities in mortgage lending practices on the basis of race. By 1989 most real estate agents and landlords were sufficiently aware of fair housing laws that they almost never—but many refused to show an advertised apartment or house for sale. But more subtle forms of discrimination were still found to exist.

Marketing within Park Hill itself, judged by increased property prices, may be on an upward trend precipitated by two events initiated by Park Hill activists and OPHEC. The first of these is the moving of the Denver airport away from the middle and north Park Hill, resulting in the end of 30 years of constant airport noise. According to real estate agents, the relocation of the airport is one reason for dramatically higher prices in areas.
previously plagued by airport noise. The second event is Denver’s current economic boom, which has raised prices throughout the metropolitan area. Hence, members of all races and ethnicities looking for more affordable housing are buying homes they did not previously consider in northern parts of Park Hill. Some of these homes have experienced deferred maintenance (that is, they need painting or repainting and require lawn care). More buyers are now willing to purchase and repair them. Property tax assessments in 1997 skyrocketed, based on "sold" prices for 1996. Houses valued at less than $100,000 are rare. The year 2000 census is likely to show a loss of low-income people as homes sell at high prices to higher-income couples and families. Landlords are selling off rental homes for high profits, eliminating low-income renters.

Meeting basic housing needs, rather than promoting diversity and stability, is often the overriding concern of assisted housing providers operating in Park Hill. Two community development corporations have investments in Park Hill. The Denver Housing Authority (DHA) is active in the community through the Section 8 rental certificates program and as owner of dispersed units in the neighborhood. GHPC has had a mutually supportive relationship with both nonprofit providers, but its relationship with DHA has been marred by differences in mission.

The Northeast Denver Housing Center (NDHC) had its initial contact with Park Hill through a purpose rehabilitation/sale program, which bought low-cost or foreclosed properties at deep discounts, rehabilitated them, and sold them to low- to moderate-income first-time home buyers. More recently, NDHC has directed its energy toward purchasing, rehabilitating, and renting multifamily housing at low cost through Section 8 programs. NDHC also has a homeownership and foreclosure-prevention counseling service. Hope Communities owns rental units all across metropolitan Denver, including 94 units in Park Hill. The founders of Hope Communities have always stressed their commitment to neighborhood diversity. This commitment is demonstrated in their Elm Court development in Park Hill, with African-American, Hispanic, and Anglo residents. Hope Communities rental complex offers a range of supportive services for their tenants, including education programs, homework tutoring, and a variety of counseling and upward mobility services.

Exhibit 6
House Sales Data for Park Hill, 1993

<table>
<thead>
<tr>
<th>Censustract</th>
<th>Median Sales Price</th>
<th>Percentage of Denver Average</th>
<th>Mean Square Footage</th>
<th>Percentage of Denver Average</th>
<th>Dollars per Square Foot</th>
<th>Percentage of Denver Average</th>
<th>Mean Year of Construction</th>
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</thead>
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<tr>
<td>41-01</td>
<td>$40,000</td>
<td>45.66</td>
<td>521</td>
<td>73.66</td>
<td>$49</td>
<td>57.63</td>
<td>1962</td>
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<tr>
<td>41-02</td>
<td>$52,500</td>
<td>60.94</td>
<td>622</td>
<td>72.71</td>
<td>$59</td>
<td>63.99</td>
<td>1963</td>
</tr>
<tr>
<td>41-03</td>
<td>$76,000</td>
<td>86.95</td>
<td>1,263</td>
<td>96.61</td>
<td>$75</td>
<td>99.94</td>
<td>1929</td>
</tr>
<tr>
<td>41-04</td>
<td>$106,900</td>
<td>119.51</td>
<td>1,042</td>
<td>82.15</td>
<td>$83</td>
<td>75.62</td>
<td>1945</td>
</tr>
<tr>
<td>41-05</td>
<td>$100,000</td>
<td>107.93</td>
<td>1,935</td>
<td>128.78</td>
<td>$104</td>
<td>123.63</td>
<td>1922</td>
</tr>
<tr>
<td>41-06</td>
<td>$127,000</td>
<td>145.98</td>
<td>1,456</td>
<td>114.96</td>
<td>$122</td>
<td>120.69</td>
<td>1935</td>
</tr>
<tr>
<td>City</td>
<td>$126,000</td>
<td>126.00</td>
<td>1,260</td>
<td>126.00</td>
<td>$126</td>
<td>120.69</td>
<td>1942</td>
</tr>
</tbody>
</table>

* Census tracts include: Northeast Park Hill, 41-01 and 41-02; North Park Hill, 41-03 and 41-04; and South Park Hill, 42-01 and 42-02.

Source: Denver Assessor’s Office.

GPHC and other neighborhood and fair housing organizations have frequently criticized DHA for unfairly affecting those very communities that have been most supportive of its mission. It seems to many that because Park Hill residents have not resisted dispersed, public housing, they have been taken advantage of by DHA, which has placed a disproportionate share of subsidized units in Park Hill. This has contributed to increased segregation—both racial and economic—in four nearby schools. This trend raised concerns among mid-class homeowners. DHA has responded, saying that it must comply with HUD guidelines for setting an upper price limit on housing units, and because house prices below this limit are snarled found in Northeast Park Hill, it has no control over how individual renters choose to use their Section 8 certificates.

In the early 1990s, fair housing advocates in the city reached an agreement with DHA and HUD not to locate more units in affected neighborhoods, which include Northeast and North Park Hill. However, GPHC continues to be skeptical of DHA’s commitment to this agreement and fears that in the absence of a metropolitanwide fair share initiative, Park Hill will remain under repressive pressure exerted by DHA. The real estate market is beginning to price DHA out of Park Hill, however. The absence of affordable housing may ultimately become the biggest Park Hill issue.

Safety

Safety—or the perception of safety—is a key issue for the health of the neighborhood. For several years, neighbors have joined together to fight crime occurring in precincts of the neighborhood, and results have been mixed. Part of the concern about safety is attributable to the infamous 1993 summer of violence, during which high-profile, gang-related murders occurred in Greater Park Hill. Much of the media coverage specifically linked these murders to Northeast Denver, Northeast Park Hill, or Park Hill. Such coverage heightened and intensified a citywide perception of the neighborhood as a dangerous area. Community block-organizing and community policing efforts have corrected these perceptions, producing a more positive image of Park Hill’s safety record. Since 1993 crime rates in the neighborhood have dropped.

Gang activity is evident in Greater Park Hill. Greater Park Hill is generally considered the territory of various factions of the Bloods gang, there are also some Crips factions, although most Crips live outside the neighborhood. Fights between gang factions have occurred, including several during the summer of 1993. Accordingly to two of the community officers in Greater Park Hill, serious gang activity has been greatly reduced in the neighborhood since 1994 for the following reasons:

- Police actions resulting in the incarceration of many violent offenders, although lack of jail space limits the arrest rate of juvenile offenders.
- Community involvement, specifically community programs through GPHC and several Greater Park Hill churches that encourage parents to participate in educational and other activities with their children.

A number of organizations are involved in attempts to maintain a safe living environment, including GPHC, PHCN, and the Denver Police Department. In response to the 1993 summer of violence, GPHC volunteers began a block-and-sector-organizing program, forming groups of blocks (sectors) and training residents to respond to the needs of their neighbors, especially in the areas of crime and safety. The organizing of blocks into sectors required neighbors to meet one another, exchange telephone numbers, and confer about crime problems, as in the neighborhood watch program. Currently, 171 blocks
are organized into 31 sections in the neighborhood (7 blocks in the northernmost section, 40 blocks in the central section, and 115 blocks in the southeastern section).

Education

The maintenance of good-quality, successfully integrated public schools continues to be an important issue for the neighborhood. In 1962 Park Hill had a growing school-age population. That year the board of education placed 27 mobile classrooms in Denver, of which 25 were at the predominantly African-American schools in Park Hill. In 1986 school board member Rachel Noel successfully introduced a plan to integrate six intentionally segregated schools in the Park Hill area. When a newly elected antibusing board rescinded the No Form resolution in 1999, Park Hill community members filed a lawsuit.

In 1973 this lawsuit resulted in the U.S. Supreme Court’s landmark ruling that school districts that had never been segregated by law could be forced to desegregate citywide if a significant portion of their students had been segregated by school board actions (Kesu v. Denver Board of Education). The Kesu ruling formed the basis for most school desegregation orders in cities outside the South.

From 1973 through 1995, Denver Public Schools (DPS) were under court order to desegregate. This resulted in a paired school-busing plan. During this period, many middle-class families (of all races, but primarily Anglo) fled to the suburbs or enrolled their children in private schools or DPS magnet and gifted-student programs.

Recently there have been significant changes to public schools in Park Hill. In fall 1995 DPS was released from Federal court jurisdiction because it convinced the judge of its commitment to equality and diversity, even though, admittedly, equality and diversity had not been achieved. As a consequence, DPS is now subject to State laws that prohibit any assignment of students to promote racial balance and to automatically assign students the right to attend any school with scarce, as long as the students provide their own transportation. In fall 1996 the board of education began to phase out busing for desegregation by returning all students to so-called neighborhood schools starting with elementary schools. Two elementary schools in Park Hill were given magnet-school status to integrate them. Early results of these changes have proved to be somewhat reminiscent of 1966: racial isolation, poverty, and overcrowding in the northern end of the city, including Park Hill. In spring 1996 DPS was awarded a $2.7 million grant, over 3 years, to create a magnet district within the Park Hill area. In the meantime, DPS finances have deteriorated, causing many services and programs to be severely curtailed. A mill levy (property tax) election to put DPS taxpayer on par with their suburban counterparts failed in November 1995, with only a few precincts, including Park Hill, voting in favor. Nevertheless, it is safe to say that all DPS schools, including those in Park Hill, probably provide a better education than perceived by the public. DPS suffers from a poor reputation and is seen by many as unduly bureaucratic.

There are six public elementary schools in Park Hill, offering kindergarten through fifth grade, with early childhood programs for lower-income children. Four of them—Ashley, Park Hill, Phillips, and Strahan—have always been neighborhood schools. The other two—Hallett (Academy of Science and Technology) and Smith (Re-

Hallett Elementary School Master Plan 3/27/2004
Lessons Learned: Past and Present for the Future

Greater Park Hill has survived as a racially integrated neighborhood for 35 years. However, it would be a mistake to think of the neighborhood as stable in the sense of unchanging. Park Hill has experienced several real estate cycles, changing fashions in housing, a society growing more violent, and an urban school system starved for human and financial resources. In the 1960s the neighborhood responded to urbanism, if not officially (illegal) real estate practices. In the 1970s the community learned to appreciate its diversity. The 1980s allowed white and black residents to focus on bringing an end to a common nemesis, noise pollution from aircraft—even while their community was becoming increasingly economically polarized. The 1990s have seen a renewed focus on issues that were thought to have been resolved—increased geographic, racial, and economic polarization.

Eight lessons about achieving stable and diverse neighborhoods can be learned from Park Hill:

1. Leadership, together with organization, does count. Every time Park Hill experienced a threat, individual leaders stepped forward to address the issues. In the early days, these leaders brought together elements of the religious community to create an organization widely perceived as legitimate and representative. Subsequent struggles have depended on individuals, but the organizational legitimacy of GPHC affords residents a platform. It also helps that Park Hill residents include a large pool of talent and expertise willing to volunteer and become involved.

2. Leadership must broaden to address changes in the neighborhood. As GPHC has matured, it has faced changing issues. It has benefited from its leadership’s continued commitment to issues affecting the community. The challenge has been not only to appreciate GPHC’s experiences, but also to allow for an institutional transformation to respond to constant new challenges.

3. Race and class count. Integration in Park Hill is no longer a matter of race alone. The community has become increasingly aware of economic disparity in the neighborhood. Hence, a new challenge to GPHC is the design of supportive programs without paternalism.

4. External threats are easiest to address. Although it is a simplification to call any of the community’s efforts easy, the internal organization has been most cohesive when battling outside forces such as the real estate industry, airport authorities, or government agencies.

5. Internal allocations are most difficult. This is the corollary of the conclusion above. Because of the geographic, racial, and economic divisions within Park Hill, neighborhood cohesion has been most difficult when resources have to be internally allocated. This has recently been true for both police protection and public school resources.

6. HUD policies do not always help. HUD policies and practices that focus on individual homeowners and projects sometimes undermine stable, communitywide patterns of integration.

A unified image is important. Park Hill’s greatest achievement is the image it presents of itself as one community to both residents and outsiders. This image has kept GPHC together even in difficult times. The Greater Park Hill News and dedicated volunteers are key factors to maintaining the unified image.

Image cannot replace interaction. Despite a common front, the reality of different social worlds defined by race and class cannot be overcome by good press alone. Difficult issues, such as school desegregation and the recent middistrict project, create tensions. However, these difficult issues serve to introduce emergent leaders to new perspectives and promote greater understanding among the diverse people of Park Hill.

Author

Katherine Woods has worked with community organizations for several years in various capacities and on issues ranging from resaellement to neighborhood stabilization. At the time of this study she was assistant director of Greater Park Hill Community, Inc. She is currently president of City Vision, Inc., an urban planning, design, and public involvement firm in Fort Collins, Colorado.

The author would like to thank those who assisted with this article: Park Hill historian Burt and Boa Suttle, Brounacchi, Katherine Cleaver, Mike Cortes, Ceci Glenn, Chris Kocziol, Mario Maiz, and Todd DeBeneth. The author also thanks Greater Park Hill Community, Inc., its board and members, and the residents of Park Hill.

Notes

1. Between 1980 and 1990, the middle-income group decreased in proportional size by 14 percent to 48 percent of the population. The lower-income group increased in its proportional size by 3 percent to 25 percent of the population. The upper-income group increased in proportional size by 11 percent to 28 percent of the population. The median income of the neighborhood was $31,462, which was 46 percent greater than that of the city as a whole.

2. Congress for Racial Equality, the NAACP, the Urban League, the Latin American Education Foundation, the Park Hill Action Committee, and the Colorado Council of Churches.

3. The NAACP is an affiliate of GPHC in a small commercial building that is owned by the city of Denver and leased to GPHC for a dollar per year.

4. Housing for All focuses on discrimination in housing. It is a Fair Housing Initiative Program agency that investigates discrimination cases. Although the program is not located in Park Hill, Park Hill volunteers were instrumental in starting the program.

5. CRDB was designed to educate real estate agents about the virtues and business payoffs of promoting diversity in housing. One of its methods has been to target agents on yellow school buses and take them to various Denver public schools to show them that the schools are not nearly as bad as often portrayed in the news media. Park Hill schools have been used for this purpose.

6. Many residents of these neighborhood census tracts still support GPHC or are active in both organizations. One current chairman of GPHC lives in Northeast Park Hill, and PHSA’s current president officially retains her seat on the GPHC board.
References
Denver Police Department. 1991–94. Annual Reports.
U.S. Bureau of the Census. 1990 and 1980. Census Tracts 41.01, 41.02, 41.03, 41.04, 42.01, 42.02, and part of 44.01.
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<thead>
<tr>
<th>KIT NAME</th>
<th>GRADE</th>
<th>DESCRIPTION and Grade Level Unit</th>
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<tr>
<td>Acids and Bases</td>
<td>5</td>
<td>Discover pH, use cabbage juice, litmus paper to determine pH, test common household products</td>
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<tr>
<td></td>
<td></td>
<td><em>Physical Science, Chemistry</em></td>
<td></td>
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<tr>
<td>All About Air</td>
<td>3</td>
<td>Air properties (occupies space, exerts pressure), Cartesian divers, tornado tubes</td>
<td>2.3, 4.2</td>
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<td><em>Earth Science, Atmosphere</em></td>
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<tr>
<td>All Mixed Up</td>
<td>1</td>
<td>Create mixtures—liquids added to water (oil and water don’t mix), test solubility, make bubbles</td>
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<td><em>Physical Science, Matter</em></td>
<td></td>
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<td>Animal Adaptations</td>
<td>5</td>
<td>Project Wild animal activities–bears, birds</td>
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<td><em>Life Science, Ecosystems</em></td>
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<td>Atoms and Molecules</td>
<td>5</td>
<td>Build models of atoms and molecules</td>
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<tr>
<td>Butterflies and</td>
<td>2</td>
<td>Study of the life cycle of the insect</td>
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<td>Caterpillars</td>
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<td><em>Life Science, Life Cycles</em></td>
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<td>Color</td>
<td>3</td>
<td>Gems Color Analyzers, other color activities</td>
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<td><em>Physical Science, Light</em></td>
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<td>Dissection</td>
<td>4</td>
<td>Dissection trays, tools for dissecting hearts, eyes</td>
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<tr>
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<td></td>
<td><em>Life Science, Systems of the Body</em></td>
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<td>Electricity</td>
<td>5</td>
<td>“TOPS”–Light bulbs, tin foil, and batteries, series, parallel, switches</td>
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<td><em>Physical Science, Electricity</em></td>
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<td>Environmental</td>
<td>5</td>
<td>Study erosion and weathering, water pollution, recycling</td>
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<td><em>Life Science, Earth Science, Ecology</em></td>
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<td>Five Senses</td>
<td>K</td>
<td>Activities using each of the five senses</td>
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<td><em>Life Science, Health, Five Senses</em></td>
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<td>Fossils</td>
<td>4</td>
<td>Make fossil casts, look at and feel real fossils, define what a fossil is, time line, fossil game</td>
<td>3.4, 4.1, 5</td>
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<td></td>
<td></td>
<td><em>Life Science, Earth Science, Geology</em></td>
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1Denver Public Schools
Hallett Elementary School Master Plan 3/27/2004
<table>
<thead>
<tr>
<th>Activity</th>
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<th>Subjects</th>
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<tr>
<td>Frog Math</td>
<td>K-3</td>
<td>Observe, describe, and sort buttons, read Frog and Toad, play frog games</td>
<td><em>Algebraic Concepts, Data and Probability</em></td>
<td>Math 2, 3</td>
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<tr>
<td>Geology: Rock and Roll</td>
<td>4</td>
<td>Rocks and minerals, rock cycle, look at and hold many examples of rocks and minerals, define mineral, mystery</td>
<td><em>Earth Science, Geology</em></td>
<td>4.1</td>
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<tr>
<td>Getting Soaked</td>
<td>1</td>
<td>Water properties, evaporation, absorbency</td>
<td><em>Life Science, Earth Science</em></td>
<td>2.3, 4.2, 4.3</td>
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<tr>
<td>Heart Power</td>
<td>K-5</td>
<td>From the Heart Association, heart activities and tape</td>
<td><em>Life Science, Health</em></td>
<td>3.3</td>
</tr>
<tr>
<td>Height-O-Meter</td>
<td>4, 5</td>
<td>GEMS–measure heights of tall things</td>
<td><em>Number Sense, Algebraic Concepts, Measurement</em></td>
<td>Math 1, and 2</td>
</tr>
<tr>
<td>Ice Cubes</td>
<td>3</td>
<td>Water condensation, effects of heat–melting, insulation</td>
<td><em>Physics, Earth Science</em></td>
<td>2.2, 2.3, 4.3</td>
</tr>
<tr>
<td>In All Probability</td>
<td>3-5</td>
<td>GEMS penny flip, spinners, dice, game sticks</td>
<td><em>Algebraic Concepts, Data, Probability, Geometric Concepts</em></td>
<td>Math 2, 3, 4</td>
</tr>
<tr>
<td>Introduction to Calculators</td>
<td>2-6</td>
<td>Classroom set of calculators with guide for teacher selection of problem-solving activities, looking for patterns</td>
<td><em>Technology</em></td>
<td>Math 2, 3, 4</td>
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<tr>
<td>It’s Alive!</td>
<td>5</td>
<td>Collect carbon dioxide gas from animals, oxygen from plants, grow seeds, test to verify gasses they produce</td>
<td><em>Life Science, Ecology</em></td>
<td>2.2, 3.2</td>
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<tr>
<td>Kitchen Chemistry</td>
<td>5</td>
<td>Collect carbon dioxide gas from animals, oxygen from plants, grow seeds, test to verify gasses they produce</td>
<td><em>Life Science, Ecology</em></td>
<td>2.2, 3.2</td>
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<td>Light</td>
<td>3</td>
<td>Lenses, polarization, refraction, reflection</td>
<td><em>Physics, Light</em></td>
<td>2.1</td>
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<tr>
<td>Magnetism</td>
<td>5</td>
<td>“TOPS”–Activities measuring magnetic strength, field, electron flow, poles</td>
<td><em>Physics</em></td>
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<td>Magnets</td>
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<td>What things are attracted to the magnet? Properties of magnets–field, strength, magnetic magic</td>
<td><em>Physics, Magnets</em></td>
<td>2.2</td>
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<tr>
<td>Measurement 1 and 2</td>
<td>4</td>
<td>Discover area, mass, volume, density (adapted from Amoco)</td>
<td><em>Physics, Measuring Common Physical Properties</em></td>
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<tr>
<td>Measurement Tools</td>
<td>1-5</td>
<td>Materials necessary to measure a variety of liquid and linear objects</td>
<td><em>Measurement</em></td>
<td>Math 1, and 2</td>
</tr>
<tr>
<td>Topic</td>
<td>Grade</td>
<td>Description</td>
<td>Pages</td>
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<tr>
<td>Microscopes</td>
<td>K-5</td>
<td>Classroom set of hand-held field microscopes to magnify from 30X to 100X</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
| MIRA Math                                 | 3-5   | Discover symmetry using reflections  
*Algebraic Concepts, Geometric Concepts*                                                                                                                | Math 2, 4 |
| Movement                                  | 4     | From Galileo’s time, balls roll down ramps, record and graph data  
*Physical Science, Forces and Motion*                                                                                                             | 2.2   |
| Mysterious White Powders                  | 5     | Do different tests to determine the difference between flour, salt; solve the mystery powder puzzle  
*Physical Science, Chemistry*                                                                                                                   | 2.1, 2.3 |
| Optics and Eyeball Dissection             | 3     | Discover how the lens in the eye works, experiment with optics  
*Life Science, Physical Science, Health, Eyes*                                                                                                  | 2.2   |
| Patterns and Fractions                    | K-5   | Six sets of pattern blocks and activities to discover fractions, shapes, and symmetry  
*Algebraic Concepts, Geometric Concepts*                                                                                                        | Math 2, 3, 4 |
| Plants and Seeds                          | 2     | Plants, flowers, seeds, pine cones. Do plants need water?  
*Life Science, Life Cycle of Plants*                                                                                                             | 3.2   |
| Problem Solving Using Calculators         | 4, 5  | Group problem solving activities, practice using a variety of methods to solve problems  
*Number Sense, Algebraic Concepts, Technology*                                                                                                  | Math 1 and 2 |
| Properties of Liquids and Gasses          | 1     | Liquid state of matter, shapes, volume, air properties  
*Physical Science, Matter, Earth Science*                                                                                                       | 2.1, 2.3, 4.2 |
| Properties of Solids                      | 1     | Solid matter takes up space, has definite size, shape, mass  
*Physical Science, Matter*                                                                                                                      | 2.1   |
| Rocks                                     | 2     | Describe, compare, sort by different attributes; weigh rocks  
*Physical Science, Earth Science, Interrelationships*                                                                                           | 2.1, 4.1, 5 |
| Scientific Method                         | 3     | Drop tennis balls from different heights, swing pendulums, practice using inquiry methods of investigation to solve problems  
*Scientific Inquiry*                                                                                                                            | 1     |
| Shocking: Electricity and Magnetism       | 5     | Electricity turns into magnetism and magnetism turns into electricity–electroplorus, electromagnet, floating compass  
*Physical Science, Electricity*                                                                                                                  | 2.2   |
| Simple Machines                           | 4     | Levers, inclined planes, pulleys  
*Physical Science, Simple Machines*                                                                                                                 | 2.2   |
| Slime and Uublic | 4, 5 | Polymer study—super-absorbent, non-neutonian, make green slime  
*Physical Science, Chemistry, Earth Science* | 2.1, 2.3 |
|-----------------|------|-----------------------------------------------------------------|---------|
| **Sound**       | 3    | Discover how sound is made, explore pitch, volume, make musical instruments  
*Physical Science, Sound* | 2.2     |
| **Stereoscope** | K-5  | One large three-dimensional microscope for magnifying objects up to 100X  
*Technology* | 7       |
| **Water 1 Explorations** | 1    | Create mixtures with water and dry solids, does it dissolve or make a suspension, make uublic  
*Physical Science, Earth Science* | 2.1, 4.3 |
| **Weather**     | 3    | Water cycle, properties of air, measure temperature, observe weather patterns  
*Physical Science, Earth Science* | 2.1, 2.2, 4.2, 4.3 |
## HALLETT ELEMENTARY CONTACT SHEET

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Number</th>
<th>Home or Cell Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Hallett Elementary</td>
<td>303-355-7359</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>Dr. Charles “Chuck” Luna</td>
<td>303-355-7359</td>
<td></td>
<td><a href="mailto:Charles_Luna@dpsk12.org">Charles_Luna@dpsk12.org</a></td>
</tr>
<tr>
<td>PE Teacher(s)</td>
<td>Mr. Mark McDonald</td>
<td>303-355-7359</td>
<td></td>
<td><a href="mailto:Mark_McDonald@dpsk12.org">Mark_McDonald@dpsk12.org</a></td>
</tr>
<tr>
<td>Facility Manager</td>
<td>Mr. Jimmy Gates</td>
<td>303-355-7359</td>
<td></td>
<td><a href="mailto:Jimmy_Gates@dpsk12.org">Jimmy_Gates@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>Mr. Wilson</td>
<td>303-355-7359</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ms. Crouch</td>
<td>303-355-7359</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Reps.</td>
<td>Ms. Brett Champion</td>
<td>303-355-7359</td>
<td></td>
<td><a href="mailto:Brett_Champion@dpsk12.org">Brett_Champion@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>(mentor)</td>
<td></td>
<td>(h) 303-355-1777</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gerry Cooks</td>
<td>303-355-7359</td>
<td></td>
<td><a href="mailto:Gerry_Cooks@dpsk12.org">Gerry_Cooks@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>Joshua Ferraro</td>
<td>303-355-7359</td>
<td></td>
<td><a href="mailto:Joshua_Ferraro@dpsk12.org">Joshua_Ferraro@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>Heidi McClellan</td>
<td>303-355-7359</td>
<td>(h) 303-425-9787</td>
<td><a href="mailto:Heidi_McClellan@dpsk12.org">Heidi_McClellan@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>Vanesa Hairston</td>
<td>303-355-7359</td>
<td>(h) 720-359-1515</td>
<td><a href="mailto:Vanesa_Hairston@dpsk12.org">Vanesa_Hairston@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>Stacey Vigil</td>
<td>303-355-7359</td>
<td></td>
<td><a href="mailto:Stacey_Vigil@dpsk12.org">Stacey_Vigil@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>Teryl Lawson</td>
<td>303-355-7359</td>
<td></td>
<td><a href="mailto:Teryl_Lawson@dpsk12.org">Teryl_Lawson@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>Connie Berghorn</td>
<td>303-355-7359</td>
<td></td>
<td><a href="mailto:Connie_Berghorn@dpsk12.org">Connie_Berghorn@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>Cathy Hirokawa</td>
<td>303-355-7359</td>
<td></td>
<td><a href="mailto:Cathy_Hirokawa@dpsk12.org">Cathy_Hirokawa@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>Jean Hunt</td>
<td>303-355-7359</td>
<td></td>
<td><a href="mailto:Jean_Hunt@dpsk12.org">Jean_Hunt@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>Jennifer Voorhees</td>
<td>303-355-7359</td>
<td>(h) 303-782-0181</td>
<td><a href="mailto:Jennifer_Voorhees@dpsk12.org">Jennifer_Voorhees@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>Lezlie Faber</td>
<td>303-355-7359</td>
<td>(h) 303-355-5314</td>
<td><a href="mailto:Lezlie_Faber@dpsk12.org">Lezlie_Faber@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>Irene Gerschenson</td>
<td>303-355-7359</td>
<td></td>
<td><a href="mailto:Irene_Gerschenson@dpsk12.org">Irene_Gerschenson@dpsk12.org</a></td>
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<tr>
<td></td>
<td>Richard Thompson</td>
<td>303-355-7359</td>
<td></td>
<td><a href="mailto:Richard_Thompson@dpsk12.org">Richard_Thompson@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>Anthoula Mantourlias</td>
<td>303-355-7359</td>
<td>(h) 303-753-9946</td>
<td><a href="mailto:Anthoula_Mantourlias@dpsk12.org">Anthoula_Mantourlias@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td>LaVerne Hillig-Hughes</td>
<td>303-355-7359</td>
<td></td>
<td><a href="mailto:LaVerne_Hillig-Hughes@dpsk12.org">LaVerne_Hillig-Hughes@dpsk12.org</a></td>
</tr>
<tr>
<td>Community Reps/Activists</td>
<td>Mr. P. VanDuvall</td>
<td>303-295-3085</td>
<td></td>
<td><a href="mailto:VandDuvall@aol.com">VandDuvall@aol.com</a></td>
</tr>
<tr>
<td></td>
<td>Mr. Britton</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Assoc. Reps</td>
<td>Greater Park Hill Community Board</td>
<td>mtgs 1st Thurs @ Park Hill Congregational Church</td>
<td><a href="http://www.neighborhoodlink.com">www.neighborhoodlink.com</a></td>
<td><a href="http://www.neighborhoodlink.com/main.html?nsupercity=341355182&amp;nneighid=813130841">www.neighborhoodlink.com/main.html?nsupercity=341355182&amp;nneighid=813130841</a></td>
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</tr>
<tr>
<td>2823 Fairfax St; Denver, CO 80207 9am - 3pm, Mon-Thurs</td>
<td>Ms. Marcia Johnson, Executive Director (w) 303-388-0918 (h) 303-355-2468</td>
<td>Roz Wheeler-Bell, Chair</td>
<td><a href="mailto:GPHC@uswest.net">GPHC@uswest.net</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ann Long, Secretary</td>
<td>Chuck Holm, Treasurer</td>
<td></td>
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<tr>
<td></td>
<td>Geneva Goldsby</td>
<td>Gladys Bates</td>
<td></td>
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<tr>
<td></td>
<td>Mary Jo Brooks, Website Coordinator</td>
<td>Linda Elliott</td>
<td><a href="mailto:mjbrooks@aol.com">mjbrooks@aol.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phillip Fields</td>
<td>Lawrence Lewis</td>
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<td></td>
<td>Boris Mannsfeld</td>
<td>Rita Perez</td>
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<tr>
<td></td>
<td>Richard Pickett, Website Coordinator</td>
<td>CeCe Underhill</td>
<td><a href="mailto:deningry@aol.com">deningry@aol.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arthur Rosenblum, Greater Park Hill News Editor</td>
<td>Joan Wallach, Greater Park Hill News Editor</td>
<td><a href="mailto:allwrite@worldnet.att.net">allwrite@worldnet.att.net</a></td>
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<td>3630 Ivanhoe St; Denver, CO 80207</td>
<td>Park Hill for Safe Neighborhood, Inc</td>
<td>Ms. Bettie Shaw (h) 303-393-7326</td>
<td><a href="http://www.denvergov.org/neighborhoodorgs/orglist.asp">http://www.denvergov.org/neighborhoodorgs/orglist.asp</a></td>
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<td>3380 Dahlia St; Denver, CO 80207</td>
<td>Northeast Park Hill Coalition</td>
<td>Ms. Betty Bailey (w) 303-251-0023 (h) 303-594-4914</td>
<td>fax 303-355-3488</td>
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<td>437 S. Pontiac Way; Denver, CO 80224</td>
<td>Citizens for a Residential Quebec</td>
<td>Ms. Anne W. Callison (hw) 303-331-0704</td>
<td><a href="mailto:ewbarbour@aol.com">ewbarbour@aol.com</a></td>
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<td>PO Box 181009; Denver, CO 80218</td>
<td>Inter-Neighborhood Cooperation</td>
<td>Mr. Fred Corn (w) 303-433-8577</td>
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<tr>
<td>370 17th St, Ste. 5300; Denver, CO 80202</td>
<td>Piton Foundation</td>
<td>NE Denver Parent Organizing for Education Initiative</td>
<td>303-825-6246</td>
<td><a href="mailto:info@piton.org">info@piton.org</a></td>
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Hallett Elementary School Master Plan 3/27/2004
| 2100 Downing St; Denver, CO 80205 | Colorado Black Chamber of Commerce | 303-831-0720 | fax 303-831-0755 | info@coloradoblackchamber.org |
| 3333 Quebec St, Ste 8100; Denver, CO | Stapleton Development Corporation | 303-393-7700 | Fax 303-393-6805 | http://www.stapletoncorp.com/contact.htm |
| SDC Services Corporation | Park Creek Metropolitan District | || |
| Sand Creek Regional Greenway | Stapleton Foundation | || |

**School Board Members**

| 900 Grant St. Room 705 | Denver, CO 80203 | 303-764-3210 | fax 303-764-3216 | board@dpsk12.org |

- **President**
  - Elaine Gantz Berman

- **Vice President**
  - Lucia Guzman

- **Secretary**
  - Sue Edwards

- **Treasurer**
  - Kevin Patterson

- **Board Member**
  - Michelle Moss

- **Board Member At Large**
  - James Mejia

- **Board Member At Large**
  - Les Woodward

**City Council Person**

| 4611 E. 23rd Ave. Denver, CO 80207 | Happy Haines | (h) 720-913-9258 |
| 4611 E. 23rd Ave. Denver, CO 80207 | Elbra Wedgeworth | (h) 720-436-9301 |

**Others**

- Michelle Wheeler  DA office  (h) 720-314-2917
- Desiree Vigil  parent  (h) 720-394-4154
- Ana Zamora  parent  (h) 720-436-9301
- Shareese N. Wilson  6th grade student  (h) 720-394-4154
- Charlene "Chuck" Mount  parent/artist  (h) 720-377-3556
- Zenko Mount  2nd grade student  (h) 720-377-3556
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<tr>
<th>Name</th>
<th>Relationship</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Miguel Pasillas</td>
<td>parent</td>
<td>(h) 720-941-2697</td>
</tr>
<tr>
<td>Margarita Pasillas</td>
<td>aunt</td>
<td>(h) 720-436-9501</td>
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Maps

Hallett Elementary School
Located in North Park Hill Neighborhood

Local Amenities within Walking Distance Include:
9 Churches
5 Child Care Centers

Figure 1 Neighborhood Assessment Map

http://www.piton.org  Piton Foundation, a non-profit dedicated to develops and implements programs to improve public education, expand economic opportunities for families, and strengthen low-income neighborhoods in Denver
Board District 4

Board Representative

Kevin Patterson

board@dpsk12.org

Mail:
900 Grant St. Room 705
Denver, CO 80203

Phone:
303-764-3210

Fax:
303-764-3216

District 4 Boundaries

Beginning at the intersection of Cordero boulevard and Fifty-second Avenue proceeding east and south following the county line to the intersection of the county line and Eleventh avenue, then proceeding east on Eleventh Avenue to the intersection of Eleventh Avenue and Quebec Street, then proceeding north on Quebec Street to the intersection of Quebec Street and Colfax avenue, then proceeding east on Colfax Avenue to the intersection of Colfax Avenue and Downing Street, then proceeding north on Downing Street to the intersection of Downing Street and Park avenue, then proceeding northwest on Park Avenue to the intersection of Park Avenue and Twentieth avenue, then proceeding west on Twentieth Avenue to the intersection of Twentieth Avenue and Broadway, then proceeding north on Broadway to the intersection of Broadway and Blake Street, then proceeding northeast on Blake Street to the intersection of Blake Street and Thirty-eighth Street, then proceeding northwest on Thirty-eighth Street to the intersection of Thirty-eighth Street and the railroad tracks, then proceeding northeast along the railroad tracks to the intersection of the railroad tracks and Fortieth avenue, then proceeding east on Fortieth Avenue to the intersection of Fortieth Avenue and Colorado boulevard, then proceeding north on Colorado boulevard to the intersection of Colorado boulevard and Fifty-second avenue.

http://www.dpsk12.org/board/district_info/district4_info.shtml