

MASTER PLAN FOR STECK ELEMENTARY SCHOOL



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TABLE OF CONTENTS

STECK ELEMENTARY	1
TABLE OF CONTENTS	2
Signature Page	3
Project Introduction:	4
The Solution	4
The Intent of the Master Plan	5
Executive Summary	6
Part I Assessing the Present Situation	
The Location	8
Neighborhood Demographics	9 - 11
History	12
Constituents	14
Staff, Teachers, Parents	14
The play ground as seen from the 5 th graders	15- 18
Survey of Community Desires	19, 20
Site Inventory & Safety Assessment	21
General Surface	22
Playground Equipment	23, 24
Playing Fields	25
Asphalt Areas	26
Concrete Areas	27
Vegetation Areas	27
Pedestrian Access	28
Handicap Accessibility	28
Vehicular Access/Parking	28
Drainage	29
Surrounding Uses & Ambiance	29
Part II The master Plan Creating the Future	30
A Vision for Steck	31
The Spatial Concept	32
Fulfilling the Goals	33
Cost Estimate	34
Appendix I	35
Cost Estimate	
Appendix II	36
Safety Assessment	
Site Inventory	
Appendix III	37
Photo survey/community	

Master Plan For Steck Elementary School

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

Approved _____ , _____
Principal, Steck Elementary School date
Charles Raisch

Approved _____ , _____
CDC Representative date

Approved _____ , _____
P. M., DPS Facility Management date

Approved _____ , _____
Grounds Supervisor, DPS date
Facility Management

As part of a course: **Finding Common Ground**
Exploring the Urban Experience
Fall Semester 2005
University of Colorado at Denver
College of Architecture & Planning
Children, Youth and Environments Center for Research and Design
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Project Introduction

The Challenge

Studies show that a well-planned and equipped exterior play area enhances the learning environment, resulting in improved learning and achievement. Such play areas provide physical and mental challenges that translate to improved health and learning attention. Furthermore, with proper design, these areas themselves become outdoor classrooms or learning landscapes. A major secondary goal of all schools, including elementary schools, is to provide a focus for the community – a place to gather and to meet, a place to enjoy, a place that enhances the community’s appearance. Mayor Wellington Webb’s statement, “I have long recognized that we cannot have a great city and great neighborhoods without great schools,” is a reflection of this community value.

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

The Solution

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

The Intent of the Master Plan

The master plan is a written report and plan that sets forth the structure for future campus improvements. Each school has a vision that embodies the desires of the school and surrounding community. The vision is further delineated into goals that identify the major components of implementation. The goals are defined through the use of text and imagery. A programmatic list of uses is also developed. Lastly, each master plan sets forth the aesthetic ordering system or systems that will be used in the design phase to organize the programmatic uses. This plan, once approved, will provide a framework for fund raising and future construction.

“Play acts as an integrating mechanism which enables children to draw on past experiences, represent them in different ways, make connections, explore possibilities, and create a sense of meaning...It integrates cognitive processes and skills which assist in learning. Some of these develop spontaneously, others have to be learnt consciously in order to make learning more efficient. We would all like children to become successful learners.”

--Bennett et al. (1996)

Executive Summary Template:

In 2006, Denver citizens will vote on a bond issue. If passed, part of these funds will be directed to upgrading and improving 15 elementary school playgrounds. This paper is a step by step Master Plan for how that money is to be used at Steck Elementary School

The main goals of this Plan are to:

- Encourage learning on the playground.
- Increase safety and play opportunities for our children.
- Increase opportunities for community interaction with the school, the playground, and the development of our children's future.

In reaching these goals, we will be investing in building community infrastructure as well as helping each student reach their maximum potential.

Part I
Assessing the Present Situation

Assessing the Present Situation

The Location



Map provided by www.MSNTerraServer.com

Amos Steck Elementary is located at 425 Ash St. in Denver, Colorado. The neighborhoods that serve this school are Belcaro, Cherry Creek, Congress Park, Hale and Hilltop. (see “Neighborhood Demographics”) There are residential neighborhoods that surround the school grounds, and a large field separate Steck elementary from the middle school. Sixth Avenue and Colorado Blvd. serve the residential streets that surround the school.

The neighborhoods were laid out according to the Jeffersonian Grid, with main streets feeding into the side streets, keeping faster and noisier traffic to the perimeter, and edges of the neighborhoods

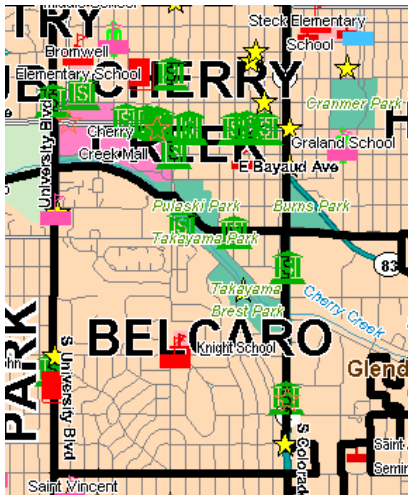


these residents express the character of the neighborhoods

Neighborhood Demographics:

All Neighborhood information obtained by Piton.org

The general demographics of the five neighborhoods that attend Steck Elementary include several common elements. The primary race is white, the families are middleclass to upper-middleclass, and most of these families own their own home. Many of these neighborhoods have homes built prior to the 1940's, and the average home costs are above \$300,000. Household incomes are above \$50,000 a year, with two neighborhood household incomes in the \$100,000 a year. The children who attend Steck are primarily white, English speaking, middleclass children with many opportunities ahead of them.



Belcaro Neighborhood:

The neighborhood of Belcaro is served by Steck Elementary and Cory Elementary, both are ECE-5. Belcaro has a population of 3,876 people, with 660 children under 18. The neighborhood is primarily white, with 0.6% African American, and 2.5% Latino. This neighborhood consists of homes built before the 1940's, and average home sale prices are in the \$500,000 + range. The average household income is \$163,550.00 a year. 99 children in this neighborhood are enrolled in the Denver Public School system from K-12.

Cherry Creek Neighborhood:

Cherry Creek boasts a population of 4,956 people; with 421 children under the age of 18. Steck and Bromwell Elementary serve this neighborhood. This neighborhood currently has 39 +/- new births a year; these children are expected to be enrolled into the 2 elementary school in the neighborhood. The population is primarily white, with 4% Latino, 2.5% Asian, and 0.4% African American. 43% of the residents own their own homes, and 29% occupy rental properties. The average home is valued at \$472,500, and the average household income is \$95,200.00. 77 of the neighborhood children attend Denver Public Schools.





Hale Neighborhood:

7,420 people currently live in the Hale neighborhood, with 1,158 children under 18. 23% of the homes were built prior to 1940, and there are 42% owner occupied homes, with 41% rented dwellings. The average home costs are in the \$300,000 range. This neighborhood has a birth rate of 131 babies a year. The average household income is \$54,830.00 a year. 350 children attend the Denver Public School Systems K-12. The crime rate in Hale is greater than the previous neighborhoods, with 22% per 1000 homes targeted for burglary. There is also a high rate of suspension and expulsion of 56% from 5th to 9th grd.

Congress Park Neighborhood:

Congress Park’s population is 10,183 people, with 1,609 children under 18 years old. Steck is one of 3 elementary schools that serve the neighborhood. There are currently 150 births a year, with a primarily white nationality of 84%. There are 6.7% African Americans, and 6% Latino’s. Congress park has a high teenage pregnancy rate of 41% in year 2000. Home values are in the \$339,100 range, and household incomes are \$62,925.00 a year. There are 504 students enrolled in Denver Public School, K-12 programs from this neighborhood.

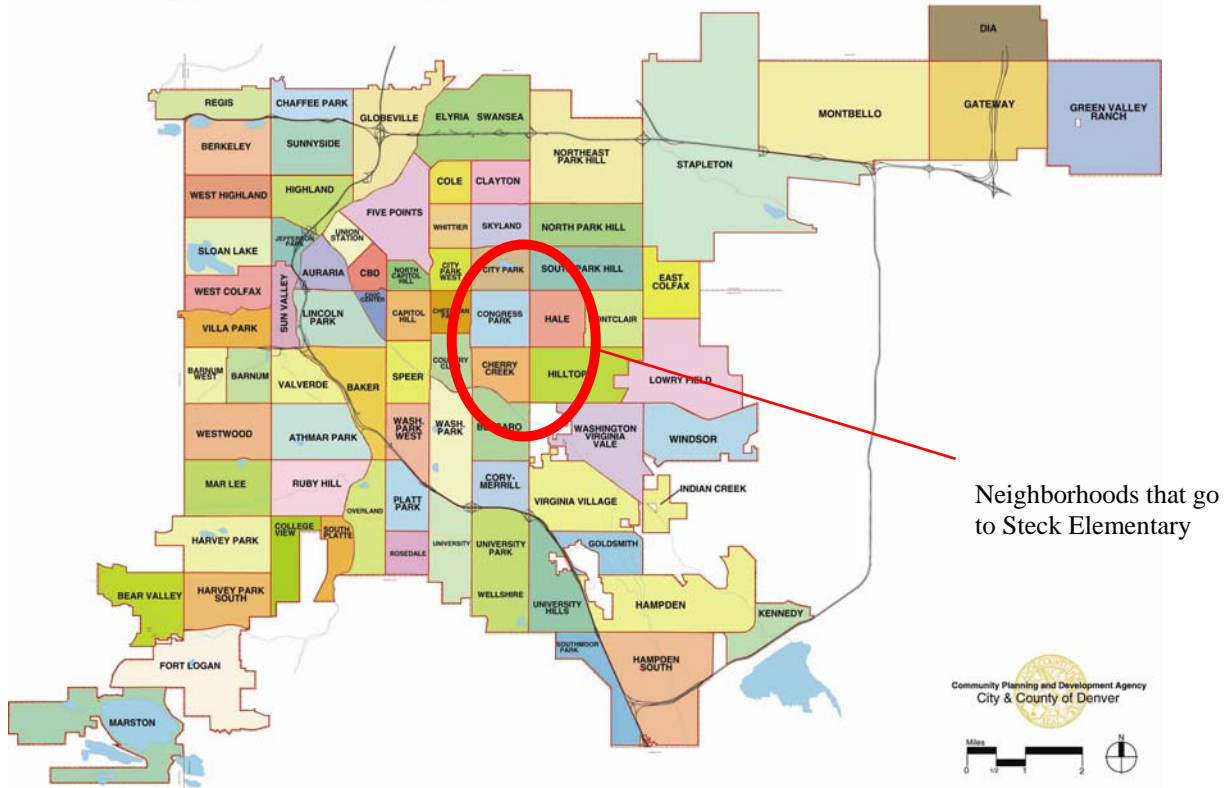


Hill Top Neighborhood:

Hill Top’s population is 7,168 people, 1,756 of this population are children under 18. There are 85 births a year. The primary nationality is white, 6.3% of the total population as Latino. 71% of he residents own their own homes, and 39% are renting. The average home cost is in the \$ 590,000 range, with household incomes at \$117,835.00 a year. There are 455 children currently enrolled in the Denver Public School Systems. This neighborhood has less than a 1% crime rate, and a highly educated population, nearly 70% have a college education or greater.



DENVER NEIGHBORHOODS



Neighborhoods that go to Steck Elementary

History

The neighborhoods that surround Steck Elementary were developed during the mid to late 1800's. "Denverites began to move to suburbia in the late 1870's" (www.denvergov.org). **Belcaro** Neighborhood, got its name from the Belcaro mansion. It was home to Lawrence C Phipps, U. S. Senator in 1932. The Belcaro means "beautiful dear one", in Italian. **Cherry Creek** was developed by Temple Buell in 1925, as the automobile moved shopping farther from the city center. The **Hale** Neighborhood was built of palatial homes, built in the late 1800's. Henry Perky, the inventor of Shredded Wheat, lived in Hale, and created the Denver Shredded Wheat Company. In 1905 there were 25 homes in Hale. **Congress Park** began as a cemetery in 1859, originally called Mount Prospect. The first subdivision plat was recorded in 1887, and by 1930 the development was built out, however residential construction has continued along Colorado Blvd. **Hilltop** was realized as the "City Lateral Canal" was excavated, the canal brought water from High Line Canal to Congress Park. The Canal allowed this neighborhood to develop.

The Neighborhoods today: All five neighborhoods are affluent, and are still moving forward in their developments. The **Belcaro** Neighborhood has a historic preservation plan in place. The 1932 Senator's mansion has evolved into the grand historic Phipps house; a museum and conference center. **Cherry Creek** has become "a thriving, self-contained oasis for residents." The Cherry Creek path and the mall are used, and full of action. Every Summer, the Cherry Creek Arts festival brings 1000's into the neighborhood. (denver.org.t/Denver/Today_neighborhoods.asp.org) **Hale** and **Congress Park** neighborhoods maintain their historic homes. **Hilltop** Neighborhood is currently expressing their historic importance, and moving forward with defining this as a historic district

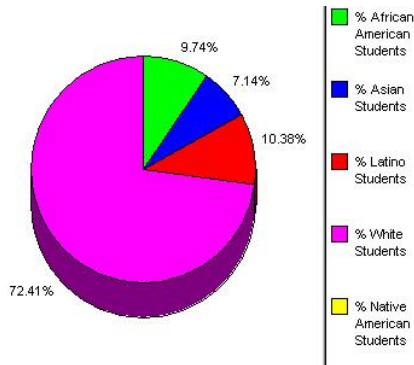
The History of Steck Elementary: Steck Elementary was built in the 1930's, and designed in the art deco style by architect Arthur Axtens. Axtens also designed the additions in 1942. Steck is currently on the National Register as a Historic Landmark.

Amons Steck , the namesake of the elementary school was educated as a lawyer, and came west with the gold rush. He became the 3rd manager of Denver and served on several school boards. He donated land for a hospital and helped to start the University of Denver. He was also the president of the Board of Education.

School Demographics

Student Ethnicity/Population:

The primary population at Steck Elementary is white, with combined nationalities equaling 30 %. There are currently 312 students; 35 in ECE, 52 in K, 150 1st – 3rd, 75 4th – 5th. Steck can enroll up to 375 students each year.



This graph shows a general break down of the nationalities of the students that attend Steck Elementary. The primary population is 72% white, with a combined 30 +/- % population of African American, Asian and Latino students.

Graph provided by www.piton.org

Steck serves students in the Early Childhood Education (ECE) program through fifth grade. 9.4% of the students are eligible for free lunch. Between 1st and 5th grade the student to teacher ratio is between 11~19 students per teacher. The 2001-2004 CSAP Performance (SAR) shows that Steck has been working toward a trend in increasing their CSAP scores.

2001-2004 Totals (percent proficient)	Grade 3 Reading	Grade 4 Reading	Grade 4 Writing	Grade 5 Math	Grade 5 Reading
Steck Elementary	86%	82%	87%	68%	73%
Denver Public Schools	50%	35%	17%	27%	38%
Colorado	72%	62%	38%	51%	64%

CSAP Trend At Steck :	Grade 3		Grade 4		Grade 5		
	R	W	R	W	R	M	W
2004	86%	74%	93%	87%	81%	77%	69%
2003	94%	76%	82%	78%	73%	68%	68%
2002	78%	53%	66%	64%	72%	78%	69%
2001	xxx	xxx	71%	68%	xxx	43	xxx
Change 2000 to 2003	-8%	-2%	+11%	+9%	+8%	+9%	+1%

R - Reading W - Writing M-math X Information unavailable Source: www.rockymountainnews.com

The Constituent Groups:

Staff, Teachers, and Students:

4th and 5th grade class at Steck Elementary

Interaction with the fifth grade class has led to map exercises, drawing pictures of their play area, and an in class question/answer discussions.

1 teacher

Becky Wordorf is leading the fifth grade class in a community project that directly addresses the playground. We might have the opportunity for this fifth grade class to present to our masters program class.

1 principle

Charles Raiche is the principle of Steck Elementary, and is very involved with the curriculum, and the welfare of the children. Watching him interact with the children shows how devoted he is to this school. Since he has been principle the school rating has gone from average to Excellent.

2 administrative employees

The two office girls are a great help, and are able to pass information along as well as make suggestions. They have been asked to participate in our surveys.

The Teachers at Steck Elementary:

There are 15 teachers at Steck that have tenure. Most of the teachers have a masters degree, or have been teaching for 14 or more years. The teachers I have met are motivated, and encouraged by the children. The children also seem to respect and treat their teachers honorably. This relationship is encouraging, as it suggests connections to the school, the children, the parents, teachers and community.

The Principle:

Charles Raisch has been at Steck over 2 years now, and is responsible for bringing Steck from an Average ranked school to an Excellent ranked school. He has over 20 years experience as a principle, teaching, and being a part of elementary education. Not to mention raising his own family.

Determining Constituent Needs and Desires:

The intermediate play areas at Steck Elementary are the next phase in the continuing playground upgrade and safety improvement projects. The 4th and 5th graders are the primary users of this space and have developed drawings, maps, and completed surveys that help us better understand what they want, need, what is dangerous and what is fun.

Methods and Results:

One class period with the fifth graders:

On February 11, 2005 I visited the fifth graders and asked them to help me better understand who they are and what they thought, through drawing, community mapping, and playground mapping. On their own they took photos of their playground, and community.

The Constituent Group:

Girls: 10

Boys: 4

The drawings:

Fifth graders are starting to learn how to draw in plan, however many of the drawings had a combination of plan and sketch, and creative pencil use.

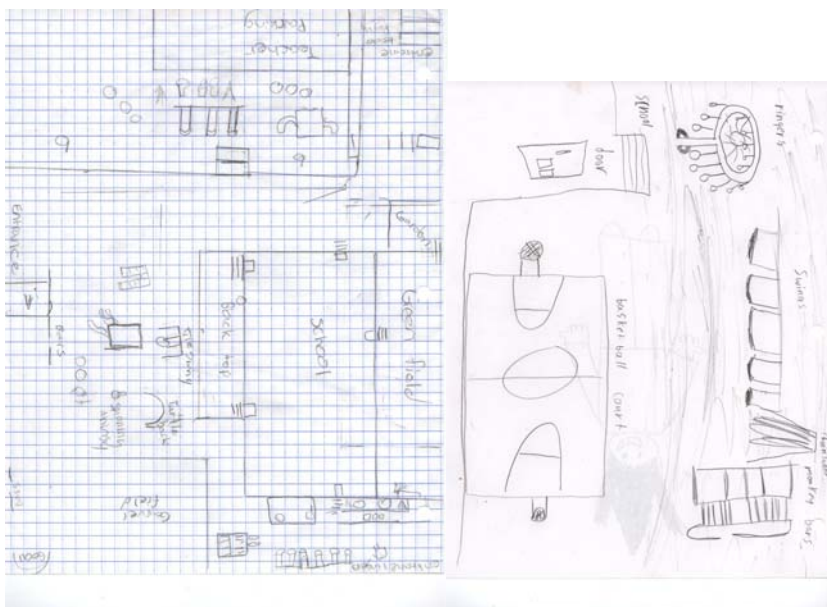
The Results:

The Girls: The swings, rings, ladders, and hopscotch seemed to be on the top of the list. New ideas in the playground included ladders/stairs, rainbows, uneven bars, and green fields.

The Boys: The swings, rings, and chain ladder seemed to make the top of their lists. Of 4 boys, 1 chose black top, and 1 drew in a basketball court.

General: It was interesting to find that many of the pictures showed the entry to the school in many different locations. Most of the drawings showed the swings, and the rings. Several drawings showed new ideas, or new equipment. The class has a very good understanding of their immediate surroundings.

Here is a small sampling of their drawings:



Mapping:

The mapping exercise consisted of two parts: The first part: The Context of your School, encouraged the children to look past the school boundaries and into the community, where: Part two was a large plan drawing of the school playgrounds, which allowed the children to realize similarities and difference in both a macro and micro scale of their school and community. Both assignments used colored dots to locate on the maps the associated feelings, activities, and observations.

Part 1: The Context of School

The class split up into 5 groups of 3 +/-

The context of your school:

What is around your school?

By being informed about your surroundings, and the neighborhood you live in, then you have the opportunity to design a playground that strengthens the community.

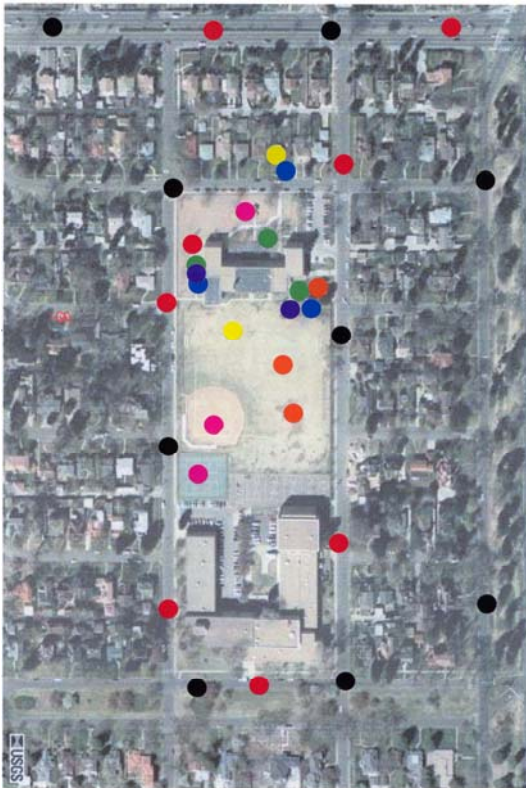
With the blank colors, **choose a color, and write what it could represent** and place the dot where it is.

Is there something missing?

Are there things in your neighborhood that you wish you had? If so **pick one (1) blank color** and describe what it is and where it goes.

- Red: DANGER
- Blue: Relaxing/shade/ pleasant
- Yellow: Fun
- Orange: _____
- Green: _____
- Pink: _____
- Black: _____

The Example:



In this example this group of 3 chose orange to symbolize “dried out”. And black to symbolize pokey. Notice how the black dot is around the school, and into the community. Yellow, fun, is also located at the school and in the community.

The context of your school:

What is around your school?
By being informed about your surroundings, and the neighborhood you live in, then you have the opportunity to design a playground that strengthens the community.

With the blank colors, **choose a color, and write what it could represent** and place the dot where it is.

Is there something missing?
Are there things in your neighborhood that you wish you had? If so **pick one (1) blank color** and describe what it is and where it goes.

- Red: DANGER
- Blue: Relaxing/shade/ pleasant
- Yellow: Fun
- Orange: *Dried out*
- Green: *Well planted*
- Pink: *New*
- Black: *scapely hitting*
- Purple: *Bokeh*

The Results:

In general all the groups chose Colorado Boulevard as dangerous and the school as fun. Shade and peaceful places were also located primarily on the school yard, but some groups found rows of trees along 6th avenue, and through out the community. Several groups were creative in choosing topics for the remaining colors which showed us where improvements might be made, or where they have been made.

Similar results were found through out the groups, and comparisons of what is in the community to what is on the playground started to be realized by the students.

Part 2: Your Play Ground:

Your Playground:

Compare the similar elements of the community to the playground.
Is there danger? Are there shady areas? Relaxing?

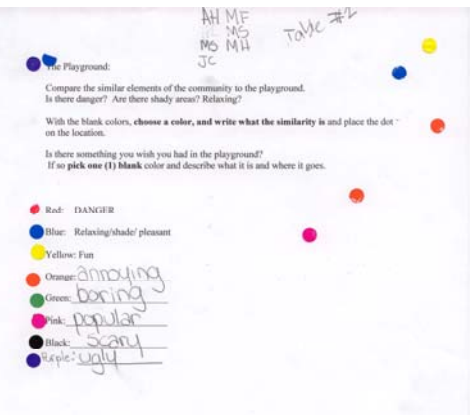
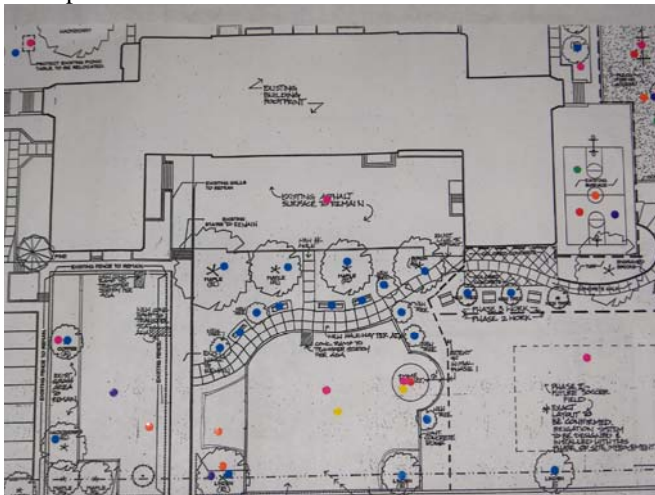
With the blank colors, **choose a color, and write what it could represent** and place the dot where it is.

Is there something you wish you had in the playground?
If so **pick one (1) blank** color and describe what it is and where it goes.

- Red: DANGER
- Blue: Relaxing/shade/ pleasant
- Yellow: Fun
- Orange: _____
- Green: _____
- Pink: _____
- Black: _____

This group found a lot of shade, fun and even a little danger. All elements there were also found in the community. Pink was chosen for popular. And purple for ugly.

Example:



The Results:

Both groups found danger, shade, and fun in the community and in the playground. On the macro scale of the playground they were able closely identify what and where these activities were located. The children incorporated ugly, scary, popular, boring, “scarily horrifying,” along with other adjectives to make their case for an improved playground.



This class chose some classic play equipment for new ideas; including monkey bars, and slides. The most interesting ideas included: a running track, trampolines, and having grass on the playground.

The Results: fifth grade

It was no surprise to see that the fifth grade class chose the climbing wall as one of the top new pieces of equipment they would like to have, but it was surprising to see that it tied with new play equipment. This survey included 16 students, 11 girls and 5 boys.

The survey results revealed that the swings and outdoor classroom were desired on the playground.



Do these choices show a sense of maturity?

The new ideas that the fifth graders chose included classics as well. Merry-go rounds, seesaws, and chain ladders. The more interesting ideas included a waterslide, picnic tables and rope swings. Both the fourth and fifth graders included a running track.

The Results: the teachers

Two female teachers took this survey. The results revealed that they both agree that the new playground should include the climbing wall, and new play equipment. Their other ideas included: Sculptures, grass field, boulders, outdoor class room, game table, and water play.



In Conclusion:

The teachers, along with the fourth and fifth grades chose the climbing wall and new play equipment in their top choices for the new intermediate playground. It would be more interesting if we were able to get more feedback from teachers, staff, and parents of what they would like to see. Perhaps in the near future we can set the survey up again and see what responses we get.

Summary of Needs and Desires:

Constituents				
	Parking	Intermediate play area	Community Garden	School Entry
Teachers, Assistants, Administrators.	Inadequate parking, only 20+ /- spaces. Street parking is inadequate.	Dated, dangerous, slippery surfaces, with pea gravel and blacktop areas next to each other. Drainage issues are getting worse.	Chuck Raiche said: “you can increase the size of it toward the middle school” “It’s all rocks” said a teacher on Recess duty.	No sign on street to inform of entry or school events.
Fifth Graders		Fun Dangerous “Scarily Horrifying” Shady Old Boring	Dead	“Mom drops us off at the front door”

Personal Findings:

Personal findings	Parking	Intermediate Play	Community Garden	School Entry
	23 spots, 1 handicapped.	Old, too tall, dangerous	Small, rocky, locked fence	N. entry is located off of the parking lot.
	Parents park in lot behind other cars while waiting causes traffic issues	Inadequate play opportunities per child.	Would be a great outdoor classroom. Has an opportunity to get larger. Better fence layout is needed	Amos Steck elem. Sign, black letters on brick, very tall, and hard to see.
	Need: 40+ spaces to support teachers, staff, visitors.	Pea gravel proximity to hardtop=slippery	Rocks give it character, and design inspiration.	Community communication, signs tied to the fence at the West/playground entry
		Drainage issues		Didn’t notice a handicapped entry.

Site Inventory and Safety Assessment

The intermediate play area is important in the social, physical, and educational development of the children at Steck. The current intermediate play area doesn't meet the needs of the 3rd, 4th, and 5th graders, it is dangerous, and the play equipment is out of date and non compliant of today's standards. This elementary school site has exciting design opportunities. The photo's below share with us what the fifth graders feel about their playground.



Dangerous



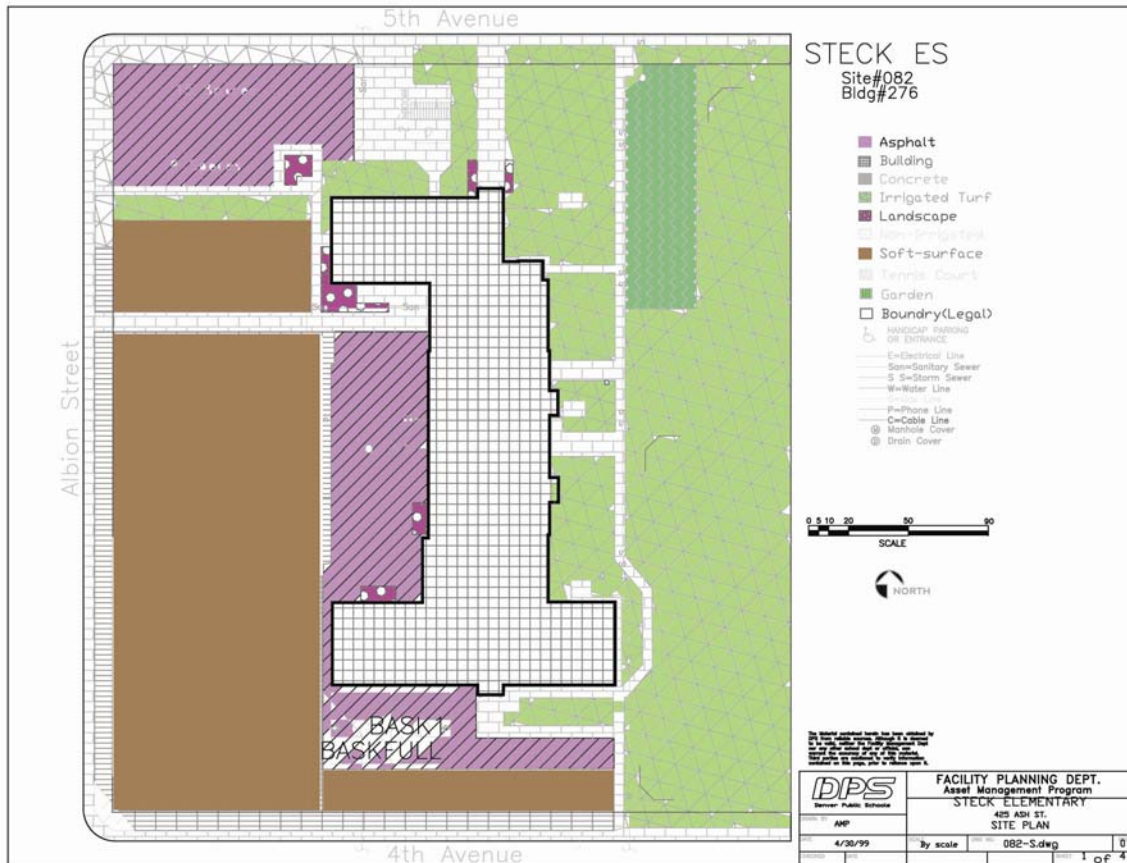
Fun

Both pieces of play equipment are non compliant, although both are dangerous, facial expressions, and their signs tell us that they are still fun.

General Surface Areas

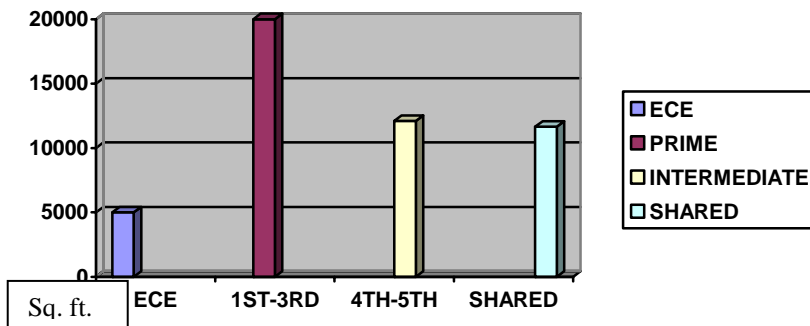
General Surface Areas	
Surface	Area (square feet)
Asphalt	7,616
Pea gravel	11,648
Grass	5 acres +/-
Wood Fiber:	12,384
Parking	24 spaces
Walkway	unknown

Steck Elementary Site and General Surfaces



Provided by DPS

General Playground Breakdown:



The entire playground at Steck includes an ECE play area, primary, intermediate, and shared areas of play. The graph above shows in square feet how much space is dedicated to each. The primary play area has the greatest square footage, but it also has the greatest number of students enrolled, 150, where intermediate has 75 students enrolled, with 12,096 sq. ft. of playground. The ECE playground includes both ECE and kindergarten with a total of 87 students enrolled. This playground has 4,928 sq. ft. There are 11,648 sq. ft. of shared play area that is covered in pea gravel, also called the “play pit”.

ECE

Playground Equipment

The updated playgrounds for ECE and primary both have new ramps that lead into the play area. The fall protection of wood chips allows wheel chairs to travel over it. There are play equipment stations that provide opportunities for play for students with various abilities.



This photo shows the south east area of the ECE playground, the new ramp, behind is ADA accessible. One (of several) play opportunities includes the telephone game, where you speak into one blue cone, and your friend listens from the other cone, located in a different part of the playground.

Primary:

Playground Equipment

The primary play area has exciting colorful and new equipment. The fall protection is also wood fiber. The following photos show one area that may need attention to maintain safety, and usability by all.



This photo shows the primary playground with an ADA ramp that leads into the play area.

There is one issue this ramp presents as it descends into the play area. The original design accounted for the fall protection level as not compacted. Since installation, the bottom of the ramp has been retrofitted to accommodate for the settled fall protection.

Note the slope change from the ramp into the play area. This slope could propel someone out of their chair on the way in, and act as a stop when trying to get out.

Providing more material could help alleviate this hazard.



Intermediate:

Playground Equipment

The intermediate play area is not ADA accessible, and the fall protection in this area is pea gravel which is very difficult for wheel chair travel. There are no play opportunities in this area for students with disabilities. The equipment is non compliant, and drainage issues have become a problem. Other issues include the pea gravel pushed onto the hardtop areas creating a slippery surface, especially around the basketball court.



The intermediate play areas pea gravel was replaced about a year ago. There are areas that have been washed away due to poor drainage. The other issue is that the boarder of asphalt has pea gravel overflow on it creating slippery surfaces.



The basket ball court is dangerous with cracked, broken asphalt, and pea gravel making the surface slippery.



The non compliant swings are considered fun by the 5th graders, however they are too low, and noisy.

Playing Fields:

The field between Hill Middle School and Steck is roughly five acres. The field is in good condition, there is irrigation equipment located in the field, however I didn't notice any sprinkler heads. The baseball diamond is located on the middle school side, but the elementary students use it for physical education. The field is relatively level, and encompassed by chain link fences.



This area includes a baseball diamond, community garden, and tennis courts.

This area is shared between the two schools. The intermediate students play tag and kick ball on the field. The middle school students also use the field and tennis courts.

The playing field leads behind the school, this could cause issues of supervision, however I haven't heard any complaints.



Asphalt Areas:

There are two main areas at Steck that are asphalt; one located in the primary playground, and one in the intermediate playground. The activities on the blacktop include: hopscotch, four square and tether ball. Other activities the girls like to play are jump rope. The blacktop also provides the place where the children line-up before they go to lunch. The basketball hoop is located in the intermediate area. The edge between the blacktop and soft surface is lined with a drainage rill directing water off of the site. The asphalt areas are used and enjoyed during recess.



Located in the Primary playground, a drainage rill separates the pea gravel from the asphalt helping with drainage, and the migration of the pea gravel onto the black top.

The high and low spots on the asphalt in the primary play area cause opportunities for standing water. In the winter this could have a freeze-thaw cycle that could cause the asphalt to crack; causing a maintenance issue. Other hazards, include slipping and bacteria in hot months.



This photo is taken by a fifth grader in the intermediate play area. The sign says dangerous, indicating where there is no separation between the pea gravel and the asphalt causing slipping hazards. Perhaps a rill here could help too.

Concrete Areas

Circulation into and through the primary play area is concrete, there are concrete walks on the North, West and East sides. The newer walks are curvilinear, and lead a path through the primary play area on the West, but end abruptly; waiting for the continuation of the playground upgrade.



Stars embedded into the concrete walk have the names of people who donated money to help fund the playground projects

Vegetation:

There is vegetation located throughout the play areas, and there are landscaped gardens located near doors, and in other small areas. Large healthy trees are planted close to the school on three sides; the exception is where the parking lot is located. There are also trees located on the perimeter of the play areas. Most of the trees are deciduous, with evergreens on the south east corner. There are irrigated grassy areas on the East. Also on the East side of the school, between the elementary school and the field a community garden is located.



The community garden features a rocky landscape, and some planting beds. It is surrounded by a chain link fence and both entrances are locked.

This time of year it is difficult to understand what condition the garden is in, however, there are some young trees, and shaped garden areas.

During discussions with students, and the principle, they would like to turn the community garden into an out door classroom.

Huge, old growth trees shade the hot western sun in summer. Evergreen trees are located on the east and north. Trees are also located along fence lines near the road.



Pedestrian Access

There are chain link fences that wrap around the school grounds, but are open to the field between the elementary and middle schools. The parking lot is open to the school grounds, but fenced from the road. Signage is needed to express which entry is the main entry

Handicap Accessibility

Handicap accessibility on the play ground has been improved offering play opportunities for many abilities. There are maintenance issues to be resolved in the primary play areas. One question that needs to be answered is how the children will get from inside the school to the play ground and vice versa. There has been no consideration to play opportunities for all abilities in the intermediate play areas. Signage is needed to direct handicap access into the school.

Vehicular Access/Parking

The parking lot is located on the North side of the ECE playground area. There are 23 spaces available. The parking lot is also where the bus drop off is. All vehicular access is through the parking lot off either 5th Ave. or Albion Street.

From the parking lot there are concrete paths that lead up the stairs to the main entrance. It is important to note, that there is no signage for an ADA entry. It is also important to note that the entrance has very little signage depicting it as the main entry.



According to calculations this school should have a minimum of 56 parking spaces.

There is street parking on 5th Ave, Albion St., and 4th Ave, however this is also residential parking.

A recent article in the Steck news letter expressed parking rules that are in place, and the importance to follow them; i.e.: stopping in traffic lanes, parking in drop off zones just to name a few.

Drainage

There are serious drainage issues on the playground at Steck. The most obvious is located in the “play pit” or pea gravel areas. Gulleys have been formed, and material has been displaced. The erosion is caused by street water flow. Some solutions would be to design the playground to create smaller surface areas to help abate the run off severity.

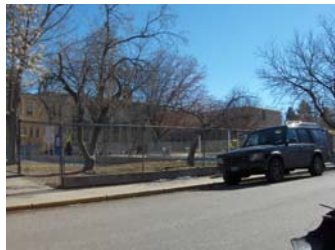


The play pit has extreme drainage issues. Gullies have started to form, and erode the pea gravel.

This is dangerous with ruts, which are often filled with surface water and or ice. Tripping over the gullies, while playing tag, is a constant threat to the children.

Surrounding Uses & Ambiance

The areas around Steck are residential neighborhoods. The edges are made up of 6th Avenue, Colorado Blvd. and parks. The neighborhoods are quiet, and feel safe, as a stranger you feel the neighborhood watch program.



Part II
The Master Plan
Creating the Future

The Vision

The Children of Steck Elementary are the stars of our community and of our future. By encouraging childhood development of social, physical and academic means, through recreation and play will allow our children to be their best. Opportunity driven playgrounds, which incorporate the community, parents, students, and teachers allow relationships between the school and the community to grow, and strengthen.



Learning



Playing



Socializing

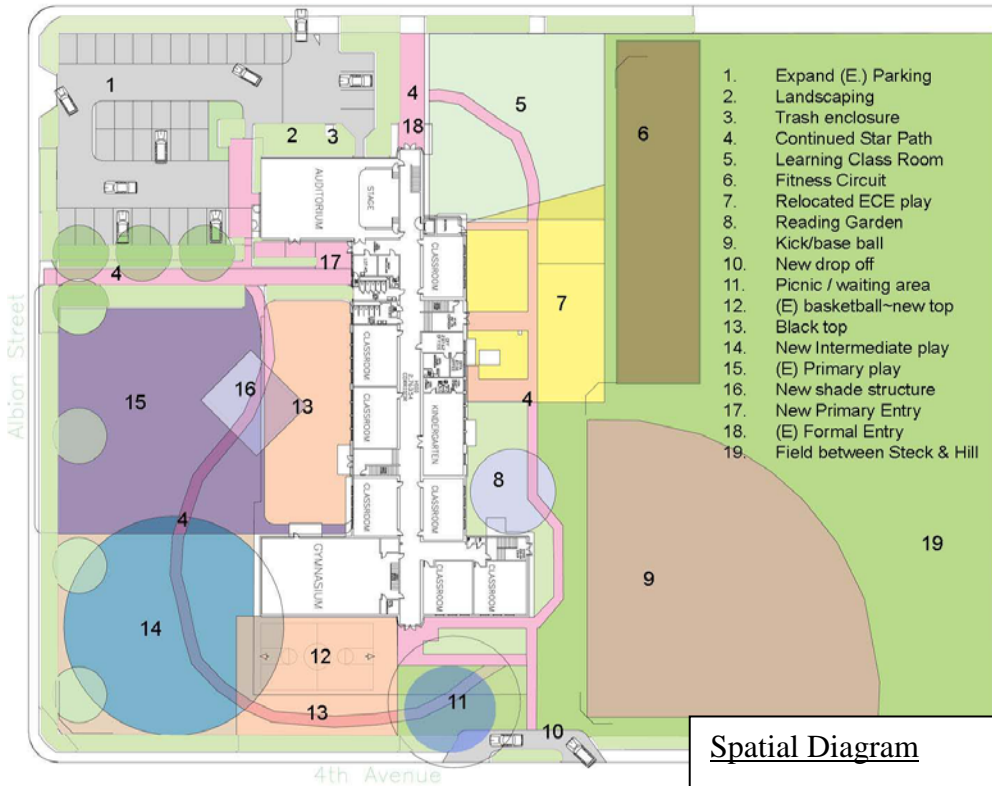
Opportunities on a playground, encompass a wide variety of skills. There are the physical: of balance, upper and lower body strength, and cardiovascular activities.

There are social aspects which include learning to play well with others, competition, sharing, and communication.

Learning opportunities also exist, from learning colors, letters, and numbers, to incorporating maps, and allowing games of thought onto the play ground.

These are all opportunities that allow our children to develop.

The Spatial Concept:



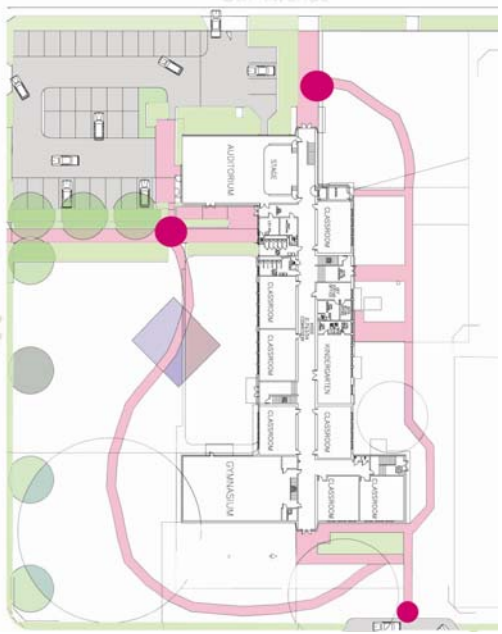
This spatial concept addresses the safety of entering and exiting the property.

The star path continues around the school leading from the pedestrian zones and to dedicated entry's into the school.

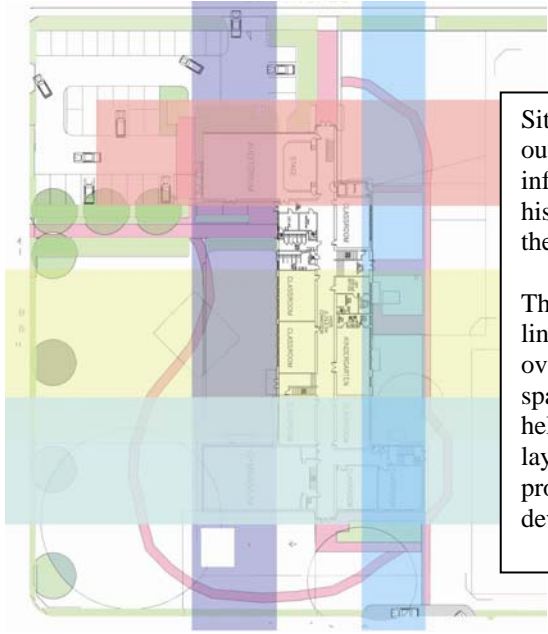
Parking concerns were addressed, safety of drop-off and pick-up were addressed. Along with signage to the community about the school.

Play was addressed; the safety, the opportunities, and the learning.

Spatial Diagram



Circulation & Nodes



Historic layout

Site lines into and out of the property inform us of the historic geometry of the building.

The spaces these lines make as they overlap create spaces that which help to inform the layout of the program, as it develops.

TheGoals:

- Create a safer play area through the continuing playground improvements.
- Provide opportunities for learning and social aspects through play.
- Offer opportunities for outdoor learning and out door class room activities.
- Include the community and encourage the interaction of learning with and through the community.

Continue the improvements of the Steck Elementary playground improvements, beginning with the intermediate play areas, and moving around the school to the east toward the parking lot. Create a safer intermediate play area, with more social opportunities and new play equipment. Revitalize the community gardens and create opportunities of outdoor learning. Provide signage to designate a primary entry for visitors, and look at how to solve the parking issues.



Cost Estimate

The cost estimate is based off of programmatic information. We have broken the estimates down into two categories; the first being “Infrastructure,” and the second is the “Learning Landscape.”

Infrastructure:

Steck Elementary has an cost of \$300,000 +/- . This estimate is based on providing more parking, a drop off zone, repairing all the hardtop areas on the site and addressing the drainage issues in the existing play pit area.

Learning Landscape:

Estimates of the Learning landscape are \$325,000 +/- . New play equipment, a shade structure, and a gateway element are included in this estimate. Opportunities for learning items, such as murals, game tables, and fitness equipment are included as well.

Appendix I

Cost Estimate - Infrastructure Master Plan - Steck Elementary

Prepared by Heather Bock

Category	Unit	Unit Cost	Quantities	Total Cost
Project Start Up				
Utility Locate	Free			
Mobilization	EACH	\$ 16,068.57		\$ -
Demolition & Excavation				
Remove Asphalt	SF	\$ 0.58		\$ -
Temporary Construction Fencing	LF	\$ 2.97	300	\$ 891.00
Sawcut Concrete	LF	\$ 1.61	120	\$ 193.20
Remove Concrete Flatwork	SF	\$ 0.66	700	\$ 462.00
Remove all play equipment	LS	\$ 4,622.02	1	\$ 4,622.02
Remove Chainlink Fencing	LF	\$ 2.34	100	\$ 234.00
Backstop Removal	EACH	\$ 223.85		\$ -
Stockpile/Till in Existing Pea Gravel	CY	\$ 7.29	1400	\$ 10,206.00
Relocate Trash Receptacle	EACH	\$ 110.64		\$ -
Relocate Bench	EACH	\$ 206.23		\$ -
On-Site Earthwork	LS	\$ 29,030.39	1	\$ 29,030.39
Surveying	LS	\$ 3,000.00		\$ -
Unforeseen Sub-grade Condition	LS	\$ 5,000.00	1	\$ 5,000.00
SUBTOTAL				\$ 50,638.61
Site Work				
Asphalt Type B 4"	SF	\$ 1.35	1700	\$ 2,295.00
Asphalt Type C 6"	SF	\$ 2.05	14000	\$ 28,700.00
Crack Fill and Slurry Seal Existing Asphalt	SF	\$0.40	1200	\$ 480.00
Play Pad Striping	LS	\$ 3,496.36		\$ -
Speciality Painting	LS	\$ 2,000.00		\$ -
Concrete Flatwork 4"	SF	\$ 3.69		\$ -
Concrete Flatwork 6"	SF	\$ 4.11		\$ -
Concrete Color Hardener	SF	\$2.50		\$ -
Integral Color for Concrete	SF	\$5.00		\$ -
Sandblasting with Stain (\$400-2000, varies)	LS	\$1,500.00		\$ -
Concrete drop off/pick lane	LS	\$ 35,000.00	1	\$ 35,000.00
Concrete wall repair & drain	LS	\$ 50,000.00		\$ 50,000.00
Concrete Curbwall 8" x 24"	LF	\$ 30.85		\$ -
Concrete Curbwall 8" x 18"	LF	\$ 29.31		\$ -
Concrete Edger 8" x 6"	LF	\$ 12.55		\$ -
Concrete Planter Wall	LF	\$ 50.00	300	\$ 15,000.00
Concrete Stairs	SF	\$50.00		\$ -
Concrete Play Pit Ramp	EACH	\$ 851.91		\$ -
Masonry				
Modular Block Retaining Wall	FF	\$20.00		\$ -
Concrete block only, w/o pins	FF	\$ 15.00		\$ -
Brick Pavers	SF	\$ 7.00		\$ -
10' Brick Column	EA	\$ 2,337.00		\$ -

Boulder Bench 60" x 18" x 24"	EACH	\$ 437.81		\$ -
Boulder Bench 36" x 18" x 24"	EACH	\$ 135.76		\$ -
Classroom Seat Boulders	EACH	\$ 201.40		\$ -
Shrub Bed Wood Mulch	SF	\$ 1.00		\$ -
Soft Surface Material				
EWF Play Surfacing	SF	\$ 2.50		\$ -
Pour-In-Place Surfacing	SF	\$ 8.52		\$ -
Pour-In-Place Subgrade Preparation	SF	\$ 2.45		\$ -
Artificial Turf	SF	\$ 13.50		\$ -
Play Sand	SF	\$ 2.16		\$ -
	SUBTOTAL			\$ 131,475.00

Site Furnishing				
Shade Structure	LS	\$24,000.00		\$ -
4' Chain Link Fence	LF	\$20.00		\$ -
6' Chain Link Fence	LF	\$23.00		\$ -
12' Chain Link Fence	EA	\$40.00		\$ -
Chain link pedestrian gate	EA	\$386.00		\$ -
Chain link drive gate	EA	\$850.00		\$ -
"Iron" specialty fencing	LF	\$40.00		\$ -
Bollard Removable	EACH	\$ 840.74		\$ -
Trash Receptacles	EACH	\$ 264.32		\$ -
Soccer Goals	SET	\$ 3,196.40		\$ -
Bball Backstop w/ Hood and Mowband	EACH	\$ 9,315.77		\$ -
Benches, metal	Unit	\$2,000.00		\$ -
Signage	LS	\$3,000.00		\$ -
Banner Pole	EACH	\$ 1,126.77		\$ -
Basketball Goal	EACH	\$ 1,868.44		\$ -
Triple Shoot	EACH	\$ 3,944.77		\$ -
Picnic Table	EACH	\$ 1,317.39		\$ -
Tetherball Pole	EACH	\$ 479.70		\$ -
	SUBTOTAL			\$ -

Play Equipment				
ECE Play Structure	LS	\$20,000.00		\$ -
install play equipment (ECE)	25%			\$ -
Primary Play Structure	LS	\$20,000.00		\$ -
install play equipment (Primary)	25%			\$ -
Intermediate Play Structure	LS	\$20,000.00		\$ -
install play equipment (Intermediate)	25%			\$ -
Playground Wear Mats	EACH	\$ 304.89		\$ -
2-Bay Swings	EA	\$2,500.00		\$ -
3-Bay Swings	EA	\$5,000.00		\$ -
4-Bay Swings	EA	\$7,500.00		\$ -
5-Bay Swings	EA	\$10,000.00		\$ -
Climbing Wall, prefabricated	EA	\$12,000.00		\$ -
Running Track, crusher fines	SF	\$1.80		\$ -
	SUBTOTAL			\$ -

Interactive Areas				
Theme Garden - Riparian, Ecosystem	SF	\$10.00		\$ -

Theme Garden - Butterfly, Habitat, Cultural	SF	\$6.00		\$	-
Amphitheater, informal, 20 students	EA	\$3,000.00		\$	-
Amphitheater, formal, 60 students	EA	\$12,000.00		\$	-
Cultivated School Garden with raised beds	LS	\$10,000.00		\$	-
Cultural Gardens	LS	\$2,500.00		\$	-
Sculptural Boulders	LS	\$ 8,745.82		\$	-
SUBTOTAL				\$	-
Art Elements					
Vertical Banners	EA	\$175.00		\$	-
Mural	LS	\$2,500.00		\$	-
Tile Project	FF	\$4.00		\$	-
Sculpture	EA	\$2,000.00		\$	-
Game Tables	EA	\$1,000.00		\$	-
Acoustic Element	EA	\$2,000.00		\$	-
Map Striping	EA	\$1,200.00		\$	-
SUBTOTAL				\$	-
Landscape					
Shade Tree - 2.5" Diameter	EACH	\$ 373.80		\$	-
4.5" Caliper Tree	EA	\$500.00		\$	-
Ornamental Tree - 1.5" Diameter	EACH	\$ 298.61		\$	-
Seed and Soil Preparation	SF	\$ 0.22		\$	-
Sod and Soil Preparation	SF	\$ 0.52		\$	-
Irrigation	LS	\$ 52,157.36		\$	-
Owner Installed Sod and Soil Preparation	SF	\$ 0.49		\$	-
SUBTOTAL				\$	-
Misc.					
Geo-Technical Report	LS	\$1,800.00		\$	-
Testing	LS	\$ 3,000.00		\$	-
SUBTOTAL					\$-
Hard Cost Subtotal				\$	182,113.61
Soft Costs					
A/E Fees	8%	Constr Costs		\$	14,569.09
CM Fees	5%	Constr Costs		\$	9,105.68
Contingency	10%	Constr Costs		\$	18,211.36
Soft Cost Subtotal				\$	41,886.13
GRAND TOTAL				\$	223,999.74

Cost Estimate - Learning Landscape Master Plan - Steck Elementry

Prepared by: Heather Bock

Category	Unit	Unit Cost	Quantities	Total Cost
Project Start Up				
Utility Locate	Free			
Mobilization	EACH	\$ 8,000.00	1	\$ 8,000.00
Demolition & Excavation				
Remove Asphalt	SF	\$ 0.58		\$ -
Temporary Construction Fencing	LF	\$ 2.97	0	\$ -
Sawcut Concrete	LF	\$ 1.61	0	\$ -
Remove Concrete Flatwork	SF	\$ 0.66		\$ -
Remove all play equipment	LS	\$ 4,622.02	1	\$ 4,622.02
Remove Chainlink Fencing	LF	\$ 2.34	95	\$ 222.30
Backstop Removal	EACH	\$ 223.85		\$ -
Stockpile/Till in Existing Pea Gravel	CY	\$ 7.29		\$ -
Relocate Trash Receptacle	EACH	\$ 110.64	1	\$ 110.64
Relocate Bench	EACH	\$ 206.23		\$ -
On-Site Earthwork	LS	\$ 29,030.39	0	\$ -
Surveying	LS	\$ 3,000.00		\$ -
Unforeseen Sub-grade Condition	LS	\$ 5,000.00		\$ -
SUBTOTAL				\$ 12,954.96
Site Work				
Asphalt Type B 4"	SF	\$ 1.35		\$ -
Asphalt Type C 6"	SF	\$ 2.05	0	\$ -
Crack Fill and Slurry Seal Existing Asphalt	SF	\$0.40	5000	\$ 2,000.00
Play Pad Striping	LS	\$ 3,496.36	1	\$ 3,496.36
Speciality Painting	LS	\$ 2,000.00	2	\$ 4,000.00
Concrete Flatwork 4"	SF	\$ 3.69	3000	\$ 11,070.00
Concrete Flatwork 6"	SF	\$ 4.11		\$ -
Concrete Color Hardener	SF	\$2.50		\$ -
Integral Color for Concrete	SF	\$5.00		\$ -
Sandblasting with Stain (\$400-2000, varies)	LS	\$1,500.00		\$ -
Concrete drop off/pick lane	LS		1	\$ -
Concrete Curbwall 12" x 24"	LF	\$ 39.45		\$ -
Concrete Curbwall 8" x 24"	LF	\$ 30.85	734	\$ 22,643.90
Concrete Curbwall 8" x 18"	LF	\$ 29.31		\$ -
Concrete Edger 8" x 6"	LF	\$ 12.55	338	\$ 4,241.90
Concrete Planter Wall w/ Sandstone Cap	LF			\$ -
Concrete Stairs	SF	\$50.00	100	\$ 5,000.00
Concrete Play Pit Ramp	EACH	\$ 851.91	1	\$ 851.91
Masonry				
Modular Block Retaining Wall	FF	\$20.00		\$ -
Concrete block only, w/o pins	FF	\$ 15.00		\$ -
Brick Pavers	SF	\$ 7.00		\$ -
10' Brick Column	EA	\$ 2,337.00		\$ -
Boulder Bench 60" x 18" x 24"	EACH	\$ 437.81		\$ -
Boulder Bench 36" x 18" x 24"	EACH	\$ 135.76	6	\$ 814.56
Classroom Seat Boulders	EACH	\$ 201.40	15	\$ 3,021.00
Shrub Bed Wood Mulch	SF	\$ 1.00		\$ -

Soft Surface Material				
EWF Play Surfacing	SF	\$ 2.50	4000	\$ 10,000.00
Pour-In-Place Surfacing	SF	\$ 8.52		\$ -
Pour-In-Place Subgrade Preparation	SF	\$ 2.45		\$ -
Artificial Turf	SF	\$ 13.50	800	\$ 10,800.00
Play Sand	SF	\$ 2.16		\$ -
SUBTOTAL				\$ 77,939.63

Site Furnishing				
Shade Structure	LS	\$24,000.00	1	\$ 24,000.00
4' Chain Link Fence	LF	\$20.00	800	\$ 16,000.00
6' Chain Link Fence	LF	\$23.00	500	\$ 11,500.00
12' Chain Link Fence	EA	\$40.00		\$ -
Chain link pedestrian gate	EA	\$386.00	3	\$ 1,158.00
Chain link drive gate	EA	\$850.00		\$ -
"Iron" specialty fencing	LF	\$40.00		\$ -
Bollard Removable	EACH	\$ 840.74	2	\$ 1,681.48
Trash Receptacles	EACH	\$ 264.32	0	\$ -
Soccer Goals	SET	\$ 3,196.40	2	\$ 6,392.80
Bball Backstop w/ Hood and Mowband	EACH	\$ 9,315.77		\$ -
Benches, metal	Unit	\$2,000.00		\$ -
Signage	LS	\$3,000.00	2	\$ 6,000.00
Banner Pole	EACH	\$ 1,126.77	3	\$ 3,380.31
Basketball Goal	EACH	\$ 1,868.44	2	\$ 3,736.88
Triple Shoot	EACH	\$ 3,944.77		\$ -
Picnic Table	EACH	\$ 1,317.39	2	\$ 2,634.78
Tetherball Pole	EACH	\$ 479.70		\$ -
SUBTOTAL				\$ 76,484.25

Play Equipment				
ECE Play Structure	LS	\$20,000.00		
install play equipment (ECE)	25%	\$5.00		\$2,500.00
Primary Play Structure	LS	\$20,000.00		\$ -
install play equipment (Primary)	25%			\$ -
Intermediate Play Structure	LS	\$20,000.00	1	\$ 20,000.00
install play equipment (Intermediate)	25%			\$ -
Playground Wear Mats	EACH	\$ 304.89	16	\$ 4,878.24
2-Bay Swings	EA	\$2,500.00	1	\$ 2,500.00
3-Bay Swings	EA	\$5,000.00	2	\$ 10,000.00
4-Bay Swings	EA	\$7,500.00		\$ -
5-Bay Swings	EA	\$10,000.00		\$ -
Climbing Wall, prefabricated	EA	\$12,000.00	1	\$ 12,000.00
Running Track,	SF	\$1.80	4920	\$ 8,856.00
SUBTOTAL				\$ 60,734.24

Interactive Areas				
Theme Garden - Riparian, Ecosystem	SF	\$10.00		\$ -
Theme Garden - Butterfly, Habitat, Cultural	SF	\$6.00		\$ -
Amphitheater, informal, 20 students	EA	\$3,000.00	1	\$ 3,000.00
Amphitheater, formal, 60 students	EA	\$12,000.00		\$ -
Cultivated School Garden with raised beds	LS	\$10,000.00	1	\$ 10,000.00
Cultural Gardens	LS	\$2,500.00	1	\$ 2,500.00
Sculptural Boulders	LS	\$ 8,745.82	1	\$ 8,745.82
SUBTOTAL				\$ 24,245.82

Art Elements				
Vertical Banners	EA	\$175.00	3	\$ 525.00
Mural	LS	\$2,500.00	0	\$ -
Tile Project	FF	\$4.00	10	\$ 40.00
Sculpture	EA	\$2,000.00	0	\$ -
Game Tables	EA	\$1,000.00	3	\$ 3,000.00
Acoustic Element	EA	\$2,000.00		\$ -
Map Striping	EA	\$1,200.00	1	\$ 1,200.00
SUBTOTAL				\$ 4,765.00
Landscape				
Shade Tree - 2.5" Diameter	EACH	\$ 373.80	6	\$ 2,242.80
4.5" Caliper Tree	EA	\$500.00	4	\$ 2,000.00
Ornamental Tree - 1.5" Diameter	EACH	\$ 298.61	3	\$ 895.83
Seed and Soil Preparation	SF	\$ 0.22	735	\$ 161.70
Sod and Soil Preparation	SF	\$ 0.52		\$ -
Irrigation	LS	\$ 52,157.36		
Owner Installed Sod and Soil Preparation	SF	\$ 0.49	800	\$ 392.00
SUBTOTAL				\$ 5,692.33
Misc.				
Geo-Technical Report	LS	\$1,800.00		\$ -
Testing	LS	\$ 3,000.00		\$ -
SUBTOTAL				\$ -
Hard Cost Subtotal				\$ 262,816.23
Soft Costs				
A/E Fees	8%	Constr Costs		\$ 21,025.30
CM Fees	5%	Constr Costs		\$ 13,140.81
Contingency	10%	Constr Costs		\$ 26,281.62
Soft Cost Subtotal				\$ 60,447.73
GRAND TOTAL				\$ 323,263.96

Appendix II

Playground Safety Site Assessment

Elementary School:

Address:

Inspector:

Inspection Date:

Note: If any “NO” is checked for any of the individual site assessment issues, please provide detail comments on additional sheets of paper and attach to this report.

Item	Issues	Yes	No	N/A	Comments
A.	General Concerns				
1.	Can the playground be seen from the street?	X			
2.	Is the playground fenced off from the street, open water sources, ditches, etc?	X			
3.	Does the playground provide for wheelchair access?	X			
4.	Are drinking fountains present, operational, and clean?		X		
5.	Is the size of the playground equipment correct for the age group utilizing it?	X			
6.	Does the playground have adequate site drainage?		X		Drainage issues exist and are dangerous
7.	Is the equipment free of vandalism?	X			
8.	Does the playground provide approved shade structures and/or trees?	X			
B.	Ground Cover				
1.	Is fall protection, EWF (Engineered Wood Fiber), provided under all play equipment?	X	X		Not located in Intermediate play areas
2.	Is the loose fall material 12 inches deep?	X			
3.	Does the fall material extend at least 6 feet beyond the play equipment footprint?	X			
4.	Is the fall material non-compacted?	X			
5.	Is there a rubber mat present that is 1 inch thick for every 4 feet of equipment height?		X		
6.	Does the fall material extend beyond the beam swing height? (1:2 Height to Distance Ratio?)	X			
7.	Is there a provision for keeping the swing area free of conflicting traffic?		X		
C.	Consumer Product Safety Commission (CPSC) Compliance				
1.	Are there openings present in the play equipment that are between 4 and 7 inches?	X	X		Only on the old equipment
2.	Are there any “V” shaped entrapments present in the play equipment?		X		On the rings, located in intermediate play
3.	Are there 38 inch high non-climbable tails on all raised platforms/decks?			X	
4.	Are there any protrusions that extend beyond the play equipment surface? If so, is the protrusion’s end diameter larger than that of its base?		X		

Item	Issues	Yes	No	N/A	Comments
D.	Risk Management				
1.	Have the spin-arounds and see-saws been removed?	X			
2.	Are the decks lower than 66 inches high? Is the equipment height less than 104 inches?	X	X		All equipment in ECE is lower than 66"
3.	Are the grass areas free of holes and/or protruding sprinkler heads?		X		There are sprinkler heads Located around the building, mostly out of the way.
4.	Are the walkways and ball courts free of trip hazards?	X			Some gravel on walkway
5.	Are the trash cans/dumpsters "child-proofed"?			X	Located in parking lot
6.	If present, are the soccer goals firmly anchored and in good condition?	X			
7.	If present, are the chain-link fencing mesh and any chain link backstop meshing serviceable and free of barbed edges?	X			Lots of fence, but looked in good conditins
8.	Are the metal slides shaded? What is the slide compass orientation?			X	
9.	Have mery-go-rounds, pivot-type see-saws, concrete pipe, and glider-type swings been removed?	X			
10.	If present, are the basketball goals of the non-climbable gooseneck type?	X			
E.	Maintenance				
1.	Are the swings and bearing chains in good order?	X			Look maintained
2.	Are "S" style hooks closed and swing seats intact?	X			
3.	Is the play equipment anchored according to specifications?	X			
4.	If present, are the wood structures sound, smooth, and free from splinters and excessive checks?			X	
5.	Are the trees properly pruned and healthy?	X			
6.	If present, are the benches sound, smooth, and free of any sharp corners?	X			Benches are new
F.	Supervision				
1.	Is the play equipment centralized for easy supervision?		X		The play areas wrap around the building
2.	Is there a separate play area provided for the ECE / pre-primary children?	X			
3.	Have the chain nets been removed from the basketball rims?	X			

Site Inventory

Elementary School:

Address:

Inspector:

Inspection Date:

Number of children enrolled:	Pre-Primary and Kindergarten:	<u>K =52</u>
		<u>ECE= 35</u>
	Primary (1 st -3 rd Grades):	<u>150</u>
	Intermediate (4 th -5 th Grads):	<u>75</u>
	Total:	<u>312</u>

Note: Steck can enroll up to 375 students each year

Instructions for completing School Playground Site Inventory:

1. Number of Pieces of Equipment Present: For the third column of this inventory survey, please enter the total number of play apparatus found on site where **E=ECE, P=Primary, and I=Intermediate** intended users.
2. Number of pieces of equipment 10 years or older: For the fourth column of this inventory survey, please enter the total number of play apparatus on site which are older than 10 years. If there is no historical documentation and/or knowledge as to the actual age of the apparatus in question, assume that the item has been on site 10 or more years.
3. Factor Multipliers: For the fifth column of this inventory survey, please multiply the number of pieces of individual equipment by the number specified.
4. Number of Children Accomodated: For the sixth column of this inventory survey, please enter the toal number of children that the piece of equipment can accommodate.

Note: Some play activities are rated assuming that a few children may have to wait for their turn. Also, on composite equipment (an apparatus composed of many activities) you need to rate the individual item for accommodating the number of children.

5. When specific equipment is not listed, please find the nearest generic type of equipment possible or list it on the blank space.
6. Game areas are utilized differently by each age group. I.E., a football field is rarely used by 1st graders but heavily used by 4th graders. The factor multipliers below are general guidelines only. Inpsectors should adjust these factors for observed usage patterns.

Item	Equipment Type	Number of Pieces of Equipment Present			Number of Pieces of Equipment Present			Factor Multipliers	Number of Children Accomodated		
		E	P	I	E	P	I		E	P	I
1.	Slides	2	3					2	4	6	0
2.	Wide Slides	1	1					4	4	4	
3.	Swings		1		1		2	No. of Seats	4	1	6
4.	Climber	2	8				2	1 per 4 feet of edge	4	16	8
5.	Horizontal Ladder	2	2					3	6	6	
6.	Horizontal Bars	2	3				1	2 for long bar, otherwise use number of pieces	2	3	2
7.	Fire Pole	1	3				1	No. of Pieces	1	3	1
8.	See-Saw							2			
9.	Merry-Go-Round							1 per 1.5 feet of diameter			
10.	Balance Beam	1	1					2	2	2	
11.	Spring Toy		3					No. of Seats			
12.	Travel Rings		3				1	3		3	3
13.	Tether Ball		3	3				4		12	12
14.	Hop Scotch		4	4				3		12	12
15.	Four Square		4	4				5		20	20
16.	Wall Ball							4			
17.	Basketball		3	3				7		21	21
18.	Football							7			
19.	Soccer			1				7			7
Subtotals:									27	109	92
Total the individual numbers in column 6 and compare this total number of children on the playground to determine if there are at least 1.5 play opportunities per child.									0.32	0.7	1.22
Total Number of children accommodated by playground equipment: 312											

Comments: There is overlap on the playground allowing more play opportunities. Although the majority of the playground has been updated, and redesigned for play and safety, the Intermediate play area is dated, and dangerous in many areas. There are drainage issues, old equipment, and no adequate fall material.

Appendix III

Steck Elementary, 5th grade class Photo Survey Data								
		# students	# students	% m	% f	total	%	Rank
#	Photograph	male	female			students	students	
1	tetherball	0	5	0.00%	4.90%	0	0.00%	14
2	shade structure	2	1	1.96%	0.98%	0	0.00%	14
3	maps	0	0	0.00%	0.00%	0	0.00%	14
4	basketball	0	4	0.00%	3.92%	7	6.86%	5
5	sculptures	2	0	1.96%	0.00%	7	6.86%	5
6	quiet place (boulder)	0	1	0.00%	0.98%	7	6.86%	5
7	gateway	0	0	0.00%	0.00%	0	0.00%	14
8	grass field	0	1	0.00%	0.98%	7	6.86%	5
9	art mural	0	1	0.00%	0.98%	7	6.86%	5
10	boulders	4	2	3.92%	1.96%	7	6.86%	5
11	water paly	1	3	0.98%	2.94%	7	6.86%	5
12	cultivated garden	0	1	0.00%	0.98%	0	0.00%	14
13	quiet place (tree)	0	1	0.00%	0.98%	0	0.00%	14
14	climbing	5	9	4.90%	8.82%	14	13.73%	1
15	wild places	0	2	0.00%	1.96%	2	1.96%	13
16	game table	2	3	1.96%	2.94%	5	4.90%	12
17	play equipment	5	9	4.90%	8.82%	14	13.73%	1
18	swings	4	6	3.92%	5.88%	10	9.80%	3
19	outdoor classroom	2	6	1.96%	5.88%	8	7.84%	4
20	Write your own idea (record ideas below)			0.00%	0.00%	0	0.00%	14
	TOTAL	27	55	26.47%	53.92%	102	100.00%	

