“The unity of the perceptual field... must be a unity of bodily experience. Your perception takes place where you are and is entirely dependent on how your body is functioning.”
-Alfred North Whitehead

INTRODUCTION

Corona school, later called the Dora Moore School, has been rewarded with a long and rich history in Denver. In 1884 the Denver Board of Education realized that there was need for a new school in the Capitol Hill area, and with a little more than $3,000, they began to acquire lots at the corner of 9th and Corona. Architect Robert S. Roeschlaub began designing the Corona School which was opened in 1890 and boasted a student population of 256.

In September of 1893, Miss Dora M. Moore was named the principal of Corona school and continued in this position for the next 35 years. Through these years the Corona School prospered, and by 1897 the student population had reached 735. Miss Moore was highly respected for her work in the school, being firm and specific in the guidance she gave both teachers and students.

Dora Moore submitted her resignation in the spring of 1929 after working 47 years in the field of education and 36 at the Corona School. In recognition of her hard work, the Denver Board of Education voted to rename Corona School in honor of Miss Moore, and on September 2, 1929, Corona School officially became known as the Dora Moore School.

Throughout the following years the Dora Moore School continued to prosper and in 1931 it became Denver’s largest populated school with a student population of 1,159 students. In the same year the Denver Board of Education purchased seven lots to the south of the school, providing room for the schools playground -- the same playground we are working with today.

After many years of hard work by both students, teachers and administration, Dora Moore became an historical landmark in Denver in 1979, and was entered on the National Register of Historic Places.
SITE ANALYSIS

Inventory
The Dora Moore School Playground Project is a unique project in that the school hosts 498 students ranging in age from 5 through 14, yet its playground area is relatively small.

The playground, found on the southern half of the lot, includes:
- an elementary sized soccer field (120’ x 240’)
- a running track around the perimeter of the soccer field
- lower elementary play structure
- lower elementary swings
- 4 tetherball standards
- 2 separate basketball hoops (not in line to make a full court)
- a large area of asphalt
- three ringers
- 2 out of date monkey bar structures

Assessment
- Soccer Field: While the soccer field is relatively new, the grass receives high traffic and consequently will need regular re-sodding.

- Running Track: The running track is in good condition, but could use some vegetation on the perimeter fence to assist with the carbon monoxide from the road traffic.
• **Lower Elementary Play Structure:** This play structure was installed in 1999 and only needs Phase II to be installed as to meet all ADA requirements.

• **Lower Elementary Swings:** These swings are in good condition, however, are a little high for a lower elementary child. In the future the school may consider installing swings that are age appropriate. There are two stalls hosting 2 swings each, making a total of 4 individual swings.

• **Asphalt Area**
  - **Basketball Hoops:** The basketball hoops are old and not in line with each other as to make a full basketball court. Since this school hosts middle school children as well, this will need to be rectified.
• *Tetherball Standards:* The tetherball standards are in good shape. The balls and ropes are in need of replacement.

• *Wall Ball:* The eastern area of the asphalt butts up against the gymnasium and is often used for activities such as wall ball and tennis. The area is in need of some definition in the way of court lines and boundaries. Furthermore, this area needs some type of standard that can be used for tennis and volleyball.
• *Ringers:* The ringers found on the eastern side of the playground are in great demand by the students, however, the have been placed too high for elementary aged children.

• *Monkey Bars:* The monkey bars are in decaying condition and are not used at all.

• *Eastern Playground:* The area found on the east side of the school is an area that is not utilized due to the lack of visibility from the teachers in charge.

*Drainage*
Drainage on this playground site is in need of improvement. All water is directed to a drain just south of the lower elementary playground, which often becomes flooded during a rain. This drain will need to have a grate placed over it to ensure that no blocking will occur during these times. Furthermore, the asphalt is graded is poorly graded which often creates standing water during a rain.

*Utility Area*
The utility area is a separate area on the west side of the school, just off Corona Street. It is away from all movement and child activity.
Maintenance
The playground entrance on Downing Street provides ample space for maintenance machinery such as snow removal and lawn mowers.

Child Drop Off Area
Aside from the small parent parking lot (8 spaces), there is no area for children to be easily dropped off.

The Front of Dora Moore
The front area of the Dora Moore School has recently been landscaped and serves as a beacon to the rest of the community. It is a place that can be used by students, teachers, parents and the community alike. Since this school is housed within a thriving neighborhood, it is unlikely that the community will readily accept a change to the schools façade/front.

Community Connections
Dora Moore School was originally built in a community with a strong sense of ownership and this is still the case. Over the years, the neighborhood has rallied with Dora Moore
School to attain a great many of its goals. For this reason, it is vital for the design of the playground to continue to connect the school and the community.

To the north of the school there is a large commercial area including King Soopers, Einstein Bagels, and Deitricks Coffee Shop. Beyond these larger stores, the area houses a great many smaller retail and commercial shops. Consequently, the north area of the school grounds has become an important aspect of the community, a beacon as already mentioned. The regular maintenance and upkeep of this area will continue to enhance the relationship between school and commercial community.

The areas surrounding the east, south and west sides of the school continue to be residential. A beautiful space behind a very beautiful school will continue to enhance the relationship between community and school. As long as the community continues to feel ownership in this Playground Project, they will continue to rally with Dora Moore in achieving its goals.

Safety Assessment
A playground Safety Site Assessment checklist is included in the appendix. There are a number of issues raised by this assessment that will need to be addressed:

- There is no wheelchair accessibility.
- There are no drinking fountains on the playground.
- Much of the current playground equipment is either outdated or is not age appropriate material.
- Much of the playground equipment does not have 12” of fall material. Rather it is equipped with a few inches of compacted squeegee.
- There is no rubber matting in the play areas.
- Supervision continues to be a problem.
- Drainage continues to be a problem.
CONSTITUENT GROUPS

The playground at the Dora Moore Elementary School affects a number of different groups of people in the area. Many of these groups were contacted and involved in the Master Plan process.

The Student Population
The student population from grades 2 through 8 were met for brainstorming sessions in groups ranging from 4 – 12 students. During these sessions they were given the opportunity to explain, draw and act out any and all ideas for their playground. These ideas were unsolicited and no pictures were used to provide any ideas during these sessions. Many of the groups opted to make lists of ideas, however, some of the groups opted to draw small diagrams to explain their ideas.

Many of the ideas from these sessions were impractical (i.e. the swimming pool on the roof of the school with a large slide leading to the ground), however, there were a number of common threads that were found throughout the grades of this student population. Some of the common threads are included below:

- Benches
- Picnic Tables
- Trash Cans
- Volleyball Court
- Tennis Court
- Full Court Basketball Court
- Football Standards on the soccer field
- Garden
- Areas for sitting and chatting
- Upper Elementary Playground Structure
- Swings
- Monkeybars
- Swimming Pool
- Vines on the fences to shut out traffic
- Fix the brick on the gymnasium addition so that bricks do not jut-out.
- More ringers
- Fewer ringers

The Collaborative Decision Making Group (CDM)
The CDM consists of teacher representatives, parents of students from the school, and representatives from the neighborhood. I met with this group on October 13, 1999 to discuss the proposed Master Plan, and obtain their suggestions in a brainstorming session.

In this meeting, many of the same ideas as the students were raised. The need for picnic tables, benches, and trashcans was a big issue, along with an outdoor classroom. Most of this group had seen the recent projects at Bromwell Elementary School and were
impressed with the outdoor educational aspects of this site. This group also wished for the area to encourage creativity for their children.

*The Parent, Teacher, Student Association (PTSA)*
The brainstorming session with this group was very involved and the group came up with many great ideas for the playground. Such ideas included:

- drinking fountain
- picnic tables, benches, trash cans
- native plantings imitating different areas of Colorado
- intermediate play structure
- quiet, cozy areas in which to sit and talk
- swings and monkeybars
- a safe playground from a visibility standpoint
- a better black top

*The Physical Education Teachers*
Throughout much of the year the PE teachers use the area outside as their classroom. For this reason, I met with both of the PE teachers and brainstormed as to what they saw as important for the playground. They both explained to me that visibility was an issue and that it was important to use the space available in a well thought out manner. There was a request for standards to use for tennis and volleyball as well as a need to replace the basketball standards to make a useable basketball court.

*Community Group*
The Capitol Hill community is one of strength and commitment. The presence of the Dora Moore School is one of pride for the community and they have a strong desire to keep the school clean and beautiful. The community organization has been contacted, however, in the time permitted, I was not able to talk with the group as a whole. This is scheduled to happen early in the year 2000.
GOALS AND OBJECTIVES

The following are a number of different goals and objectives that will be met with this Master Plan.

Phase II

Neighborhood Participation
Since community involvement is important in the Capitol Hill area, the following area aspects of the Master Plan that will meet this objective.

- A drop off area for the parents to drop off their children with ease, not disrupting traffic.
- Newly renovated fencing to enhance to beauty of the school and the community.
- The problem area on the east of the school is currently not being used. Furthermore it receives very little sun, and almost mimics a north facing mountain slope deep within Colorado’s Rocky Mountains. For this reason, a Sub-Alpine environment will be planted in this area, further enhancing the outdoor classroom. This will also provide shade and beauty for the community.
- Vines along the fences will also help not only in counteracting the carbon monoxide from the traffic, but will also help the school blend into the natural historic atmosphere of the community.
• All enhancements to the playground will encourage community participation in the area during after school hours.

**Participatory, Hand-on Learning in an Outdoor Atmosphere**

*One myth of contemporary education is that most learning takes place in a classroom and depends upon the physical presence of a teacher, printed textbooks and proper motivation.*

• The area in-between the two buildings, out to the edge of the running track, will be an area for an outdoor classroom and will include some hardscaping along with a green area. Also incorporated into this outdoor classroom will be a number of different curriculum based concepts and activities. This outdoor classroom will serve as the main axis from the front of the building, to the playground in the back.

• The Sub-Alpine environment will also serve as an area for outdoor, hands on learning, and will act in conjunction with activities in the main outdoor classroom.

**Improve Recreational Activities**

*Some design professionals and educators...contend that since children learn by interaction, this hands on method of learning is superior, that the knowledge stays with the child longer.*

• The lower elementary play structure on the northwest part of the playground will be left as it is, except for the addition of Phase II of the 1999 playground project. This will include the addition of two ground events on the play structure as well as replacing the current squeegee with a combination of engineered wood mulch and rubber tiles. Along the west edge of this playground there will be an addition of benches and 1-2 trashcans.

• The swings next to this play structure will eventually be replaced by smaller, age appropriately sized swings.

• Beside the lower elementary playground, there will be a basketball court oriented in an East – West manner, 4 feet off the school.

• The area to the south of the basketball court will be an area for black top activities including 4 square and tetherball.

• The area of the black top butting up against the wall of the gymnasium has acted in the past as an area for wall ball and tennis. This area will be used for the same purpose with an addition of some movable posts to incorporate volleyball and tennis.

• Next to the gymnasium is an area that currently hosts threeringers. This area will host an upper elementary play structure along with one or more of the ringers that currently habitat this area.

---

The “Greening” of Dora Moore Elementary School

- The soccer field and running track will be left as they are for the most part. An addition of vegetation on the fences surrounding the playground as well as some trees along the north edge of the running track will be needed to cut down on automobile pollution and create shade for the children.
- The Sub-Alpine Forest will add a great deal of Colorado native “green” to the premises.
- The hardscape and grass in the outdoor classroom will assist with the “greening” of the school.
- The addition of the drop off area in the form of a curb cut will not affect many of the trees on the school grounds.
- Providing trashcans for the students will cut back on the amount of trash found on the premises.

To Create a Safe School Playground Environment

- Iron fences with vegetation on them will cut back on the carbon monoxide provided from the street traffic, but will not hinder the visibility for the supervising staff.
- The Sub-Alpine forest will provide an area for the children to explore with supervision, but will not take away from the current playground space.
- Community involvement and support will create a space where parents will visit with the children during the schools off-hours. In turn this will provide a presence at the school, taking away opportunities for vandalizing.
- Also with community involvement comes a sense of ownership for the neighborhood.
- The drop off area will provide for a safer environment in which to drop off children and avoid traffic accidents.

To Celebrate the Rich Historical Culture of Dora Moore School

- Iron fences will provide an historical blending with the community.
- Subdued colors on the playground will blend in with the dark brick of the buildings.

To Create a Wholistic Approach to the Landscape

- The Outdoor Classroom will provide an opportunity for curriculum growth and development throughout the student population.
- The Sub-Alpine Forest will provide a link back to a vital part of Colorado’s environment.
TIME TABLE

The completion of this Master Plan by the Dora Moore School can be accomplished in three phases.

Chapter One: The Asphalt Setting
Phase I includes the following:
- Developing the new orientation for full court basketball
- Reorienting and repainting the 4 square and tetherball
- Placing benches, picnic tables, and trash cans throughout the site
- Building Phase II of the 1999 Playground Project including a sandbox in the lower elementary play area
- Planting of vines on the fence of the playground
- Purchase of standards for volleyball and tennis

Chapter Two: The Outdoor Classroom... the plot thickens
Phase II includes the following:
- Construction of the Outdoor Classroom
- Tree planting to accentuate and take over for the trees that are old and highly stressed, near the end of their lives
- Removal of old play equipment on east side of school
- Construction of Sub Alpine Garden
- Developing a Curb Cut as a student drop off area

Chapter Three: The Upper Play Structure
Phase III includes the following:
- Construction of the Upper Elementary Play Structure
THE BUDGET

The following is a rough budget breakdown by phases.

**Chapter One**

<table>
<thead>
<tr>
<th>Category</th>
<th>Unit Type</th>
<th>Unit Labor</th>
<th>Unit Material</th>
<th>Quantity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dora Moore School: Chapter One</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit</strong></td>
<td><strong>Cost</strong></td>
<td><strong>Type</strong></td>
<td><strong>Material</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Start Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary Construction Fencing</td>
<td>8 Lin. Ft.</td>
<td></td>
<td></td>
<td>250</td>
<td>2,000</td>
</tr>
<tr>
<td>Demolition Asphalt</td>
<td>7.5 Sq. Yd.</td>
<td></td>
<td></td>
<td>200</td>
<td>1,500</td>
</tr>
<tr>
<td>Removal/Storage</td>
<td>500 Lump Sum</td>
<td></td>
<td></td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>Relocation-site furniture/play equipment</td>
<td>Lump Sum</td>
<td></td>
<td></td>
<td>1</td>
<td>1,200</td>
</tr>
<tr>
<td><strong>Horizontal Surfacing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asphalt Painting/Striping</td>
<td>150 game</td>
<td></td>
<td></td>
<td>5</td>
<td>750</td>
</tr>
<tr>
<td>Soft surface material-engineered wood mulch</td>
<td>Sq. Ft.</td>
<td></td>
<td></td>
<td>2000</td>
<td>14,000</td>
</tr>
<tr>
<td>Soft surface material-rubber matting panels</td>
<td>Sq. Ft.</td>
<td></td>
<td></td>
<td>900</td>
<td>9,000</td>
</tr>
<tr>
<td><strong>Additional Elements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>benches-stone</td>
<td>1,500 unit</td>
<td></td>
<td></td>
<td>2</td>
<td>3,000</td>
</tr>
<tr>
<td>benches-metal</td>
<td>2,000 unit</td>
<td></td>
<td></td>
<td>2</td>
<td>4,000</td>
</tr>
<tr>
<td>picnic table-viny coated metal</td>
<td>2,500 unit</td>
<td></td>
<td></td>
<td>4</td>
<td>10,000</td>
</tr>
<tr>
<td>trash cans</td>
<td>1,000 unit</td>
<td></td>
<td></td>
<td>4</td>
<td>4,000</td>
</tr>
<tr>
<td>Shrub</td>
<td>30 5 Gal</td>
<td></td>
<td></td>
<td>50</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>Soft Costs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land Acquisition</td>
<td>app. (1) sq. ft.</td>
<td></td>
<td></td>
<td></td>
<td>5,145</td>
</tr>
<tr>
<td>Design, engineering, documentation</td>
<td>10 % total</td>
<td></td>
<td></td>
<td></td>
<td>2,573</td>
</tr>
<tr>
<td>DPS overhead costs</td>
<td>5 % total</td>
<td></td>
<td></td>
<td></td>
<td>2,573</td>
</tr>
<tr>
<td>Contingency</td>
<td>5 % total</td>
<td></td>
<td></td>
<td></td>
<td>2,573</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>61,741</td>
</tr>
</tbody>
</table>

**Chapter Two**

<table>
<thead>
<tr>
<th>Category</th>
<th>Unit Type</th>
<th>Unit Labor</th>
<th>Unit Material</th>
<th>Quantity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dora Moore: Chapter Two</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit</strong></td>
<td><strong>Cost</strong></td>
<td><strong>Type</strong></td>
<td><strong>Material</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Start Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary Construction Fencing</td>
<td>8 Lin. Ft.</td>
<td></td>
<td></td>
<td>450</td>
<td>3,600</td>
</tr>
<tr>
<td>Soils Testing</td>
<td>400 Bore</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Demolition Asphalt</td>
<td>7.5 Sq. Yd.</td>
<td></td>
<td></td>
<td>550</td>
<td>4,125</td>
</tr>
<tr>
<td>Demolition Concrete</td>
<td>4.25 Sq. Yd.</td>
<td></td>
<td></td>
<td>60</td>
<td>150</td>
</tr>
<tr>
<td>Fence Removal</td>
<td>2.5 Lin. Ft.</td>
<td></td>
<td></td>
<td>1</td>
<td>1,200</td>
</tr>
<tr>
<td>Relocation-site furniture/play equipment</td>
<td>Lump Sum</td>
<td></td>
<td></td>
<td>1</td>
<td>1,200</td>
</tr>
<tr>
<td><strong>Horizontal Surfacing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timber Edging</td>
<td>9 Lin. Ft.</td>
<td></td>
<td></td>
<td>170</td>
<td>1,530</td>
</tr>
<tr>
<td>Soft surface material-engineered wood mulch</td>
<td>Sq. Ft.</td>
<td></td>
<td></td>
<td>1800</td>
<td>12,600</td>
</tr>
<tr>
<td><strong>Vertical Elements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non-traditional Elements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boulders/Delivery</td>
<td>55 Ton</td>
<td></td>
<td></td>
<td>12</td>
<td>660</td>
</tr>
<tr>
<td>Ecosystem Gardens</td>
<td>3,000 Lump Sum</td>
<td></td>
<td></td>
<td>1</td>
<td>3,000</td>
</tr>
<tr>
<td>Mounds/landform/Boulders</td>
<td>10,000 Lump Sum</td>
<td></td>
<td></td>
<td>1</td>
<td>10,000</td>
</tr>
<tr>
<td>Landscape Plantings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Trees</td>
<td>300 2&quot; Cal.</td>
<td></td>
<td></td>
<td>8</td>
<td>2,400</td>
</tr>
<tr>
<td>Sod</td>
<td>0.25 Sq. Ft.</td>
<td></td>
<td></td>
<td>3750</td>
<td>938</td>
</tr>
</tbody>
</table>

DORA MOORE SCHOOL PROJECT
PAGE 14 OF 17
<table>
<thead>
<tr>
<th>Soft Costs</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Land Acquisition</td>
<td>app. (1) sq. ft.</td>
<td>0</td>
</tr>
<tr>
<td>Design, engineering, documentation</td>
<td>10 % total</td>
<td>4,020</td>
</tr>
<tr>
<td>DPS overhead costs</td>
<td>5 % total</td>
<td>2,010</td>
</tr>
<tr>
<td>Contingency</td>
<td>5 % total</td>
<td>2,010</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>48,243</strong></td>
</tr>
</tbody>
</table>

**Chapter Three**

<table>
<thead>
<tr>
<th>Dora Moore: Chapter Three</th>
<th>Unit</th>
<th>Unit</th>
<th>Unit</th>
<th>Unit</th>
<th>Quantity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project Start Up</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary Construction Fencing</td>
<td>8 Lin. Ft.</td>
<td></td>
<td>200</td>
<td></td>
<td>1,600</td>
<td></td>
</tr>
<tr>
<td><strong>Horizontal Surfacing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timber Edging</td>
<td>9 Lin. Ft.</td>
<td></td>
<td>200</td>
<td></td>
<td>1,800</td>
<td></td>
</tr>
<tr>
<td>Soft surface material-engineered wood mulch</td>
<td>Sq. Ft.</td>
<td>1200</td>
<td></td>
<td>8,400</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vertical Elements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fencing-chain link 36&quot;</td>
<td>10 Lin. Ft.</td>
<td></td>
<td>110</td>
<td></td>
<td>1,100</td>
<td></td>
</tr>
<tr>
<td><strong>Recreation Play Equipment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intermediated play structure-child cap</td>
<td>22,000 Lump Sum</td>
<td>1</td>
<td>22,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Soft Costs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land Acquisition</td>
<td>app. (1) sq. ft.</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design, engineering, documentation</td>
<td>10 % total</td>
<td>4,020</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DPS overhead costs</td>
<td>5 % total</td>
<td>2,010</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>5 % total</td>
<td>2,010</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>42,940</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Decorative Fence Edging**

<table>
<thead>
<tr>
<th>Dora Moore: Iron Fencing</th>
<th>Unit</th>
<th>Unit</th>
<th>Unit</th>
<th>Unit</th>
<th>Quantity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vertical Elements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Iron&quot; specialty fencing</td>
<td>25 Lin. Ft.</td>
<td></td>
<td>750</td>
<td></td>
<td>18,750</td>
<td></td>
</tr>
<tr>
<td><strong>Soft Costs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land Acquisition</td>
<td>app. (1) sq. ft.</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Design, engineering, documentation</td>
<td>10 % total</td>
<td>1,875</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DPS overhead costs</td>
<td>5 % total</td>
<td>938</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>5 % total</td>
<td>938</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>22,501</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAFETY ASSESSMENT CHECKLIST

PLAYGROUND SAFETY SITE ASSESSMENT
Copyright (c) 1990  Jay Beckwith

SITE:  

INSPECTOR:  

DATE:  

TIME REQUIRED:  

YES  NO

A. GENERAL CONCERNS

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

B. GROUND COVER

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

C. C.P.S.C. COMPLIANCE

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

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

E. MAINTENANCE

1. Are swing bearings and chains in good order?
2. Are "S" hooks closed and swing seats intact?
3. Is wood sound, smooth, free of splinters and excessive checks?
4. Trees properly pruned and in good condition?
5. Benches sound, smooth, and free of sharp corners?
6. Are there holes or protruding irrigation heads in grass area?

F. SUPERVISION

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

If NO is checked in any of the above please provide detail on additional sheets.
DATE: October 5, 1999

TIME: 10:00 am

WITH WHOM: Sue Clinton: PTSA Vice President

NOTES:

- talked about historic neighborhood meetings: community involvement
- talk with Bill Brayshaw
- H: 777-9622
- W: 861-2300
- look to community web site neighborhoodlink.com/cchn
- will talk with president of PTSA to attend and present at next meeting.
PAPER TRAIL

DATE: October 8, 1999

TIME: 8:00 am – 3:00 pm

WITH WHOM: Student Population: Grades 2 – 5

NOTES:
- Brainstormed with Grades 2 - 5 on ideas for the Playground Master Plan
- see notes from meetings
PAPER TRAIL

DATE: October 8, 1999

TIME: 9am

WITH WHOM: PE teachers

NOTES:
- brainstormed
- see notes from meetings
MOORE SCHOOL
846 CORONA ST.
DENVER, COLORADO 80216

PAPER TRAIL

DATE: October 5, 1999

TIME: 9 am

WITH WHOM: Sean: Playstructures

NOTES:
- called b/c of loose bolts on play structure
- he'll send someone out to tighten them
PAPER TRAIL

DATE: October 13, 1999

TIME: 7 pm

WITH WHOM: Dora Moore CDM

NOTES:
- presented and brainstormed
- see notes from meeting
PAPER TRAIL

DATE: October 15, 1999

TIME: 8:00 am – 1:00 pm

WITH WHOM: Student Population: Grades 6 – 8

NOTES:

• Brainstormed with Grades 6 – 8 on ideas for the Playground Master Plan
• see notes from meetings
PAPER TRAIL

DATE:                October 20, 1999

TIME:                7 pm

WITH WHOM:           Dora Moore PTSA

NOTES:

• presented and brainstormed
• see notes from meeting

MOORE SCHOOL
846 CORONA ST.
DENVER, COLORADO 80216
PAPER TRAIL

DATE: November 11, 1999

TIME: 9am

WITH WHOM: Don Moon, Susan Ourlette, Mike: Denver Urban Gardens

NOTES:
- presented master plan
- Mike: likes axis plan
- Don: important issues from maintenance
PAPER TRAIL

DATE: November 12, 1999

TIME: 9 am

WITH WHOM: Sean Playstructures

NOTES:
- wanted to know about bball standard
- I need a little more time...will get back
PAPER TRAIL

DATE: November 17, 1999

TIME: 9 am

WITH WHOM: John Spaat

NOTES:
- wanted to know about bball standard
- I need a little more time...will get back
PAPER TRAIL

DATE: December 2, 1999

TIME: 9 am

WITH WHOM: John Spaat

NOTES:

• left message regarding remaining drawings for schools
• he eventually got back to me...will do them and send them but needs to Asbuilts drawings
• Lois will get those to him
PAPER TRAIL

DATE: December 10, 1999

TIME: 3:00 pm

WITH WHOM: Armstrong, PE teachers, Brink

NOTES:
- presented bbali idea
- to be scheduled for next CDM meeting in January
- will hold on to new standard until then