SOUTHMOOR ELEMENTARY SCHOOL:
A Master Plan for Elementary School Campus Improvements

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

Faculty Advisor:  Lois A. Brink, Associate Professor of Landscape
                 Architecture

Completed By:  Sabra F. Kelley
              Graduate Student of Landscape Architecture

As part of a course:  Finding Common Ground
                     Exploring the Urban Experience
                     Fall Semester 1999
                     University of Colorado @ Denver
                     College of Architecture & Planning
                     Campus Box 126
                     P.O. Box
                     Denver, Colorado
SOUTHMOOR
ELEMENTARY
SCHOOL:
A Master Plan for Elementary School
Campus Improvements

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

Faculty Advisor: Lois A. Brink, Associate Professor of Landscape
Architecture

Approved By:

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita Theriot, Principal</td>
<td></td>
</tr>
<tr>
<td>CDM Representative,</td>
<td></td>
</tr>
<tr>
<td>Project Manager, Construction Services</td>
<td>Date</td>
</tr>
<tr>
<td>Supervising Foreman, Grounds</td>
<td>Date</td>
</tr>
</tbody>
</table>
INTRODUCTION

In the spring of 1999 the Landscape Architecture Department of the University of Colorado at Denver and Denver Public Schools entered into an agreement to provide master planning and design for elementary school playgrounds and outside areas. Students in the graduate program in Landscape Architecture work on the development of elementary school master plans as part of their school curriculum. The design services are provided free of charge when a school is accepted into the program. The arrangement is mutually beneficial with the student gaining valuable “real life” design experience and the school obtaining a master plan which enables them to seek funding for improvements more easily.

SITE ANALYSIS

Introduction to Southmoor Park Elementary

Southmoor Park Elementary School is located at 3755 South Magnolia Way on the southeast corner of Monaco Street and S. Magnolia Way in the Southmoor Park neighborhood. The school officially reopened on September 7th, 1999 after the Denver Public School Board of Education vote on November 19th, 1998.
The population of the Southmoor Park neighborhood is approximately 3,600 (1999 data) with an average annual household income of $69,000 (www.pikun.com). The school has a population of approximately 220 students, including one ECE classroom. The capacity of the school is estimated to be about 400 children. The school currently has a staff of 30 people (see appendix for list of school personnel). The number of staff is expected to increase when the school increases its enrollment numbers in the next year.

Southmoor Elementary has two programs that serve as models for the rest of the Denver Public School system. The first is a Spanish Program that is integrated into all aspects of the curriculum (foreign language study is mandatory in all grades). The second is the "Jump Start" program (used by many private schools but new to the DPS system) teaching critical thinking and reading in 2nd/3rd grade.

The school follows the Denver Public School policy of open enrollment, meaning that it is open to any child wishing to attend the school.

The school is bordered by quiet residential streets on all sides except for Monaco Street to the west. The safety of the school grounds does not seem to be a concern for the school community at this time. The school property consists of approximately 5.1 acres with the school and playground separated from the upper gravel field (adjacent to Monaco Street) by a steep slope.

Cooperation between the community and Southmoor Elementary has created the potential for many improvements to take place on school grounds. The efforts of the Southmoor Elementary Greening Committee, Southmoor CDM and PTA resulted in the construction of a new ECE playground and an Educational Garden in the fall of 2000. These accomplishments demonstrate the ability of the Southmoor Park community to achieve whatever goals they set for themselves.

*Existing Site Conditions:*

<table>
<thead>
<tr>
<th>Feature</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gravel field</td>
<td>43.7%</td>
</tr>
<tr>
<td>Sod</td>
<td>16.7%</td>
</tr>
<tr>
<td>Concrete walks etc.</td>
<td>7.2%</td>
</tr>
<tr>
<td>Asphalt Play Area</td>
<td>10.9%</td>
</tr>
<tr>
<td>Service/Parking Asphalt</td>
<td>9.4%</td>
</tr>
<tr>
<td>ECE Play Area</td>
<td>1.3%</td>
</tr>
<tr>
<td>Garden</td>
<td>1.0%</td>
</tr>
<tr>
<td>Primary/Intermediate Play w/ Gravel</td>
<td>5.4%</td>
</tr>
<tr>
<td>Slope @ 45%</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

*North Side*

The main entrance to the school faces north to Magnolia Street. School bus drop-off takes place at this location twice a day. Five buses transport children in the morning and four
transport children in the afternoon. Presently there are no concerns regarding the logistics of drop-off in this area. This entrance, despite the existence of established plantings, street trees, and pruned hedges, lacks curb appeal and is not welcoming to visitors. The main doors are surrounded by a sea of concrete that lacks both seating and shade and makes the area unsuitable for gathering.

West Side

The school borders Monroe Street along the west side with a parking area to the north and a large, triangle-shaped pea gravel play field towards the south. There are currently forty eight total parking spaces available, two of these are handicapped spaces. DPS regulations require that Southmoor Elementary have a minimum of thirty eight spaces. Separating these two areas is a steep slope of approximately 45% that is currently covered with weeds that must be hand cut due to the problem of mower access. The sloped area serves no purpose except to retain grade and blocks visual access to the upper field from the existing playground below. The gravel field frequently experiences erosion problems due to run-off. The areas where erosion is most severe are the northwest corner and the northeast corner of the triangle because of the concentration of water and lack of ground cover to control it.

The parking lot is connected to the school building (rear of the cafeteria and playground) by a service entrance. Trash dumpsters and bike racks are also located in this area near the building. Circulation and use are awkward because the side of the building makes it difficult to monitor children when they move out of sight. This area is essentially dead space that needs to be addressed while still acknowledging the reality of service access.
**East Side**

South Peach Way borders the school on the east side. Two entrances, one into the school and one into the playground, as well as the new FCE playground and educational garden are located along this east edge. The side pedestrian entrance into the school building is well used by both parents and students during the school day. Playground access from the street is located slightly to the south from this entrance. Morning lineup before classes begin takes place in this location. Students, teachers, and parents gathering have no place to sit and there are no trees to provide shade next to the building. Members of the school community have expressed concern over the lack of barriers to prevent vehicles from driving out into the playground. Also, an awkward, steeply sloped ramp up into the upper gravel field is contributing to erosion and presenting an unattractive face to the community.

![East Side Image]

**Playground**

The existing playground is sited at the same grade as the school building below the gravel field. The asphalt play area is adjacent to the building and the play structures are located in a narrow strip directly beneath the 4.5% slope. All of the equipment appears to be original and is generally outdated and in a state of disrepair. Safety hazards (slipping...
and ruling) are created by pea gravel escaping from the play pits onto asphalt ramps. A
detailed inventory of the existing play equipment can be found in the appendix.
Visual connections are a concern throughout the playground. It is difficult to monitor
children playing on the gravel field up above or around the west side of the building.

DEFINING A SCHOOL’S VISION

Southmoor Elementary School Mission:

- To serve as the center of learning for our community.
- To provide our children with the knowledge, skills, and values necessary to become
  productive, self-sufficient contributors to our society.
- To appreciate diversity and respect the rights and beliefs of others.

From Southmoor Elementary website.
Main Constituent Groups

- Children
- Parents
- Teachers/Staff
- Greening committee/neighborhood organization

A photo survey was given to selected classes in an attempt to determine the needs and desires of the children (see Appendix). Results obtained from this survey could only be interpreted in a general way due to the informal procedure adopted when administering it. Results varied according to age group and gender but there were certain themes that were universally popular. A grass field, new, colorful play equipment, more variety in outdoor play options, and shade were all consistently chosen by children taking the survey.

The remaining constituent groups were questioned about their needs and desires during informal meetings (see minutes from meetings in Appendix.) Here are some of the reoccurring themes expressed by the different groups.

- Integration of outdoor learning spaces into the curriculum. For example: Labeling objects in the education garden in both Spanish and English for hands-on language skill building.
- Development of outdoor spaces for both classroom and community use. Design should explore the possibilities of year-round use due to the fact that many public schools are adopting this format.
- Limit vehicle access to the playground and create a more welcoming pedestrian entrance that connects to the community.
- Improve overall quality of play equipment so that it addresses the children's recreational needs more effectively.
- Greening of upper field along Monaco St. Many expressed the wish that this would be included in the first phase of the master plan because it presents a significant "face" to the community. Also resolve problems with access and erosion to the field.
- Improve primary entrances to the school, specifically the ones that are heavily used, with shade tree plantings and seating areas.

Goal Development

From these meetings, interviews, and other information gathering methods the following set of goals for the master plan were formulated.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Elements</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve overall aesthetics of outdoor spaces.</td>
<td>1. Curb appeal along Monaco St.</td>
<td>a. Grading, irrigation, and sod in upper field.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Irrigation and plantings along curb.</td>
</tr>
<tr>
<td></td>
<td>2. School entrances.</td>
<td>a. Break up front &quot;concrete sea&quot; with seating and plantings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Improve east entrance with a parents/child gathering space.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Entrance to field.</td>
</tr>
<tr>
<td></td>
<td>3. Playground entrances.</td>
<td>a. Restrict vehicle access without shutting out community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Create a welcoming focal point to encourage neighborhood involvement/use.</td>
</tr>
<tr>
<td>Create a safe and appealing outdoor play environment with diverse opportunities for physical education.</td>
<td>1. Existing play equipment.</td>
<td>a. Replace/adapt existing equipment to meet safety requirements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Add new play equipment to increase the amount of age-appropriate play opportunities.</td>
</tr>
<tr>
<td></td>
<td>2. Spatial organization</td>
<td>a. Organize outdoor space to optimize use and eliminate awkward areas that have no purpose.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Rethink steeply sloped area for better use.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Create friendly shaded areas for gathering/monitoring play.</td>
</tr>
<tr>
<td>Create a variety of outdoor spaces for multiple use.</td>
<td>1. Outdoor classrooms integrated into the curriculum.</td>
<td>a. Determine the best areas/organization for classroom use.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Integrate built landscape into curriculum (planting bents etc.)</td>
</tr>
<tr>
<td></td>
<td>Community gathering places.</td>
<td>a. Design inviting spaces for community use.</td>
</tr>
<tr>
<td></td>
<td>Areas for social interaction.</td>
<td>b. Include shade, seating, and visually interesting elements.</td>
</tr>
</tbody>
</table>
MASTER PLAN

Design Concepts

The development of the master plan is based on two organizing principles. The first is the creation of space with multiple layers for multiple uses. The second focuses on bringing a greater awareness of conservation into the schoolyard.

Southmoor Elementary is an ideal community to test the concept of multiple use spaces. The school and its neighborhood have a strong relationship with mutual respect. Outdoor spaces that can be experienced and enjoyed by everyone fit neatly into the planning of the school’s grounds.

On a more theoretical level the spaces in question can be interpreted in many ways depending upon the viewer. Brian Stock, in his essay Reading, Community, and a Sense of Place, speaks of the many ways of viewing and reading a landscape. The landscape “is read in several different ways, simultaneously: the view, perspective and position change, as we keep in mind the section we have just looked at and proceed to the next.” This concept becomes even more layered when you include the variables of age and gender. Look at children and how their view of their surroundings changes from the age of six to the age of 11. A grassy hill that was once used exclusively to roll down is now used as a place to sit quietly and talk. Change in use cannot be programmed by the design but the design can create the opportunity for reinterpretation by the viewer. Mark Groves and Claire Mason found in their studies of schoolchildren in 1993 that “children were found to prefer those sites which offered a variety of activities rather than a single function...reflect[ing] a liking on their part for being able to make their own choice about what they want to do in an area”. Creating spaces that are open to interpretation by all users, regardless of age, gender, or background, starts to address these concepts of layered space.

The integration of principles of conservation into the schoolyard can take place using two methods. Blatant design of curriculum-based elements that revolve around conservation is the obvious approach. A habitat garden combined with a dry streambed that captures runoff can be used to address the concepts of native species, precipitation cycles, and erosion in an outdoor classroom. On a more subtle level the use of recycled tires and concrete for terracing and xeric landscape practices using drought-tolerant species also serves to reinforce the concept. Utilization of these practices can begin to change both the child’s and the community’s perception of conservation, making it more familiar on a subliminal level and therefore more acceptable.
Phasing for Construction

First Phase:  
- Field Greening and Irrigation  
- Running Track  
- Community Garden  
- Noise Berms along Monaco Street  
- Street Trees and Shrub Plantings  
- Front Entry Improvements

Second Phase:  
- Green Roof Pavilion  
- Intermediate Play Structure  
- Primary Play Structure  
- Grading/Terracing  
- Streambed/Habitat Garden Area  
- Entry Structure with Art Walls  
- Boulder Play Area  
- Concrete ADA Ramp

Third Phase:  
- Playground Courtyard  
- Asphalt play Area/Grading  
- Shade Area/Pavilion with Seat Wall  
- Retaining Walls with Art Tiles  
- Sod Seating Slope  
- Amphitheatre/Concert Pad

APPENDIX

- Neighborhood Locator Map  
- Contact list with numbers and email  
- DPS/UCD Agreement  
- Playground Selection Criteria  
- UCD Visitor Pass  
- Educational garden/ECE Playground  
- Playground Inventory  
- Parking Requirements  
- Directions for Photo Survey  
- Photo Survey  
- Minutes from Meetings  
- Phasing/Cost estimate breakdown  
- Budget/cost estimates
Denver Public Schools
Southmoor Elementary
School Personnel
2000-2001

Anita Theriot        Principal
Elsie Leiker         Secretary
Margaret Numoto      Secretary
Carolyn Thiessen     Nurse
Julie Spilsted       Special Education
Bruce Moses          Psychologist
Sandi Landers        OT/PT
Julie Jacobs         IMC Teacher
Joseph Bazzanella    P.E. Teacher
Tim Roorda           Spanish Teacher a.m.
Lucy Siegal          ECE p.m. Teacher
Maureen Porter       KDG Teacher
Karen Anderson       KDG Teacher
Debbie Robinson      First Grade Teacher
Peyton Martinez      First Grade Teacher
Janet Gilbert        HGT First / Second Grade Teacher
Leslie Stahl         Second / Third Grade Teacher
Grace Hopley         HGT Third Grade Teacher
Teri Appell          HGT 4/5 Grade Teacher
Nancy Strear         HGT 4/5 Grade Teacher
Blanca Dorado        Paraprofessional - Extended Day K
Jan Harbert          Paraprofessional - Reading Asst.
Carolyn Hess         Paraprofessional - Reading Asst.
Paula Dwyer          Paraprofessional - Reading Asst.
Jeong Lohmeier       Paraprofessional - Extended Day K
Karen Kruger         Paraprofessional - ECE
Sharon Larson        Paraprofessional - Reading Asst.
Debra Hamilton       Facility Manager
John Cruz            Custodial Staff
Sandi Torres         Lunchroom Manager

Room #

IMC

GYM

106

104

107

108

105

4

101

7

102

2

1

Southmoor Elementary School Master Plan
Copy Prepared by Bambi Yost       12/17/2001
DENVER PUBLIC SCHOOLS
INTERDEPARTMENTAL COMMUNICATION

TO: Elementary School Principals
THRU: Craig Cook, Chief Operating Officer
FROM: Mike Langley, Executive Director, Facility Management
DATE: May 12, 2000
SUBJECT: Master Planning Elementary School Playgrounds and Areas for 2000-2001

Background. One year ago, DPS concluded an agreement with the University of Colorado at
Denver [UCD] on master planning and design of DPS elementary schools' playgrounds and
areas. UCD established a graduate landscape architecture course curriculum based at DPS
elementary school sites. UCD graduate students, under UCD professors' oversight, work with
individual school administrators, staffs and community representatives to develop master
plans and designs.

The 1999-2000 school year was the first year implementing this agreement. Twelve
elementary schools participated. UCD services are free to participating schools—Facility
Management is responsible for reimbursable expenses. Participation in this program does
not provide funds for construction. However, having master plans and designs greatly
assists sites in obtaining funds. A display of school master plans will be held in the
Administration Building on Thursday, June 1, 2000 from 3:30 – 8:00 p.m.

Procedure: Schools wishing to participate in this program for School Year 2000-2001, must
submit the following information to be received by Facility Management by Friday, May
26, 2000.

School Name
School Sponsors [e.g. principal or teacher]
Telephone number [school/work and summer vacation]
Telefax number
Description of possible school requirements/vacancies
Description of previous school efforts or initiatives
Funding [any funds collected towards this initiative]
Principal’s statement of support and signature

Participating schools will be selected based upon:

Southmoor Elementary School Master Plan
Copy Prepared by Bambi Yost 12/17/2001
UCD's capability to support
School needs
Infrastructure needs [Facility Management]
School initiative
Funding
DPS/City focus areas

Participating schools will be selected, notified and a coordination meeting conducted prior to the end of the school year.

Any questions on this initiative should be directed to the Executive Director, Facility Management, 575-4012.

ML/ML
NewInitia/UCD2000

cc: Chip Zullinger, Superintendent
Mary Ray, Assistant Superintendent
Mark Stevens, Director, PIO
May 10, 2000

Ruth Lane  
Principal  
Southmoor Elementary School

Subject: Master Planning Elementary School Playgrounds and Area for 2000-2001  
Reference: My memo, subject as above, dated May 12, 2000

In response to the above memo, several elementary schools requested to participate in the DPS-University of Colorado-Denver, Department of Landscape Architecture program. The number of requests for participation exceeded the program’s capability to manage and execute.

I am pleased to notify you that your school has been selected to participate in the program. Professor Lois Brink, University of Colorado-Denver, will contact you prior to the end of this school year and the beginning of Summer Vacation. She will coordinate the process and procedures to be initiated at the beginning of the 2000-2001 school year.

We look forward to working with Southmoor Elementary School in developing your master plan. This will be a living document used to develop your school playgrounds over the next few years.

Sincerely,

Michael C. Langley  
Executive Director  
Facility Management

Cc: Bernadette Scick, Acting Superintendent  
    Craig Cook, Chief Operating Officer  
    Mary Ray, Assistant Superintendent  
    Laird Wendt, Director, Construction Services  
    Rusty Desne, Director, Operations & Maintenance  
    Professor Lois Brink, University of Colorado-Denver
To: Mike Langley, Executive Director, Facility Management

From: Ruth Lane, Principal, Southmoor

Date: May 23, 2000

Subject: Master Planning Elementary School Playgrounds and Areas for 2000-2001

Dear Mike:

On behalf of Anita Theriot, the incoming principal, and myself, I would like to express our total support for the participation of the Southmoor CDM and community in the program with DPS and UCD on the planning and design of our school playground.

For more than a year, a committee of Southmoor parents and staff has been exploring plans and options for improving the grounds, playing areas, and playground equipment for our students. Our committee wrote and received a grant for a Children’s garden this year. We would appreciate any assistance and guidance in moving forward with our goals which include the greening of the large field on the upper level of our property and updating the equipment on the present playground.

Please give our request your consideration.

Ruth Lane  
Anita Theriot

Southmoor Elementary School Master Plan
Copy Prepared by Bambi Yost 12/17/2001
PROPOSAL FOR SOUTHMOOR ELEMENTARY SCHOOL PLAYGROUND AND OUTDOOR AREAS

TO: Mike Langley, Executive Director, Facility Management
FROM: Southmoor Elementary Greening Committee
DATE: May 20, 2000

On behalf of Southmoor Elementary School, we are pleased to submit this proposal to participate in the cooperative effort between Denver Public Schools and University of Colorado at Denver.

-Southmoor Elementary School
3750 S. Magnolia Way, 80237
303-764-7931
303-764-7932 fax

-Sponsors:
Ruth Lane, principal 1999-2000
Anita Theriot, incoming principal
CDM and PTA
Southmoor Elementary Greening Committee

School Requirements/Desires. In an effort to beautify and increase the usability of the school grounds, Southmoor Elementary has designated the following priorities:

1. Irrigating and sodding the gravel play field to accommodate multiple purpose use, i.e. soccer, baseball, track, football (approximately 75,000 sq.ft.):
   -possible inclusion of walking paths, shaded seating, planted areas and soccer goals
   -elimination of erosion on east side of field

2. Eliminate unsafe and dated playground equipment and surface area. Create a more usable and stimulating environment for the children:
   -current equipment is original issue
   -pea-gravel is not containable, therefore spills over onto sidewalks and blacktop creating a very unsafe surface.
   -a lack of appropriate primary age equipment
   -blacktop area has minimal facilities, i.e. one back-to-back basketball hoop

3. Create an inviting Welcome Entrance to the school:
   -To enhance one's first impression of the school,
   -redesign of the existing plantings to include more interest and minimize appearance of the large concrete area.
   -create comfortable and usable space for children and adults, i.e. shaded seating areas and greenery.
   -develop a stronger focal point to identify the school's main entrance.
4. Create a child friendly and attractive Playground Entrance in to the school.
   - include areas of interest, plantings and shading along south side of school where
     the playground is located.
   - develop modifications/additions to the area to minimize the starkness of the
     concrete and blacktop surfaces.

5. Suggested modification to the current steeply sloped area that separates the play field
   from the playground.
   - the area is irrigated but is overtaken by weeds.
   - due to the slope, the area is mostly inaccessible to the children but remains a visual
     focal point in the design of the area.

6. Beautify the overall appearance of the surrounding school grounds.
   - reevaluate and add to original plantings to improve the appearance of the school
     along high traffic Monaco Street and Magnolia.

Previous School Efforts and Initiatives. The Southmoor Greening Committee formed prior
the reopening of Southmoor Elementary in the Fall of 1999. Initial efforts from the incoming
parents, community and staff included several intense clean-up/planting days. The following was
accomplished:
- weeding entire site, including playground, entrances, bike area, parking lot, etc.
- painted all playground equipment
- replaced raised kick boards to contain playground sand
- purchased, planted and built retaining walls for 10 trees on the sloped area in Fall 1999.
- purchased and planted 6 street trees obtained through Denver Digs in Spring 2000.
- submitted and received a $3,000 DURP grant for an Educational Garden (to be planted
  July 2000).
- requested and currently working with DPS to receive a primary play structure and swings
  (to be installed August 2000).
- held the first annual school Pool Party to raise funds ($3,000) for greening (August
  1999).
- upcoming clean-up/planting days scheduled for summer 2000.
- last year, approximately 800 volunteer labor hours were spent to initiate the greening
  effort.

Funding. The funds collected towards this initiative include:
- 1999 Pool Party $3,000
- Joyce Foster donation $1,500
- Dain Corporate donation $1,000
- Spring 2000 Silent Auction (benches) $1,000
- Parent Contributions (trees) $700
- School Contributions (kick boards/retaining walls) $1,800
- DURP Grant (Educational Garden) $5,000
- Donated Labor (900 hrs. x $10/hr.) $9,000
Total $22,000

Our future fundraising sources include: Southmoor Park residential community campaign.
Fall 2000, Southmoor School member fundraising campaign, Spring 2001, grants, commercial
donations, in kind donations and labor, and Denver Public Schools contributions.
Summary. Last year we spoke with Lois Brink regarding the possibility of being included in last year's DPS/JCD's partnership. Unfortunately, the program was full and therefore, we initiated our own efforts to date. We're thrilled to have the opportunity to formally submit our request for your consideration. The grass roots community effort to reopen Southmoor School is a testimony to our dedication to the creation of the best possible learning environment for our children. Please visit our school web site for before and after photos and tree planting efforts: www.denver.k12.co.us/

We look forward to your favorable response to our request.

Sincerely,

James and Jayme Mansfield  
Greening Committee Chairs  
303-759-2542, 303-300-0708 fax  
jhmansfield@earthlink.net  
jmansfield@brookfield.ca

cc: Ruth Lane  
Anita Theriot  
Diane Jameson, CDM Chair  
Lisa Higley, PTA President  
Dave Littleton, Facilities Chair
## Facility Management's
### Elementary School Playground Selection Criteria

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Numeric Point Value Assigned</th>
<th>Gradation of Numeric Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Master Plan developed (any source)?</td>
<td>15</td>
<td>Full Plan</td>
</tr>
<tr>
<td>2A. Lack of playground equipment (or availability of equipment)?</td>
<td>20</td>
<td>No Equipment</td>
</tr>
<tr>
<td>2B. Present equipment SAFETY levels?</td>
<td>15</td>
<td>Serious Safety Issues</td>
</tr>
<tr>
<td>3. Compliance with ADA Regulations?</td>
<td>Little - No Compliance</td>
<td>Partial Compliance</td>
</tr>
<tr>
<td>A. Sector/Magnet School (Level 1)?</td>
<td>20</td>
<td>Very Old (+20 yrs.)</td>
</tr>
<tr>
<td>B. All other schools.</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>4. Equipment age and Compliance with Current Codes?</td>
<td>No Play Areas</td>
<td>Partial Play Areas</td>
</tr>
<tr>
<td>5. Soft play areas (grass/soilding)?</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Total Possible Points for a NON-Sector School = 89 Points only. Total Possible Points for a SECTOR School = 90 Points only.

**At:** School-Playground Selection Criteria.doc
1999 DURP GRANT PROPOSAL SUMMARY PAGE (please type or print)

Application Deadline: 4:00 p.m. Monday, November 1, 1999.

Mail or Deliver in person to:
Denver Urban Resources Partnership (DURP)
655 Parfet Street, Room E-300
Lakewood, CO 80215-5817

Southmoor Elementary School Children's Garden

Project Title:
Southmoor Elementary School

Name of Applicant(s) or Organization(s)

1750 South Magnolia Way
Denver, CO 80227

Project Location Address

1750 South Magnolia Way
Denver, CO 80227

Mailing Address

County where project is to be implemented: Denver.

Contact Person: Mary Ann Shadow Phone: (w) 303-639-4294 (f) 303-639-9383

Person Responsible for Project Funds: Ruth Lamon, Principal Phone: (w) 303-639-7821 Fax: 303-639-9383

Brief description of project:
The Southmoor Elementary nature garden will offer young children the opportunity to explore their introspective skills and interact with nature in a safe environment. The garden will include sundial, rain gauge, anemometer, sensory garden and infiltration garden.

List individuals, groups and agencies submitting attached letters of commitment:
1. Southmoor PTA
2. Southmoor CEM
3. Southmoor Elementary Association
4. Denver Public Schools Department of Facility Management

How does this project meet the mission and goals of the Denver Urban Resources Partnership and meet community needs?
Southmoor will be creating a small ecosystem accessible to its school children and community members. The project will allow observation and interaction between people and nature.

BUDGET SUMMARY

- Amount requested: $5,297
- Match provided by applicant (total estimated value of match, individual paid labor, supplies, volunteer hours [@$0.70/hr], services and/or cash funds): $5,000
- TOTAL: $10,297

Submitted by: Signature of applicant or authorized representative
Date: 10/23/99
1. **Project Title**: Southmoor Elementary School Children's Garden

2. **Problem Statement**: Southmoor does not have an outdoor educational nature space for young children. We plan to construct a children's nature garden on an underutilized, barren area on school grounds. The Children's Garden will allow children to interact with and understand nature through hands-on exposure to sundials, sensory plants, rain gauges, anemometers, windmills and plants and flowers which attract birds and butterflies. In addition, the older children at the school will participate in the construction of the site and will be trained as "tour guides" to help the younger children learn how to use the garden structures. This grant will provide seed money to build the Children’s Garden.

3. **Project Goals**: The project goal is to build a nature area for young children where they can explore their introspective skills and interact with nature in a safe environment. Because safety is so important, all of the structures in the garden will meet Denver Public Schools safety criteria. In addition, children who participate in building the garden will be taught the safe handling of tools under the direction of skilled adults.

4. **Proposed Work and Duration**:

   **Phase I**: October – December 1999
   - Design garden
   - Involve school and neighborhood groups in design phase
   - Submit plans for Denver Public School approval

   **Phase II**: December 1999 – June 2000
   - Invite student and family participation in design of decorative tiles with a nature theme for the 3-foot wall surrounding the Children's Garden
   - Present status report at each Collaborative Decision Making Committee (CDM) meeting
   - Select and order garden plants and build structures
   - Develop construction timeline.

   **Phase III**: Summer 2000
   - Grade and prepare outdoor space
   - Coordinate adult and student volunteer work teams
   - Install wall tiles
   - Construct garden

4. **Locations**: The project will be located on the east side of Southmoor, which is located at 3750 South Magnolia Way, Denver, Colorado.

5. **Education Component**: In alignment with statewide educational goals, the physical environment fosters optimal growth and development through opportunities for exploration and learning. The Children's Garden will impact children by teaching them how nature is important in our daily lives. For example, the sundial will teach...
the movement of the sun over time, the rain gauge and anemometer will show how to
measure different weather conditions, and the sensory garden will demonstrate the
different characteristics of Rocky Mountain native plants and shrubs. The children
will be involved throughout the project starting with the design of the nature tiles,
construction of the garden and maintenance through planting and weeding. The
children will learn to nurture their environment.

6. Ability to Complete Project: The project will be directed by a subcommittee of the
CDM at Southmoor. This team was successful in upgrading the building and school
grounds for the school's re-opening this fall. The committee is working closely with
Denver Public Schools Building and Grounds Department to ensure district standards
are met. Ruth Lane, the principal of the school, will be directly involved in the
planning and completion of the project.
Facilities Committee:
Co-Chairs: Dave Littleton and James Mansfield
Members: Jennifer Strauss, Reese Jameson and Steve Rohrer

7. Collaboration: Southmoor's PTA has committed $2,500 to this project. The money
has already been raised. They have also committed to providing in-kind labor hours
to construct the garden. Denver Public Schools will provide standard on-going
maintenance and irrigation. In addition, the CDM at the school and the Southmoor
Park Homeowner's Association have committed to providing volunteers to the
construction of the garden.

8. Local Community Involvement: As mentioned, the Southmoor Park Homeowner's
Association is committed to improving the outdoor environment at the school. The
PTA and CDM are involved in coordinating neighborhood and parental resources to
create the Children's Garden.

9. Innovation: This project will introduce a unique dimension to a standard elementary
school's use of outdoor space. The interesting and colorful structures in the children's
garden will encourage children to explore this area and observe how nature interacts
with us. It will create a "link" between older and younger children, the former
serving as mentors for the latter in understanding how nature and science interact.

10. Evaluation: We can consider the project a success when the Children's Garden is
used as a hands-on resource to supplement the teacher's curriculum. The teachers
will provide evaluations of the Children's Garden to the CDM at the end of each
semester.

11. Amount Requested: $5,292

13. Other Funding Sources:
   PTA $2,500
   Volunteer Labor 2,375
   Tree Donation 125
Southmoor Elementary School Master Plan
Copy Prepared by Bambi Yost 12/17/2001
<table>
<thead>
<tr>
<th>ITEM</th>
<th>CODE</th>
<th>COMMOD NAME</th>
<th>LAT NAME</th>
<th>QTY</th>
<th>CODE</th>
<th>ITEM NAME</th>
<th>UNI PRICE</th>
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</thead>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Southmoor Elementary School Master Plan
Copy Prepared by Bambi Yost
12/17/2001

29
<table>
<thead>
<tr>
<th>.72</th>
<th>PLAY EQUIPMENT AND MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>.72 A</td>
<td>Equipment and materials are provided for both indoor and outdoor play.</td>
</tr>
<tr>
<td>.72 B</td>
<td>Outdoor play equipment meets the following requirements:</td>
</tr>
<tr>
<td>.72 B 1</td>
<td>If swings are used, those purchased after the promulgation of these rules have seats made of flexible material.</td>
</tr>
<tr>
<td>.72 B 2</td>
<td>Moving equipment, such as swings, are located toward the edge or corner of the play area or are designed in such a way as to discourage children from running into the path of the moving equipment.</td>
</tr>
<tr>
<td>.72 B 3</td>
<td>Metal equipment is placed in the shade when possible and is arranged so that children playing on one piece of equipment will not interfere with children playing on another piece of equipment.</td>
</tr>
<tr>
<td>.72 B 4</td>
<td>The maximum height of any piece of playground equipment is 6 ft. if accessible to children 3 to 6 yrs. of age, and 3 ft. if accessible to children under 3 yrs. of age.</td>
</tr>
<tr>
<td>.72 B 5</td>
<td>All pieces of playground equipment are designed to guard against entrapment and entanglement.</td>
</tr>
<tr>
<td>.72 B 6</td>
<td>All pieces of permanently installed playground equipment are surrounded by a resilient surface of a depth of at least 6 inches, or by rubber mats manufactured for such use consistent with the guidelines of the Consumer Product Safety Commission.</td>
</tr>
</tbody>
</table>

---

Southmoor Elementary School
Master Plan
12/17/2001

Copy Prepared by Bambi Yost

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University of Colorado at Denver
College of Architecture and Planning
Campus Box 158
P.O. Box 173364
Denver, Colorado 80217-3364
Phone (303) 556-5362
Fax (303) 556-3057

To: Connie Stegman

From: Mike E.C.E.
Lincoln Elem. Sch.
**SITE INVENTORY**

In the first blank on each question enter the number of pieces of equipment. On the second blank list the number of pieces which are ten years old or more. If no one at the site knows when the equipment was installed assume it to be older than ten years. On the third blank list the number of children accommodated. Some play activities are rated with the assumption that a few children will be waiting in turns. On composite equipment, made up of many events, rate each piece. When specific equipment is not listed find the nearest generic type or list them in the blank spaces.

**SITE:** ..................................................  
**INSPECTOR:** ............................................  
**DATE:** 9/10/02

**NUMBER OF CHILDREN:** Kindergarten  
First through Third Grades ............................................. 19
Forth and Fifth Grades.................................................. 43

<table>
<thead>
<tr>
<th>Number / Number 10 or more years old / Number of children</th>
<th>Equipment</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1 1</td>
<td>Slides (w)</td>
<td>2</td>
<td>Units times two.</td>
</tr>
<tr>
<td>2. 2 2</td>
<td>High Chairs</td>
<td>12</td>
<td>Seats.</td>
</tr>
<tr>
<td>3. 1 2</td>
<td>Swings</td>
<td>4</td>
<td>One per 4 feet of edge.</td>
</tr>
<tr>
<td>4. 1 1</td>
<td>Climber (cone)</td>
<td>10</td>
<td>Units times three.</td>
</tr>
<tr>
<td>5. 2 2</td>
<td>Horiz. Bar (w)</td>
<td>14</td>
<td>Units (2 for long bar).</td>
</tr>
<tr>
<td>6. 2 2</td>
<td>Wire Rope (w)</td>
<td>2</td>
<td>Units.</td>
</tr>
<tr>
<td>7. 1 1</td>
<td>See-Saw</td>
<td>2</td>
<td>Units times two.</td>
</tr>
<tr>
<td>8. 1 1</td>
<td>Merry-go-round</td>
<td>One per 1.5 ft. diameter.</td>
<td></td>
</tr>
<tr>
<td>9. 1 1</td>
<td>Balance Beam</td>
<td>2</td>
<td>Units times two.</td>
</tr>
<tr>
<td>10. 1 1</td>
<td>Spring Ray</td>
<td>1</td>
<td>Seats.</td>
</tr>
<tr>
<td>11. 1 1</td>
<td>Swing Sets</td>
<td>3</td>
<td>Seats.</td>
</tr>
<tr>
<td>12. 1 1</td>
<td>Slide Ways</td>
<td>3</td>
<td>Seats.</td>
</tr>
<tr>
<td>13. 1 1</td>
<td>Beach Balls</td>
<td>3</td>
<td>Units times two.</td>
</tr>
<tr>
<td>14. 1 1</td>
<td>Tether Ball</td>
<td>1/4</td>
<td>Units times four.</td>
</tr>
<tr>
<td>15. 4 4</td>
<td>Hop Scotch</td>
<td>12</td>
<td>Units times three.</td>
</tr>
<tr>
<td>16. 1 1</td>
<td>Four Square</td>
<td>20</td>
<td>Units times four.</td>
</tr>
<tr>
<td>17. 2 3</td>
<td>Ball Wall</td>
<td>1</td>
<td>Units times seven.</td>
</tr>
<tr>
<td>18. 2 2</td>
<td>Basketball</td>
<td>1</td>
<td>Units times seven.</td>
</tr>
<tr>
<td>19. 1 1</td>
<td>Football</td>
<td>3</td>
<td>Units times seven.</td>
</tr>
<tr>
<td>20. 4 1 1</td>
<td>Soccer</td>
<td>1</td>
<td>Units times seven.</td>
</tr>
</tbody>
</table>

Game areas are used differently by each age group, i.e. a football field is rarely used by 1st graders and heavily used by 4th graders. The multipliers below are general guidelines. You should adjust for observed use patterns.

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tether Ball</td>
<td>1/4</td>
</tr>
<tr>
<td>Hop Scotch</td>
<td>12</td>
</tr>
<tr>
<td>Four Square</td>
<td>20</td>
</tr>
<tr>
<td>Ball Wall</td>
<td>1</td>
</tr>
<tr>
<td>Basketball</td>
<td>1</td>
</tr>
<tr>
<td>Football</td>
<td>1</td>
</tr>
<tr>
<td>Soccer</td>
<td>1</td>
</tr>
</tbody>
</table>

Add all numbers in the last column and compare with the total number of children on the playground to determine if there is at least one and one-half play opportunities per child.
# PLAYGROUND SAFETY SITE ASSESSMENT

**Copyright (c) 1990  Jay Beckwith**

**SITE:** Southmoor Elementary  
**INSPECTOR:** Sabra Kelley  
**DATE:** 9/10/99  
**TIME REQUIRED:**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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? Is major playgrounds
designated?  
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-compactable?  
5. Is rubber mat one inch thick for every four foot of equipment height?  
6. Is there provision for keeping the swing area free of conflicting traffic?  

## C. C.P.S.C. COMPLIANCE

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

- Are spin arounds and see-saws removed? (Slide)
  ( ) No

- Decks lower than 66" high or equipment less than 104"?
  (X) Yes
  ( ) No

- Is grass area free of holes and protruding sprinkler heads?
  ( ) Yes
  ( ) No

- Trash dumpsters "child proofed"?
  ( ) Yes
  (X) No

- Are walks and ball courts free of trip hazards? (nails)
  (X) Yes
  ( ) No

- Soccer goals firmly anchored and in good condition?
  ( ) Yes
  (X) No

- All chain link fencing and backstop fence sound and free of barbed edges?
  ( ) Yes
  ( ) No

- Are metal slides shaded?
  ( ) Yes
  (X) No

- Are Merry-go-rounds, pivot type see-saws, concrete pins and glider type swings removed?
  (X) Yes
  ( ) No

- Are basketball goals of the non-climbable "gooseneck" type?
  ( ) Yes
  (X) No

E. MAINTENANCE

- Are swing bearings and chains in good order?
  ( ) Yes
  (X) No

- Are "S" hooks closed and swing seats intact?
  ( ) Yes
  (X) No

- All equipment anchored according to specification?
  ( ) Yes
  (X) No

- Is wood sound, smooth, free of splinters and excessive checks?
  ( ) Yes
  ( ) No

- Trees properly pruned and in good condition?
  (X) Yes
  ( ) No

- Benches sound, smooth, and free of sharp corners?
  (X) Yes
  ( ) No

- Are there holes or protruding irrigation heads in grass area?
  ( ) Yes
  (X) No

F. SUPERVISION

- Is play equipment centralized for easy supervision?
  ( ) Yes
  (X) No

- Are separate areas provided for younger kids?
  ( ) Yes
  ( ) No

- Are chain nets on basketball rings removed? (Check)
  ( ) Yes
  ( ) No

- Is the equipment used for Physical Ed?
  ( ) Yes
  ( ) No

- Is scheduling between recess and P.E. free of conflict?
  ( ) Yes
  ( ) No

- Is "Safety Awareness" part of every child's curriculum?
  ( ) Yes
  ( ) No

- Is the list of Playground Rules fewer than ten?
  ( ) Yes
  ( ) No

- Is record kept of parent concerns about the playground?
  ( ) Yes
  ( ) No

- Is the student/staff ratio adequate?
  ( ) Yes
  ( ) No

- Is there a safety training program for yard supervisors
  ( ) Yes
  ( ) No

If NO is checked in any of the above please provide detail on additional sheets.
TO: Board of Education
THRU: Chip Zullinger, Superintendent
       Craig Cook, Chief Operating Officer
FROM: Mike Langley, Executive Director, Facility Management
DATE: December 27, 1999
SUBJECT: Parking Specifications for Schools

Purpose:

To receive approval for the above item which will be subsequently ratified at the next legislative meeting of the Board of Education. This request is in accordance with the procedures contained in the memorandum subject: General Obligation Bond Raiflication Process, dated November 18, 1998.

Facts on the Issue:

Currently the DPS standard for parking spaces at elementary and middle schools is one (1) space per classroom plus 10 additional spaces. This is the same as required by Denver Zoning Regulations.

As we continue to develop new schools and school additions, there exists justification for increasing this standard. A paper on the issue of increasing parking spaces [attached] was previously staffed with all Assistant Superintendents. If approved and if adequate land exists, the new parking standards would be incorporated into all General Obligation Bond projects and annual pavement projects.

Recommendation:

The new parking specifications be as follows:

Elementary Schools

1 space per classroom
.5 per ECF-3 classroom [additional]
15 Support and Supplemental Staff
5 Visitors

HC Parking spaces are included in totals given in this standard.

Southmoor Elementary School Master Plan
Copy Prepared by Bambi Yost  12/17/2001
Middle School
1  per classroom
27  Support and Para-Professional Support Staff
  5  Visitors

Process:
This communication will be forwarded to all School Board members by January 7, 2000. In the absence of any members objection, the President of the Board of Education will approve and sign this request on Friday, January 14, 2000. At the next legislative meeting the signed approval will be presented, for ratification, to the Board of Education.

THE NEW ELEMENTARY AND MIDDLE SCHOOL PARKING SPECIFICATIONS ARE APPROVED FOR USE AT NEW AND EXISTING SCHOOLS.

[Signature]
Elaine Gantz Herman
President, Board of Education

ML/ml
Bond/ParkingSpecs
CC: Laird Wendt
    Mike Bates

Southmoor Elementary School Master Plan
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PROCEDURE FOR PHOTO SURVEY

- Introduce yourself, explain what you're doing with the survey, and explain how important their input is.

1. Demonstrate the procedure for the photo survey in front of the entire class.
   a. Lay out all of the 19 photos on a desk in front of the entire class.
   b. Explain to them that everyone is getting the same pictures.
   c. Emphasize that they are not to exchange photos.
   d. They will choose only 3 of the 19 photos.
   e. Put the rest of the photos that they have not chosen back into the bag.
   f. Keep the five photos they have selected until everyone is finished.
   g. Explain that you will tally the results.

2. You will hold up one picture at a time and students that have selected that photo will acknowledge by raising their hand. Ask the boys and girls separately. Then record the results.

3. Ask if anyone has any questions about the playground or the process we will pursue.
<table>
<thead>
<tr>
<th>Photograph</th>
<th># students</th>
<th>% f</th>
<th>% m</th>
<th>total students</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>tetherball</td>
<td>15</td>
<td>7</td>
<td>15</td>
<td>22</td>
<td>0.029973</td>
</tr>
<tr>
<td>pond/water</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td>fifth</td>
</tr>
<tr>
<td>flowers/field</td>
<td>3</td>
<td>13</td>
<td>13</td>
<td>16</td>
<td>0.021798</td>
</tr>
<tr>
<td>wooden bench</td>
<td>8</td>
<td>11</td>
<td>11</td>
<td>19</td>
<td>0.025886</td>
</tr>
<tr>
<td>pavillion</td>
<td>12</td>
<td>29</td>
<td>0.71</td>
<td>41</td>
<td>0.055858</td>
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<tr>
<td>bushes/hiding</td>
<td>12</td>
<td>28</td>
<td>0.7</td>
<td>40</td>
<td>0.054496</td>
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<tr>
<td>shade/forest</td>
<td>15</td>
<td>30</td>
<td>0.67</td>
<td>45</td>
<td>0.061308</td>
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<tr>
<td>baseball field</td>
<td>16</td>
<td>10</td>
<td>0.38</td>
<td>26</td>
<td>0.035422</td>
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<tr>
<td>soccer field</td>
<td>32</td>
<td>19</td>
<td>0.37</td>
<td>51</td>
<td>0.069482 fourth</td>
</tr>
<tr>
<td>garden</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0.00545</td>
</tr>
<tr>
<td>lizard wall</td>
<td>25</td>
<td>24</td>
<td>0.49</td>
<td>49</td>
<td>0.066757</td>
</tr>
<tr>
<td>hiding</td>
<td>9</td>
<td>20</td>
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<td>29</td>
<td>0.03951</td>
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<td>gateway</td>
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<td>8</td>
<td>0.010899</td>
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<tr>
<td>rocks</td>
<td>36</td>
<td>26</td>
<td>0.42</td>
<td>62</td>
<td>0.084469 third</td>
</tr>
<tr>
<td>sand</td>
<td>10</td>
<td>13</td>
<td>0.57</td>
<td>23</td>
<td>0.031335</td>
</tr>
<tr>
<td>swings</td>
<td>8</td>
<td>12</td>
<td>0.6</td>
<td>20</td>
<td>0.027248</td>
</tr>
<tr>
<td>track ride</td>
<td>38</td>
<td>32</td>
<td>0.46</td>
<td>70</td>
<td>0.095368 second</td>
</tr>
<tr>
<td>playground-primary</td>
<td>55</td>
<td>53</td>
<td>0.49</td>
<td>108</td>
<td>0.147139 first</td>
</tr>
<tr>
<td>playground-intermediate</td>
<td>28</td>
<td>23</td>
<td>0.45</td>
<td>51</td>
<td>0.069482 fourth</td>
</tr>
<tr>
<td>TOTAL</td>
<td>357</td>
<td>377</td>
<td>0.51</td>
<td>734</td>
<td></td>
</tr>
</tbody>
</table>

Southmoor Elementary Photo Survey Data

Southmoor Elementary School Master Plan
Copy Prepared by Bambi Yost 12/17/2001
After review of the preliminary design the following observations were noted:

- maintenance access to upper field should be moved further north along Monaco due to concerns with a curb cut too close to an existing corner.
- need a crusher fines running track around field.
- New service entrance into asphalt playground area via parking lot (not off of S. peach Way)
- Find place to locate the community garden
- Identify potential art spaces on the plan (tiles, bannrs etc.)
- Amphitheater location...is this the best for noise concerns along Monaco? Is it taking up too much open asphalt play space? Also locate the concrete pad for equipment hook up
- Address phasing in final master plan. Greening field should take place first due to community interest. Discussion of fundraising tactics i.e. name-bricks, benches etc.
- Concerns about access to upper field...where are the access points?
- Define entry spaces (shade, seating...) also what the entry arch could look like and what the retaining material is throughout.
- Asphalt play: 6 baskets, at least 4 tetherball, 4 squares, 2 squares, wall ball, open space for free movement.
- Extent irrigation lines along Monaco for street trees

Ideas:
- community concerts with amphitheater
- use retaining walls for artspace and fundraising
- use front entrance along Magnolia for bus drop off only
Meeting with Physical Education Teacher
October 17th, 2000

- Field should be open with one backstop and a running track circling it.
- ADA access to field?
- Keep fence along Monaco for security.
- Move maintenance access to field along Monaco St.
- Improve community entrance and eliminate vehicle access along South Peach Way.

Asphalt play
- Wall ball along gym wall
- Keep at least 6 tetherball (popular with children)
- At least 2 large size 4-square
- 6 small size 4-square
- Keep rings for smaller kids
- Increase areas of shade
- Improve opportunities for gross motor skill development
Teacher's Meeting
November 9th, 2000

- Spanish curriculum - would like more objects, plants, etc. outside to integrate into language development.
- Trees for outdoor education and to provide shade.
- Picnic tables/seating with shade for outdoor classroom opportunities.
- Ellis Elementary as an example. They have long cement benches and an amphitheatre.
- Butterfly Hope provides seed transplants for developing habitat gardens.
- Mitchell Elementary provides good local example of an all-year school.
## Cost Estimate-Master Plan for Southmoor Elementary School
### Phase One

<table>
<thead>
<tr>
<th>Category</th>
<th>Unit</th>
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<th>Quantities</th>
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Prepared by:

DPS, GPDLand UCD

Southmoor Elementary School Master Plan
Copy Prepared by Bambi Yost 12/17/2001 45
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<tr>
<th>Item Description</th>
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 Prepared by: DPS, GPD Land UCD

Southmoor Elementary School Master Plan
Copy Prepared by Bambi Yost 12/17/2001 46
<table>
<thead>
<tr>
<th>Description</th>
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</table>

Prepared by:
DPS, GPDL and UCD

Southmoor Elementary School Master Plan
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Theriot, Anita

From: Thomas, Dave
Sent: Wednesday, February 28, 2001 2:54 PM
To: Principals, All
Subject: School Satisfaction Survey Update

All schools have received their shipment of School Satisfaction Surveys. Next week is survey week, although some schools have already responded, we have received some teacher and parent surveys already.

A few schools need additional surveys due to an increase in the number of students beyond those shown on our records. If you need additional surveys, please call Sherry Hackett in the Yuma Processing Center at 718-5650, and additional surveys will be delivered to you promptly. Be sure to indicate whether Parent, Student, or Teacher, and whether English, Spanish, or Vietnamese surveys are needed.

Some parent surveys have been returned to the schools. Please place these in the Yuma folder for return to Assessment and Testing, rather than placing them in U.S. Mail.

As other questions arise, please don’t hesitate to call me at 764-3746.

David B. Thomas, Ph.D.
Assessment and Testing
Learn Something NEW Today!
303-764-3746

Southmoor Elementary School Master Plan
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The feedback on our proposal was mixed. Some praised its creativity, while others suggested improvements. However, the overall response was positive, and we hope to implement the feedback and continue to develop our project.