

Sadie Tanner Mossell Alexander University of Pennsylvania Partnership School

Penn Alexander School/PAS

Conceptual Landscape Design

Steering Committee Members:

Alexa Bosse, Spruce Hill Community Association, Hinge Collective
Sarah Davis, Spruce Hill Trust
Eric Enders, Representative for UPenn, Property Management
Michael Farrell, Principal, PAS
Stephanie Kearney, PAS Teacher
Ann Kreidel, Manager, K12 Partnerships, Penn Partnerships Planning
Laura Line, Spruce Hill Community Association
Julie Skierski, School District of Philadelphia
Megan Wapner, Dean of Students, PAS

Design Team:

Ground Reconsidered

Prime Consultant / Landscape Architecture

Julie A. Bush, ASLA, Principal-in-Charge
Lindsay High Stanislaw, ASLA, Associate
Wei Mao, Landscape Designer

Interpretive Media Designer

Interpret Green Group, Inc.

Craig Johnson, Executive Director

Civil Engineering

Meliora Design

Michele C. W. Adams, PE, LEED AP, Principal
Altje M. Macy, EIT, LEED AP, Senior Water Resources Designer

Cost Estimating

International Consultants Inc.

Michael Funk, Principal
Gary E. Lloyd, Project Estimator

Project Schedule

Existing Conditions Analysis

Visit the site/Produce Site Analysis Drawings	01/24/18
Stakeholder Meetings	02/02/18 - 03/15/18
Task Force Meeting	02/20/18
Teacher/Student Engagement	02/20/18 - 03/15/18
Develop/Administer Community Survey	02/13/18 - 03/15/18

Design Development

Develop Draft & Meet with Task Force	04/16/18
Revise & Develop Design/Early Action/Perspective Views	04/30/18
Submit to Steering Committee for Review	05/07/18
May Fair	05/12/18

Final Conceptual Design

Develop Design/Graphics	05/21/18
Cost Estimate & Phasing Plan	06/04/18
Present Final Conceptual Design to Task Force	06/11/18

Stakeholder Outreach

The Steering Committee and Design Team led a robust Stakeholder Outreach effort. We held meetings with the Science Teachers, 3rd Grade Student Teachers, PIC, and UCD.

We distributed an information gathering packet to PAS teachers. We gave presentations to the 3rd Grade and 4th Grade Classes. And, we attended the SHCA May Fair in Clark Park. SHCA conducted a community-wide survey. By understanding how the space is used today, as well as how people would like to use it or why they don't use it, has helped to develop a Conceptual Design that is inclusive of all current and future users.

Steering Committee

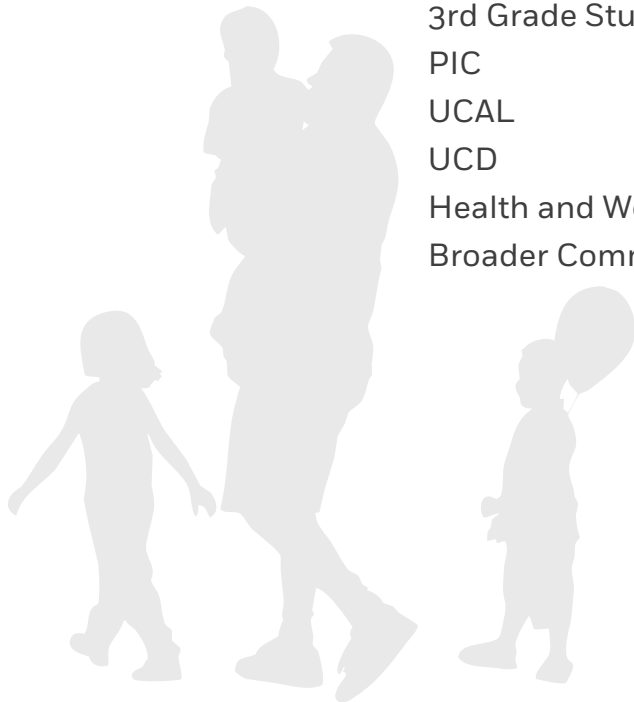
PAS
UPenn
SHCA
School District
Spruce Hill Trust



Task Force

Stakeholder

Science Teachers
3rd Grade Student Teachers
PIC
UCAL
UCD
Health and Wellness Council
Broader Community



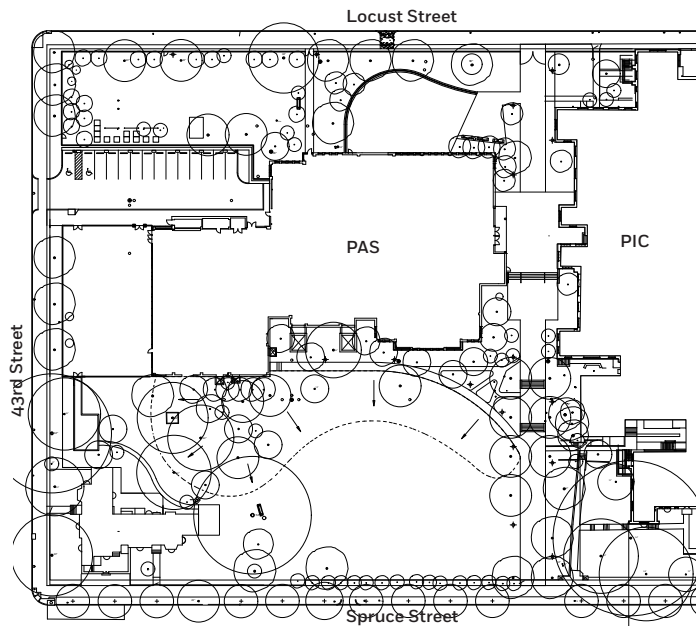
The Design Team distributed an information gathering packet to all of the teachers at Penn Alexander. It included a link to a YouTube video:

<https://youtu.be/EH-Hb61y1H8>

It also included a number of different activities that students could do as a class or on their own during recess or after school. The following are a couple of examples:

Activity: Choose one location within the schoolyard. Mark the location on the map below. Observe your surroundings with binoculars. Observe your surroundings with a magnifying glass.

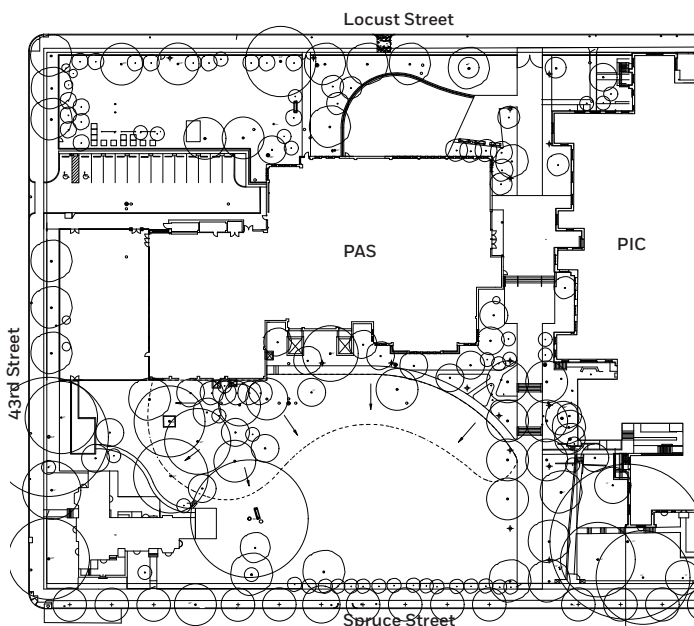
Use the space below to write or draw what you observe with the binoculars.



Use the space below to write or draw what you observe with the magnifying glass.

Activity: Use the plan below to show us where you like to spend time at recess, after school or on weekends. This activity can also be given to students to ask their parents to fill out and return.

List the activities you currently like to do in the schoolyard. (Do you sit with friends, do you play football, do you make up games?)



List, describe, or draw your ideas for the new schoolyard. What new activities would you like to be able to do in the new design?

3rd Grade Persuasive Letter to the Principal

The Design Team gave a presentation to the Third Grade Class about the profession of Landscape Architecture and our Site Analysis to date of the PAS Schoolyard. We then asked them to complete the packet page describing what they currently do in the Schoolyard and what they would like to do in the future. The Student Teachers ran a program with them for a couple of weeks that culminated in a persuasive letter to Principal Farrell regarding what they would like to see improved on the Schoolyard and why. The following are examples grouped into themes we heard repeated:

Rain Garden

Dear Mr. Farrell,

I bet you know that plants grow in many different places. Such as a rain garden. I think that the rain gardens at PAS should have plants, too.

Our rain garden is a horrible mess (no offense). It has dirty tires and mud, sticks, rocks, a ball, and a broken window screen (O). Although we can keep the rocks and the wet dirt, everything else should go. Then we could add water and native flowers.

Also our rain garden has no plants. A real nice rain garden has plants. Usually those plants are native flowers. Those native flowers do not need fertilizer. Our rain garden does not have those flowers.

Another reason is that kids tend to be more happy around green happy plants. Also when they have fresher air.

Thank you for using your precious time. I hope you consider this.

Best Wishes,
P.S. A rain garden is good between 6 and 9 feet.



Dear Mr. Farrell,

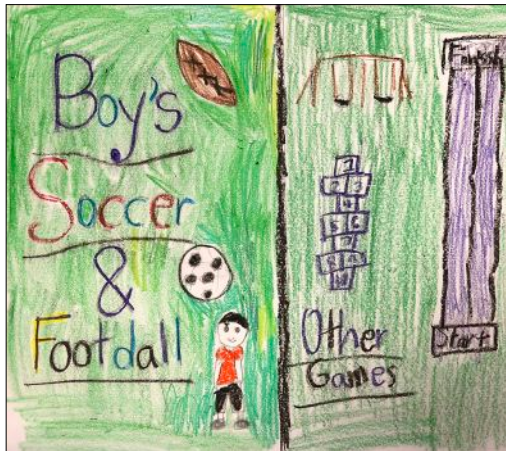
please change the rain garden. The rain garden is a mud pit. This "rain garden" does not have any plants besides the birch trees around it. When it rains the water just collects in the rain garden, but looks really unappealing.

We should plant plants in the garden. In the pond like rain garden there are only trash, rocks and tires!

This will help make our school the best.

Thank you.

Field



I think there should be swings, slides and other stuff to play with. That will give people a lot exercise and more energy to learn.

If there is more playing space and equipment and a fence between the field people would have more fun and won't be afraid to go in the field.

I think this will help a lot of people. Especially if there are some new kids and they don't have any friends, yet they can enjoy themselves

Dear Mr. Farrell,
I know you will have to agree clean is better then dirty. Parents don't like dirty. When kids from PAS^{out} their parents must use a ton of clothes washing detergent.

My parents don't like when I roll down the hill, because I get all messy.

If you replace the bumps with steps and seats people won't roll down the hill (hopefully). We need a better play environment.

Thanks for considering my proposal

your
messy student

Playground



Dear Mr. Fagelli,

Most outdoor spaces are fun, and colorful. But AS's field is just a flat dirt field. I strongly think that we should add some plants, and play equipment.

Some kids just sit on the dirt because they're bored and they don't like the games their friends play. Also kids play the same game day after day, if today, and sometimes it gets boring.

I know it might be hard to decide what to put in. I think you should add the following: swings, slides, a structure, a garden, and a small building with fun things in it. Now the closing.

I hope you consider this change, and please, please, please! Add play equipment or we can spend the rest of our recesses like I described but I guess that's okay. Sincerely,

I play tag

This is all I do

There is not enough equipment on the field and Benches

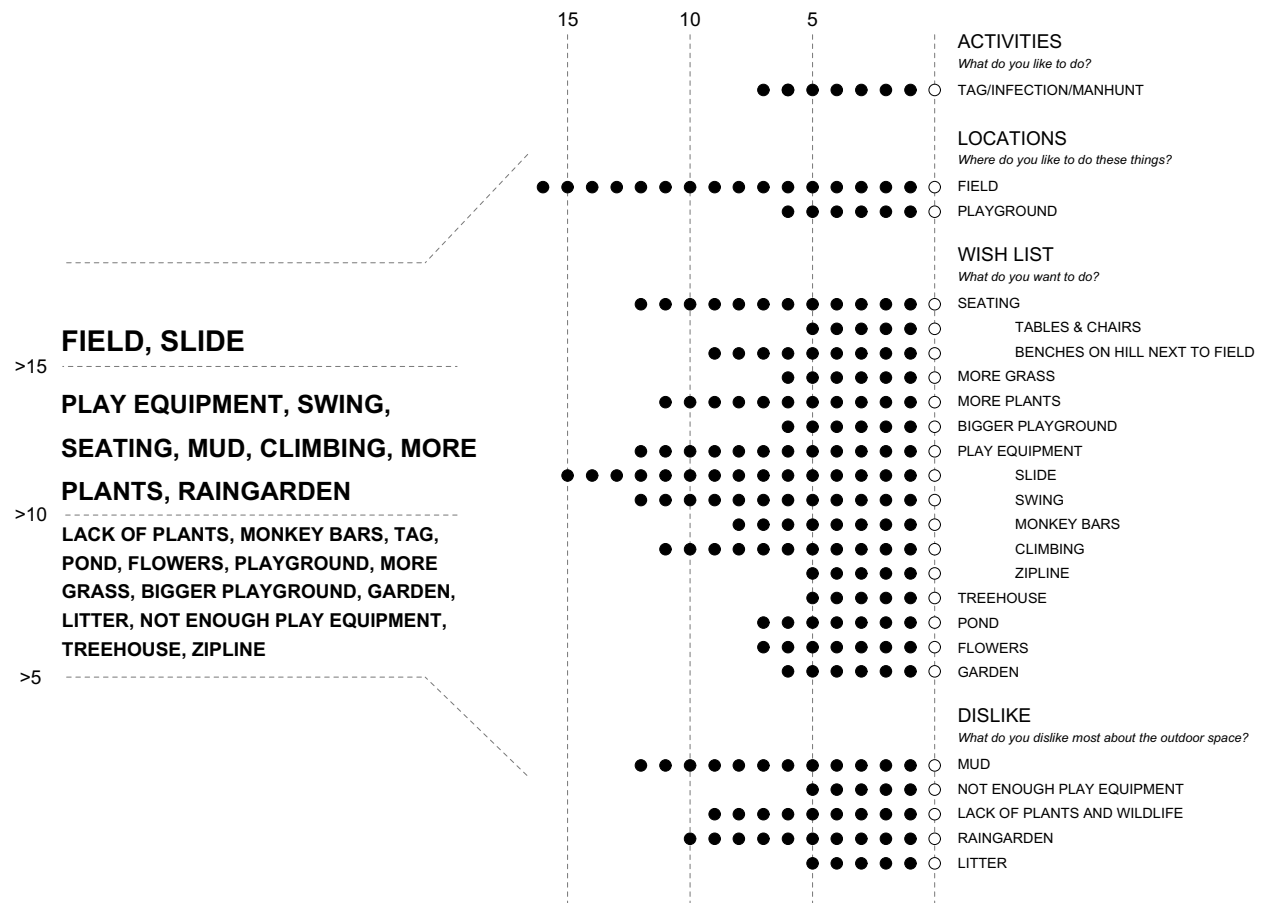
We, and my friends play freeze tag day after day, and sometimes I get bored, and some days I just sit down.

If there is play equipment kids won't be bored. Also they can play different games.

Kids will play on play equipment instead of sitting. Also kids will get to play hide and seek because there are many more hiding places, and other games!

3rd Grade Conclusions

We tallied the things 3rd graders talked about and drew as part of their letters and found the following results. The field is the center for most activities and there is a lot of desire for a slide. They want a greater variety of playground equipment and they want more natural area to play in.

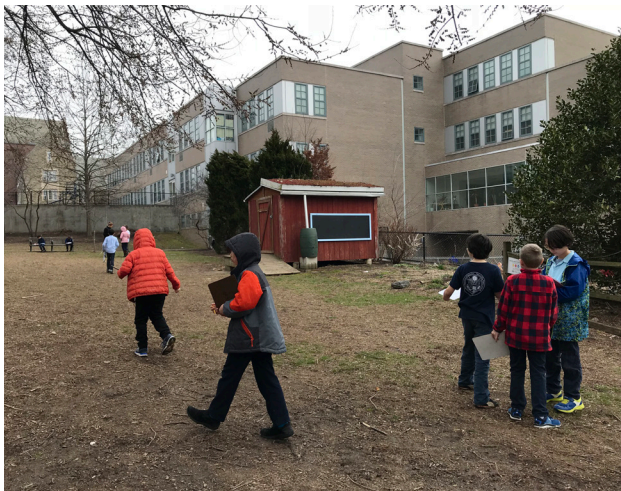


4th Grade Presentation and Field Work

The Design Team gave a presentation to the Fourth Grade Class about creating a Habitat Learning Environment. We divided into three groups and visited the rain garden, the knoll (area above the rain garden) and the vegetable garden on the north side of the schoolyard. The students wrote and/or drew ideas to improve these spaces for both play and education purposes:




Nature Play and Co-Habitat Presentation, 3/28/18



Students were divided into 3 groups observing 3 different areas. Among all 3 groups in all 3 areas the desire for WATER was an overwhelming theme.

Habitat Elements

PAS Outdoor Habitat Elements

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Maybe	<input type="checkbox"/> No	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	 Bird houses
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	 Bat houses
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	 Butterfly houses
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	 Bird feeders
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	 Digital cameras in birdhouse
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	 Digital cameras viewing bird feeders
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	 Digital cameras for time-lapse recording
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	 Digital handheld video/photo cameras
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	 Nature magnifier posts & hand magnifiers
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	 Binoculars
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	 Building houses for birds, butterflies, bats
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	 Digital field guide for the PAS landscape
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	 Digital Weather station
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	 Digital sensors for water, air and soil
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	 Outdoor classroom
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	 Outdoor pond, bogs and wetlands
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	 Sundials
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	 Sky observatory & telescopes
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	 Compass rose
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	 Watering hose system
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	 Garden beds

Your name: charlie

Survey: students prioritize the elements they most want



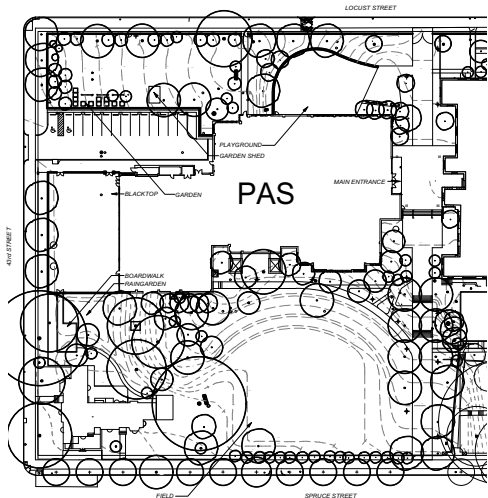
Top Picks:

OUTDOOR POND, BOGS & WETLANDS
BIRD FEEDERS
BIRD HOUSES
GARDEN BEDS

More than half the class wants:

SKY OBSERVATORY & TELESCOPES
BUTTERFLY HOUSES
BINOCULARS
DIGITAL CAMERAS IN BIRDHOUSE
WATERING HOSE SYSTEM
BUILDING HOUSES FOR BIRDS, BUTTERFLIES, BATS

4th Grade Ideas



March 28, 2018

SITE OBSERVATIONS

4th Grade

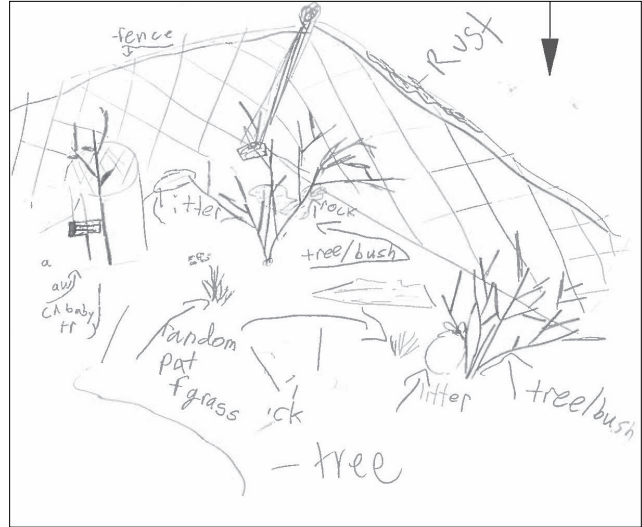
NAME: _____

INSTRUCTIONS:

- Choose a place outside to sit and observe everything around you.
- Mark an 'X' on the map where you sit for this exercise.
- Draw or write about something you observe in nature (animal, plant, soil, rock, etc.).
- On the back of this sheet, draw or write about an improvement you would like to see in this area.

← MARK AN 'X' WHERE YOU ARE SITTING

DRAW OR WRITE WHAT YOU SEE HERE →



Existing conditions at NW corner near garden.

DRAW OR WRITE AN IMPROVEMENT FOR YOUR SPACE ON THE BACK



Imagined reading garden in the same NW corner near the garden.



We could help raise fish and ducks. Everyday a different class could come out and take care of them.

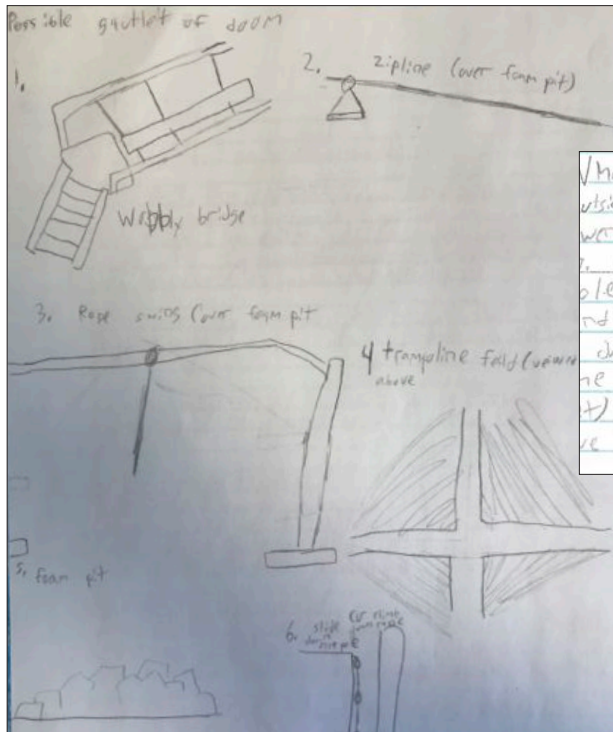


Almost all students wrote and drew about the lack of plants and animals and nearly all their proposals involved water and creating safe spaces for plants and animals.



6th Grade

The 6th Grade Class was shown the video by their teachers and then asked to write and/or draw their ideas for the space. We were able to find products that relate to many of their drawings. These drawings are shown later in the document along with our final recommendations.



What is one thing you really dislike about the outdoors?
I don't like how there is so much mud all the time and not
more sitting spaces... etc.

What do I do outside at recess?
Outside at recess, I am almost always with
my friend Diego. There are several things
we do. One thing that we do is talk around a
hole dubbed "the satin pit." We sometimes
roll and jump in it. We also sometimes write
the "steps of procrastination" (a stair case by
the gate) guarded by another group of people. Of
course we play games such as "infection" with

Matthew Periman - 6th grade

What do you like to do outside at recess?

At recess, I like to play soccer near the gate
at the field. Sometimes I play on the concrete or
play football on the field.

Where do you engage in these activities?

The field, ~~the~~ the mulch, the front entrance.

If you could change or add features to the
place, what would they be and why?

I would add a soccer goal with goalposts on top
of them, so you could play soccer and football there.
I would also add a shaded spot with a water
fountain for the people who like just to read and eat.

What is one thing you really dislike about the outdoors?

I, ~~the~~ beside the hills, do not like the uneven
fields. I don't like the bumps and holes.

Luely Johnson 6th grad

Q. What do you like to do outside at recess?

A. I like sit on the field, and sometimes
play on the other side of the gate since there
two gates I would pick the left side.

Q. Where do you engage in the activities that you enjoy?

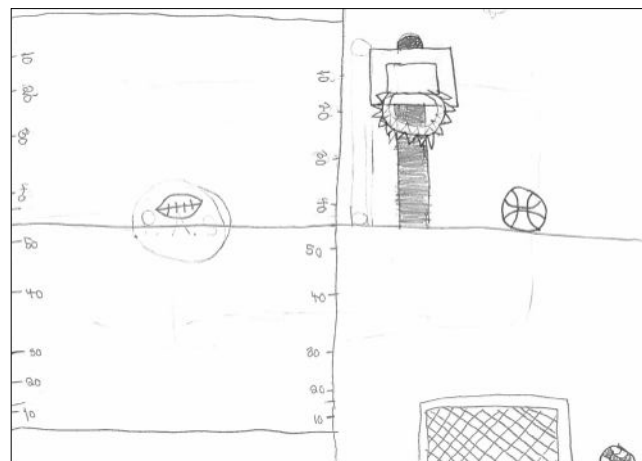
A. The walk space up spruce str. I play so-
ccer or Football there.

Q. If you could change or add features to the o-
utside space what type of changes would you make,
and why?

A. I would like to change & add a tree house.
The reason why I want to change & add a
tree house is because we (students and I) would
get in trouble for climbing on the trees. So
it would be nice to have a tree house since
we like to climb on trees.
• Benches: some more of them for students
to do their homework!

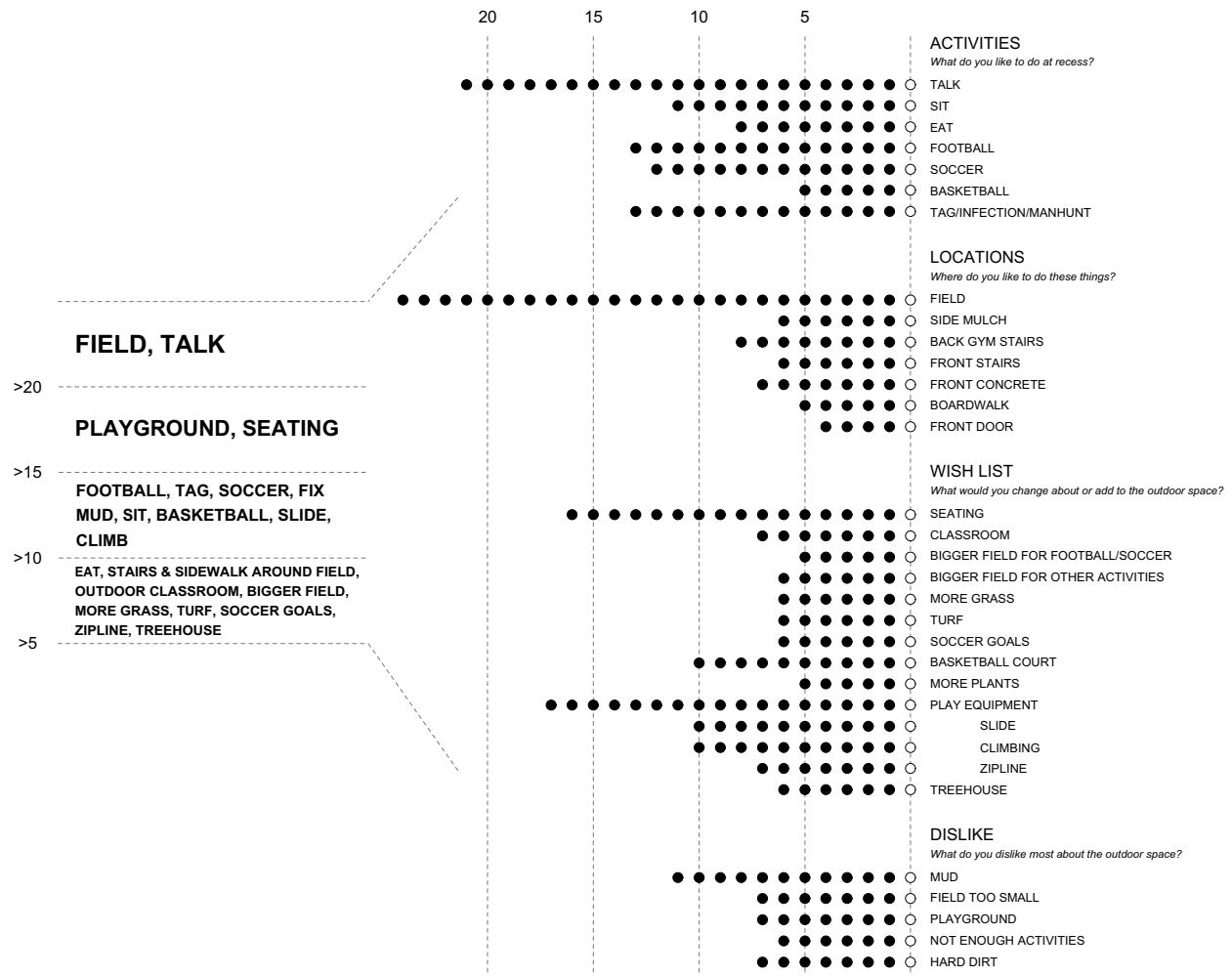
Q. What do you dislike about the outdoor space?

A. mud on the grass.
less grass.



6th Grade Conclusions

We tallied the things 6th graders talked about and drew as part of their exercise and found the following results. They are social and want to be near the greatest amount of activity regardless of whether they want to be part of the activity. The field is the center for most activities. There is much desire for a playground that is challenging and imaginative.



Community Survey

General Information

Spruce Hill Community Association conducted a community-wide survey, distributed widely through partners such as UCAL, PIC, St. Mary's and room parents at PAS. There were 206 respondents; 73% neighbor/community members, 58% school affiliation (parent, etc), 35% PIC, 12% UCAL, 14% St. Mary's, 10% Math Club. The respondents were overwhelmingly 35-44 years old, but 34% were age 45 or older. They were 65% White, 11% Asian, 9% African American, and 4% Latino.

How often do you or your family use the outdoor space during non-school hours?

38% of respondents use the space daily or weekly, 25% rarely use the space, 20% do not use the space, but recognize its role in the community and 15% use the space monthly.

How do you or your family use the outdoor space during non-school hours? Check all that apply.

56% of families play on the playground, 29% play field sports, 25% engage in free form play, and 21% meet friends. Other's garden, sled, or "be in nature".

What 3 words best describe how you and your family experience the PAS outdoor space?

Safe, peaceful, open, nature. Communal, meeting place. Active, movement. Play, freedom, unstructured play, field sports. Unwelcoming: disconnected from the community, unrealized potential (unaware publicly available), closed off, undeveloped. Muddy.

What improvements would you most like to see? Choose your top 3 priorities.

55% of respondents prioritized different types of playground equipment, 41% more seating, 41% more plantings/natural areas, 36% improved field space.

How could PAS outdoor space better serve the community?

Be more inviting & open; more intentionally welcoming; signage showing it is accessible. People want to know what the rules are. More seating. More options for kid play (e.g. equipment). Community events – ways to invite the community in. Improve the field space. Make it greener, more plantings. Basketball hoops!! Differentiate it from Clark Park.

SHCA May Fair in Clark Park

The Design Team attended May Fair in Clark Park in order to reach a broader audience and get input on both the Conceptual Design and possible Early Action Projects. Results from the voting are explained along with the Early Action Items in this document.

