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INTRODUCTION

The design team began working with the State College Area School District in the fall of 2018 to develop a masterplan to address the district’s outdoor play spaces. Metcalfe is a firm of experience designers – architects, exhibit and graphic designers, and play professionals. We have devoted our practice to playful learning opportunities in schools, gardens, museums, and other cultural institutions. We regard play as a primary way humans learn and we deeply appreciate the District’s desire to invest in this critical part of student life.

We have worked in concert with Studio Ludo on this masterplan. They are a 501(c)3 organization devoted to building better play through research, design, and advocacy. The center of their research is in playground assessment, examining play value, safety in the context of risk/benefit and they are extremely sensitive to the entire environment in which the invitation to play takes place.

Think Green, LLC is a landscape design and construction firm with a deep connection to children’s play environments. They have provided technical construction advice and cost advice for the masters planning project.

Stahl Sheaffer Engineering, LLC is a State College, PA based civil engineering firm with experience working with the State College Area School District. We have recruited them to help us identify civil engineering issues that may confront the project at an individual school basis as the District moves from planning to implementation.

Our team has made it our mission to craft remarkable environments that support the innovation, creativity, discovery, and play that can be found only through play. We are excited about the potential of the State College Area School District Master Plan to do just that for the schools as well as the public in the State College Area School District. This document intends to summarize the masterplan process through discovery and analysis, design and suggested phasing for implementation for the following schools:

- Corl Street Elementary School
- Easterly Parkway Elementary School
- Ferguson Township Elementary School
- Gray’s Woods Elementary School
- Mount Nittany Elementary School
- Park Forest Elementary School
- Radio Park Elementary School
- Spruce Creek Elementary School
- Spring Creek Elementary School (future)
- Mount Nittany Middle School
- Park Forest Middle School
- Delta Program

PROJECT GOALS

Metcalfe was asked to develop holistic playgrounds that emphasized naturalized play spaces and learning opportunities and, where applicable, integration of nature and traditional play equipment towards those aims and the ADA AGO in an outlined in this play area guidelines supplement to the Americans with Disabilities Act Accessibility Guidelines (ADAAG) and the 2010 ADA Standards for Accessible Design.

In order to understand what existed and what was needed, we developed a base knowledge of each school through:

- Documenting existing conditions
- Performing playground safety audits
- Establishing programming needs
- Providing recommendations for the findings

As part of the development and iterative process of design, we led several community-based engagement meetings. We worked with the following stakeholders to gather input and critique during the design process:

- SCASD Board of School Directors
- SCASD Administrative and Professional Staff
- SCASD Designated Playground Task Force
- State College Community at Large

This document intends to summarize the masterplan process through discovery and analysis, design and suggested phasing for implementation for the following schools:

- Great Elementary School
- Easterly Parkway Elementary School
- Ferguson Township Elementary School
- Gray’s Woods Elementary School
- Mount Nittany Middle School
- Park Forest Middle School
- Delta Program
PLAY REPORT
The Playground Safety Audits were undertaken for each of the ten play areas by Certified Playground Safety Inspectors (CPSIs) trained by the National Recreation and Park Association (NRPA). The Playground Safety Audits include a Priority Ranking System to address any safety issues on a Priority 1-5 scale.

The Playground Safety Audits were conducted on behalf of the ASTM, CPSC, and ADA to ensure compliance with the owner/operator’s operating policy and standard of care. Continue standard operating procedures always. Remove all equipment no longer in use.

OVERVIEW

The goal of the play report is to lay the foundation upon which recommendations for the improvement of the facility and play areas for the State College Area School District (SCASD) will be developed. We hope this report provides valuable insight into play in the State College Area School District.

The Playground Safety Audits were conducted to

• Ensure compliance with ASTM, CPSC, and ADA
• Ensure compliance with the owner/operator’s operating policy and standard of care
• Continue standard operating procedures

Non-compliant safety concerns that are likely to cause a minor (non-

• Condition should be corrected as soon as possible.
• Equipment should be removed from site.

Non-compliant safety concern that may result in permanent disability, loss of life or body part. Condition should be corrected immediately.

PRIORITY 4:

Non-compliant safety concern that is likely to cause minor (non-

• Condition should be corrected if it worsens.
• Surfacing should be full depth recommended by manufacturer in front and rear (for 2x height) and 6' on each end of swings.

Non-compliant safety concern that is likely to cause a temporary disability. Condition should be corrected as soon as possible.

PRIORITY 3:

Non-compliant safety concern that is likely to cause minor (non-

• Condition should be corrected if it worsens.
• Surfacing should be full depth recommended by manufacturer in front and rear (for 2x height) and 6' on each end of swings.

Non-compliant safety concern that is likely to cause a temporary disability. Condition should be corrected as soon as possible.

PRIORITY 2:

Non-compliant safety concern that is likely to cause minor (non-

• Condition should be corrected if it worsens.
• Surfacing should be full depth recommended by manufacturer in front and rear (for 2x height) and 6' on each end of swings.

Non-compliant safety concern that is likely to cause a temporary disability. Condition should be corrected as soon as possible.

PRIORITY 1:

Non-compliant safety concern that is likely to cause minor (non-

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Non-compliant safety concern that is likely to cause a temporary disability. Condition should be corrected as soon as possible.

PRIORITY 3:

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• Condition should be corrected if it worsens.
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Non-compliant safety concern that is likely to cause a temporary disability. Condition should be corrected as soon as possible.

PRIORITY 2:

Non-compliant safety concern that is likely to cause minor (non-

• Condition should be corrected if it worsens.
• Surfacing should be full depth recommended by manufacturer in front and rear (for 2x height) and 6' on each end of swings.

Non-compliant safety concern that is likely to cause a temporary disability. Condition should be corrected as soon as possible.

PRIORITY 1:


Currently surfacing is too short for the two taller swings. Surfacing should be full depth recommended by manufacturer in front and rear (for 2x height) and 6' on each end of swings.

In the words of Dr. D. Rogers: “Play is fundamental to healthy child development. But for children play is serious learning. For adults play is often talked about as if it were a pastime or leisure activity.”

In the words of Fred Rogers, “Play is often talked about as if it were a pastime or leisure activity. But for children play is serious learning. But for children play is serious learning. But for children play is serious learning. But for children play is serious learning.”

The goal of the play report is to lay the foundation upon which recommendations for the improvement of the facility and play areas for the State College Area School District (SCASD) will be developed. We hope this report provides valuable insight into play in the State College Area School District.
Children today are less physically fit, less able to concentrate, and have more behavioral problems. These issues, in turn, make it more challenging to address the issues of inclusivity, social-emotional learning, and better learning outcomes.

Research demonstrates that outdoor education, greater school grounds and outdoor play, as well as increased time spent playing outdoors is natural settings support:

- Improved classroom behavior, student motivation, and attendance.
- Better performance in math, science, reading, and social studies.
- Improved mental health, such as reduced anxiety and depression.
- Increased physical activity and fitness.
- Improved social skills and relationships.

Higher scores on standardized tests (including college entrance exams).

- Lowered risk of psychiatric disorders, from adolescence into adulthood.
- Improved eye health, such as improved vision.
- Increased self discipline, emotional regulation, and lowered stress.
- Lowered risk of psychiatric disorders, from adolescence into adulthood.
- Better performance in math, science, reading, and social studies.

Successful nature play fosters a love of the outdoors, while also supporting children's need for active and passive play.

- A diversity of outdoor play activities that engage children’s motor, cognitive, and social-emotional development.
- A focus on free-range play and exploration.
- A focus on sustainable practices.
- A focus on inclusive practices.

Webinar stimulation (sitting, seeing, and being up) don't support care, but instead support play. It is the same for all children.

- A focus on social-emotional development.
- A focus on play with peers, as well as individual play.

There are many beautifully planted spaces around each site, as well as case study spaces. If these types of spaces are not easily visible, then they are less likely to be used for play.

Children were frequently seen collecting sticks, pebbles, rocks, etc, within safe parameters.

- A focus on self-directed play, such as tree, bushes, sticks, rocks, etc, within safe parameters.
- A focus on playful learning, such as using sticks, loose parts, and informal play areas.

Some schools have implemented programs such as butterfly gardens, bird blinds, green roofs, etc, as well as school gardens or outdoor learning spaces.

- A focus on outdoor educational experiences, classroom time outdoors, signage, and curriculum development.

Some schools were relaxed in their policies related to nature play, which is recommended in order for nature play to be successful district wide.

- Policies related to hill climbing, rolling, and digging should be necessarily encouraged by staff.
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CORL ELEMENTARY SCHOOL

- Remove all existing equipment and surfacing, non-compliant with CPSC, ASTM, and ADA guidelines.
- No equipment is currently a hazard, replacement should occur within the next 1-2 years.
- Potential accessible path, ensure compliant route to play equipment.
- Grass area potential for nature play topographic changes, edged with mature trees and shrubs.

EASTERY PARKWAY ELEMENTARY SCHOOL

- Replace all surfacing, not compliant with ADA guidelines.
- Accessible path, ensure compliant route to play equipment.
- Grass area potential for nature play open area, wilt around existing equipment to create all play features to lie on accessible path of travel.
FERGUSON ELEMENTARY SCHOOL

**PRIORITY ONE:**
- None.

**PRIORITY TWO:**
- Slide: Surfacing should be full depth recommended by manufacturer in front and rear (for 2x height) and 6' on each end of swing. Currently surfacing is too short for the two taller swings. Surfacing must be installed immediately.

**PRIORITY THREE:**
- Rocker: Steppers plastic shell is cracked. Recommend replacement within the next 1-2 years, or when equipment breaks.

**PRIORITY FOUR:**
- Steppers: Steppers plastic shell is cracked. Recommend replacement within the next 1-2 years, or when equipment breaks.
- Sandboxes: Structure has rust at base. Inspect these areas on a monthly basis for failure.

**PRIORITY FIVE:**
- Safety Labels/Signage: Labels or signage are recommended in each play area with the following:
  - Age ranges (2-5 and 5-12)
  - Adult supervision recommended
  - Manufacturer's identification
  - Warning regarding installation of equipment over hard surfaces, such as concrete, asphalt, or packed earth
  - Warning about removing helmets and drawstrings
  - Warning about hot surfaces and burns

**FINISH:** Elements with areas of worn paint are recommended for repainting (touching paint is to be provided by manufacturer). RECCORDS: Recommend retaining all records regarding play structures, surfacing, maintenance, and injuries. Manufacturer equipment records and contact information included in the Appendix.

**EASTERLY PARKWAY ELEMENTARY SCHOOL**

**PRIORITY ONE:**
- None.

**PRIORITY TWO:**
- Slide: Surfacing should be full depth recommended by manufacturer in front and rear (for 2x height) and 6' on each end of swing. Currently surfacing is too short for the two taller swings. Surfacing must be installed immediately.

**PRIORITY THREE:**
- Rocker: Steppers plastic shell is cracked. Recommend replacement within the next 1-2 years, or when equipment breaks.

**PRIORITY FOUR:**
- Steppers: Steppers plastic shell is cracked. Recommend replacement within the next 1-2 years, or when equipment breaks.
- Sandboxes: Structure has rust at base. Inspect these areas on a monthly basis for failure.

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  - Adult supervision recommended
  - Manufacturer's identification
  - Warning regarding installation of equipment over hard surfaces, such as concrete, asphalt, or packed earth
  - Warning about removing helmets and drawstrings
  - Warning about hot surfaces and burns

**FINISH:** Elements with areas of worn paint are recommended for repainting (touching paint is to be provided by manufacturer). RECCORDS: Recommend retaining all records regarding play structures, surfacing, maintenance, and injuries. Manufacturer equipment records and contact information included in the Appendix.
GRAY'S WOODS ELEMENTARY SCHOOL

PRIORITY ONE: None.

PRIORITY TWO:

SLIDES: Slide is solid wood, and is in the use area of two adjacent structures (slide and tunnel) and must be increased as soon as possible.

PRIORITY THREE:

SWINGS: Surfacing should be full depth recommended by manufacturer in front and rear (2x height) and 6' on each end of swings. Use areas are fine, but kickout areas under swing needs to be topped off.

PRIORITY FOUR:

TRUCK: Several instances of rusted metal and connectors. Be removed and painted, as well as replacement of all loose, broken, or rusted connectors.

PRIORITY FIVE:

SAFE LABELED/STANDARDS: Labels or signage are recommended in each play area with the following:
- Age ranges (2-5 and 5-12)
- Adult supervision recommended
- Manufacturer's identification
- Warning regarding installation of equipment over hard surfaces, such as concrete, asphalt, or packed earth
- Warning about hot surfaces and burns
- Warning about hot hot surfaces and burns

FINISH: Elements with areas of worn paint are recommended for repainting (matching paint to be provided by manufacturer).

RECORDS: Recommend retaining all records regarding play structures, surfacing, maintenance, and injuries. Manufacturer equipment records and contact information included in the Appendix.

SANDBOX: Sand box wood is degraded and should be replaced as soon as possible.

SHADE: Shade is recommended in the play area.

TRASH RECEPTACLES: Trash receptacles are recommended in the play area.

ACCESSIBILITY: Playground is accessed via surface asphalt from building. Playground surfacing is not compliant; however, it is currently equipped with Engineered Wood Fiber, or other accessible surface.

As an accessible path of travel must connect the building to each piece of play equipment designated as accessible.

FENCING: Playground is near adjacent parking. It is recommended that fencing or barrier be installed between play area and parking.

RUST: Inspect all fasteners and moving parts for rust. If rust has compromised the structural integrity of the metal, the part must be replaced. Otherwise, light sanding and repainting (matching paint to be provided by manufacturer) is recommended. NOTED AREAS OF RUST: Slide support beam, guardrail at slide, weather or bolt on underside of slide platform. These areas appeared to have potential rust that could have potentially compromised the integrity of the metal. Inspect these areas on a monthly basis for failure.

SANDBOX: Sand box wood is degraded and should be replaced as soon as possible.

SHADE: Shade is recommended in the play area.

TRASH RECEPTACLES: Trash receptacles are recommended in the play area.

PRIORITY FIVE:

SAFETY LABELS/SIGNAGE: Labels or signage are recommended in each play area with the following:
- Age ranges (2-5 and 5-12)
- Adult supervision recommended
- Manufacturer’s identification
- Warning regarding installation of equipment over hard surfaces, such as concrete, asphalt, or packed earth
- Warning about hot surfaces and burns
- Warning about hot surfaces and burns

FINISH: Elements with areas of worn paint are recommended for repainting (matching paint to be provided by manufacturer).

RECORDS: Recommend retaining all records regarding play structures, surfacing, maintenance, and injuries. Manufacturer equipment records and contact information included in the Appendix.

ACCESSIBILITY: Playground is accessed via surface asphalt from building. Playground surfacing is not compliant; however, it is currently equipped with Engineered Wood Fiber, or other accessible surface.

As an accessible path of travel must connect the building to each piece of play equipment designated as accessible.

FENCING: Playground is near adjacent parking. It is recommended that fencing or barrier be installed between play area and parking.

RUST: Inspect all fasteners and moving parts for rust. If rust has compromised the structural integrity of the metal, the part must be replaced. Otherwise, light sanding and repainting (matching paint to be provided by manufacturer) is recommended. NOTED AREAS OF RUST: Swing support beam, guardrail at slide, weather or bolt on underside of slide platform. These areas appeared to have potential rust that could have potentially compromised the integrity of the metal. Inspect these areas on a monthly basis for failure.
GRAY’S WOODS ELEMENTARY SCHOOL

PRIOITY ONE: None.

PRIOITY TWO:

TRUCK: Truck climber does not have compliant area and contains area of head entrapment. It should be removed as soon as possible.

CLIMBER: Structure has flaking paint and visible rust. Selenite has compromised the structural integrity of the steel and could fail. It should be removed as soon as possible.

NOTED AREAS OF RUST: Bottoms of steppers, all swing attachments and some swing chains, stairs at newer (orange plastic) composite structure, and hardware at backboard of basketball hoops. These areas did not appear to have advanced rust that compromised the metal.

RECOMMENDED TO BE REPLACED:

ENGINEERED WOOD FIBER: Recommended for Truck and Climber. For Truck, an accessible path of travel must connect the building to each piece of play equipment designated as accessible.

FENCING: Playground is near an adjacent parking area. It is recommended that fencing or a barrier be installed between the play area and the parking area.

PRIORITY FOUR:

HARDWARE: Fastener is broken (bottom step of composite climber), another fastener is loose (panel on composite climber). Recommend replacement as soon as possible.

Fencing: Playground is near an adjacent parking area. It is recommended that fencing or a barrier be installed between the play area and the parking area.

PRIORITY FIVE:

SAFETY LABELS/SIGNAGE: Labels or signage are recommended in each play area with the following:

• Age ranges (2-5 and 5-12)
• Adult supervision recommended
• Manufacturer’s identification
• Warning regarding installation of equipment over hard surfaces, such as concrete, asphalt, or packed earth
• Warning about removing, retrieving, draining, and dewatering
• Warning about hot surfaces and burns

FINISH: Elements with areas of worn paint are recommended for repainting. Finishing paint is to be provided by manufacturer.

RECORDS: Recommend retaining all records regarding play structures, surfacing, maintenance, and injuries. Manufacturer equipment records and contact information included in the Appendix.

HOUSERVILLE ELEMENTARY SCHOOL (FUTURE SPRING CREEK)

PRIORITY ONE: None.

PRIORITY TWO: None.

PRIORITY THREE: None.

PRIORITY FOUR: None.

PRIORITY FIVE:

SLIDE: Slide has significant wear and tear. Recommend replacement in the next 3-5 years, or sooner if broken.

SHADE: Shade is recommended in the play area.

TRASH RECEPTACLES: Trash receptacles are recommended.

NOTED AREAS OF RUST: Bottoms of steppers, all swing attachments and some swing chains, stairs at newer (orange plastic) composite structure, and hardware at backboard of basketball hoops. These areas did not appear to have advanced rust that compromised the metal.

RECOMMENDED TO BE REPLACED BY ENGINEERED WOOD FIBER, OR OTHER ACCESSIBLE SURFACE.

AN ACCESSIBLE PATH OF TRAVEL MUST CONNECT THE BUILDING TO EACH PIECE OF PLAY EQUIPMENT DESIGNATED AS ACCESSIBLE.

FENCING: PLAYGROUND IS NEAR AN ADJACENT PARKING AREA. IT IS RECOMMENDED THAT FENCING OR A BARRIER BE INSTALLED BETWEEN THE PLAY AREA AND THE PARKING AREA.

PRIORITY FOUR: None.

FENCING: Recommend replacing with Engineered Wood Fiber, or other accessible surface.

An accessible path of travel must connect the building to each piece of play equipment designated as accessible.

FENCING: Playground is near an adjacent parking area. It is recommended that fencing or a barrier be installed between the play area and the parking area.

PRIORITY FIVE:

SAFETY LABELS/SIGNAGE: Labels or signage are recommended in each play area with the following:

• Age ranges (2-5 and 5-12)
• Adult supervision recommended
• Manufacturer’s identification
• Warning regarding installation of equipment over hard surfaces, such as concrete, asphalt, or packed earth
• Warning about removing, retrieving, draining, and dewatering
• Warning about hot surfaces and burns

FINISH: Elements with areas of worn paint are recommended for repainting. Finishing paint is to be provided by manufacturer.

RECORDS: Recommend retaining all records regarding play structures, surfacing, maintenance, and injuries. Manufacturer equipment records and contact information included in the Appendix.

BUILDING IN WOOD CONSTRUCTION, WITH FUTURE COST AND PLAY AREA SHOWN ON CONSTRUCTION PLANS. INSPECT PLAY EQUIPMENT AFTER DAMAGE AND RISK RECOMMENDED FOR REPAIRS.

POTENTIAL ACCESSIBLE PATH, ENSURED AND MAINTAINED IN PLAY AREA.

MANUFACTURER MATERIALS AND ACCESSIBLE PATH TO BUILDING PROTECTED BY BUILDING.

NOTED AREAS OF RUST: Bottoms of steppers, all swing attachments and some swing chains, stairs at newer (orange plastic) composite structure, and hardware at backboard of basketball hoops. These areas did not appear to have advanced rust that compromised the metal.
PRIORITY ONE:

COMPOSITE STRUCTURE: Multiple locations (at wheel connection and on underside of platform) where bolts have more than 2 threads showing. This has a very high likelihood of injury and must be remedied immediately.

PRIORITY TWO:

COMPOSITE STRUCTURE: Almost all connections on structure are rusted. Any connection showing visible rust must be replaced as soon as possible.

SWING: Surfacing should be full depth recommended by manufacturer in front and rear (for 2x height) and 6’ on each end of swings. Use areas are fine, but kickout areas under all swings need to be topped off. Additionally, the pink swing has some visible rust on support posts. Inspect as a monthly basis for failure, or replace.

PRIORITY THREE:

CLIMBER: Structure is aged with visible rust, that could have compromised the metal. Recommend replacement in 1-2 years.

SANDBOX: Sand box wood is degraded and should be replaced as soon as possible.

ACCESSIBILITY: Playground is accessed via surface asphalt from building. Playground surfacing is not compliant however, and is recommended to be replaced by Engineered Wood Fiber, or other accessible surface. An accessible path of travel must connect the building to each piece of play equipment designated as accessible.

FENCING: Playground is near an adjacent parking area. It is recommended than fencing or a barrier be installed between the play area and the parking area.

PRIORITY FOUR:

RUST: Inspect all fasteners and moving parts for rust. If rust has compromised the structural integrity of the metal, the part must be replaced. Otherwise, light sanding and repainting (matching paint to be provided by manufacturer) is recommended.

PRIORITY FIVE:

SAFETY LABELS/SIGNAGE: Labels or signage are recommended in each play area with the following:
• Age ranges (2-5 and 5-12)
• Adult supervision recommended
• Manufacturer’s identification
• Warning regarding installation of equipment over hard surfaces, such as concrete, asphalt, or packed earth
• Warning about hot surfaces and burns

FINISH: Elements with areas of worn paint are recommended for repainting (matching paint to be provided by manufacturer).

RECORDS: Recommend retaining all records regarding play structures, surfacing, maintenance, and injuries. Manufacturer equipment records and contact information included in the Appendix.

 NOTES AHEAD OF USE:

MUST: Inspect all connections on structure, all swing attachments and some kickout areas (pink) and post an inspection label that does not appear to have advanced rust that compromised the metal.

SHADE: Shade is recommended in the play areas.

TRASH RECEPTACLES: Trash receptacles are recommended.
MT NITTANY MIDDLE SCHOOL

- Play area consists of surface lot and tetherball. No compliance issues.
- Accessible path, ensure compliant route to play equipment.
- Grass area potential for nature play, topography changes, mature trees.
- Accessible ramp potential for play, parkour/skating.

PARK FOREST ELEMENTARY SCHOOL

- Replace all surfacing, not compliant with ADA guidelines.
- Accessible path, ensure compliant route to play equipment.
- Grass area potential for nature play, large open area edged with mature trees and shrubs.
- Wooded area potential for nature play, boulders, mature trees, and topography.
PRIORITY ONE: None.

PRIORITY TWO:

COMPOSITE STRUCTURE 1: Structure does not have compliant use zone, has flaking paint and visible rust. Some rust has compromised the structural integrity of the metal. It should be removed within the next 1-2 years.

COMPOSITE STRUCTURE 2: Structure has flaking paint and visible rust. Some rust has compromised the structural integrity of the metal. It should be removed within the next 1-2 years. This should be removed immediately.

FITNESS EQUIPMENT: Fitness equipment does not have correct use area for school. Recommended installation of surfacing or pruning adjacent shrubs as soon as possible.

PRIORITY THREE:

SWINGS: Surfacing should be full depth recommended by manufacturer in front and rear (for 2x height) and 6’ on each end of swings. Recommended installation of surfacing as soon as possible at swings near building.

ACCESSIBILITY: Playground is accessed via surface asphalt from building. Playground surfacing is not compliant however, and is recommended to be replaced by Engineered Wood Fiber, or other accessible surfacing.

An accessible path of travel must connect the building to each piece of play equipment designated as accessible.

PRIORITY FOUR:

RUST: Impact all fasteners and moving parts for rust. If rust has compromised the structural integrity of the metal, the part must be replaced. Otherwise, light sanding and repainting (matching paint to be provided by manufacturer) is recommended.

NOTED AREAS OF RUST: Rocker connections, swing chains and connectors. These areas did not appear to have advanced rust that compromised the metal.

Many structural components and fasteners on the composite structures showed advanced rust and must be replaced.

PRIORITY FIVE:

SAFETY LABELS/SIGNAGE: Labels or signage are recommended in each play area with the following:

• Age ranges (2-5 and 5-12)
• Adult supervision recommended
• Manufacturer’s identification
• Warning regarding installation of equipment over hard surfaces, such as concrete, asphalt, or packed earth
• Warning about hot surfaces and burns

FINISH: Elements with areas of worn paint are recommended for repainting (painting to be provided by manufacturer).

RECORDS: Recommended retaining all records regarding play structures, surfacing, maintenance, and injuries.

MAINTENANCE: Check for wobbling and recommend footing inspection. Secure box gaps, recommend eliminating.

SHADE: Shade is recommended in the play area.

TRASH RECEPTACLES: Trash receptacles are recommended.

FINISH: Elements with areas of worn paint are recommended for repainting (painting to be provided by manufacturer).

Many structural components and fasteners on the composite structures showed advanced rust and must be replaced.

RECORDS: Recommended retaining all records regarding play structures, surfacing, maintenance, and injuries.

FINISH: Elements with areas of worn paint are recommended for repainting (painting to be provided by manufacturer).

RECORDS: Recommended retaining all records regarding play structures, surfacing, maintenance, and injuries.

Many structural components and fasteners on the composite structures showed advanced rust and must be replaced.

FINISH: Elements with areas of worn paint are recommended for repainting (painting to be provided by manufacturer).

RECORDS: Recommended retaining all records regarding play structures, surfacing, maintenance, and injuries.
RADIO PARK ELEMENTARY SCHOOL

Building under construction, future court and play areas identified on construction plans. No play equipment currently on site.

Potential accessible park, ensure compliant route to play equipment.

Wooded area potential for nature play—dense canopy of mature trees, grass, and boulders.
COMMUNITY ENGAGEMENT
STAKEHOLDER MEETING: JAN 16, 2019

Metcalfe and Studio Ludo conducted a meeting with the district appointed stake holders – a group that consists of a cross section of representation for each of the schools involved in the Delta program. However, the Delta program did not participate in this exercise. The intent of this meeting was to solicit feedback from the stakeholders about their overall ideas of what play could be, should be, and what should not be within the district. This wasn’t about what equipment should be at each school, but HOW the children play or HOW they should not play.

The approximately 50 stakeholders received a number randomly at the door upon entering the meeting room to “mix up” the attendees at each table – there were six tables in all.

For the first exercise, each participant was to write down or use one of the provided images to explain their fondest play memory from their childhood. They then posted their memory on a bulletin board in the meeting room. After posting their memory with the larger group, many (most) of the memories of play shared were not even on playgrounds. Playing in the backyard, creeks, woods, riding bikes and climbing trees were very popular. Kickball, swings and merry-go-rounds were also mentioned often.

WHAT IS YOUR FAVORITE PLAY MEMORY?
For the second half of the meeting, each table was to write down, list or use provided images to describe what they thought “Play is” and what “Play is Not” for the district. The attendees at each table were to discuss, agree, argue, disagree – but come to some conclusion for each category. Each table then had a volunteer or two present their boards to the larger group as a summary of their table’s discussion.

PLAY AT STATE COLLEGE IS...

Some of the major “Play is Not” concepts include water play and hazardous play. While many thought water would be fun and educational, the consensus was that water and mud would be tough for teachers and staff to deal with coming back into the classroom. “Play is” themes included physically challenging the children and risk taking, imaginative play and using natural play elements such as rocks, logs and hills.

PLAY AT STATE COLLEGE IS NOT...
As part of the student survey process of the Masterplan, students were asked to draw pictures and fill out a "mad lib" of what their new play space could be. Examples of those drawings are on the following page.

The results show that the students, using what they know of playgrounds and adding in their imaginations of what could be, focused on "woo" spaces, risky spaces, and social spaces in particular.

Woo spaces give us awareness of our bodies in an environment. The special sensory input these spaces provide, such as sliding and swinging, make us feel our surroundings in ways that are atypical to our everyday movement.

Risky spaces help us challenge ourselves...at our own pace. We develop physically as we conquer those challenges and develop mentally as well. We are not depending on someone else to assess a situation for us, but understanding our own abilities in the process.

As humans, we are social beings. Whether we are playing a ball game on the blacktop or grass or snuggled close to our friends in a treefort, social cues and communication are developed in these environments.

**Woo Spaces**
- Vestibular, proprioceptive, ability to sit

**Risky Spaces**
- Critical thinking, confidence

**Social Spaces**
- Communication, empathy, social cues

**Build Spaces**
- Creativity, collaboration

**Solitary Spaces**
- Mental health, emotional regulation

**WHAT KIND OF ADVENTURES COULD YOU HAVE HERE?**

**TELL US A STORY ABOUT WHAT WILL HAPPEN IN YOUR PLAY SPACE:**
What is your favorite play memory?

“Digging in the dirt, constructing a ‘dirt’ oven and baking flatbread in the sunshine.”

“The dragon I made out of garbage and leaves and leaves grew in my imagination.”

“The day my brother and I set up a fort in the woods without being told.”

Caregivers said the kids most enjoyed creative play, using their imagination, exploring the world around them, and playing, without age discrimination. All age kids had the freedom to play.

What kinds of play memories do you want your kids to have?

Creative Play

Suggestions designs that allow children’s independence in their play. They suggested open-ended, natural elements, big things to move around... make them lend themselves to imaginative play. Stone walkways, big things to move around... make them lend themselves to imaginative play.

Nature Play

The staff had many, but memories of their own childhood, where the playground was a very special place... a very special place... a very special place.

Collaboration

Many caregivers that make it easy for students to interact with one another and include each other in activities.

Collaborative Play

Collaborative was sometimes an offhand word thrown in a list of wants and needs for a playground and sometimes it was a very focused desire for the student and an urge to make it easy for students to interact with one another and include each other in activities.

What is your favorite play memory?

Exploring the woods behind my house... I loved that we had a fun secret space to hang out in and be rewarded for taking risks and adventure in their play.

Nature Play

Some parents were simply excited for their children to be able to play freely with their friends in a new environment. Some mentioned the importance of inclusivity, and the need for special play place under the equipment that these kids left out from the other kids. If there is a way to put a quiet, peaceful area with seating for more than one or two kids at a time.

Caregivers were understanding of this fact that their children need areas to run and play, without adult supervision from the woods to the school playground and the comments often tied in with imaginative play.

Nature Play

It was a very special day. Kids with wheelchairs are so often left out from the other kids. It’s so much easier for special play place under the equipment that these kids are left out from the other kids. If there is a way to put a quiet, peaceful area with seating for more than one or two kids at a time.

Space for quieter kids to feel comfortable in... definitely a quiet, peaceful area with seating for more than one or two kids at a time.
MARCH 21, 2019

Following a small group design meeting several weeks earlier, we conducted a design input meeting with approximately 80 parents and staff and 30 students. The meeting consisted of five groups working concurrently then coming together at the end.

The students were set up in five groups and given a fictitious site with a single nature play design element with which to work. These elements were the base components the design team was using for each of the schools. The groups consisted of boulders, logs, vertical sticks, stumps and hills. After designing in their assigned groups with their singular element, they were then tasked with combining their thoughts, elements and designs on a singular site. They then presented their designs to the larger parent/staff group. Some of the major points from the students’ presentations included designing for inclusivity, desire for secret spaces, problem solving and group play opportunities.

While the students were exploring the relationships of the nature play elements, Metcalfe and Studio Ludo presented the current in-progress designs for each of the schools, fielding questions and comments throughout the evening. Some of the major points of conversation with the parents and staff included reinforcing inclusivity as a driver of design, gardens, quieter areas for kids who don’t want to play, importance of asphalt for play during snow/rain and enough green space for ball play.
The second evening we engaged with about ten community members from Radio Park Elementary and Corl Street Elementary. Radio Park comments ranged from use of the existing garden area and ensuring it was ADA accessible as well as discussion about adjacency to ensuring there were basketball hoops on the asphalt area. There was also conversation about separation of age groups. Corl Street also commented on having basketball hoops and confirming the number of swings. Many of the proposed designs for the district included group swings. The design team worked with the community comments to include more individual swings, but still include a group swing. With the Corl Street building expansion, the play area absorbed some additional outdoor space. The designs included grates around the space. The team was asked to remove those grates to allow for an open but safe space for group play events like kickball.

APRIL 11, 2019

On the first night we discussed Grays Woods Elementary, Park Forest Elementary, and Park Forest Middle School. A small group of community members participated in the conversation providing helpful insights. A few of the comments included not encouraging play in the overhead area of Grays Woods as a concern for onlookers' view of adjacent classrooms and considering benches as social spaces/awake spaces combined for Park Forest Middle School. The design team is proposing stainless steel group swings as the single playground fixture in Grays Woods. The corrugated metal components used in the project have already alleviated this concern. In schools where there is no available shade in the play area, the group slides are proposed. The team introduced new swings immediately adjacent to the slides to provide shade. The group also discussed having a maintenance plan in place, not only for the equipment and new outdoor play components, but for the play surfaces and proposed landscaping to assist the district moving forward.

The second meeting focused on three schools for the second meeting: Corl Street Elementary, Park Forest Middle School, and Park Forest Elementary. Radio Park comments ranged from use of the existing garden area and ensuring it was ADA accessible as well as discussion about separation of age groups. Corl Street also commented on having basketball hoops and confirming the number of swings. Many of the proposed designs for the district included group swings. The design team worked with the community comments to include more individual swings, but still include a group swing. With the Corl Street building expansion, the play area absorbed some additional outdoor space. The designs included grates around the space. The team was asked to remove those grates to allow for an open but safe space for group play events like kickball.

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APRIL 10, 2019

On the first night we discussed Grays Woods Elementary, Park Forest Elementary, and Park Forest Middle School. A small group of community members participated in the conversation providing helpful insights. A few of the comments included not encouraging play in the overhead area of Grays Woods as a concern for onlookers' view of adjacent classrooms and considering benches as social spaces/awake spaces combined for Park Forest Middle School. The design team is proposing stainless steel group swings as the single playground fixture in Grays Woods. The corrugated metal components used in the project have already alleviated this concern. In schools where there is no available shade in the play area, the group slides are proposed. The team introduced new swings immediately adjacent to the slides to provide shade. The group also discussed having a maintenance plan in place, not only for the equipment and new outdoor play components, but for the play surfaces and proposed landscaping to assist the district moving forward.
The third evening approximately 15-20 community members attended the conversation about Easterly Parkway, Delta and Ferguson Township. Easterly Parkway comments from the Radio Park community. There were limited comments on Mount Nittany. Members in attendance included several from the Radio Park community. There were limited comments on Mount Nittany Elementary and Middle schools. The main comment tended toward ADA accessibility and encouraging more interactive play for children with sensory issues. Music devices, a play house and textures were mentioned as more interactive play for children with sensory issues.

Some of the favorite design proposal of the Delta students in attendance included the group swing and the group slide. The students appreciated the design for the nature climbers as they also encourage socialization and interacting with friends. It was mentioned that the fields at the top of the hill would accommodate any ball field play. Ferguson Elementary mentioned a concern for stick play in the area designated for small parts play for building animal architecture or stacking wooden blocks. We discussed that there are several other types of small parts tools that can be used in lieu of sticks.

The last evening included conversation about Mount Nittany Elementary School, Mount Nittany Middle School and Spring Creek Elementary. There were about 10-15 community members in attendance including several from the Radio Park community. There were limited comments on Mount Nittany Elementary and Middle schools. The main comment tended toward ADA accessibility and encouraging more interactive play for children with sensory issues. Music devices, a play house and textures were mentioned as more interactive play for children with sensory issues.
ONLINE COMMENTS

The State College Area School District provided a link on the district’s website for those community members who could not attend any of the four community meetings held in early/mid April, 2019. While not all of the comments could be incorporated into the master plan process, the team took care to review with the district what could be considered during the implementation design process for each phase for each school. It is important to note that much of the input provided has been directly or indirectly implemented due to restriations and considerations not specified in this section. However, it is vital to implement many of the comments/suggestions that conflict with others. However, it is vital to ensure many points of interest are considered.


OVERALL NARRATIVE

We propose creating nature-based playgrounds/structures that find inspiration in the regional landscape of the ridge-and-valley topography of the Appalachian Mountains. The opportunity for play in the landscape is highlighted by operations of modification, addition, deletion and opportunistic interventions on the land. The region’s long, even ridges and continuous valleys and the challenges of moving against them perpetually offer a reimagined and a different scale and playful experience. The opportunity to re-imagine the individual landscape and site of the community. These influences are expressed in the experiential, play and learning opportunities at each site.

We have used landforms, boulders, logs, trees and grasses – among other things – to create full body interactions, social spaces and play opportunities. Group play is emphasized with slides and swings for more than one to use at a time. Open-ended play is at the heart of this process.