

**Sterling Montessori Academy and Charter School, Morrisville, NC**

# Outdoor Play and Learning Design Program and Campus Master Plan





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# **Outdoor Play and Learning Design Program and Campus Master Plan**

**Prepared for:**

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Natural Learning Initiative

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# Introduction

**Sterling Montessori Academy and Charter School (SMACS)** engaged in a collaborative planning and design process with the Natural Learning Initiative (NLI) to renovate the campus outdoor play and learning spaces (OPALS) to better ground the campus in the Montessori philosophy and align with the mission and vision of SMACS. Drawing from the NLI 2000 campus master plan for outdoor play and learning spaces related to construction of the new campus, NLI assisted in updating the 17-acre campus master plan to improve environmental quality and user experience.

**Based on extensive user engagement and feedback**, a new design program and related master plan were created to support the play and learning needs of the whole school, aimed at fostering student curiosity, creativity, and critical thinking.

**A Community Survey was administered** in January 2024 to teachers, parents, and students to better understand the SMACS community vision for the campus outdoor environment and gather ideas for what the design program should contain.

**Following the Community Survey**, the NLI design team facilitated a workshop with SMACS directors to develop a mission statement and associated goals and objectives to frame the design program and implementation of the outdoor play and learning environment master plan.

**NLI hosted Teacher Engagement Sessions** to review user needs, site opportunities, constraints, and special features to conserve. Discussions focused on site layout, including proposed circulation, fence lines, and play and learning setting alternative locations. Students were engaged through teacher-led efforts using the NLI guide: Design Thinking with Young People resulting in a set of creative student design illustrations. The NLI design team completed a site visit after reviewing the engagement results to discuss how they could be accommodated on site and reflect the mission, goals, and objectives of the design program.

**The multi-pronged engagement results** were synthesized by the NLI team to develop the Design Program, which informed the form and contents of the master plan drawing. The document presented here is a culmination of work completed by the project team, as a first essential step in guiding incremental development upgrading SMACS outdoor play and learning environment.

**The planned Airport Boulevard Extension** to enhance local connectivity, will also influence the master plan. Cutting through the north side of the campus, it will define a new northern site boundary. A 10-foot-wide multi-use path along the road will connect the community as described in the 2019 Comprehensive Transportation Plan, NC Department of Transportation.



***New northern site boundary, shown with caution tape,  
before the construction of the Airport Boulevard extension.***

# School Mission

## **Established School Mission**

### **As Established:**

*“The mission of Sterling Montessori Academy and Charter School is to create a diverse educational community, grounded in the Montessori philosophy and teaching practices, that fosters curiosity, creativity, and critical thinking in its students. We strive to empower each student to become life-long learners who respect themselves, others and their environment.”*

## **Outdoor Play and Learning Environment Mission**

**A mission for the outdoor play and learning environment was initiated during a workshop with school leadership and co-edited later into a final version:**  
*“Creating a diverse outdoor environment that supports nature-based play and learning for all children, educators, and the Sterling community, aligning with the Montessori curriculum and its values of caring for each other and our planet.”*





*Director Workshop*

# Goals and Objectives

**The SMACS Outdoor Play and Learning Environment Mission** is supported by the following eight goals and related objectives:

## 1

**An environment that is developmentally appropriate, providing:**

- ▶ Diverse opportunities for whole-child engagement.
- ▶ Age-appropriate gross motor development.
- ▶ Student-centered.
- ▶ Formal sports and related facilities.
- ▶ A “prepared environment” that connects curriculum to nature play and learning across all levels.

## 2

**An environment that balances risk and benefits by:**

- ▶ Providing safe settings with opportunities for varying levels of challenges where students can safely learn through exploring risk.
- ▶ Administering risk management protocol.
- ▶ Applying feasible, cost-effective management and maintenance practices that retain and enhance nature play and learning value.

## 3

**An environment where students learn interactively with the natural world:**

- ▶ That reflects international sustainability goals.
- ▶ Establishes a native tree program.
- ▶ Conserves remnant woodland patches.
- ▶ Manages the detention pond as a biodiverse educational resource.
- ▶ Enables students to “work the land”:
  - ◆ Expands gardening programs.
  - ◆ Connects to occupational/entrepreneurial/microeconomic aspects of the Montessori curriculum.
  - ◆ Expands classification potential of plants and animals as a “living library” campus.

## 4

**An environment that is inclusive for all, providing:**

- ▶ Universally designed play and learning settings and equipment.
- ▶ Cross-campus accessible routes connecting all play and learning settings.
- ▶ Socially and culturally inclusive settings.

## 5

**An environment that supports sensory integration through:**

- ▶ Settings designed to stimulate sensorial engagement.
- ▶ Calming sensory experiences.
- ▶ Accessible routes designed as multi-sensory pathways.
- ▶ Sensory cues posted/integrated into the outdoor environment.

## 6

### **An environment that supports the Sterling Montessori School community, prioritizing:**

- ▶ A range of gathering spaces serving different group sizes and play and learning functions.
- ▶ A performance stage or amphitheater serving classroom drama/musical productions and community events.
- ▶ Outdoor food prep/garden/community gathering settings.
- ▶ Flexible/multiuse spaces.

## 7

### **An environment that supports the Montessori Curriculum, through**

- ▶ Opportunities for creating occupational/meaningful work/microeconomy student-driven projects.
- ▶ Plant and animal classification opportunities and related resources.

## 8

### **An environment identified as SMACS by:**

- ▶ Installing visually stimulating settings and components.
- ▶ Utilizing a consistent visual language (colors/materials) to create cross-campus visual identity.
- ▶ Reflecting the Sterling Montessori brand.

Related to this goal, a list of “campus identity/branding” words was compiled from the community engagement results, grouped as follows:

#### **First impressions**

- ▶ Welcoming.
- ▶ Natural.
- ▶ Open and spacious.
- ▶ Reflects Montessori values.
- ▶ Outdoor learning.
- ▶ Community.
- ▶ Nurturing.
- ▶ Peaceful.
- ▶ Creative.
- ▶ Intentional.

#### **Visual characteristics**

- ▶ Well-maintained/clean.
- ▶ Beautiful.
- ▶ Innovative/unique.
- ▶ Inspiring.
- ▶ Flexible/all-weather.
- ▶ Colorful.
- ▶ Fun.
- ▶ High quality.

## Selected Student's Designs:



*Selected Student Design (Middle School)*





*Selected Student Design (Middle School)*



# Community Engagement Input Synthesis

**Synthesis of input from the Community Survey, Student Designs, Teacher Engagement Sessions, and Director’s Workshop** resulted in a vision of the campus outdoor play and learning environment defined by the following descriptors:

## **Diverse**

- ▶ Greater variety of interactive, age-appropriate play and learning settings.
- ▶ Improved diversity and quality of manufactured play equipment.
- ▶ Biodiverse plantings supporting wildlife and pollinator habitat.

## **Inclusive**

- ▶ Welcoming.
- ▶ All abilities, including challenges for all abilities.
- ▶ All ages, including accommodation of UE and MS students that currently lack dedicated play and learning areas.
- ▶ Expressive cultural heritage.

## **Accessible**

- ▶ Universally designed and inclusive for all.
- ▶ Accessible safety surfacing within play equipment mandated use zones (no mulch!).
- ▶ Accessible routes, including field connections.
- ▶ Accessible play equipment.

## **Safe**

- ▶ Balanced risks and benefits.
- ▶ Property lines visibly defined by fence lines or alternative impenetrable boundary conditions.
- ▶ Appropriate barriers and devices separating pedestrians and vehicular traffic.
- ▶ Clear sightlines for supervisory adults.
- ▶ High quality play equipment.
- ▶ Campus perceived as being safe and secure.
- ▶ Campus purposefully designed by applying safe campus best practices, while upholding the SMACS outdoor play and learning mission.

## **Shady, with patches of shade provided by:**

- ▶ Trees.
- ▶ Shade structures.
- ▶ Covered gathering spaces.

### **Nature engagement through:**

- ▶ Sustainable landscape practices.
- ▶ Increased biodiversity.
  - ◆ Naturalization with diverse native plantings.
  - ◆ Class-managed and studied wildlife and pollinator habitats.
- ▶ Natural spaces designed to explore, observe, learn.
- ▶ Opportunities for growing fresh fruit and vegetables.
- ▶ Student-led environmental stewardship.
- ▶ Conservation of remnant woodland pockets.
- ▶ Forest exploration, discovery, and documentation.
- ▶ Water exploration, discovery, and documentation.
- ▶ Playful/dedicated educational integration of stormwater features.
- ▶ Animal care/husbandry.

### **Social-emotional development through:**

- ▶ Dedicated outdoor classroom and gardens for each class.
- ▶ Indoor/outdoor transitions with direct access to outdoor classrooms.
- ▶ Flexible gathering spaces ranging in size and intimacy.
- ▶ Covered spaces for all-weather use.
- ▶ Diverse seating/working surfaces.
- ▶ Large, flexible outdoor space supporting community gathering/performance spaces.
- ▶ Social play equipment.

### **Organized sports and extracurricular activities**

- ▶ Facilities and equipment to support diverse organized sports.
- ▶ Spaces for extracurricular activities including student clubs.

### **Needed buildings/upgrades:**

- ▶ Cafeteria.
- ▶ Library.
- ▶ Auditorium/large interior gathering space.
- ▶ Update bathrooms.
- ▶ Love of natural light in classrooms.

### **Needed infrastructure/upgrades:**

- ▶ Storage.
  - ◆ Portable play equipment.
  - ◆ Sports equipment.
  - ◆ Garden equipment and supplies.
- ▶ Rectify drainage problems across campus.
- ▶ Improved carpool and dismissal procedure.
- ▶ Additional parking needed.
- ▶ Trash receptacles.
- ▶ Water fountains.
- ▶ Wayfinding signage.



*Teacher Engagement Session*



# Design Program

**Guided by the community engagement synthesis**, the Design Program contains key play and learning activity setting descriptions and components serving users, both campus-wide and within classroom groupings.

## Campus-Wide

### **Accessible Primary Pathway Network**

Functionally, the accessible primary pathway network serves campus-wide primary circulation and wayfinding, inter-connecting all classroom and other building entries with diverse outdoor play and learning settings.

Beyond basic function, the primary pathway network is a setting in its own right, from which visitors gain a first impression of Sterling. Varied segments provide a range of aesthetic experiences and perceptions reflecting characteristics listed earlier. The linear flow of student activity and lateral connections to localized settings provide a comprehensive sense of holistic Montessori outdoor education.

For day-to-day users, primary pathways provide convenient, comprehensive, connections between classrooms and outdoor play and learning settings.



*Primary pathways*

### **Secondary Pathways**

Secondary pathways provide narrower, more intimate interconnections between primary pathways, often serving as “shortcuts,” with varying surfaces, including decomposed granite, flagstones, and pavers. Adding options for students to explore, make discoveries, execute lesson plans, or simply enjoying playful landscape adventures.

### Primary Pathway Segments

**Campus Connector (1/4 mile)** provides cross-campus circulation via a 7-foot-wide paved peripheral trail that weaves between Buildings A & B, connecting all buildings, including classrooms, with an accessible route to the Field.



**North Woods Trail (1/10 mile)** provides a 5-foot-wide forest floor pathway, edged with logs, offering year-round opportunities for nature play and learning in North Woods.



**Playful Learning Forest Trail (1/5 mile)** is an existing, well-established 5-foot-wide decomposed granite pathway within the Learning Forest, connected to several activity settings.



**Field Perimeter Pathway (1/5 mile)** provides an accessible continuation of the Campus Connector, with a 7-foot-wide, tree-lined, paved pathway around the Field and adjacent activity settings. Patches of shade and perennial plantings offer year-round opportunities for nature-based learning across the curriculum.





**Pine Stand Trail (1/10 mile)** provides a 4-foot-wide forest floor trail winding through pine trees leading to adjacent activity settings.



### **Entry Pergola**

Located at the main entrance drop-off loop, a vine-covered pergola, wrapped around by the sidewalk, provides a landmark and waiting place. Adjacent nooks provide supplemental space for students to gather during pickup.



*Entry Pergola precedent at North Carolina Arboretum.*

### **Pine Stand**

Located in the southeast corner of the campus, Pine Stand is accessible from the parking lot via painted crosswalks. The bounded area has a dedicated entry, circulation via the Pine Stand Trail, and includes two “council circles” for larger and smaller classroom groups.

### **Retention Pond**

The retention pond is given prominence as an educational resource, with the addition of a covered outdoor classroom/ gathering space serving as a program base where materials and tools are available for conducting field investigations. The bounded area provides access to the water’s edge via a locked gate.

### **Pergola in the Trees**

A small, bounded area located west of the main entry from Treybrooke Drive, offers an existing pergola as a gathering place with tables for Children’s House use.

### **The Field**

The 2-acre Field incorporates a playing field (U9/U10 soccer field size), a covered gathering setting, multiple sets of swings, a natural climbing structure, and a gathering circle large enough for multiple classes to meet together.

The layout incorporates an existing gathering space with shade sails, and a designated garden with a storage structure. The Field Perimeter Pathway, bordered by trees, bisects the area separating the playing field from the other activity settings.



*Retention Pond*



### **Basketball Court**

A half court integrated with the existing fire lane adjacent to The Field offers an additional space for hard court games such as basketball and four square.

### **Playful Learning Forest**

Located off the Field Peripheral Pathway, the Playful Learning Forest is bounded on all sides with three designated entry points. The Playful Learning Forest Trail connects users to multiple activity settings.

### **North Woods Nature Play**

Separated by an existing mounded boundary, the North Woods Nature Play area is bounded on all sides and is accessed through a break in the mound. The North Woods Trail winds through the trees, connecting users to diverse opportunities for nature play and learning settings.



*Playful Learning Forest*

# Classroom Outdoor Activity Settings

Below are summary listings of activity settings for each age level (Children’s House, Lower Elementary, Upper Elementary, Middle School), emerging from the community engagement synthesis.

## Children’s House Outdoor Activity Settings

- ▶ Primary pathway
  - ◆ Paved
  - ◆ Looping/winding
  - ◆ Free of mulch
  - ◆ Wheeled toy play
  - ◆ Walking
  - ◆ Chase Games



### *Paved Primary Pathway*

- ▶ Manufactured play equipment
  - ◆ New/improved equipment
  - ◆ Diverse, supports all age levels
  - ◆ Natural materials
  - ◆ Accessible use zone (no mulch)
  - ◆ Climbing

- ◆ Balancing
- ◆ Obstacle course
- ◆ Like existing swings, climbing wall, slide
- ▶ Extended outdoor classroom
  - ◆ Dedicated to classrooms
  - ◆ Equity of outdoor classrooms (play area side are constrained)
- ▶ Shared outdoor classroom
  - ◆ Covered, flexible use
  - ◆ Accommodates 8-10 students
  - ◆ Project space



### *Covered Outdoor Classroom*

- ▶ Sand play
- ▶ Playhouse
- ▶ Gathering spaces
  - ◆ Shade
  - ◆ Seating and tables
  - ◆ Outdoor dining
  - ◆ Small gatherings
  - ◆ “Campfire” circle
- ▶ Earth play
  - ◆ Digging area
- ▶ Multipurpose lawn
  - ◆ Leveled grassy area
  - ◆ Space for ball play and outdoor games
- ▶ Natural construction
- ▶ Acoustic/musical play



- ▶ Diverse native plants
  - ◆ Pollinator garden
  - ◆ Flower gardens
- ▶ Fruit and vegetable gardens
  - ◆ Dedicated to each classroom
- ▶ Mud kitchen
- ▶ Trees
  - ◆ Shade
  - ◆ Fruiting
- ▶ Quiet nooks
  - ◆ Meditation/yoga/manipulatives
- ▶ Portable play equipment
- ▶ Water play (hands-in) and misters
- ▶ STEM settings
  - ◆ Ant farm wall
  - ◆ Aquarium
- ▶ Two separate play areas so that classes can alternate
- ▶ Need to accommodate 200 children outside at a time
- ▶ Outdoor access to bathroom
- ▶ Drinking water source
  - ◆ Water fountain
  - ◆ Improved system of storing and accessing water bottles
- ▶ Storage

### **Lower Elementary Outdoor Activity Settings**

- ▶ Manufactured play equipment
  - ◆ New/improved equipment
  - ◆ Diverse, support for age range
  - ◆ Natural materials
  - ◆ Accessible use zone (no mulch)
  - ◆ Climbing appropriate for ages 5-9
  - ◆ Gross motor
  - ◆ Zipline
  - ◆ Low ropes/obstacle course/ninja course
  - ◆ Like existing swings, tire swing, climbing dome, monkey bars, slides, tether ball
  - ◆ Social aspect to play equipment
- ▶ Multipurpose lawn
  - ◆ Open space for running/movement other than ball play
- ▶ Dedicated digging/fossil pit
- ▶ Fruit and vegetable garden
- ▶ Extended outdoor classrooms
- ▶ Trees
  - ◆ Shade
  - ◆ Fruiting



***Wheeled Toy Storage***



***Fruit Tree***

- ▶ Sensory play
  - ◆ Sensory path
  - ◆ Quiet, calming spaces
- ▶ Mud play
- ▶ Gathering
  - ◆ Picnic tables
  - ◆ Outdoor dining
  - ◆ Shaded/covered spaces
- ▶ Zen garden/quiet nooks
  - ◆ Reading
  - ◆ Calming
- ▶ Tree house
- ▶ Natural construction
- ▶ Shared outdoor classroom/project space



### ***Natural Construction***

- ▶ Greenhouse
- ▶ Conical structure or similar
- ▶ Shade around small lawn
- ▶ Sport court
- ▶ Outdoor game space
- ▶ Organized sports
  - ◆ Soccer
  - ◆ Basketball
  - ◆ Track
  - ◆ Pickleball

### **Upper Elementary Outdoor Activity Settings**

- ▶ Primary pathway
  - ◆ Paved
  - ◆ Looping/winding
  - ◆ Free of mulch
  - ◆ Walking/strolling
- ▶ Manufactured play equipment
  - ◆ New/improved equipment
  - ◆ Diverse, supports all age levels
  - ◆ Climbing
    - Low ropes/obstacle course/zipline
  - ◆ Balancing
  - ◆ Swings, monkey bars, slides
- ▶ Gathering
  - ◆ Picnic tables
  - ◆ Covered
  - ◆ Hang-out areas
- ▶ Fruit and vegetable gardens
- ▶ Outdoor classrooms
  - ◆ Project space
- ▶ Water play and exploration
  - ◆ Access to pond
- ▶ Nature trails
- ▶ Quiet/calming areas
  - ◆ Labyrinth
  - ◆ Zen garden
- ▶ Occupational opportunities
- ▶ Animals/animal husbandry
- ▶ Sensory play
- ▶ Shade
- ▶ Multipurpose lawn for moving/running
- ▶ Natural construction
- ▶ Fort/base

- ▶ Grass maze
- ▶ Dry stream bed
- ▶ Performance space
- ▶ Greenhouse
- ▶ Diverse native planting
- ▶ Sport court/enclosed gym
- ▶ Field
- ▶ Outdoor game space
- ▶ Organized sports
  - ◆ Track
  - ◆ Soccer
  - ◆ Basketball (dedicated UE basketball court)
  - ◆ Football

### **Middle School Outdoor Activity Settings**

- ▶ Primary pathway
  - ◆ Paved
  - ◆ Looping/winding
  - ◆ Free of mulch
  - ◆ Walking/strolling
- ▶ Manufactured play equipment
  - ◆ New/improved equipment
  - ◆ Diverse, supports all age levels
  - ◆ Natural
  - ◆ Swings
  - ◆ Gaga pit
  - ◆ Climbing structures; rock climbing wall
  - ◆ Tetherball
- ▶ Role play/dramatic play
- ▶ Gathering
  - ◆ Picnic tables
  - ◆ Covered
  - ◆ Hang-out areas
  - ◆ Outdoor dining
- ▶ Fruit and vegetable garden
- ▶ STEM learning



***STEM Learning***

- ▶ Diverse native planting
- ▶ Shade
- ▶ Treehouse
- ▶ Obstacle course/zipline
- ▶ Nature trails
- ▶ Water play and exploration
  - ◆ Access to pond
- ▶ Wildlife habitat and viewing
- ▶ Quiet nooks



### ***Quiet Swing Nook***

- ▶ Field
- ▶ Sports court/enclosed gym
- ▶ Organized sports
  - ◆ Soccer
  - ◆ Basketball
  - ◆ Exercise/fitness
  - ◆ Track and field
  - ◆ Tennis
  - ◆ Volleyball
  - ◆ Football

### **EC Students**

#### **Outdoor Activity Settings**

- ▶ Accessible play equipment
  - ◆ Swings
  - ◆ Accessible use zone
- ▶ Accessible routes, especially to field
- ▶ Sensory path
- ▶ Sensory play
- ▶ Quiet/calming nooks
- ▶ Noisy spaces
- ▶ Multipurpose lawn for movement and running
- ▶ High visual contrast/tactile experiences

### **Teachers**

- ▶ Quiet spaces to relax and work



Appendix A – Design Drawings

# Site Diagram







Appendix A – Design Drawings

# Campus Master Plan

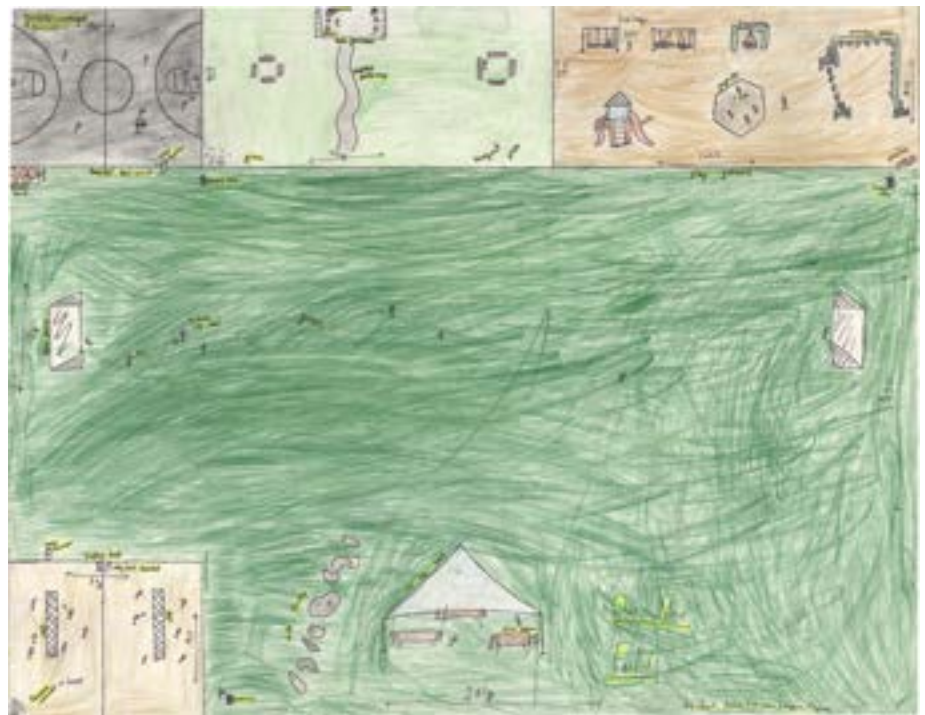
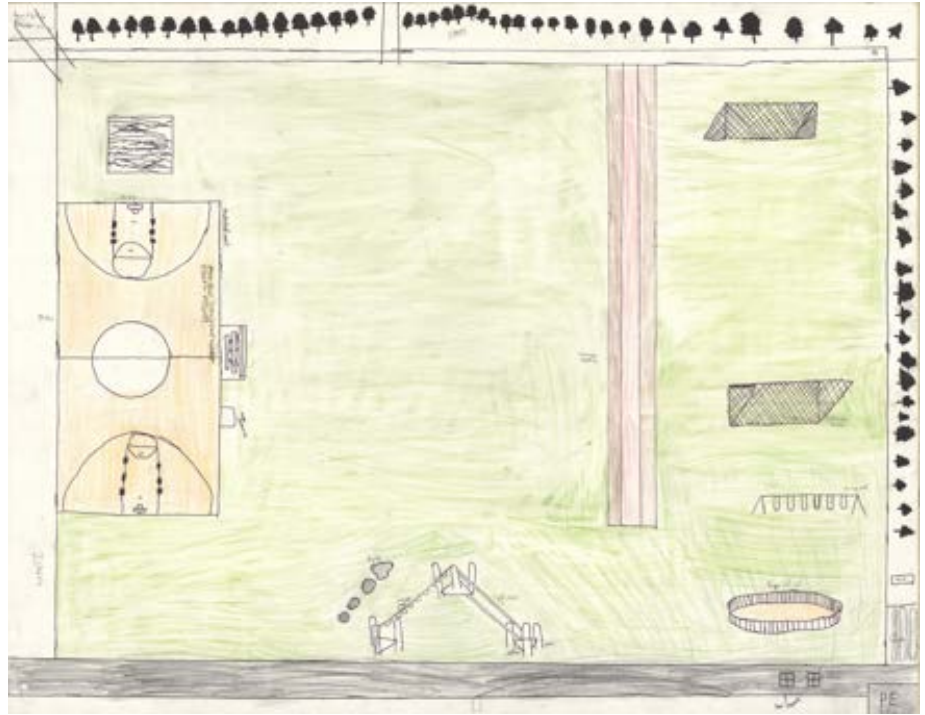


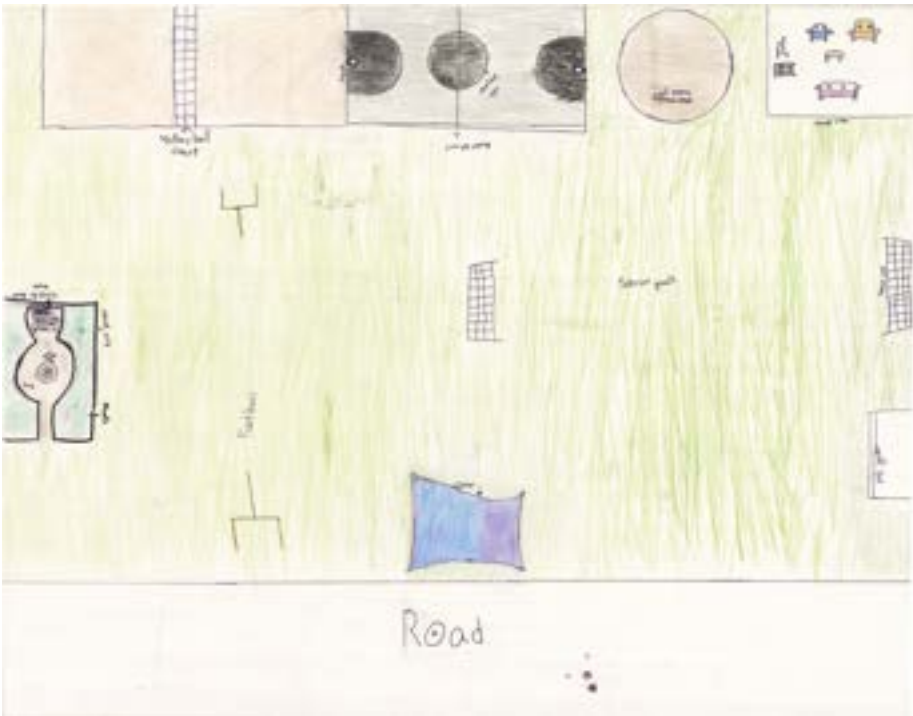
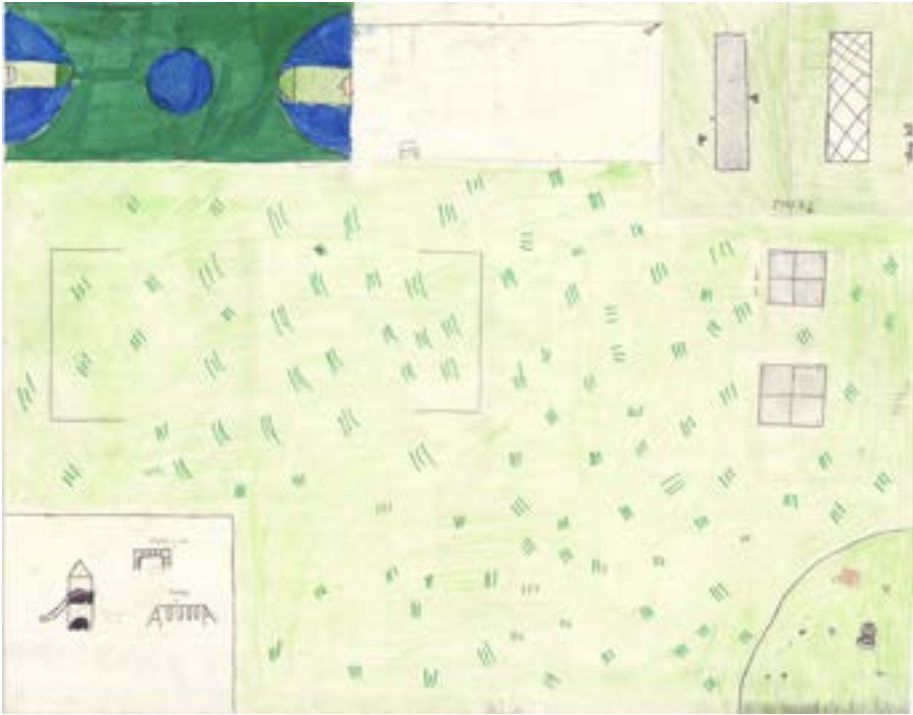
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Appendix B – Community Engagement

# Student Designs (Middle School)











# Community Survey Highlights

## Children’s House

- ▶ Respondents like the dedicated outdoor classrooms, gardens, and fruit trees.
- ▶ The CH space lacks diversity of play and learning settings and is limited to a small area – a larger/expanded space and access to the rest of campus, including the field and opportunities for organized sports are desired.
- ▶ There is a desire for sensory play settings and new, improved natural play equipment that supports gross motor development.
- ▶ The wheeled toy pathway is a popular setting but adjacent mulch creates a tripping hazard and is hard to maintain.
- ▶ There is a need for covered, shared, flexible use gathering spaces.
- ▶ The dedicated CH space needs to be enclosed and secure.

## Lower Elementary

- ▶ Respondents like the dedicated outdoor classrooms, gardens, and fruit trees.
- ▶ There is general support for the existing dedicated LE play area, but the play equipment needs improvement. New, nature-based play equipment should support climbing, swinging, and include low ropes/obstacle course settings.
- ▶ There is a need for both dedicated spaces for organized sports and flexible open spaces for running, movement, and games.
- ▶ The LE space should be secure with protection against adjacent vehicular circulation.
- ▶ There is a desire for flexible gathering/project spaces.
- ▶ Drainage issues need to be addressed including those under the tire swing and in the little field.

### Upper Elementary

- ▶ Respondents like the dedicated outdoor classrooms, gardens, and fruit trees.
- ▶ There is a need for diverse, natural play equipment for older students that supports gross motor development including climbing, balancing, swinging, and low ropes/obstacles courses.
- ▶ Diverse gathering/hangout spaces are desired.
- ▶ Dedicated spaces are needed to support organized sports including track, soccer, basketball, and football.
- ▶ A sports court and/or covered gym is desired.
- ▶ Nature trails are desired in the remnant woodland.

### Middle School

- ▶ Respondents like the dedicated outdoor classrooms, gardens, and fruit trees.
- ▶ There is a need for diverse, natural play equipment for older students that supports gross motor development including climbing, swinging, low ropes/obstacle courses, and treehouses.
- ▶ Provide diverse, covered gathering spaces that support outdoor dining, schoolwork, and hanging out.
- ▶ Dedicated spaces are needed to support organized sports including soccer, basketball, track, tennis, volleyball, and football.
- ▶ A sports court and/or covered gym is desired.
- ▶ Students desire a place for games/imaginative role-play.

### EC

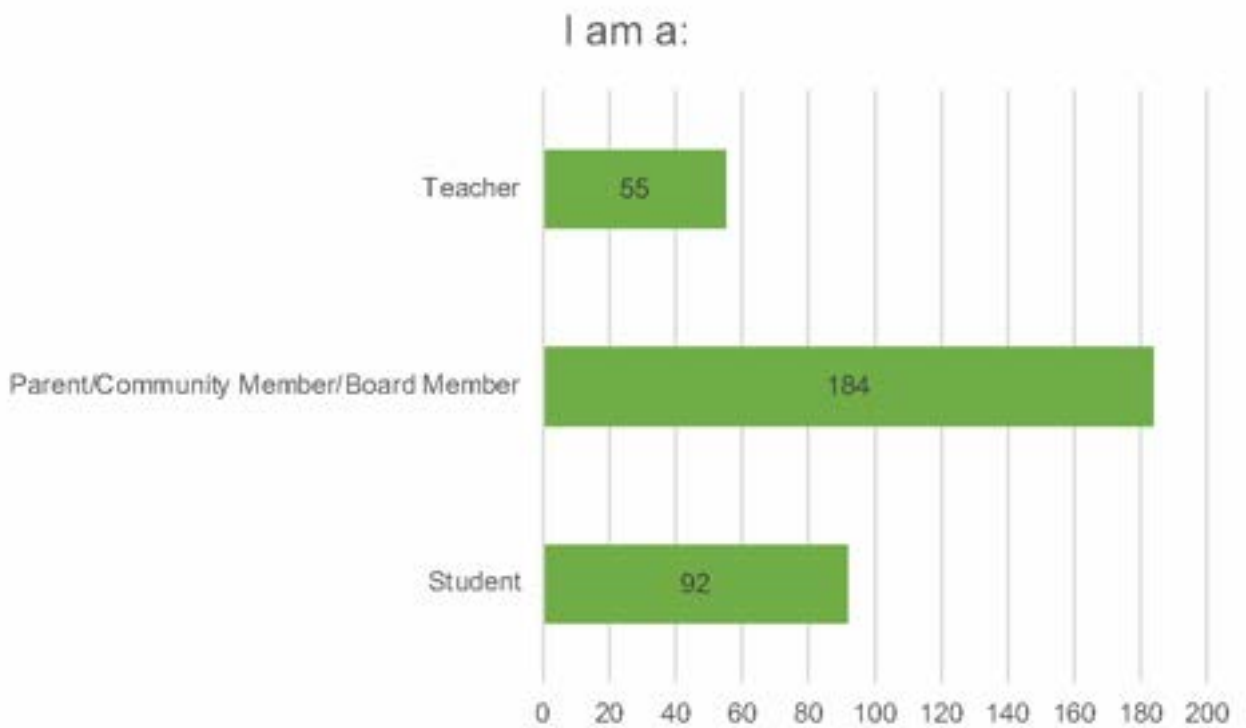
- ▶ There is a need for accessible play equipment including swings and improved accessible equipment use zones.
- ▶ Sensory based settings are desired.
- ▶ Both quiet, calming spaces as well as loud open spaces are needed.



# Community Survey Full Report

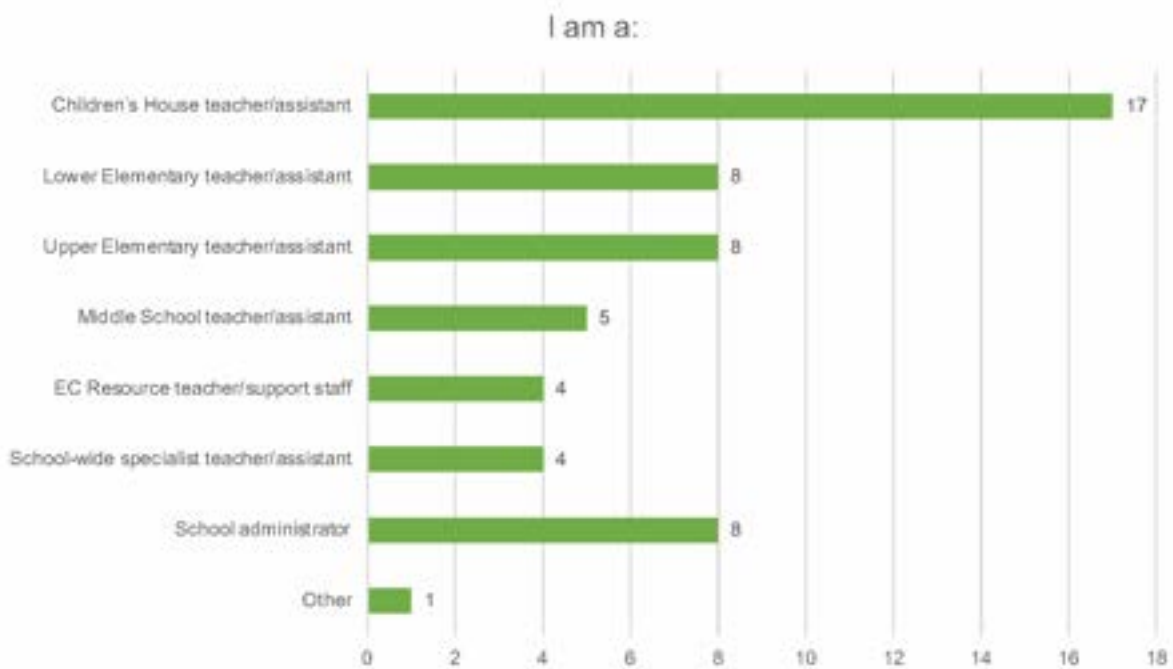
## Combined Survey Results

n = 331



# Teacher Survey Results

n = 55



## Children's House Teacher/Assistant

What do you LIKE about the campus as a whole, including outdoor play and learning areas for children?

- ▶ dedicated\_outdoor\_classrooms 12
- ▶ gardens 8
- ▶ shade&fruit\_trees 7
- ▶ connecting\_with\_nature 5
- ▶ natural 5
- ▶ sensory\_water&sand\_play 5
- ▶ field 4
- ▶ spacious 3
- ▶ sport\_court 3
- ▶ water\_bottle\_fountain 3
- ▶ wildlife 3
- ▶ gross\_motor\_development 3
- ▶ play\_equipment 3
- ▶ wheeled\_toy\_pathway 3
- ▶ fence 2
- ▶ patio 2
- ▶ storage 2
- ▶ quiet\_spaces/meditation\_garden 2
- ▶ aesthetics 1
- ▶ chalk\_play 1
- ▶ close\_to\_classrooms 1
- ▶ dramatic\_play 1
- ▶ health\_benefits 1
- ▶ picnic\_tables 1
- ▶ purposeful 1
- ▶ rocks 1
- ▶ safe 1
- ▶ shade 1
- ▶ stormwater\_pond 1
- ▶ visibility 1

### **Children's House Teacher/Assistant**

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ lacks\_diversity\_of\_play&learning 12
- ▶ mulch 10
- ▶ small 9
- ▶ playground\_equipment\_needs\_improvement 9
- ▶ lacks\_shade 6
- ▶ drainage\_problems 5
- ▶ lacks\_natural\_areas 4
- ▶ needs\_covered\_gathering 2
- ▶ trash 2
- ▶ older\_areas\_need\_fence 2
- ▶ lacks\_gardens 2
- ▶ fence\_material 2
- ▶ uneven\_surfaces 2
- ▶ no\_nature\_trail 1
- ▶ hard\_paving 1
- ▶ not\_accessible 1
- ▶ unsafe 1
- ▶ lacks\_parking 1
- ▶ lacks\_storage 1
- ▶ noise\_pollution 1
- ▶ no\_access\_to\_pond 1
- ▶ security 1

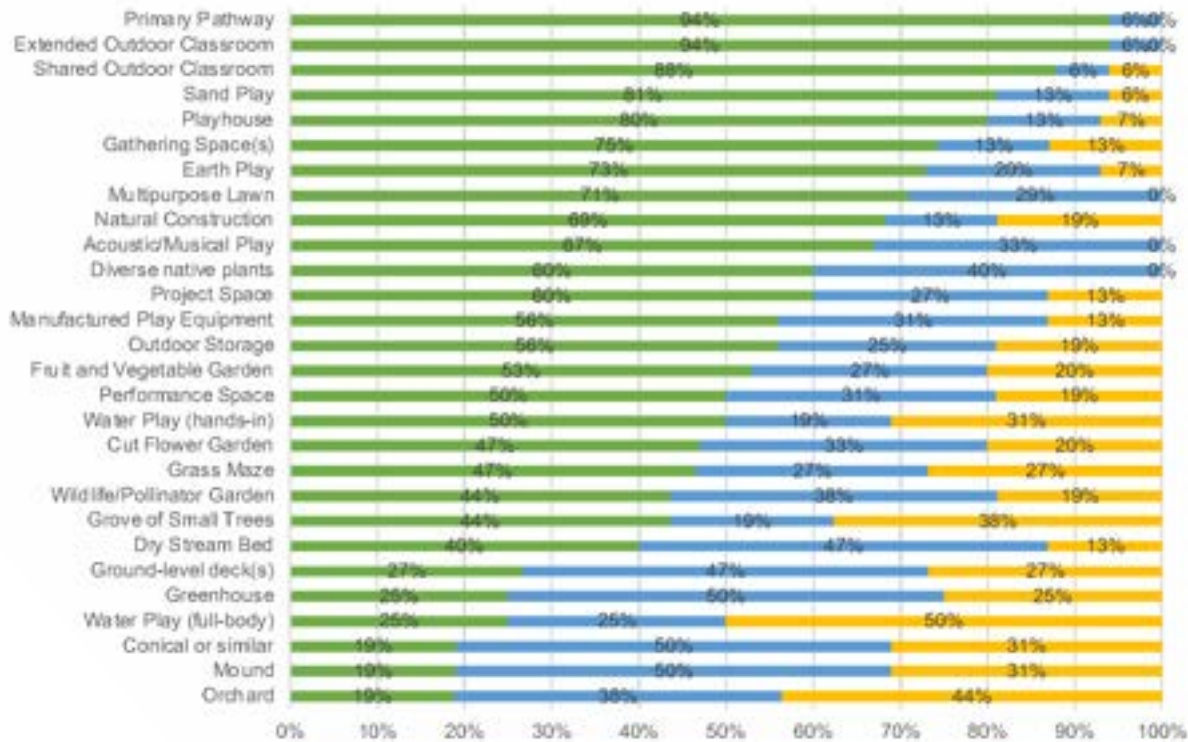
### **Children's House Teacher/Assistant**

**What is your VISION** for a renovated campus, including outdoor play and learning areas for children?

- ▶ naturalized\_play&learning\_settings 11
- ▶ new\_play\_equipment 9
- ▶ improved\_use\_zone\_surfacing 8
- ▶ gross\_motor\_activities 7
- ▶ expanded\_CH\_play\_area 7
- ▶ fruit&vegetable\_gardening 6
- ▶ gathering\_spaces 5
- ▶ diverse\_plantings 4
- ▶ open\_lawn/ball\_play 4
- ▶ sensory\_play 3
- ▶ pollinator&habitat\_garden 3
- ▶ shady 3
- ▶ dedicated\_outdoor\_classrooms 3
- ▶ quiet/contemplation\_spaces 3
- ▶ STEM\_activities 2
- ▶ portable\_play&learning\_equipment 2
- ▶ looping\_wheeled\_toy\_pathway 2
- ▶ improved\_drainage 2
- ▶ improved\_fence 1
- ▶ accessible 1
- ▶ storage 1
- ▶ water\_play 1
- ▶ support\_Montessori\_philosophy 1
- ▶ secondary\_pathways 1
- ▶ outdoor\_learning 1
- ▶ security 1

## Children’s House Teacher/Assistant

What would you like to see ADDED to the enhanced outdoor play and learning space?



### Comments:

- I’m so excited about this project! Giving the children the opportunity to play in nature on a daily basis is so important to Montessori values and personal values!

### Section Summary:

The top priorities for Children’s House Teacher/Assistant respondents were the Primary Pathway providing circulation, Extended and Shared Outdoor Classroom spaces, Sand Play, and Gathering Spaces throughout the environment. Additional highly valued activity settings included Earth Play, Multipurpose Lawn, Natural Construction, and Acoustic Play, reflecting a strong emphasis on a diverse outdoor play and learning environment and fostering connections to the natural environment as an extension of the classroom.

### **Lower Elementary Teacher/Assistant**

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ play\_equipment 4
- ▶ gardens&edible\_plants 4
- ▶ swings 3
- ▶ outdoor\_classrooms/patios 3
- ▶ natural 3
- ▶ trees 2
- ▶ sunlight\_in\_classrooms 2
- ▶ field 2
- ▶ wildlife 1
- ▶ variety 1
- ▶ hopscotch 1
- ▶ LE\_playground 1
- ▶ covered\_areas 1
- ▶ outdoor\_gathering 1
- ▶ central\_courtyard 1
- ▶ nature\_trail 1

### **Lower Elementary Teacher/Assistant**

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ playground\_equipment\_needs\_improvement 5
- ▶ no\_UE&MS\_playground 4
- ▶ lack\_of\_shade 2
- ▶ lacks\_nature\_based\_play 2
- ▶ drainage\_problems 2
- ▶ lacks\_portable\_play\_equipment 1
- ▶ mulch 1

- ▶ lacks\_gathering\_areas 1
- ▶ tripping\_hazards 1
- ▶ lacks\_hard\_surface\_ball\_play 1
- ▶ trash 1
- ▶ lacks\_imaginative\_play 1
- ▶ broken\_hose 1
- ▶ lacks\_music 1

### **Lower Elementary Teacher/Assistant**

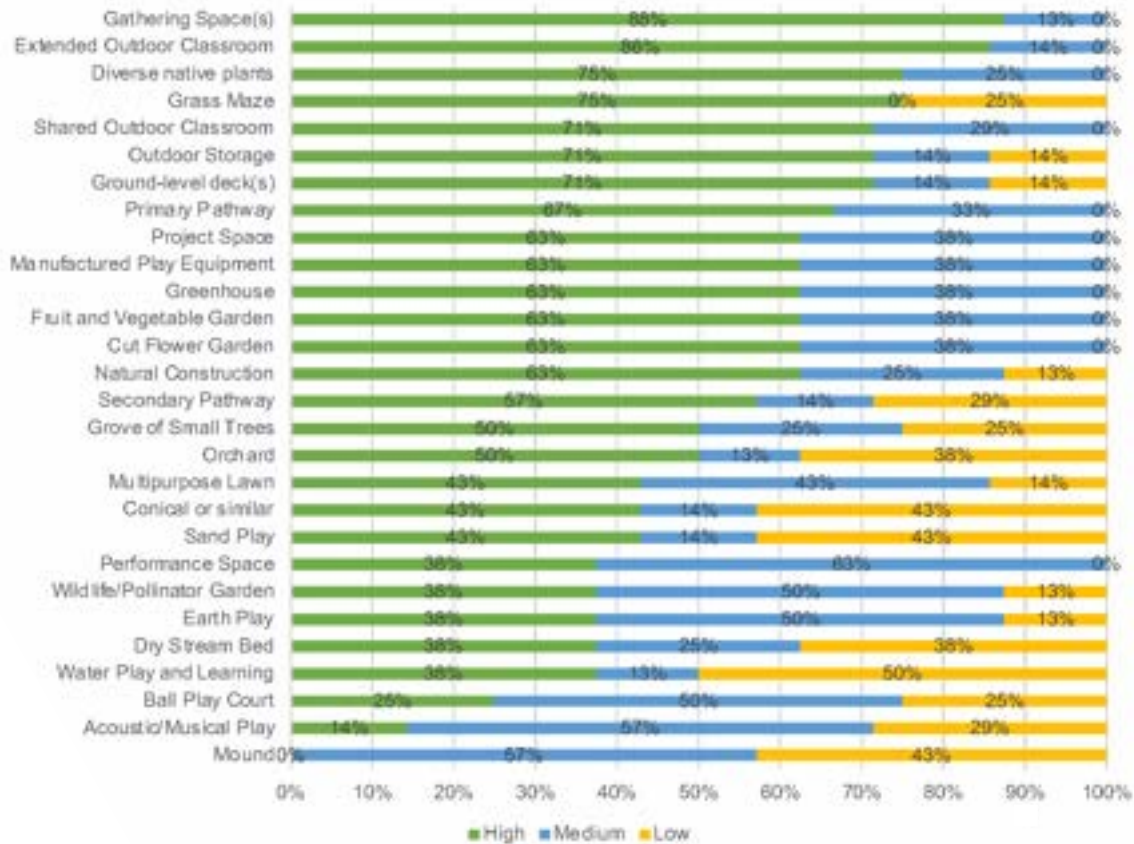
**What is your VISION** for a renovated campus, including outdoor play and learning areas for children?

- ▶ new\_LE\_play\_equipment 3
- ▶ new\_UE&MS\_play\_equipment 3
- ▶ multipurpose\_lawn 2
- ▶ challenge\_all\_abilities 2
- ▶ nature\_based\_play 2
- ▶ gross\_motor\_play 2
- ▶ improved\_surfacing 2
- ▶ team\_building 2
- ▶ seating 1
- ▶ imaginative\_play 1
- ▶ natural 1
- ▶ covered\_areas 1
- ▶ exploration 1
- ▶ environmental\_stewardship 1
- ▶ sensory\_opportunities 1
- ▶ native\_plantings 1
- ▶ art/music 1
- ▶ long\_lasting 1
- ▶ movement 1



## Lower Elementary Teacher/Assistant

What would you like to see ADDED to the enhanced outdoor play and learning space?



### Comments:

- ▶ Be aware of the need for assistants to monitor 60-90 students; visibility is needed.
- ▶ I have a bit of a hard time finding a private area to pray.

### Section Summary:

Lower Elementary Teacher/Assistant respondents emphasized the importance of Gathering Spaces, the Extended Outdoor Classroom, and Diverse Native Plants, including a Grass Maze. Other highly rated items included a Shared Outdoor Classroom space, plenty of Outdoor Storage, and a Primary Pathway to access the play and learning activity settings throughout the environment.

### **Upper Elementary Teacher/Assistant**

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ natural\_light\_in\_classrooms 5
- ▶ gardens 4
- ▶ wooded\_area 2
- ▶ soccer\_goals 2
- ▶ sport\_court 2
- ▶ sunny 2
- ▶ tables 2
- ▶ access\_to\_outdoors 2
- ▶ shady 2
- ▶ outdoor\_classrooms 2
- ▶ low\_maintenance 1
- ▶ spacious 1
- ▶ sidewalks 1
- ▶ nature 1
- ▶ beautiful\_front\_of\_school 1
- ▶ openness 1
- ▶ beautiful\_materials 1
- ▶ experimentation 1
- ▶ fruit\_trees 1
- ▶ parking 1
- ▶ gaga\_pit 1
- ▶ practical\_life 1
- ▶ swings 1
- ▶ rocks 1
- ▶ mini\_field 1
- ▶ shade\_sails 1
- ▶ field 1

### **Upper Elementary Teacher/Assistant**

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ lacks\_play\_equipment\_for\_UE/MS 7
- ▶ field\_needs\_fence 3
- ▶ lacks\_tools/portable\_play\_equipment 2
- ▶ needs\_trash\_receptacles 2
- ▶ needs\_shade 2

- ▶ lacks\_field\_trips 2
- ▶ play\_equipment\_needs\_improvement 2
- ▶ lacks\_true\_natural\_areas 1
- ▶ lacks\_indoor/outdoor\_transitions 1
- ▶ mulch 1
- ▶ lacks\_storage 1
- ▶ drainage\_problems 1
- ▶ lacks\_outdoor\_learning 1
- ▶ unsecure 1
- ▶ disconnected 1
- ▶ lacks\_sensory\_play 1

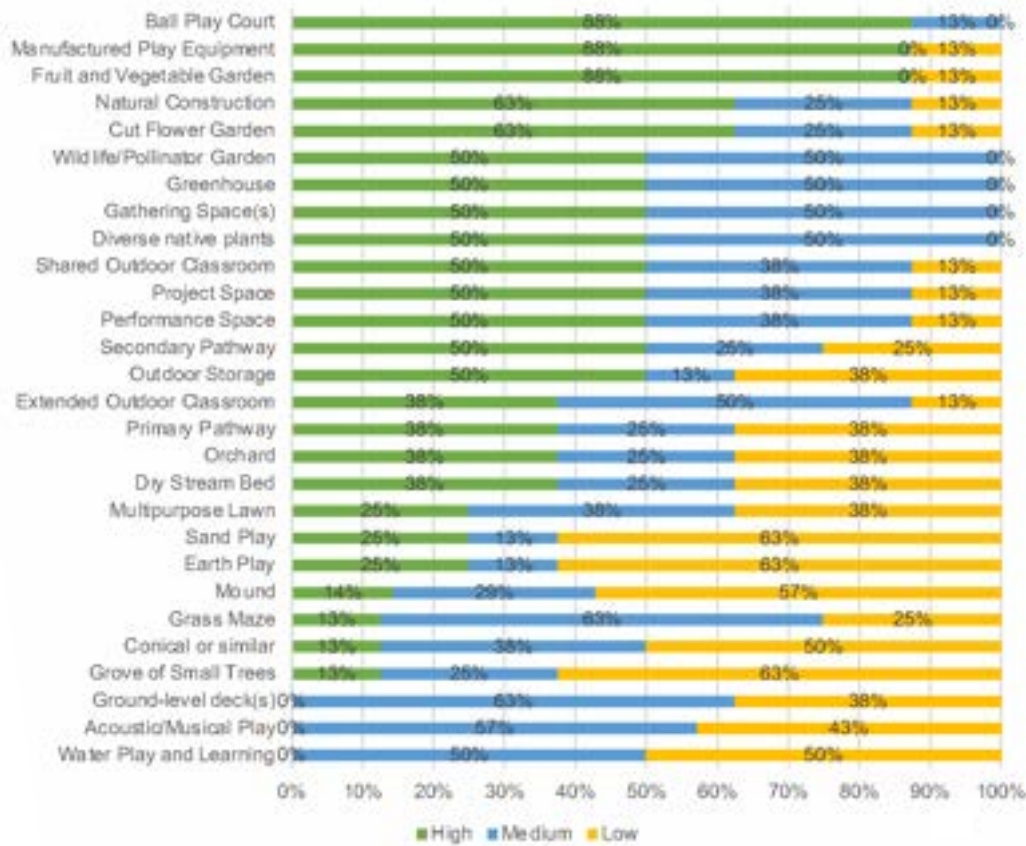
### **Upper Elementary Teacher/Assistant**

**What is your VISION** for a renovated campus, including outdoor play and learning areas for children?

- ▶ covered\_gathering/picnic 4
- ▶ track 3
- ▶ shade 2
- ▶ water\_observation 2
- ▶ improved\_LE\_play\_equipment 2
- ▶ low\_ropes/obstacle\_course 2
- ▶ nature\_trails 2
- ▶ labyrinth/zen\_garden 1
- ▶ swings 1
- ▶ solar\_panel\_greenhouse 1
- ▶ more\_variety\_of\_play&learning 1
- ▶ improved\_use\_zone\_surface 1
- ▶ nature 1
- ▶ farm\_stand 1
- ▶ workout\_areas 1
- ▶ sports\_facilities 1
- ▶ beautify\_front\_of\_school 1
- ▶ bird\_blind 1
- ▶ pollinator\_garden 1
- ▶ walls\_for\_sport\_court 1
- ▶ security(fence) 1
- ▶ exploration 1
- ▶ sensory\_play 1
- ▶ outdoor\_educator 1

## Upper Elementary Teacher/Assistant

What would you like to see ADDED to the enhanced outdoor play and learning space?



### Section Summary:

The survey for Upper Elementary Teacher/Assistant respondents highlighted preferences for a new Ball Play Court, Manufactured Play Equipment and a Fruit and Vegetable Garden. Additional features such as Natural Construction and Cut Flower/Pollinator Garden were also rated highly, demonstrating an interest in providing a variety of interactive, nature-based experiences.

### **Middle School Teacher/Assistant**

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ good\_size/spacious 3
- ▶ gardens 2
- ▶ openness 2
- ▶ covered&uncovered\_spaces 2
- ▶ sport\_court 2
- ▶ patios 1
- ▶ private 1
- ▶ pond 1
- ▶ attractive 1
- ▶ solar\_installation 1
- ▶ CH/LE\_playgrounds 1
- ▶ large\_field 1
- ▶ natural 1

### **Middle School Teacher/Assistant**

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ no\_adolescent\_play\_equipment 2
- ▶ not\_attractive 1
- ▶ lacks\_seating 1
- ▶ constructive 1
- ▶ field 1
- ▶ drainage\_problems 1
- ▶ lacks\_shade 1
- ▶ inaccessible 1
- ▶ problems\_with\_backside\_parking 1
- ▶ lacks\_covered\_spaces 1
- ▶ lacks\_diversity\_of\_play&learning 1

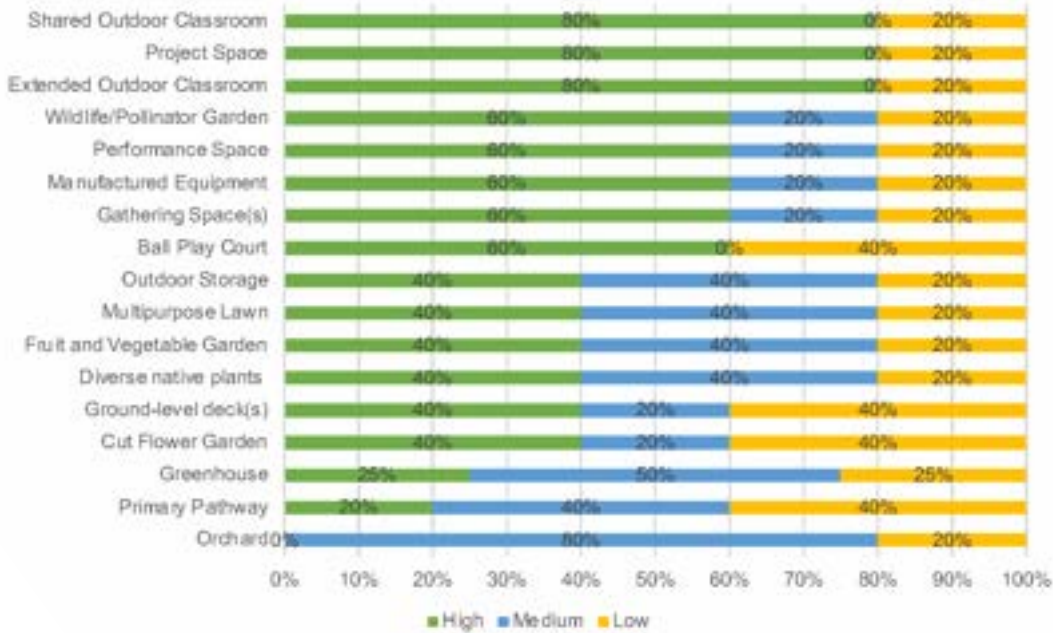
### **Middle School Teacher/Assistant**

**What is your VISION** for a renovated campus, including outdoor play and learning areas for children?

- ▶ adolescent\_play\_equipment 3
- ▶ access\_to\_pond 1
- ▶ accessible 1
- ▶ increased\_variety 1
- ▶ natural 1
- ▶ organized\_play&learning\_in\_woods 1
- ▶ performance\_space 1
- ▶ beautiful 1
- ▶ improved\_drainage 1

### Middle School Teacher/Assistant

What would you like to see ADDED to the enhanced outdoor play and learning space?



#### Section Summary:

The top priorities for Middle School Teacher/Assistant respondents were Extended and Shared Outdoor Classroom spaces, Project Space, and Pollinator Garden to engage with the natural world. Other important elements included Performance Space, Manufactured Equipment, and gathering spaces offering opportunities for class activities.



### **EC Resource Teacher/Support Staff**

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ natural 4
- ▶ gardens 4
- ▶ swings 2
- ▶ trees 2
- ▶ openness 2
- ▶ beautiful 1
- ▶ size 1
- ▶ nature\_trail 1
- ▶ wildlife 1
- ▶ sports\_court 1
- ▶ ball\_play 1
- ▶ climbing\_opportunities 1
- ▶ secluded 1
- ▶ shade 1
- ▶ patios/outdoor\_classrooms 1

### **EC Resource Teacher/Support Staff**

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ inaccessible&non-inclusive 4
- ▶ mulch 3
- ▶ field 3
- ▶ playground\_equipment\_needs\_improvement 2
- ▶ lacks\_diversity\_of\_play 2
- ▶ lacks\_animals 1
- ▶ lacks\_swings 1
- ▶ lacks\_climbing 1
- ▶ unimaginative 1
- ▶ crowded\_and\_loud 1
- ▶ broken\_planters 1

- ▶ unfinished\_sensory\_path 1
- ▶ lacks\_shade 1
- ▶ lacks\_storage 1
- ▶ lacks\_options\_for\_older\_students 1

### **EC Resource Teacher/Support Staff**

**What is your VISION** for a renovated campus, including outdoor play and learning areas for children?

- ▶ engaging 4
- ▶ beautiful 3
- ▶ accessible 3
- ▶ sensory\_path/garden 3
- ▶ quiet\_areas 2
- ▶ safe 2
- ▶ gross\_motor\_challenges 2
- ▶ more\_diverse\_play 2
- ▶ natural 1
- ▶ noisy\_areas 1
- ▶ unique 1
- ▶ improved\_field 1
- ▶ gathering 1

### **EC Resource Teacher/Support Staff**

How can the outdoor play and learning areas better engage students with unique learning needs and/or specialized physical needs?

- ▶ universally\_designed/accessible 8
- ▶ sensory\_path/garden 4
- ▶ quiet\_spaces 2
- ▶ enclosed 1
- ▶ additional\_swings 1
- ▶ loud\_spaces 1
- ▶ no\_mulch 1

#### **Accessible features:**

- ▶ pathways
- ▶ ramps
- ▶ tactile cues
- ▶ parallel play
- ▶ high contrast colors
- ▶ no mulch

#### **Additional comments:**

“Accessibility is the biggest thing, all students should be able to access all play areas, including the upper field. Right now if we had students in wheelchairs they would be limited to activities outside.”

“Back field mainly offers soccer/football or social hangouts, both of which can be unappealing to some neurodivergent students. Swings, climbing structures, and engaging paths with sensory items & fitness challenges could help. LE & UE recess areas are unfenced, which is unsafe for students who elope. Fields not well maintained; small LE field is “closed” in the winter, resulting in little room for kids to spread out and run. Kids loved the 2-story wooden play structure, good for imaginative play, but this was removed and replaced with a tetherball. Back field/recess area is not accessible to non-ambulatory students. Shade & quieter spaces are needed as some students are easily overstimulated. Need ways for children to play with or alongside each other, even if they struggle with motor skills Accessible features: or social skills.”

**School-wide Specialist  
Teacher/Assistant**

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ sunlight\_in\_classrooms 3
- ▶ gardens 3
- ▶ nature\_trail 2
- ▶ openness 1
- ▶ sports\_court 1
- ▶ edible\_plants 1
- ▶ dedicated\_play\_areas 1
- ▶ LE\_play\_area 1

**School-wide Specialist  
Teacher/Assistant**

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ field\_lacks\_play&learning 3
- ▶ no\_performance\_space 2
- ▶ lacks\_engagement\_for\_UE/MS 2
- ▶ unequal\_gardens/outdoor\_classrooms 1
- ▶ drainage\_problems 1
- ▶ no\_shade 1
- ▶ lacks\_outdoor\_learning 1
- ▶ lacks\_storage 1

**School-wide Specialist  
Teacher/Assistant**

**What is your VISION** for a renovated campus, including outdoor play and learning areas for children?

- ▶ performance\_space 4
- ▶ integrate\_play&learning\_around\_field 2
- ▶ project\_space/outdoor\_lab 2
- ▶ art/woodworking 2
- ▶ improved\_gardens/outdoor\_classrooms 2
- ▶ construction 1
- ▶ nature\_trail/exploratory\_pathways 1
- ▶ turf\_field 1
- ▶ gathering 1
- ▶ climbing 1
- ▶ animal\_husbandry 1
- ▶ shade 1
- ▶ basketball\_court 1
- ▶ digging 1
- ▶ low\_ropes 1

### **School Administrator**

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ gardens 5
- ▶ openness 5
- ▶ patios/outdoor\_classrooms 4
- ▶ sunlight\_in\_classrooms 3
- ▶ sport\_court 3
- ▶ natural 3
- ▶ separate\_playgrounds 2
- ▶ sidewalks 2
- ▶ size 2
- ▶ covered\_walkways 2
- ▶ defined\_spaces 1
- ▶ collaboration 1
- ▶ Elementary\_artwork 1
- ▶ sports\_field 1
- ▶ CH\_enclosed\_space 1
- ▶ trees 1
- ▶ recycling 1
- ▶ reflects\_Montessori\_values 1

### **School Administrator**

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ field\_area\_needs\_more\_play\_settings 4
- ▶ playground\_equipment\_needs\_improvement 4
- ▶ drainage\_problems 2
- ▶ parking\_limited 2
- ▶ mulch 1
- ▶ lacks\_interest\_for\_UE&MS 1
- ▶ need\_more\_pathways 1
- ▶ color\_of\_buildings 1
- ▶ lost&found 1
- ▶ unaccessible 1
- ▶ need\_large\_gathering 1
- ▶ not\_enough\_space 1

- ▶ Field\_adjacent\_to\_parking 1
- ▶ Elementary\_playground\_too\_small 1
- ▶ cluttered 1
- ▶ lack\_of\_play\_equipment 1
- ▶ lacks\_diversity\_of\_play\_and\_learning 1

### **School Administrator**

**What is your VISION** for a renovated campus, including outdoor play and learning areas for children?

- ▶ plantings 3
- ▶ track 3
- ▶ gardens 3
- ▶ covered\_outdoor\_gathering/dining 3
- ▶ shade 2
- ▶ improved\_field 2
- ▶ supports\_all\_ages 2
- ▶ performance\_space 2
- ▶ improved\_play\_equipment 2
- ▶ accessible&inclusive 2
- ▶ nature\_trail/exploratory\_path 2
- ▶ UE\_basketball\_court 1
- ▶ climbing 1
- ▶ reflects\_montessori\_values 1
- ▶ natural 1
- ▶ swings 1
- ▶ nature\_based\_play 1
- ▶ larger\_CH\_play\_area 1
- ▶ covered\_outdoor\_gathering 1
- ▶ seating 1
- ▶ openness 1
- ▶ composting 1
- ▶ outdoor\_learning 1
- ▶ integrate\_play&learning 1
- ▶ diversity\_of\_play 1
- ▶ water 1
- ▶ activate\_woods 1
- ▶ library 1
- ▶ recycling 1

### **Other**

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ possibilities/potential 2
- ▶ spacious 1
- ▶ woods 1

### **Other**

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ playgrounds 1
- ▶ lack of
- ▶ storage 1
- ▶ walkway
- ▶ awnings 1
- ▶ lack of shade 1

### **Other**

**What is your VISION** for a renovated campus, including outdoor play and learning areas for children?

- ▶ challenging 1
- ▶ inspiring 1
- ▶ unique 1
- ▶ thought out 1
- ▶ functional 1
- ▶ innovative 1
- ▶ inclusive 1



## Combined Teachers

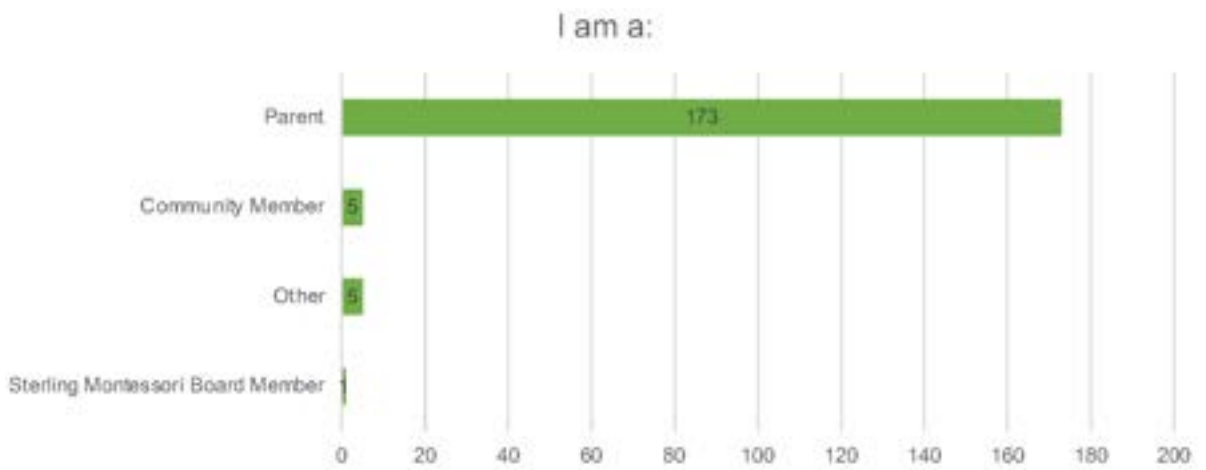
What image should the Sterling campus present to the broader community, including prospective families?

- ▶ natural/nature 21
- ▶ welcoming 17
- ▶ outdoor\_learning 16
- ▶ community 12
- ▶ well\_maintained/clean 11
- ▶ beautiful 11
- ▶ diversity 11
- ▶ environmental\_stewardship 9
- ▶ safe 8
- ▶ child-centered 8
- ▶ accessible&inclusive 8
- ▶ engaging/inspiring 9
- ▶ peaceful 6
- ▶ artistic/creative 5
- ▶ intentional/functional 4
- ▶ supports\_all\_grades 4
- ▶ innovative/unique/progressive 4
- ▶ spacious 3
- ▶ reflects\_Montessori\_values 3
- ▶ openness/free\_movement 3
- ▶ flexible/all-weather 3
- ▶ special\_events 2
- ▶ experiential 2
- ▶ developmentally\_appropriate 2
- ▶ fun 2
- ▶ breath-taking 2
- ▶ low\_maintenance/cost\_effective 2
- ▶ love 1
- ▶ culturally\_enriched 1
- ▶ indoor/outdoor\_connections 1
- ▶ updated 1
- ▶ integrated 1



# Parent, Community, and Board Survey Results

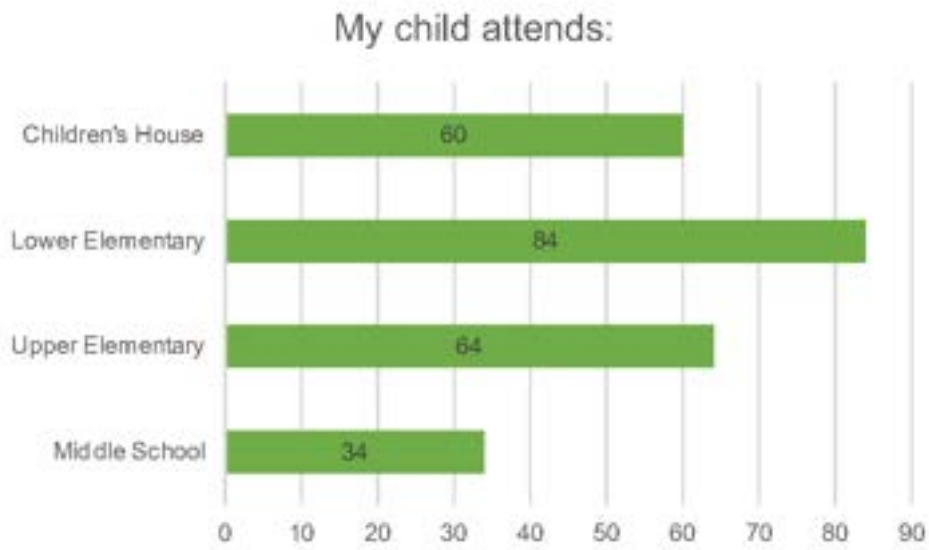
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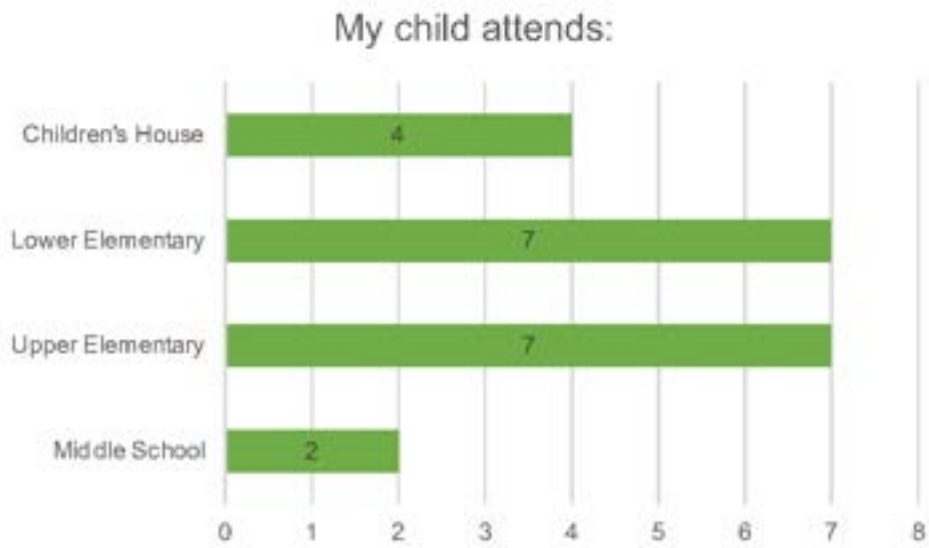
For Community Member and Other, please describe:

- Teacher (2)
- School counselor
- Administration/consultant
- Grandparent
- Former student

**Breakdown of Parents  
n = 173**



**Parents of Children with unique learning and/or specialized physical needs  
n = 20**



## Children's House Parent

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ gardens/fruit\_trees 19
- ▶ outdoor\_classrooms/patios 12
- ▶ large/spacious 11
- ▶ like\_indoor\_classrooms(natural\_light,airy) 10
- ▶ natural\_areas/plantings 9
- ▶ openness 8
- ▶ outdoor\_learning 7
- ▶ clean/well\_maintained 7
- ▶ dedicated\_CH\_play\_area 7
- ▶ play\_equipment 6
- ▶ classroom\_access\_to\_outdoors 6
- ▶ swings 4
- ▶ sports\_court 4
- ▶ LE\_playground(climbing,tire\_swing) 4
- ▶ child-centered 4
- ▶ Montessori 4
- ▶ pathways 3
- ▶ teaching\_approach 3
- ▶ simplicity 3
- ▶ fenced\_enclosure 3
- ▶ outdoor\_play 3
- ▶ animals/wildlife 3
- ▶ shade 3
- ▶ dedicated\_play\_areas 3
- ▶ teachers 3
- ▶ variety\_of\_play 3
- ▶ trees 3
- ▶ organized\_sports 3
- ▶ field 2
- ▶ lots\_of\_outdoor\_time 2
- ▶ organized 2
- ▶ haven't\_seen\_the\_outdoor\_spaces 2
- ▶ beauty 2
- ▶ sensory/sand\_play 2
- ▶ outdoor\_space 2
- ▶ separate\_age\_areas 2
- ▶ nature 2
- ▶ creative 1
- ▶ engaging\_hallways 1
- ▶ stories 1
- ▶ flexible 1
- ▶ safe 1
- ▶ water\_conservation 1
- ▶ engaging 1
- ▶ ecology 1
- ▶ community\_events 1
- ▶ fun 1
- ▶ natural\_equipment 1
- ▶ expected 1
- ▶ arrangement\_of\_buildings 1
- ▶ grass 1
- ▶ adequate 1
- ▶ durable 1
- ▶ easy\_to\_navigate 1
- ▶ gross\_motor\_development 1
- ▶ eating\_lunch\_in\_classrooms 1
- ▶ exploration 1
- ▶ mulch 1
- ▶ imaginative\_play 1
- ▶ UE\_play\_area 1
- ▶ peaceful 1
- ▶ easy\_supervision 1
- ▶ well\_defined 1
- ▶ nature\_walks 1
- ▶ diversity 1

## Children's House Parent

What do you DISLIKE about the campus as a whole, including outdoor play and learning areas for children?

- ▶ unsecure/lacks\_fence/multiple\_entrances 7
- ▶ lacks\_options\_for\_older\_students 7
- ▶ mulch 6
- ▶ lacks\_shade/shelter\_from\_weather 6
- ▶ lacks\_sports/extracurricular\_activites 6
- ▶ uncreative/expected/dull 5
- ▶ play\_equipment\_needs\_improvement/more\_variety 5
- ▶ needs\_gathering/collaborative\_spaces/performance 5
- ▶ drainage\_problems/muddy 5
- ▶ carpool/pick-up 4
- ▶ needs\_tables/seating 4
- ▶ dated 3
- ▶ lacks\_diversity 3
- ▶ lacks\_nature/plantings/trees 3
- ▶ separated\_buildings/distance\_between\_buildings 2
- ▶ pests/mosquitos/ants 2
- ▶ parking 2
- ▶ messy/needs\_timely\_maintenance 2
- ▶ lacks\_movement/gross\_motor 2
- ▶ too\_small/limited 2
- ▶ haven't\_seen\_the\_outdoor\_spaces 2
- ▶ underused\_patios/outdoor\_classrooms 2
- ▶ CH\_students\_limited\_to\_CH\_area 2
- ▶ not\_colorful 2
- ▶ adjacency\_to\_parking/carpool 2
- ▶ lacks\_wheeled\_toys 1
- ▶ should\_be\_child\_centered 1
- ▶ sandplay 1
- ▶ no\_indoor\_gym 1
- ▶ too\_much\_technology 1
- ▶ no\_pond 1
- ▶ unsafe 1
- ▶ no\_sense\_of\_community 1
- ▶ expensive\_equipment 1
- ▶ LE\_play\_area 1
- ▶ tire\_swing 1
- ▶ children\_play\_outside\_when\_cold 1
- ▶ fence 1
- ▶ lacks\_covered\_walk\_between\_parking&building 1
- ▶ needs\_tree\_house 1
- ▶ need\_to\_widen\_paths 1
- ▶ no\_field\_trips 1
- ▶ poor\_sight\_lines/supervision 1
- ▶ needs\_campus\_map 1
- ▶ no\_cafeteria 1



## Children's House Parent

**What is your VISION** for a renovated campus, including outdoor play and learning areas for children?

- ▶ outdoor\_classrooms/gathering\_spaces 12
- ▶ organized\_sports/extracurricular\_activites 11
- ▶ improved/variety\_of\_play\_structures 9
- ▶ fruit\_and\_vegetable\_gardening/community\_garden 9
- ▶ diversity\_of\_play 8
- ▶ outdoor/nature-based\_learning 7
- ▶ safe 5
- ▶ supports\_all\_ages 5
- ▶ water\_play/exploration 5
- ▶ enclosed/fenced 4
- ▶ outdoor\_dining/seating 4
- ▶ swings/vestibular\_stimulation 4
- ▶ improved\_safety\_surfacing/poured-in-place 4
- ▶ climbing/balancing/gross\_motor 4
- ▶ shade/covered\_spaces 3
- ▶ outdoor\_reading 3
- ▶ improved\_play\_areas 3
- ▶ beautiful 3
- ▶ acoustic\_play 3
- ▶ accessible/inclusive 3
- ▶ child-centered 3
- ▶ art\_and\_nature 3
- ▶ similar\_to\_the\_Raleigh\_School 2
- ▶ natural\_play\_equipment 2
- ▶ allow\_parents\_to\_tour\_campus/involve\_parents 2
- ▶ improved/more\_parking 2
- ▶ field\_trips 2
- ▶ openness 2
- ▶ slides 2
- ▶ creative 2
- ▶ sustainable/long\_lasting 2
- ▶ parent/visitor\_gathering\_area 2
- ▶ tidy/well\_maintained 2
- ▶ outdoor\_games(chess) 2
- ▶ natural\_construction 2
- ▶ engaging/exploration 1
- ▶ nature\_trail 1
- ▶ STEM/weather\_startions 1
- ▶ greenhouse 1
- ▶ unstructured\_free\_play 1
- ▶ imaginative\_play 1
- ▶ solar\_panels 1
- ▶ improve\_car\_pool/pick-up 1
- ▶ flexible/multi-use 1
- ▶ defined\_spaces 1
- ▶ transparency\_about\_funding&development 1
- ▶ digging/earth\_play 1
- ▶ indoor\_gym 1
- ▶ painted\_walkways 1
- ▶ CH\_access\_whole\_campus 1
- ▶ colorful 1
- ▶ spacious 1
- ▶ performance\_space 1
- ▶ support\_teachers 1
- ▶ promotes\_environmental\_stewardship 1
- ▶ frequent\_use 1
- ▶ quiet\_nook/relaxing 1
- ▶ crossing\_guard 1
- ▶ rainwater\_harvesting 1
- ▶ tree\_house 1
- ▶ recycling 1
- ▶ functional\_layout 1
- ▶ covered\_pathways 1
- ▶ natural\_loose\_parts 1

**Children's House Parent:  
Child with unique learning and/or  
specialized physical needs**

How can the outdoor play and learning areas better engage your child?

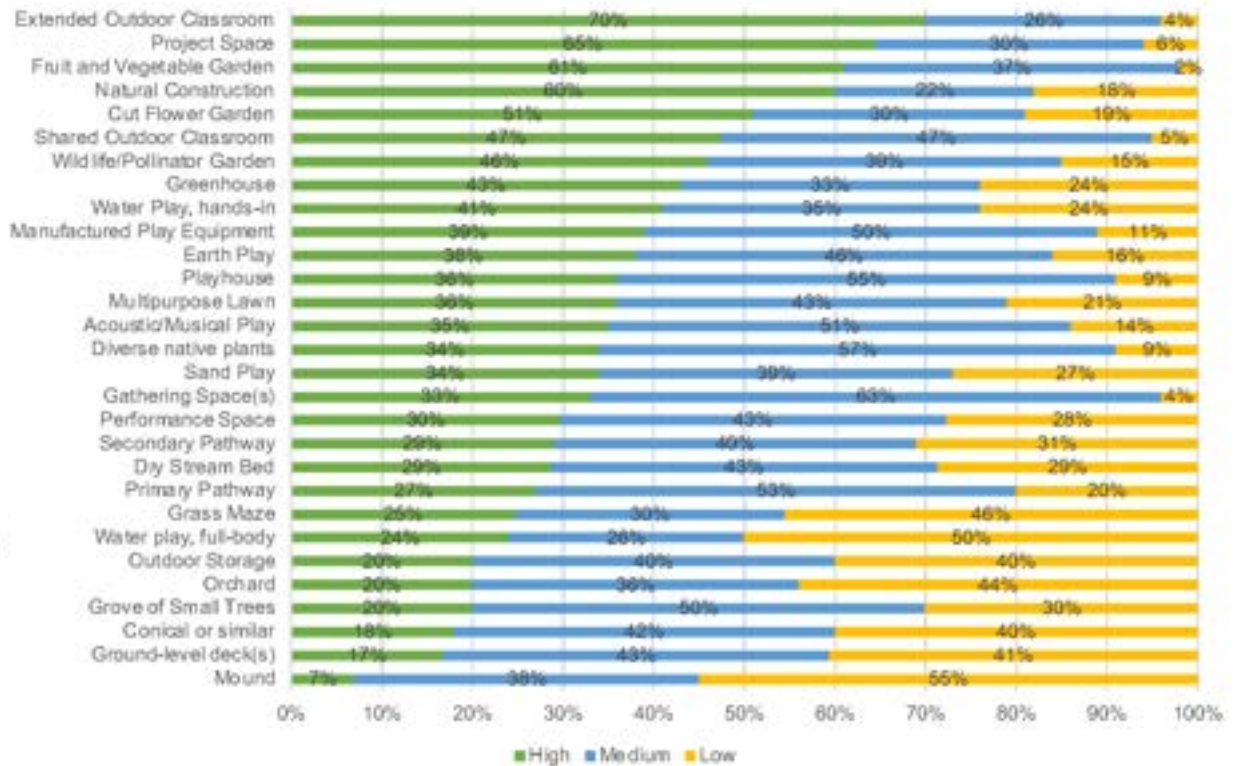
- ▶ quiet/calming\_space 3
- ▶ fenced/enclosed 1
- ▶ fun 1
- ▶ sensory 1
- ▶ speech\_improvement\_through\_natural\_engagement 1

**Additional comments:**

I am concerned about parts of the Elementary play area not being fenced in.

## Children's House Parent

What would you like to see ADDED to the enhanced outdoor play and learning space?



### Section Summary:

Children's House Parents prioritized spaces including an Extended Outdoor Classroom, Project Space, Natural Construction and a Fruit and Vegetable Garden. Additional important activity settings from the survey includes a Shared Outdoor Classroom space, a Greenhouse, and Water Play within the outdoor play and learning environment.

## **Children's House Parent**

### **Additional comments:**

I fell in love with the wind chimes, children watering their gardens, fig and fruit trees and chance for outdoor learning Sterling has to offer. I think a focus on multi purpose, multi use and even generative planting growing and woodworking would be a good way to utilize the lovely spaces we already possess and align with the ethos of peace and harmony in communal spaces that Montessori lends itself toward.

Please give opportunity for parents to learn more about your outdoor spaces. I have never seen the campus outside of the CH classroom. A place for children's house families waiting to gather siblings would be amazing. either benches or a gated area the children and adult could mingle in away from carpool.

Space for a high school too while we are at it

There should be a funding priority towards school buses ahead of revamping the outdoor space at Sterling.

Current academic performances support and teachers don't have the support they need and there is an extreme lack of extracurriculars and parent involvement

## Lower Elementary Parent

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ gardens 33
- ▶ LE\_dedicated\_play\_area 14
- ▶ like\_indoor\_classrooms(natural\_light,airy) 13
- ▶ play\_equipment(challenging,tether\_ball,climbing,monkey\_bars,gaga\_pit,slides,swings) 12
- ▶ sport\_court 10
- ▶ fields 9
- ▶ plantings/trees 8
- ▶ teachers/teaching\_approach 8
- ▶ diversity 7
- ▶ learning\_style/hands-on\_learning 7
- ▶ open/free 6
- ▶ classroom\_organization 5
- ▶ outdoor\_play&learning 5
- ▶ small\_size 4
- ▶ building\_layout/organization 4
- ▶ social 4
- ▶ staff 4
- ▶ large/spacious 4
- ▶ classroom\_access\_to\_outdoors 4
- ▶ interaction\_across\_grades 4
- ▶ materials 4
- ▶ outdoor\_classrooms/patios 3
- ▶ nature/natural 3
- ▶ seating/picnic\_tables 3
- ▶ calming/quiet 3
- ▶ engaging 3
- ▶ carpool 3
- ▶ safe 3
- ▶ accessible/inclusive 3
- ▶ movement 3
- ▶ organized\_sports/extracurricular\_activities 3
- ▶ aesthetics 2
- ▶ community 2
- ▶ independence/individuality\_celebrated 2
- ▶ CH\_dedicated\_play\_area 2
- ▶ time\_spent\_outdoors 2
- ▶ child-centered 2
- ▶ art 2
- ▶ minimized\_screen\_time 2
- ▶ shade 2
- ▶ Montessori\_values 2
- ▶ cozy 2
- ▶ fruit\_trees 2
- ▶ music 2
- ▶ clean/tidy 2
- ▶ sheltered 1
- ▶ location 1
- ▶ covered\_walkways 1
- ▶ fun 1
- ▶ utility 1
- ▶ flexibility 1
- ▶ colorful 1
- ▶ accommodating 1
- ▶ sunny 1
- ▶ gathering\_areas 1
- ▶ treehouse/fort 1
- ▶ outdoor\_dining 1
- ▶ welcoming 1
- ▶ International\_food\_festival 1
- ▶ class\_size 1
- ▶ parent\_involvement 1
- ▶ multiple\_entrances 1
- ▶ fenced\_areas 1
- ▶ mushroom\_steps 1
- ▶ collaboration 1
- ▶ atmosphere 1
- ▶ responsibility 1
- ▶ transparency 1
- ▶ rolling\_hills\_by\_C\_building 1
- ▶ unique 1
- ▶ imaginative 1
- ▶ water\_fountains 1
- ▶ school\_environment 1
- ▶ woods 1
- ▶ school\_leadership 1
- ▶ nature\_walk 1
- ▶ bird\_bath 1

## Lower Elementary Parent

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ LE\_play\_equipment\_needs\_improvement/lacks\_equipment 12
- ▶ lacks\_options\_for\_UE/MS 9
- ▶ carpool 9
- ▶ unsecure 9
- ▶ drainage\_problems/muddy 6
- ▶ lacks\_organized\_sports/sports\_facilities 5
- ▶ boring/unimaginative 5
- ▶ crowded 4
- ▶ lacks\_diversity\_of\_play&learning 4
- ▶ needs\_shade 4
- ▶ outdated/needs\_improvement 4
- ▶ no\_school\_library 3
- ▶ field\_needs\_more\_interest 3
- ▶ no\_fence/needs\_barrier\_to\_vehicular\_traffic 3
- ▶ sport\_court\_is\_exposed 3
- ▶ no\_cafeteria 3
- ▶ small\_play\_areas 3
- ▶ unsafe 3
- ▶ lacks\_seating/tables 3
- ▶ underutilized\_spaces 2
- ▶ lacks\_clubs&extracurricular\_activities 2
- ▶ needs\_more\_art 2
- ▶ mulch 2
- ▶ lacks\_auditorium 2
- ▶ parking 2
- ▶ lacks\_sensory\_play 2
- ▶ needs\_more\_outdoor\_events 1
- ▶ lacks\_planting/naturalization 1
- ▶ school\_bus\_stops\_around\_school 1
- ▶ no\_field\_trips 1
- ▶ no\_pets/animals 1
- ▶ lunch\_time 1
- ▶ dedicated\_LE\_play\_area 1
- ▶ inaccessible/not\_inclusive 1
- ▶ CH\_play\_equipment\_needs\_improvement 1
- ▶ flooring 1
- ▶ campus\_signs 1
- ▶ no\_track 1
- ▶ no\_outdoor\_reading 1
- ▶ no\_eating/break\_spaces 1
- ▶ no\_lab\_space 1
- ▶ different\_genders\_play\_seperately 1



## Lower Elementary Parent

**What is your VISION** for a renovated campus, including outdoor play and learning areas for children?

- ▶ accommodate\_organized\_sports 18
- ▶ updated/natural\_play\_equipment 17
- ▶ gross\_motor/climbing/ninja/obstacle\_course 7
- ▶ safe 6
- ▶ nature/natural 5
- ▶ expanded\_play&learning\_areas 5
- ▶ sensory\_play 5
- ▶ trees/plantings/pollinator\_gardens/natives 5
- ▶ STEM\_exploration 4
- ▶ seating/picnic\_tables/outdoor\_dining 4
- ▶ extracurricular\_activities 4
- ▶ natural\_loose\_parts&loose\_parts 4
- ▶ security/secure 4
- ▶ gardening 4
- ▶ diversity/variety 4
- ▶ outdoor\_classrooms 4
- ▶ welcoming 4
- ▶ fun 3
- ▶ engaging/interactive/exploration 3
- ▶ shade 3
- ▶ opportunities\_for\_UE&MS 3
- ▶ enclosed/fenced 3
- ▶ colorful 3
- ▶ accessible/inclusive 3
- ▶ recycling/compost/recycled\_materials&rainwater 3
- ▶ shaded/sheltered\_gathering\_areas 3
- ▶ relocate\_to\_larger\_campus/build\_high\_school 3
- ▶ gardens 3
- ▶ improved\_carpool/traffic\_flow/walking\_traffic 3
- ▶ inclusion\_of\_art 3
- ▶ auditorium 2
- ▶ library 2
- ▶ improved\_pond/educational\_access 2
- ▶ enhance\_individual\_outdoor\_classrooms 2
- ▶ creative/drammatic\_play 2
- ▶ outdoor\_play&learning 2
- ▶ cafeteria 2
- ▶ performance\_space 2
- ▶ creative 2
- ▶ quiet/peaceful 2
- ▶ wayfinding\_signs 2
- ▶ reading\_areas 2
- ▶ forts/shelters/tree\_house 2
- ▶ environmental\_stewardship 2
- ▶ stronger\_curriculum/studies 2
- ▶ improved\_drainage 2
- ▶ acoustic\_play 2
- ▶ running/walking\_track 2
- ▶ modern 2
- ▶ interactive/exploration 1
- ▶ self-guided\_play&learning 1
- ▶ visually\_screen\_roads 1
- ▶ promotes\_child\_development 1
- ▶ beautiful 1
- ▶ grassy\_areas 1
- ▶ pathways\_to\_classrooms 1
- ▶ bigger\_classrooms 1
- ▶ program/subdivide\_field 1
- ▶ community 1
- ▶ open\_ended 1
- ▶ music\_classroom 1
- ▶ organic 1
- ▶ risk\_management 1
- ▶ good\_as\_is 1
- ▶ functional 1
- ▶ maker/tinker\_space 1
- ▶ cozy 1
- ▶ water\_access 1
- ▶ onsite\_laundry 1
- ▶ open 1
- ▶ wildlife 1
- ▶ Montessori\_values 1
- ▶ more\_time\_outdoors 1

**Lower Elementary Parent:  
Child with unique learning and/or  
specialized physical needs**

How can the outdoor play and learning areas better engage your child?

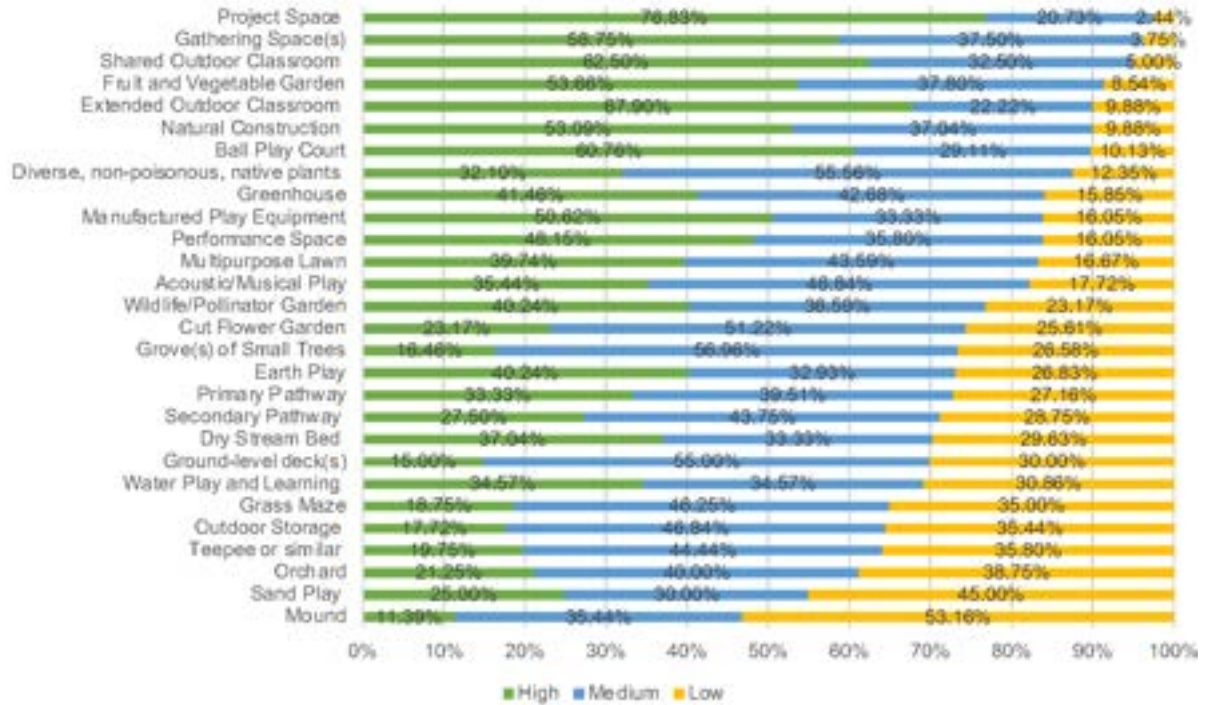
- ▶ calming/quiet\_nooks 2
- ▶ large&heavy\_projects/creations 2
- ▶ sensory\_areas 2
- ▶ sports 1
- ▶ water\_access 1
- ▶ vestibular\_stimulation 1
- ▶ ADHD\_needs 1
- ▶ hands\_on\_learning 1
- ▶ shade 1

**Additional comments:**

Areas of large open space where my child can see an adults clearly and they can see him for safety reasons.

## Lower Elementary Parent

What would you like to see ADDED to the enhanced outdoor play and learning space?



### Section Summary:

Lower Elementary Parents indicated strong preferences for a Project Space, Gathering Spaces, a Shared Outdoor Classroom and Fruit and Vegetable Gardens. Additional highly rated activity settings included an Extended Outdoor Classroom, Natural Construction and a Ball Play Court to afford diverse opportunities for play.

## Upper Elementary Parent

What do you LIKE about the campus as a whole, including outdoor play and learning areas for children?

- ▶ gardens 22
- ▶ field 12
- ▶ play\_equipment 11
- ▶ like\_classrooms/natural\_light 10
- ▶ sports\_court 8
- ▶ seating/picnic\_tables 7
- ▶ outdoor\_classrooms/patios 7
- ▶ openness 6
- ▶ classroom\_layout&size 5
- ▶ spacious/large 4
- ▶ building\_layout 4
- ▶ surrounding\_woods 3
- ▶ CH\_dedicated\_play\_area&wheeled\_toys 3
- ▶ classroom\_access\_to\_outdoors 3
- ▶ CH\_fence 3
- ▶ trees/plantings 3
- ▶ variety 3
- ▶ outdoor\_play 3
- ▶ outdoor\_learning 3
- ▶ availability\_of\_outdoors 2
- ▶ seperation\_of\_vehicular\_traffic\_from\_play 2
- ▶ play\_areas\_seperated\_by\_age 2
- ▶ Montessori\_materials/methods 2
- ▶ space\_between\_buildings 2
- ▶ natural/nature 2
- ▶ pond 2
- ▶ trail\_through\_woods 1
- ▶ colorful 1
- ▶ eating\_lunch\_in\_classrooms 1
- ▶ art\_on\_pathways 1
- ▶ stepping\_stone\_pathways 1
- ▶ parking 1
- ▶ covered\_play\_area 1
- ▶ outdoor\_activities 1
- ▶ fresh\_air 1
- ▶ child\_size\_furniture 1
- ▶ staff 1
- ▶ wildlife/habitats 1
- ▶ good\_communication 1
- ▶ little\_library 1
- ▶ indoor\_plants 1
- ▶ covered\_walkways 1
- ▶ walking\_trail\_around\_track 1
- ▶ shade 1
- ▶ outdoor\_entrances 1
- ▶ child-centered/student-driven\_learning 1

## Upper Elementary Parent

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ lacks\_options&dedicated\_equipment\_for\_UE/MS 31
- ▶ outdated/equipment\_needs\_improvement 9
- ▶ lacks\_shade 9
- ▶ no\_enclosed/weatherproof\_gym 5
- ▶ lacks\_organized\_sports&equipment/facilities 5
- ▶ field\_lacks\_interest 5
- ▶ drainage\_problems/muddy 5
- ▶ lacks\_outdoor\_learning\_areas/STEM 5
- ▶ lacks\_seating/picnic\_tables 4
- ▶ unengaging 3
- ▶ no\_library 3
- ▶ limited\_outdoor\_time 3
- ▶ supervision\_problems/unsafe\_due\_to\_large\_size 2
- ▶ unequal\_patios/not\_all\_have\_access 2
- ▶ no\_dedicated\_large\_gathering/outdoor\_classroom 2
- ▶ field\_needs\_improvement&fence 2
- ▶ no\_cafeteria 2
- ▶ basketball\_is\_in\_parking\_lot 2
- ▶ small\_classrooms 1
- ▶ not\_welcoming\_to\_new\_families 1
- ▶ MS\_seperate\_from\_elementary 1
- ▶ unorganized 1
- ▶ outdoor\_time\_unorganized 1
- ▶ needs\_fence 1
- ▶ inaccessible/not\_inclusive 1
- ▶ needs\_wayfinding\_signs 1
- ▶ need\_for\_animal\_husbandry 1
- ▶ no\_areas\_for\_differing\_learning/abilities 1
- ▶ lacks\_storage 1
- ▶ lacks\_plantings 1
- ▶ parking 1
- ▶ lacks\_seating 1
- ▶ staff\_turnover 1
- ▶ carpool 1
- ▶ too\_much\_outdoor\_time 1
- ▶ exposed\_dirt 1
- ▶ natural\_light\_in\_classrooms 1
- ▶ no\_track 1
- ▶ noise\_from\_airport 1
- ▶ needs\_3D\_printers 1

## Upper Elementary Parent

What is your VISION for a renovated campus, including outdoor play and learning areas for children?

- ▶ dedicated\_play\_areas&equipment\_for\_UE/MS 28
- ▶ organized\_sports&facilities 11
- ▶ diversity\_of\_outdoor\_learning 9
- ▶ shade 8
- ▶ trails 6
- ▶ large\_gathering/performance/outdoor\_classroom\_space 6
- ▶ seating/picnic\_tables 5
- ▶ plantings/trees 5
- ▶ interactive/engaging 5
- ▶ natural\_water\_play&exploration 4
- ▶ diversity\_of\_play 4
- ▶ outdoor\_spaces\_for\_all\_ages 4
- ▶ gardens 4
- ▶ accessible&inclusive 4
- ▶ animals/habitats 3
- ▶ quiet\_spaces 3
- ▶ cafeteria 3
- ▶ natural\_materials/equipment 3
- ▶ library 3
- ▶ indoor/weatherproof\_gym 2
- ▶ improved\_field 2
- ▶ improved\_drainage 2
- ▶ games 2
- ▶ outdoor\_work\_stations 2
- ▶ colorful 2
- ▶ peaceful 1
- ▶ enclosed/fenced 1
- ▶ welcoming 1
- ▶ nature/natural 1
- ▶ STEM\_lab 1
- ▶ open 1
- ▶ sustainable 1
- ▶ greenhouse 1
- ▶ reading\_nooks 1

- ▶ outdoor\_heaters 1
- ▶ cohesive 1
- ▶ flexible 1
- ▶ innovative 1
- ▶ art&music 1
- ▶ lockers\_for\_everyone 1
- ▶ covered\_outdoor\_dining 1
- ▶ meeting\_spaces 1

## Upper Elementary Parent: Child with unique learning and/or specialized physical needs

How can the outdoor play and learning areas better engage your child?

- ▶ variety\_of\_activities/hands-on\_activities 3
- ▶ sensory\_engagement 3
- ▶ outdoor\_games 2
- ▶ quiet/calming\_area 2
- ▶ fossil\_dig 1
- ▶ social\_spaces 1
- ▶ shade 1
- ▶ easy\_supervision/adult\_interaction 1
- ▶ space\_to\_move 1
- ▶ seating 1
- ▶ outdoor\_learning 1
- ▶ manipulatives/loose\_parts 1

## Additional comments:

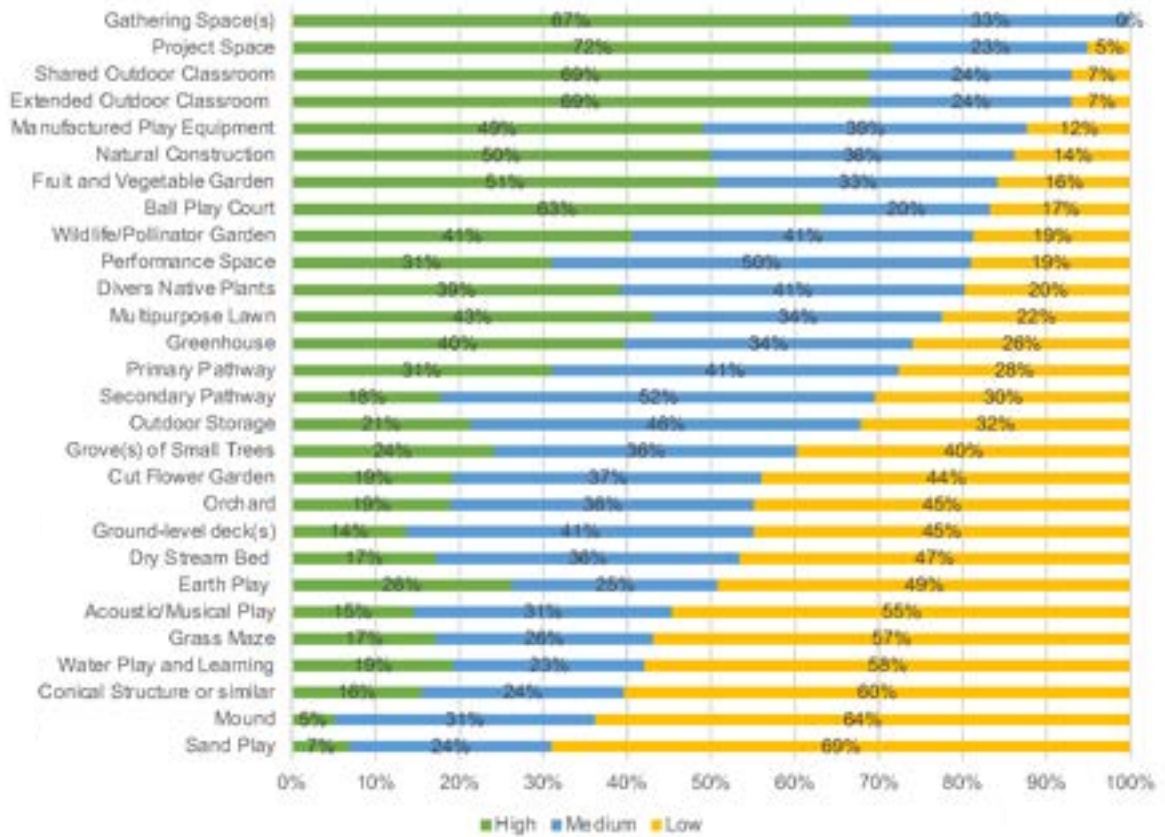
1:1 space. For engaging EC math & language work

My child doesn't like to run/play sports, and right now there is nothing else for him to do



## Upper Elementary Parent

What would you like to see ADDED to the enhanced outdoor play and learning space?



### Section Summary:

Upper Elementary Parents placed a high value on outdoor areas that foster play and learning including Gathering Spaces, Project Space, Shared and Extended Outdoor Classrooms and Manufactured Play Equipment. Natural elements like Fruit and Vegetable Gardens and Pollinator Gardens were also important, reflecting a desire to blend structured activities with nature exploration.

## **Middle School Parent**

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ gardens 7
- ▶ large/open\_field 5
- ▶ sports\_court 5
- ▶ like\_classrooms/natural\_light 4
- ▶ play\_equipment 3
- ▶ outdoor\_classrooms/patios 3
- ▶ openness 3
- ▶ teachers 3
- ▶ seating/picnic\_tables 2
- ▶ painted\_rocks/colorful\_walk 2
- ▶ freedom 2
- ▶ nature/natural/plantings 2
- ▶ classroom\_layout&storage 2
- ▶ bells 2
- ▶ small\_size\_of\_school 2
- ▶ organized\_sports/equipment 2
- ▶ class\_schedule/no\_periods/start&end\_schedule 2
- ▶ time\_spent\_outdoors 2
- ▶ science 1
- ▶ culture 1
- ▶ large/spacious 1
- ▶ lunch\_vendors 1
- ▶ quiet 1
- ▶ dramatic\_play 1
- ▶ shade 1
- ▶ woodworking 1
- ▶ specials 1
- ▶ environmental\_stewardship 1
- ▶ interior\_open\_spaces 1
- ▶ occupation 1
- ▶ reading\_nooks 1
- ▶ art 1
- ▶ construction 1
- ▶ animals/native\_habitat 1
- ▶ sidewalk\_layout 1
- ▶ gross\_motor\_development 1
- ▶ social 1
- ▶ outdoor\_layout 1
- ▶ less\_bullying 1
- ▶ outdoor\_trips 1
- ▶ inclusive 1
- ▶ manipulatives/loose\_parts 1
- ▶ access\_from\_classrooms 1
- ▶ messy\_exploration 1

### **Middle School Parent**

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ lacks\_interest/underused\_by\_MS 6
- ▶ lacks\_native\_plantings 3
- ▶ lacks\_shade 3
- ▶ lacks\_common\_meeting\_areas/communal
- ▶ dining 2
- ▶ lacks\_organized\_sports/sports\_equipment 2
- ▶ needs\_more\_physical\_activity 2
- ▶ lacks\_games(indoor&outdoor) 2
- ▶ playground\_structures 2
- ▶ non\_parental\_approved\_inclusion\_agenda 1
- ▶ no\_library 1
- ▶ no\_enclosed/weatherproof\_gym 1
- ▶ not\_enclosed/fenced 1
- ▶ no\_track 1
- ▶ lack\_of\_staff\_for\_community\_garden 1
- ▶ size\_of\_play\_area 1
- ▶ field\_needs\_improvement 1
- ▶ staff\_turnover 1
- ▶ unsupervised\_areas 1
- ▶ understated\_back\_entrance 1
- ▶ lacks\_water\_exploration 1
- ▶ basketball\_in\_parking\_lot 1
- ▶ needs\_more\_access\_to\_open\_spaces 1

### **Middle School Parent**

**What is your VISION** for a renovated campus, including outdoor play and learning areas for children?

- ▶ variety\_of\_gathering\_spaces 6
- ▶ dedicated\_play\_area/equipment\_for\_MS 4
- ▶ organized\_sports 4
- ▶ exploration/discovery 3
- ▶ outdoor\_learning/STEM 2
- ▶ native/drought\_tolerant\_plantings 2
- ▶ active 2
- ▶ shade 2
- ▶ gardening 2
- ▶ variety\_and\_repetition\_of\_play&learning 2
- ▶ hands-on\_learning 1
- ▶ sand 1
- ▶ games 1
- ▶ joyful 1
- ▶ social 1
- ▶ clear\_supervision 1
- ▶ natural\_materials 1
- ▶ water\_exploration 1
- ▶ enclosed/fenced 1
- ▶ enclosed/weatherproof\_gym 1
- ▶ greater\_mixing\_of\_ages 1
- ▶ more\_interest\_around\_field 1
- ▶ track 1
- ▶ MS\_contests 1
- ▶ diversity\_of\_activities 1
- ▶ library 1
- ▶ weather\_protected\_areas 1
- ▶ lighting 1
- ▶ meaningful 1

**Middle School Parent:  
Child with unique learning and/or  
specialized physical needs**

How can the outdoor play and learning areas better engage your child?

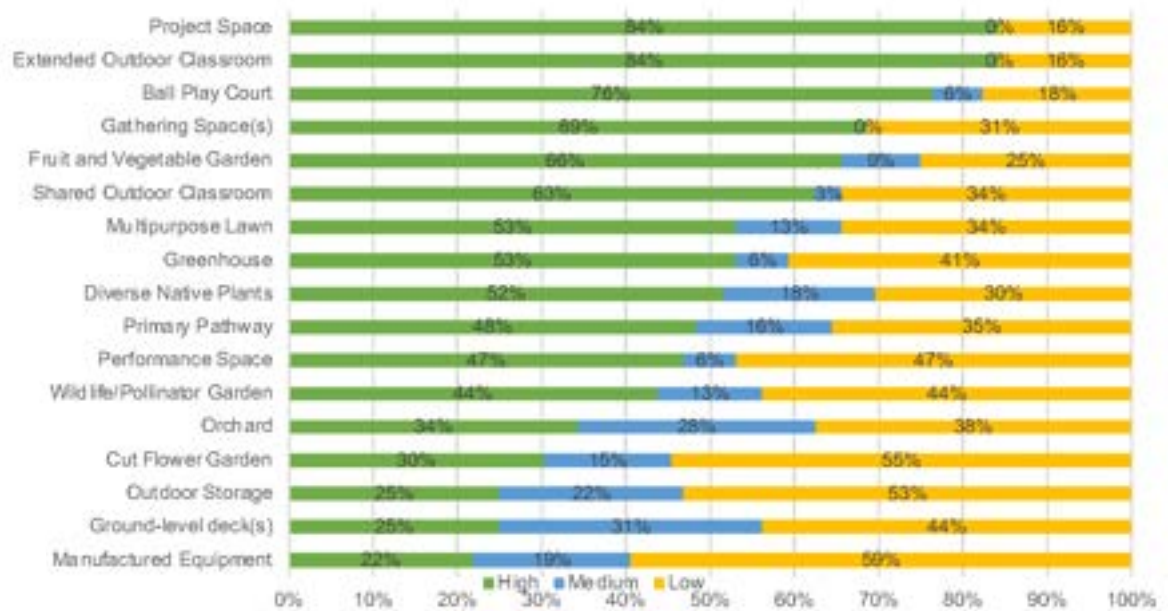
- ▶ Exposure to nature
- ▶ Support physical & mental health
- ▶ Child enjoys being outside
- ▶ Gardening

**Additional comments:**

Child loves to be outside and garden

## Middle School Parent

What would you like to see ADDED to the enhanced outdoor play and learning space?



### Section Summary:

Middle School Parents strongly preferred spaces that encourage outdoor learning and recreation including a Project Space, an Extended Outdoor Classroom, a Ball Play Court, and Gathering Spaces, which support collaboration, physical activity, and hands-on projects in outdoor settings.

### **Community Members/Other**

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ large\_field 3
- ▶ outdoor\_potential 2
- ▶ sports\_court 2
- ▶ safe 1
- ▶ exercise 1
- ▶ variety\_of\_spaces 1
- ▶ location\_(Morrisville) 1
- ▶ outdoor\_water\_fountains 1
- ▶ seperated\_play\_areas 1
- ▶ educational 1
- ▶ surrounding\_woods 1
- ▶ mushrooms/stepping\_stones 1
- ▶ treehouse 1
- ▶ nature 1
- ▶ challenging 1
- ▶ outdoor\_classrooms/patios 1

### **Community Members/Other**

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ unmaintained(field,\_vegetation,\_patios,\_fruit) 5
- ▶ generic/not\_aesthetically\_pleasing 2
- ▶ unenclosed\_sports\_court 1
- ▶ lacks\_variety\_of\_play&learning 1
- ▶ lacks\_interest\_for\_UE/MS 1
- ▶ equipment\_needs\_improvement 1
- ▶ not\_challenging 1
- ▶ bench\_locations 1
- ▶ doesn't\_support\_EC\_students'\_needs 1
- ▶ administration 1
- ▶ lacks\_gathering\_spaces 1

### **Community Members/Other**

**What is your VISION** for a renovated campus, including outdoor play and learning areas for children?

- ▶ well-maintained 2
- ▶ trees/plantings 2
- ▶ group\_and\_individual\_spaces 1
- ▶ support\_EC\_students 1
- ▶ play&learning\_around\_field 1
- ▶ gathering\_spaces 1
- ▶ hands-on\_learning 1
- ▶ water\_bottle\_storage 1
- ▶ improve\_mulch 1
- ▶ water\_exploration\_at\_pond 1
- ▶ innovative 1
- ▶ education 1
- ▶ Montessori\_aesthetic 1

#### **Comment:**

If water bottles are here to stay, we need place to store them for easy and quick access



### **Board Members/Other**

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ Lots of light/windows see outdoors
- ▶ Big playground for CH
- ▶ Trees and natural areas
- ▶ Aesthetically pleasing buildings
- ▶ Classroom gardens
- ▶ Welcoming

### **Board Members/Other**

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ Minimal areas for middle school to be outdoors
- ▶ Trees have been lost
- ▶ Fenced in swamp area
- ▶ Playground is not natural / wooden structures

### **Board Members/Other**

**What is your VISION** for a renovated campus, including outdoor play and learning areas for children?

- ▶ More natural areas for all ages
- ▶ Walking path
- ▶ Wooden / natural play structure's
- ▶ Outdoor areas for middle and upper elementary
- ▶ More color
- ▶ More trees

## Combined Parents, Board, and Community Members

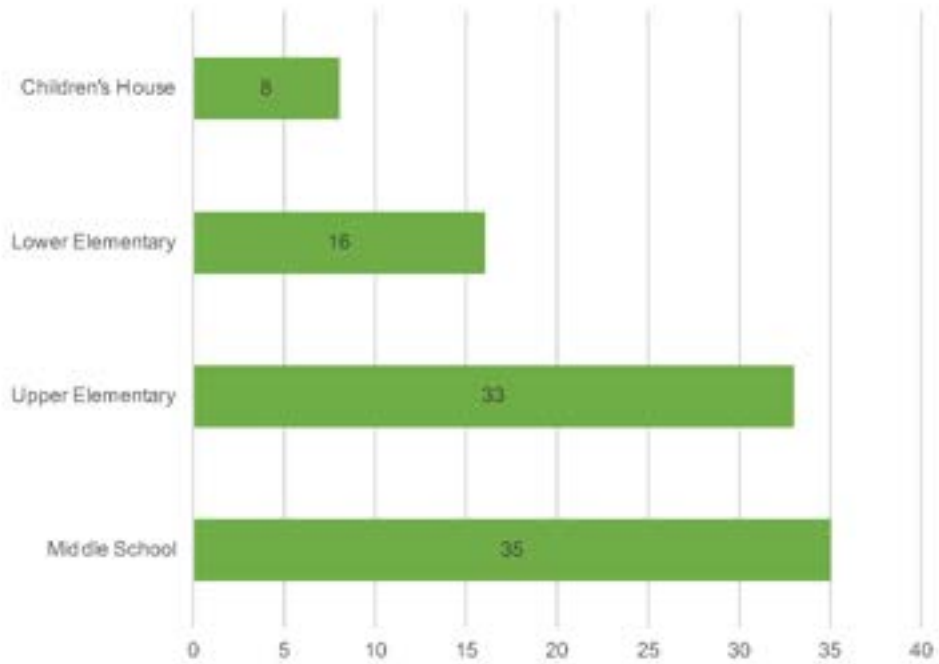
What image should the Sterling campus present to the broader community, including prospective families?

- ▶ natural/nature 21
- ▶ welcoming 17
- ▶ outdoor\_learning 16
- ▶ community 12
- ▶ well\_maintained/clean 11
- ▶ beautiful 11
- ▶ diversity 11
- ▶ environmental\_stewardship 9
- ▶ safe 8
- ▶ child-centered 8
- ▶ accessible&inclusive 8
- ▶ engaging/inspiring 9
- ▶ peaceful 6
- ▶ artistic/creative 5
- ▶ intentional/functional 4
- ▶ supports\_all\_grades 4
- ▶ innovative/unique/progressive 4
- ▶ spacious 3
- ▶ reflects\_Montessori\_values 3
- ▶ openness/free\_movement 3
- ▶ flexible/all-weather 3
- ▶ special\_events 2
- ▶ experiential 2
- ▶ developmentally\_appropriate 2
- ▶ fun 2
- ▶ breath-taking 2
- ▶ low\_maintenance/cost\_effective 2
- ▶ love 1
- ▶ culturally\_enriched 1
- ▶ indoor/outdoor\_connections 1
- ▶ updated 1
- ▶ integrated 1

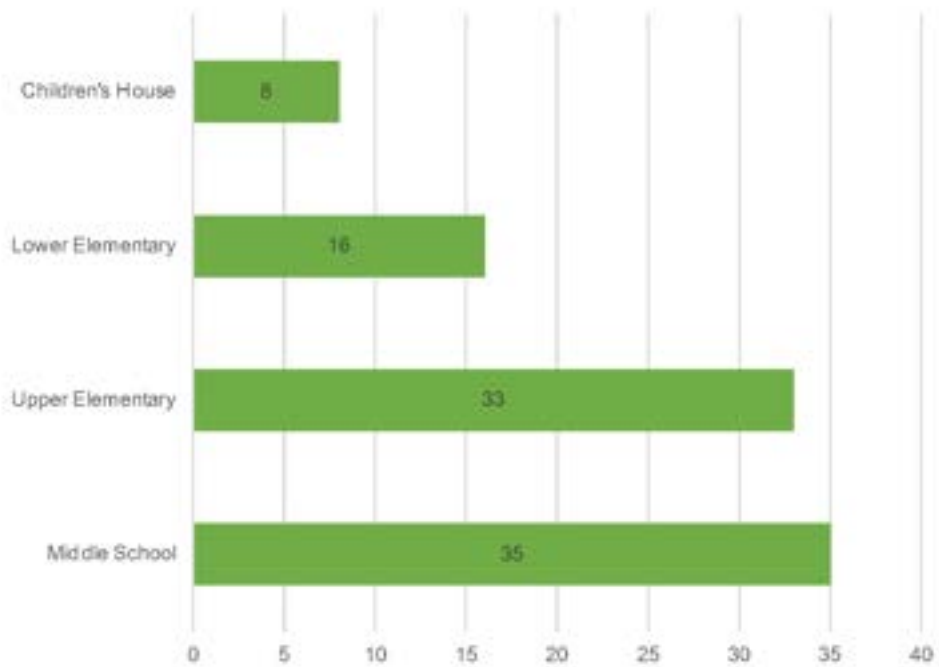


# Student Survey Results

n = 92



## Children with unique learning and/or specialized physical needs n = 8



### Children's House Student

What do you LIKE about the campus as a whole, including outdoor play and learning areas for children?

- ▶ play\_equipment 9
- ▶ portable\_play\_equipment 4
- ▶ sand\_play 3
- ▶ space\_to\_run 2
- ▶ sports\_court 2
- ▶ play\_area 2
- ▶ soccer 1
- ▶ teachers 1
- ▶ like\_classrooms 1
- ▶ mulch 1
- ▶ natural\_elements 1
- ▶ it's\_organized 1
- ▶ fruit 1

#### Liked existing equipment:

- ▶ swings 3
- ▶ climbing\_wall 2
- ▶ slide 2
- ▶ trampoline 1
- ▶ structure 1

### Children's House Student

What do you DISLIKE about the campus as a whole, including outdoor play and learning areas for children?

- ▶ limited\_outdoor\_learning\_space/
- ▶ never\_use\_outdoor\_classrom 2
- ▶ lacks\_shade/trees 2
- ▶ mulch 2
- ▶ buses 1
- ▶ lacks\_play\_structures 1
- ▶ no\_natural\_play 1
- ▶ people\_pushing\_me 1
- ▶ limited\_to\_one\_play\_area 1

### Children's House Student

What would you LIKE TO DO both on campus and in the renovated Children's House outdoor play and learning area?

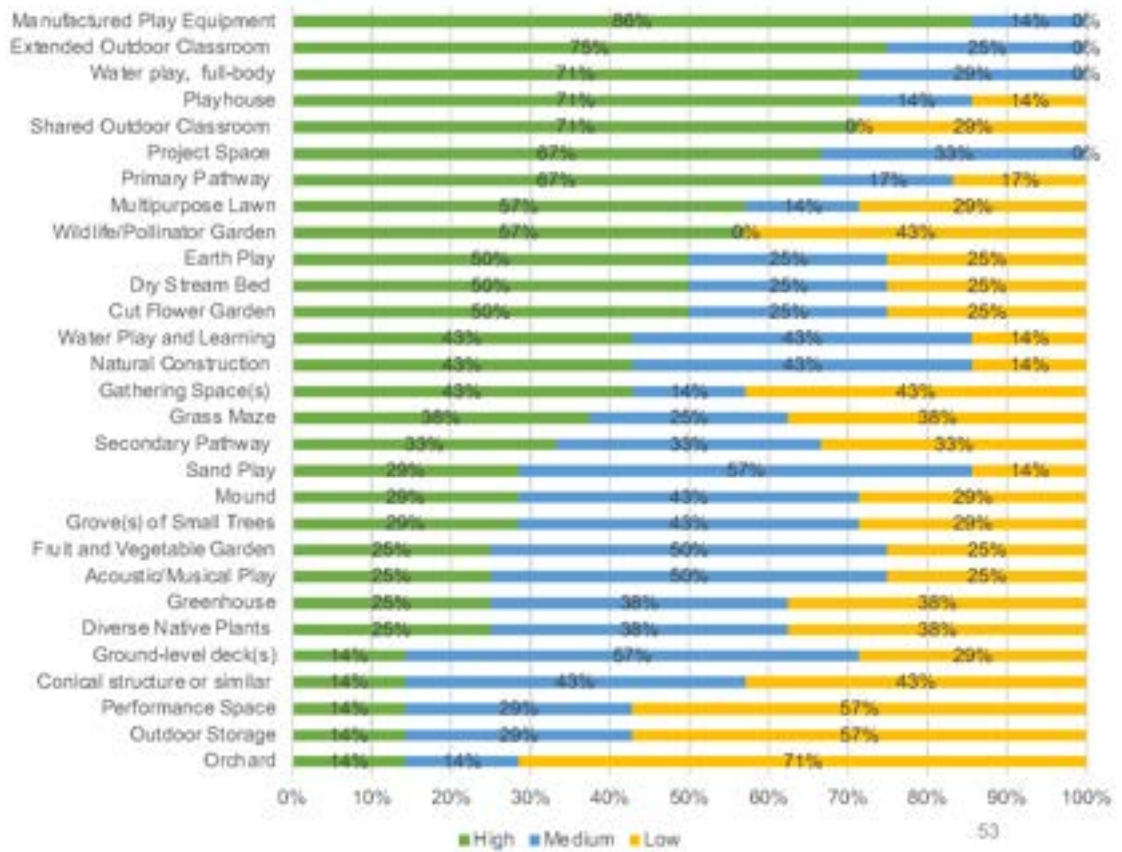
- ▶ learn\_outside/perform\_experiments 4
- ▶ ride\_tricycles&walk\_on\_paths 2
- ▶ shade 2
- ▶ eat\_outside 2
- ▶ gardening/planting\_flowers 2
- ▶ everyone\_plays\_nicely 1
- ▶ art\_outside 1
- ▶ sit\_and\_read 1
- ▶ building/construction 1
- ▶ smooth/soft\_ground\_surface 1
- ▶ soccer 1
- ▶ walk/hop\_on\_tree\_stumps 1
- ▶ watch&feed\_birds 1
- ▶ monkey\_bars 1
- ▶ play\_with\_friends 1

#### Additional comments:

- ▶ Good campus
- ▶ Would like to have more outside time and activities besides just recess playground

## Children’s House Student

What would you like to see ADDED to the enhanced outdoor play and learning space?



### Section Summary:

Students in the Children’s House program prioritized features including Manufactured Play Equipment, Extended Outdoor Classrooms, Water Play, Playhouses, and Project Spaces, reflecting their interest in a diverse, creative outdoor play and learning environment.

### **Lower Elementary Student**

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ play\_equipment 12
- ▶ classroom\_gardens 5
- ▶ playground 4
- ▶ time\_outdoors/recess/PE 4
- ▶ friends 4
- ▶ teachers 3
- ▶ sports\_court 2
- ▶ eating\_outdoors 2
- ▶ upper\_field 2
- ▶ special\_days 1
- ▶ lessons 1
- ▶ specials 1
- ▶ classroom 1
- ▶ running\_track 1
- ▶ materials 1
- ▶ trees 1
- ▶ morning\_work 1
- ▶ art\_classroom 1
- ▶ accommodations\_for\_
- ▶ everyone 1

### **Liked existing equipment:**

- ▶ climbing\_dome 4
- ▶ tire\_swing 2
- ▶ swings 2
- ▶ monkey\_bars 2
- ▶ tree\_house 1
- ▶ rainbow\_house 1

### **Lower Elementary Student**

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ play\_equipment(boring\_slides,noisy\_swings,tire\_swing) 3
- ▶ playground 2
- ▶ drainage\_issues\_in\_field&volleyball\_court 2
- ▶ field\_lacks\_play\_equipment 1
- ▶ not\_allowed\_to\_play\_basketball/soccer 1
- ▶ tree\_house\_was\_removed 1
- ▶ field\_lacks\_storage 1
- ▶ no\_spanish\_class 1
- ▶ lack\_of\_UE\_playground 1
- ▶ dirty\_bathrooms 1
- ▶ only\_3\_specials 1
- ▶ middle\_school 1
- ▶ poetry\_circle 1
- ▶ mulch 1
- ▶ work\_cycle 1
- ▶ no\_class\_pets 1
- ▶ boringness\_of\_the\_school 1
- ▶ no\_library 1



### **Lower Elementary Student**

**What would you LIKE TO DO** both on campus and in the renovated Children's House outdoor play and learning area?

- ▶ play\_equipment 6
- ▶ games/space\_for\_playing\_games 4
- ▶ climbing 2
- ▶ tree\_house 2
- ▶ reading/explode\_the\_code 2
- ▶ tag/running\_games 2
- ▶ learning 2
- ▶ library 2
- ▶ greater\_variety\_of\_activities 1
- ▶ stuff 1
- ▶ sensory\_tables(mud\_pies,\_potions) 1
- ▶ division 1
- ▶ larger\_white\_board\_in\_art\_class 1
- ▶ fun 1
- ▶ scooters 1
- ▶ use\_big\_field 1
- ▶ stilts 1
- ▶ bead\_frame 1
- ▶ sword\_fight 1
- ▶ plantings/trees 1
- ▶ learn\_more\_music\_notes\_in\_music\_class 1
- ▶ blue\_hill 1
- ▶ zen\_garden 1
- ▶ more\_hands\_on\_learning\_in\_art\_class 1
- ▶ more\_specials 1

### **Desired play equipment:**

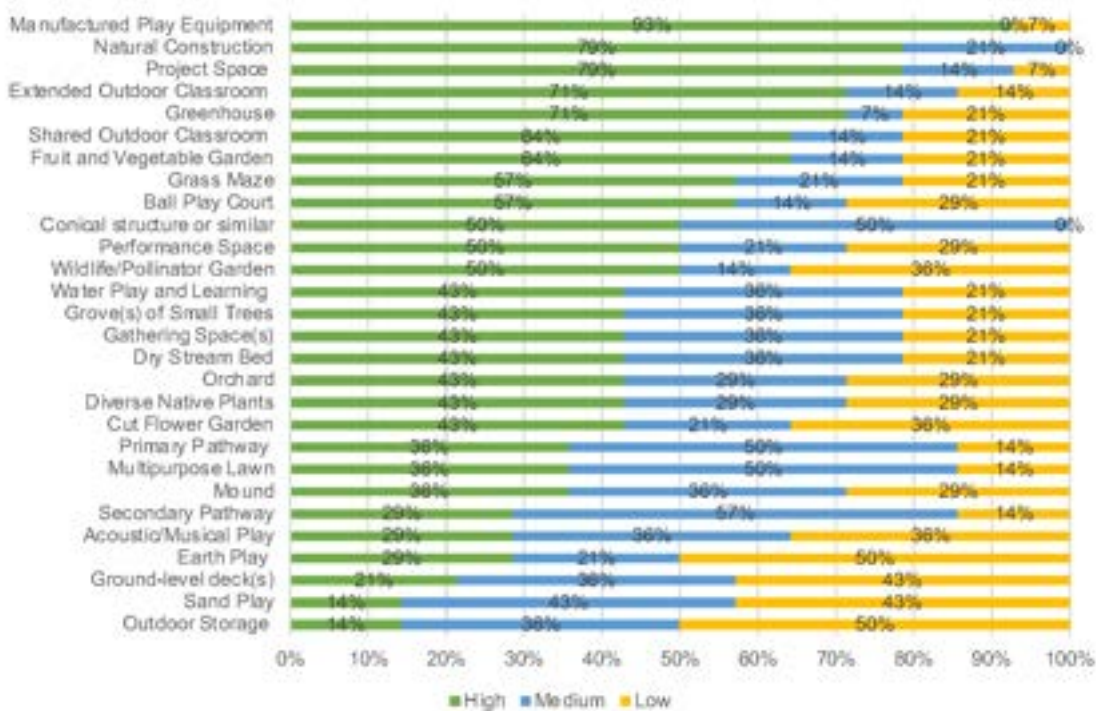
- ▶ zip\_line 2
- ▶ slides(including\_spiral) 2
- ▶ monkey\_bars 1
- ▶ tire\_swing 1

### **Additional comments:**

- ▶ I want more structures with multi-stories.
- ▶ I like my school.
- ▶ Thank you for helping to make our space awesome!
- ▶ SWORD FIGHTING!!!!

## Lower Elementary Student

What would you like to see ADDED to the enhanced outdoor play and learning space?



### Section Summary:

Lower Elementary Students placed a high value on activity settings including Manufactured Play Equipment, Natural Construction, Project Space and an Extended Outdoor Classroom. Items such as a Greenhouse and Fruit and Vegetable Garden were also preferred which afford opportunities for engaging with the natural environment.

## Upper Elementary Student

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ like\_classrooms–natural\_light/size/wall\_color/seating 11
- ▶ organized\_sports 8
- ▶ field 8
- ▶ classroom\_gardens 8
- ▶ art/art\_class 7
- ▶ large\_campus/large\_play\_area 6
- ▶ play\_area 5
- ▶ music/band 5
- ▶ PE 4
- ▶ play\_equipment 4
- ▶ sports\_court 4
- ▶ LE\_playground 4
- ▶ forest 3
- ▶ computers 3
- ▶ picnic\_tables/outdoor\_dining 2
- ▶ four\_square 2
- ▶ Spanish 2
- ▶ learning/research 2
- ▶ caring/nurturing\_community 2
- ▶ gaga\_pit 2
- ▶ outdoor\_classrooms/patios 2
- ▶ independence/freedom 2
- ▶ plantings/trees 2
- ▶ blending\_of\_ages/grades 2
- ▶ the\_people/everyone\_nice 2
- ▶ manipulatives/shark\_teeth\_box 2
- ▶ no\_cafeteria 1
- ▶ environment 1
- ▶ differentiation\_of\_spaces 1
- ▶ beautiful 1
- ▶ safe 1
- ▶ cubbies 1
- ▶ organization\_of\_outdoors 1
- ▶ TVs 1
- ▶ peaceful 1
- ▶ daily\_DEAR 1
- ▶ clean\_campus 1
- ▶ length\_of\_recess 1
- ▶ specials 1
- ▶ books 1
- ▶ no\_dress\_code 1
- ▶ sport\_court 1
- ▶ fun 1
- ▶ friends 1
- ▶ changing\_settings/locations 1
- ▶ materials 1
- ▶ independence 1
- ▶ microwave 1
- ▶ baking 1
- ▶ care\_for\_environment 1
- ▶ relationship\_with\_teachers 1
- ▶ natural\_construction 1
- ▶ indoor\_plants 1
- ▶ new\_bathroom\_stalls 1
- ▶ kitchen 1
- ▶ new\_work/activities 1
- ▶ cooperative\_projects 1
- ▶ marvelous 1
- ▶ aftercare\_outdoors 1
- ▶ learning\_materials 1

### Liked existing equipment:

- ▶ soccer/soccer\_goals 5
- ▶ football 1
- ▶ ball\_play 1
- ▶ basketball 1

## Upper Elementary Student

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ no\_UE\_play\_equipment 14
- ▶ bathrooms 8
- ▶ field(barren/boring) 7
- ▶ boring/lack\_of\_interest&variety\_of\_play 7
- ▶ drainage\_problems 5
- ▶ broken/lack\_of\_sports\_equipment 3
- ▶ no\_shade 2
- ▶ no\_lockers 2
- ▶ field\_lacks\_fence 2
- ▶ limited\_water\_fountains/broken\_water\_fountains 2
- ▶ lacks\_organized\_sports 2
- ▶ differing\_quality\_of\_computers 1
- ▶ some\_gardens\_uncared\_for 1
- ▶ one\_story\_buildings 1
- ▶ assigned\_seating 1
- ▶ cubbies 1
- ▶ bullying 1
- ▶ not\_allowed\_in\_UE\_playground 1
- ▶ can't\_go\_in\_woods 1
- ▶ pests(ants) 1
- ▶ frequent\_fire\_alarms 1
- ▶ dirty\_gaga\_pit 1
- ▶ hapara 1
- ▶ no\_spotify 1
- ▶ thin\_walls 1
- ▶ not\_aesthetic 1
- ▶ too\_much\_school\_work 1
- ▶ not\_cleaning\_after\_creating\_messes 1
- ▶ can't\_use\_refridgerator 1
- ▶ only\_one\_field\_day 1
- ▶ no\_carpet\_in\_art/music\_room 1
- ▶ sharing\_hall\_with\_MS 1
- ▶ no\_hangout/gathering\_areas 1
- ▶ sports\_court 1
- ▶ cold 1
- ▶ no\_open\_gym\_time\_in\_sports\_court 1
- ▶ art\_too\_short 1
- ▶ limited\_field\_trips 1

## Upper Elementary Student

What would you LIKE TO DO both on campus and in the renovated Upper Elementary outdoor play and learning area?

- ▶ play\_equipment 32
- ▶ play\_sports 9
- ▶ hangout\_areas/seating 5
- ▶ fun/happy 4
- ▶ work\_outside/project\_space/outdoor\_classrooms 4
- ▶ shade 4
- ▶ lockers 3
- ▶ use\_trails/explore\_woods 3
- ▶ improved\_bathrooms 3
- ▶ plantings/trees 3
- ▶ building/construction 2
- ▶ run 2
- ▶ kitchen/cooking\_with\_garden\_produce 2
- ▶ large\_gathering/performance\_space 2
- ▶ sand\_play 2
- ▶ more\_festivals/field\_days 2
- ▶ playfort/base 2
- ▶ weather\_station 1
- ▶ track 1
- ▶ wildlife\_exploration 1
- ▶ play\_instruments 1
- ▶ virtual\_learning 1
- ▶ gardening 1
- ▶ new\_sidewalks 1
- ▶ play\_with\_friends 1
- ▶ cafeteria 1
- ▶ leather\_recliners 1
- ▶ field 1
- ▶ practical\_life 1
- ▶ water\_exploration 1
- ▶ recess 1
- ▶ free\_choice\_PE 1
- ▶ role\_play 1
- ▶ band\_concerts 1
- ▶ 2\_floors\_to\_building 1

## Desired play equipment:

- ▶ play\_equipment\_(general) 10
- ▶ swings 6
- ▶ climb 5
- ▶ equipment\_by\_field 4
- ▶ slides 3
- ▶ monkey\_bars 1
- ▶ zipline 1
- ▶ swimming\_pool 1
- ▶ balance 1

## Desired organized sports:

- ▶ soccer 3
- ▶ basketball 2
- ▶ use\_sports\_court 1
- ▶ sports\_teams 1
- ▶ exercise 1
- ▶ sports 1

## Additional comments:

- ▶ More football!!!!!!!!!!!!
- ▶ Keep the soccer goals!
- ▶ I would really like to pass the EOG, so that's all!
- ▶ More unicycling during PE
- ▶ Zipline
- ▶ Zip-line and performance space would be great
- ▶ I would like more music equipment
- ▶ Please let the Upper Elementary kids play basketball in the gym during recess.
- ▶ I love this school and I can't wait for the new outdoor stuff
- ▶ Pleaseeee add a Zipline

**Upper Elementary Student with  
unique learning and/or specialized  
physical needs**

How can the outdoor play and learning  
areas better engage you?

- ▶ Sensory tools
- ▶ Colors
- ▶ Textures
- ▶ Soothing sounds
- ▶ Objects that move

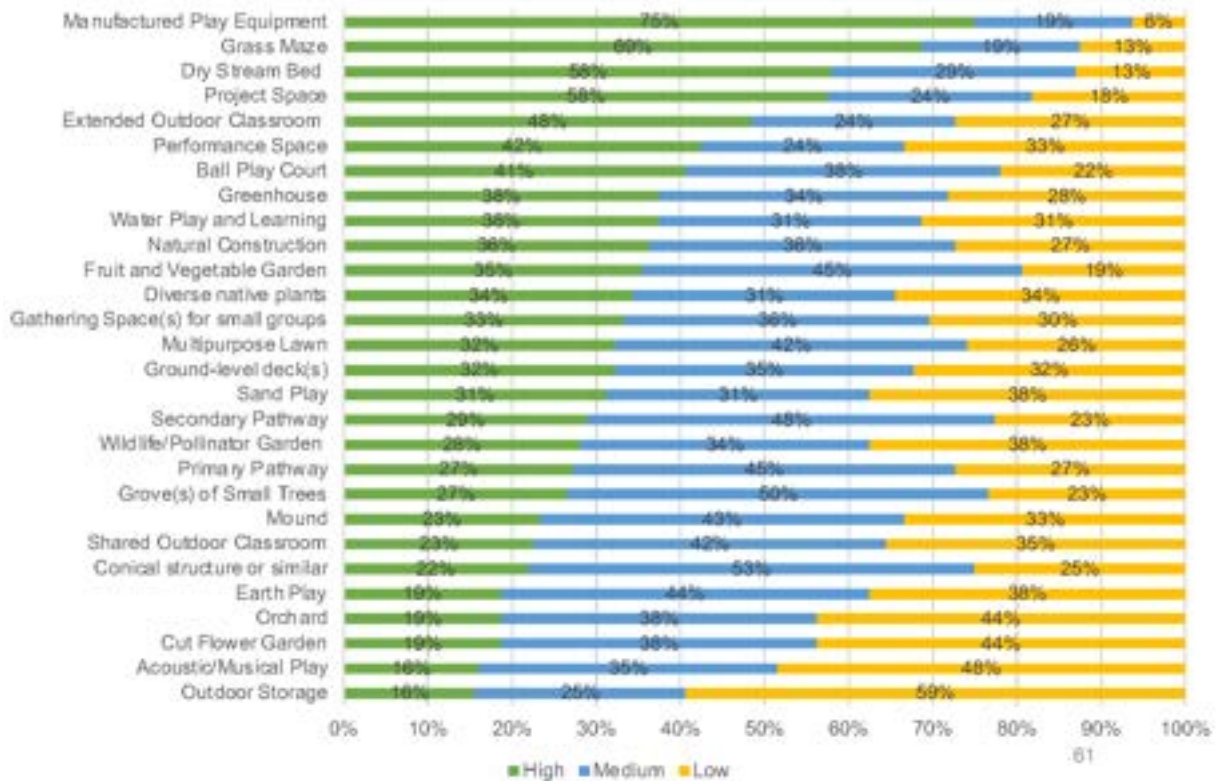
**Additional comments:**

Something that helps frame or inspire  
creative play.



## Upper Elementary Student

What would you like to see ADDED to the enhanced outdoor play and learning space?



### Section Summary:

Students in Upper Elementary favored a mix of priorities including Manufactured Play Equipment, Grass Mazes, a Dry Stream Bed, a dedicated Project Space, and an Extended Outdoor Classroom, indicating their interest in a diverse environment with opportunities for play and learning.

## **Middle School Student**

**What do you LIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ sports\_court 11
- ▶ sports 8
- ▶ forest 6
- ▶ lunch 6
- ▶ freedom/independence 5
- ▶ like\_classrooms/natural\_
- ▶ light 5
- ▶ patios 5
- ▶ lockers 3
- ▶ field 3
- ▶ friendly 3
- ▶ plantings/trees 3
- ▶ calming 3
- ▶ gardens 3
- ▶ gaga\_pit 3
- ▶ teachers/staff 3
- ▶ colorful 2
- ▶ creative 2
- ▶ Racheia's\_room 2
- ▶ recess/length\_of\_recess/
- ▶ play\_time 2
- ▶ fresh\_air 2
- ▶ large/spacious 2
- ▶ playground 2
- ▶ field\_trips 2
- ▶ students 2
- ▶ beautiful/striking 2
- ▶ art 2
- ▶ area 2
- ▶ fun 2
- ▶ healthy 2
- ▶ easy\_to\_navigate 1
- ▶ science\_room 1
- ▶ pond 1
- ▶ UE\_playground 1

- ▶ different 1
- ▶ work\_cycle 1
- ▶ clean 1
- ▶ eat\_whenever\_we\_want 1
- ▶ safe 1
- ▶ it\_exists 1
- ▶ shape 1
- ▶ explosions 1
- ▶ games 1
- ▶ length\_of\_recess 1
- ▶ happy 1
- ▶ comfortable 1
- ▶ deltamath 1
- ▶ community 1
- ▶ friends 1
- ▶ computers 1
- ▶ science 1
- ▶ multiple\_grades 1
- ▶ seating/tables 1
- ▶ nature 1
- ▶ sitting\_on\_floor 1
- ▶ new 1
- ▶ diverse 1
- ▶ occupations 1
- ▶ swings 1
- ▶ opportunities 1
- ▶ the\_building 1
- ▶ outdoor\_dining 1
- ▶ cool 1
- ▶ younger\_play\_areas 1
- ▶ individuality 1
- ▶ advisory\_time 1
- ▶ inside\_rugs 1

### **Liked sports:**

- ▶ soccer 5
- ▶ basketball 2
- ▶ exercise 1

### **Middle School Student**

**What do you DISLIKE** about the campus as a whole, including outdoor play and learning areas for children?

- ▶ field/(boring) 11
- ▶ removal\_of\_play\_structures(tree\_house,bridge,rock\_wall) 7
- ▶ sports\_court(open/exposed\_to\_weather/lacks\_variety\_of\_play) 6
- ▶ bathrooms 6
- ▶ hapara 6
- ▶ lack\_of\_play\_equipment 4
- ▶ MS\_outdoor\_spaces 3
- ▶ length\_of\_recess\_time 2
- ▶ no\_cafeteria 2
- ▶ go\_guardian 2
- ▶ lack\_of\_computers/computer\_restrictions 2
- ▶ dirty/low\_water\_fountains 2
- ▶ math 2
- ▶ desmos 1
- ▶ no\_TV 1
- ▶ no\_enclosed\_gym 1
- ▶ lack\_of\_buses 1
- ▶ spanish 1
- ▶ no\_zipline 1
- ▶ lacks\_organized\_sports 1
- ▶ not\_enough\_time\_outside 1
- ▶ no\_library 1
- ▶ PE\_jerseys 1
- ▶ lacks\_space 1
- ▶ lacks\_gathering/hangout\_space 1
- ▶ PE 1
- ▶ drainage\_problems/muddy 1
- ▶ picnic\_tables\_need\_improving 1
- ▶ too\_many\_children 1
- ▶ S.E.L 1
- ▶ uncomfortable\_chairs 1
- ▶ sports\_court(open/exposed\_to\_weather) 1
- ▶ unsafe 1
- ▶ can't\_visit\_LE/UE 1
- ▶ trash/food\_not\_thrown\_away 1
- ▶ mulch 1
- ▶ uneven\_sidewalks/mud\_on\_sidewalks 1
- ▶ need\_a\_high\_school 1
- ▶ pond\_is\_inaccessible 1
- ▶ need\_a\_second\_floor 1
- ▶ need\_seperate\_MS\_building 1

## **Middle School Student**

**What would you LIKE TO DO** both on campus and in the renovated Middle School outdoor play and learning area?

- ▶ add\_play\_equipment 19
- ▶ swordplay/fighting&combat\_are a/fortnite\_battle\_bus 12
- ▶ organized\_sports 8
- ▶ seating/covered\_gathering/gazebo 4
- ▶ explosion\_area 3
- ▶ library 3
- ▶ add\_play&learning\_to\_field 3
- ▶ scary\_exploration 2
- ▶ outdoor\_learning 2
- ▶ orgnaized\_sports 2
- ▶ imaginative\_play(Literary\_based-Katmere\_Academy/Hockage\_Rock) 2
- ▶ pool 2
- ▶ less\_people 2
- ▶ shade 2
- ▶ underground\_secret\_passageways 2
- ▶ track/walking\_around\_field 2
- ▶ reading 1
- ▶ outdoor\_lights 1
- ▶ socialize 1
- ▶ look\_outside 1
- ▶ playing\_games 1
- ▶ mirrors\_in\_bathrooms 1
- ▶ learning\_survival\_skills 1
- ▶ more\_electives/occupations 1
- ▶ take\_computers\_home\_for\_homework 1
- ▶ verbal\_sparring 1
- ▶ overnight\_field\_trips 1
- ▶ fun/risky\_play 1
- ▶ improve\_bathroom 1
- ▶ timed\_fitness\_challeneges 1
- ▶ rides 1
- ▶ draw/art 1
- ▶ fix\_blinds\_in\_humanities\_classroom 1
- ▶ horseback\_riding 1

- ▶ blue&red\_dragon\_headphones\_in\_classroom 1
- ▶ outdoor\_dining 1
- ▶ daily\_pledge\_of\_allegience 1
- ▶ clean\_up\_the\_school 1
- ▶ class\_bells\_ringing\_in\_hall 1
- ▶ advanced\_math 1
- ▶ no\_PE 1
- ▶ more\_PE 1
- ▶ music 1

### **Desired play equipment:**

- ▶ play\_structures 5
- ▶ climbing/rock\_wall/ropes/poles 4
- ▶ obstacle\_course 4
- ▶ swings 2
- ▶ zipline 1
- ▶ treehouse 1
- ▶ tether\_ball 1
- ▶ trampoline 1

### **Desired organized sports:**

- ▶ basketball 3
- ▶ soccer 3
- ▶ track&field 1
- ▶ tennis 1
- ▶ volleyball 1
- ▶ football 1
- ▶ sports 1

**Additional comments:**

We won't be here next year so this doesn't really matter to me but please don't make the school uglier.

I would like Mr. Tosco to think about the vending machine at the very least, consider it an option. Thank you.

This school is really boring and there should be fun stuff like sword fighting and stuff. You should let kids handle explosives.

I think that an obstacle course would be great for the health and wellness of people at school as well as offering a fun opportunity for healthy competition.

Hello, you should really execute my suggestions because without an explosive arena our self defense will surely suffer, and by adding some other fun activities, you can regulate your students by getting them to waste their energy on these activities, therefore sitting still in class, similar to the process of ozone. As you can probably tell with my well thought out ozone analogy, I am a wise scholar who simply wants the best for my comrades- my future coworkers- the bright minds of the new generation. By implementing my suggestions, you will have a new, strong generation to make Sterling Montessori proud for years to come, and they will strongly carry your legacy forward. So please, I beg you, take my considerations into mind. These all worked on me and I am a now successful person that is so much more eloquent than your average 9-5 desk job numbskull. Thank you for listening to my pleas.

**Middle School Design Workshop:  
Envisioning the Field and  
Surrounding Area**





## **Middle School Design Workshop: Envisioning the Field and Surrounding Area**

### **Students' Drawn Images**

- ▶ sports&sports\_facilities 19
- ▶ play\_equipment 14
- ▶ garden&garden\_facilities 9
- ▶ outdoor\_games 9
- ▶ zen\_garden 4
- ▶ trash/recycling\_cans 4
- ▶ gathering 4
- ▶ water\_fountains 3
- ▶ shade\_sails 3
- ▶ seating 3
- ▶ trees 2
- ▶ obstacle\_course 2
- ▶ climbing/balancing\_rocks 2
- ▶ forest\_trails 2
- ▶ pathways 1
- ▶ fence\_around\_basketball 1
- ▶ lights 1
- ▶ mulch\_use\_zone 1

### **Sports & Sports Facilities**

- ▶ soccer\_field 6
- ▶ basketball\_court 5
- ▶ volleyball\_court 3
- ▶ sports\_equipment\_storage 2
- ▶ football\_field 1
- ▶ tennis\_court 1
- ▶ running\_track 1

### **Play Equipment**

- ▶ swings 4
- ▶ monkey\_bars 3
- ▶ tire\_swing 2
- ▶ play\_structure 2
- ▶ merry-go-round 1
- ▶ balancing 1
- ▶ bowl\_spinners 1

### **Garden & Garden Facilities**

- ▶ garden 4
- ▶ garden\_storage/shed 2
- ▶ garden\_seating 1
- ▶ mushroom\_garden 1
- ▶ garden\_water\_feature 1

### **Outdoor Games**

- ▶ gaga\_pit 5
- ▶ four\_square(two\_courts) 2
- ▶ tether\_ball 1
- ▶ ping\_pong 1

### **Gathering**

- ▶ pretend\_campfire\_with\_seating
- ▶ lounge\_area\_with\_vending\_machine
- ▶ shaded\_tables&seating
- ▶ stump\_seating\_circle

### **Zen Garden**

- ▶ pathways 4
- ▶ plantings 4
- ▶ water\_feature 2
- ▶ seating 1
- ▶ stump\_seating\_circle 1
- ▶ labyrinth 1
- ▶ porch\_swing 1

### **Seating**

- ▶ benches 2
- ▶ bleachers\_overlooking\_basketball 1

### **Obstacle Course**

- ▶ monkey\_bars 2
- ▶ hurdles 2
- ▶ swings 1
- ▶ ninja\_warrier\_course 1
- ▶ two\_bar\_balancing 1
- ▶ zipline 1
- ▶ structure 1
- ▶ slides 1



# Teacher Engagement Sessions Summary

## TEACHER ENGAGEMENT SESSIONS

Held May 9, May 21, May 23, 2024

### SUMMARY

#### Multi-use Field

- ▶ Reduce size of sports field to allow for more programming around edges
- ▶ Engaging for different age groups
- ▶ Incorporation of shade
- ▶ Buffer to prevent balls from rolling downhill

#### Sports Court

- ▶ Current issues with students gathering/ sitting around court – need to provide alternate locations for older students to hang out
- ▶ Boundaries
- ▶ Need clear boundary along Eastern property line
- ▶ Boundary between Eastern vehicular loop and pedestrian sidewalks
- ▶ Boundary between small field and Western vehicular loop

#### Northern Remnant Woodland

- ▶ Supervision is needed in woods, especially of middle schoolers
- ▶ Climbing/ obstacle course/ balance logs/ loose parts

#### Campus-wide

- ▶ Need for shade
- ▶ High demand for swings and climbing
- ▶ Carpool Dropoff
- ▶ Need for covered drop-off/pickup space

#### Stormwater

- ▶ Engagement with stormwater retention pond– potential overlook deck on North end
- ▶ Dry stream beds to help with drainage issues
- ▶ Retention Pond
- ▶ Currently fenced and regulations require fencing (to our knowledge)
- ▶ Desire to improve connection to pond for educational purposes
- ▶ Desire for:
  - ◆ Gated access/ boardwalk or elevated viewing platform
  - ◆ Sloped ramp for view over fence
  - ◆ Adding fountain/ bubble to make more dynamic

#### Interaction Between Ages/Supervision

- ▶ Need separation and defined spaces between middle school and younger kids. Middle schoolers swearing/ taking up space.
- ▶ Middle school sports must be supervised, and younger kids not currently allowed
  - ◆ Possibility for programmatic change to alternate recess times so they aren't outside at same time

#### Children's House

- ▶ Outdoor classrooms are not equal – ones on play area are constrained
- ▶ Potential to create two separate spaces to better support 200 students at a time
- ▶ Flexible, covered gathering spaces of varying sizes
- ▶ More diverse, purposeful activities
- ▶ Accessibility to drinking water and/or solution for water bottle storage
- ▶ Shade
- ▶ Central, covered, lockable storage

### **Lower Elementary**

- ▶ Shade needed around small lawn
- ▶ Designated digging/ fossil pit
- ▶ Natural construction
- ▶ Treehouse (like the old one)
- ▶ Pickleball courts
- ▶ Play equipment:
  - ◆ Climbing appropriate for ages 5-9
  - ◆ Tire swing
  - ◆ Improved drainage under swings
  - ◆ Social aspect to play equipment
  - ◆ Slides
- ▶ Ball play including four square
- ▶ Shade
- ▶ Calming sensory experiences – sensory garden and pathway

### **Upper Elementary**

- ▶ Supervision issues – only 1 Teacher’s Assistant out at a time for supervision
- ▶ Dedicated UE basketball court
- ▶ Climbing opportunities:
  - ◆ Obstacle course
  - ◆ Climbable animals
- ▶ Natural construction/fort building
- ▶ Occupation opportunities
- ▶ Animal Husbandry
  - ◆ Chickens
  - ◆ Beehives

### **Middle School**

- ▶ Potential to change outside times to eliminate conflicts with younger students
- ▶ Shady hangout space in addition to Sports Court

### **Exceptional Children**

- ▶ High visual contrast/tactile experiences
- ▶ More sensory and calming settings
- ▶ Wheelchair accessibility
- ▶ Precedents
- ▶ Church St. Park outdoor gym
- ▶ Montessori Community School, Chapel Hill water feature

# Director’s Workshop Report

## DIRECTOR’S WORKSHOP

Held May 21, 2024

## REPORT

### Facilitated by

#### Natural Learning Initiative (NLI)

NC State University, Raleigh, NC

- ▶ **Robin Moore**, DipArch, MCP, Co-Founder/Director Emeritus
- ▶ **Mary Archer**, PLA, MHS, Design Associate
- ▶ **Will Fantle**, BA, Graduate Research Assistant

### Participants

Workshop participants are listed below, with grateful thanks to the following participants for their time, dedication, and creative ideas.

#### Directors:

- ▶ **Maureen Capillo**, Executive Director
- ▶ **Gloria Jones**, Director of Exceptional Children Program
- ▶ **Denise Kimball**, Director of Operations
- ▶ **Liz Macaulay**, Director of Upper Elementary
- ▶ **Fay Masterson**, Director of Children’s House
- ▶ **Carrie Smith**, Director of Student Affairs and Specials
- ▶ **Justin Tosco**, Director of Middle School

#### Operations:

- ▶ **Stephanie Deming**, Development Manager
- ▶ **Todd Fisher**, Facilities Manager

### Introduction

The purpose of the Director’s Workshop was to share perceptions of the current Sterling Montessori outdoor play and learning environment and share personal images or visions expressing what the outdoor environment could be in the future; and further, to determine goals and objectives to frame the programming of improvements and additions to the outdoor play and learning environment.



*Workshop participants develop goals and objectives for the outdoor play and learning environment.*

### **Personal Images**

Workshop participants were asked to express on paper a personal image or vision of the future Sterling Montessori outdoor environment. Each participant presented their image or vision, summarized verbally below and reproduced in APPENDIX B - Director Workshop Report GALLERY.

### **Maureen Capillo**

Opportunities for all. Add paths and more gathering spaces to the lower elementary playground (like space between buildings A and B). Move middle school garden to front field. Provide a path to stormwater pond at back of property for scientific learning. Create a wooded path around entire property with gathering spaces. Inclusive spaces including access to nature and gross motor needs (currently lacking for Middle School). Create curb appeal – a welcoming, colorful, and tree-covered campus with a unique visual language to stand out from other schools.



***Gloria Jones***

Opportunities to run/jump/swing/sensory areas. Foster engagement of all students—bring learning to life on the playground while getting out energy.

***Denise Kimball***

Four different outdoor play and learning areas that are safe, colorful, and age appropriate.

***Liz Macaulay***

Connect with nature. Create safe, appropriate spaces to support gross motor play for children aged 9-12. Need for multipurpose areas for building/sitting/gathering. Incorporate shade across campus. Outdoor learning. Clear boundaries to delineate property lines and where play is allowed. Shady, designated spot for students to sit while waiting for pickup. Desire for outdoor areas for teachers/staff to take breaks.

***Fay Masterson***

The outdoor environment should be practical, purposeful, engaging and safe. Provide purposeful, developmentally appropriate engagement and more spaces for classes to be outdoors. Create natural, mulch-free spaces that are shady. Improve Children’s House outdoor classrooms so that they are all equal – currently four are good but the four that are adjacent to the Children’s House playground are more constrained.

***Carrie Smith***

Mind map of connections: At the center – Children, Teachers, Parents, and Administrators. Surrounded by interconnected goals: play, creativity, sensorial, learning, peace, community, curiosity, botany, gardening, gathering. Surrounded by larger themes: beauty, enrichment, engagement, nature, cycle of life/rebirth. This is all explored across the seasons: Spring, Summer, Fall, Winter.



***Carrie Smith presenting her personal image for the Sterling Montessori Outdoor Play and Learning Environment.***

### ***Justin Tosco***

Expand on what is already existing including an expanded garden, additional swings for middle school, full sports field with a track, mini field between Buildings A and D, and structures between D/B and C buildings. “We’re really good, but we could be even better.”

### ***Stephanie Deming***

A beautiful campus that shows that this space is truly special and differentiates ourselves from other public schools. Create a space for community where they feel appreciated and heard. Support natural collaboration, appreciation of natural surroundings, and play structures made of natural wood/ materials. Accessible to all.

### ***Todd Fisher***

Create more shaded areas. The front of the school should be welcoming, colorful, and attractive – create a “wow” factor.

### **Mission**

Participants reviewed the school mission and discussed the need to create a separate mission for the outdoor play and learning environment.

### **School Mission:**

The mission of Sterling Montessori is to create a diverse educational community, grounded in the Montessori philosophy and teaching practices, that fosters curiosity, creativity, and critical thinking in its students. We strive to empower each student to become life-long learners who respect themselves, others and their environment.

Participants discussed how the mission is currently student centric, and there is a desire to expand it to include the larger school community including teachers, staff, and families. There is also a lack of engagement with the broader community with potential to connect with local organizations, local government officials (mayor, city council), the larger Morrisville community, and Sterling Alumni.

### **Proposed Draft Mission for the outdoor play and learning environment:**

Creating a diverse outdoor environment, where nature-based play and learning across the developmental spectrum for all children, their teachers, and the broader Sterling community supports the Montessori curriculum and the values that frame it, including caring for each other and the health of our planet.

Revised mission from SMACS team:

“Creating a diverse outdoor environment that supports nature-based play and learning for all children, educators, and the Sterling community, aligning with the Montessori curriculum and its values of caring for each other and our planet.”

## Goals and Objectives

Workshop participants proposed the following seven goals and objectives to support the Sterling Montessori Outdoor Play and Learning Environment Mission:

### 1. An environment that is developmentally appropriate, supporting:

- ◆ Diverse opportunities for engagement.
- ◆ Age-appropriate gross motor development.
- ◆ Formal sports and related facilities.
- ◆ A “prepared environment” that connects curriculum to nature play and learning across all levels.

### 2. An environment that balances risk and benefits:

- ◆ Safe with opportunities for varying levels of challenges/risk.
- ◆ Risk management protocol.
- ◆ Easily managed and maintained.

### 3. An environment that is identified as Sterling Montessori:

- ◆ Visually stimulating.
- ◆ Consistent cross-campus visual vocabulary (colors/materials).
- ◆ Reflects the Sterling Montessori brand.

### 4. An environment that connects interactively with the natural world:

- ◆ That reflects international sustainability goals.
- ◆ Establishes a native tree program.
- ◆ Conserves three remnant woodland patches.
- ◆ Manages the detention pond as a biodiverse educational resource.

- ◆ Enables students to “work the land”:
  - Expands gardening program.
  - Connects to occupational/entrepreneurial/microeconomic aspects of the Montessori curriculum.
  - Expands classification potential of plants and animals as a campus “living library.”

### 5. An environment that is inclusive for all:

- ◆ Universally designed play and learning settings and equipment.
- ◆ Cross-campus accessible routes connect all play and learning settings.
- ◆ All settings are socially and culturally inclusive.

### 6. An environment that supports sensory integration:

- ◆ Settings are designed to stimulate all senses.
- ◆ Accessible routes are designed as multi-sensory pathways.
- ◆ Sensory cues are posted/integrated into the outdoor environment.

### 7. An environment that supports the Sterling Montessori School Community, prioritizing:

- ◆ A range of gathering spaces serving different group sizes and play and learning functions.
- ◆ A performance stage or amphitheater serving classroom drama/musical productions and community events.
- ◆ Outdoor food prep/garden/community gathering setting.
- ◆ Flexible/multiuse spaces.

### **Additional comments**

- ▶ Sterling students come from 6 different counties.
- ▶ Precedent project is The Raleigh School.
- ▶ More outdoor gathering spaces needed. Currently insufficient for all students to eat lunch outdoors. See Goal #7.
- ▶ Injuries occurring due to lack of functional outdoor space.
- ▶ Lack of diversity of play and learning settings – not developmentally appropriate for all ages.
- ▶ All spaces need to be flexible (ages, use).
- ▶ Quiet outdoor spaces needed for teaching.
- ▶ Strategic plan will be wrapped up in November–December 2024 followed by commencement of capital campaign.

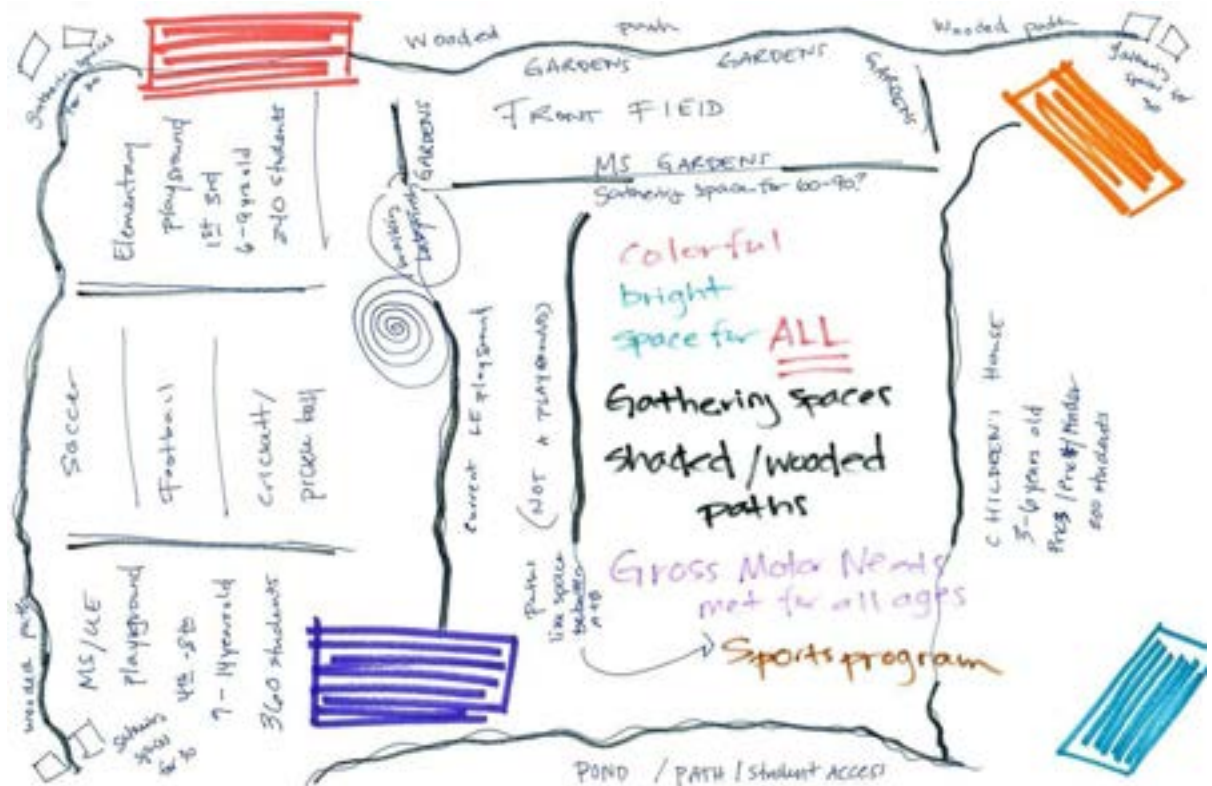
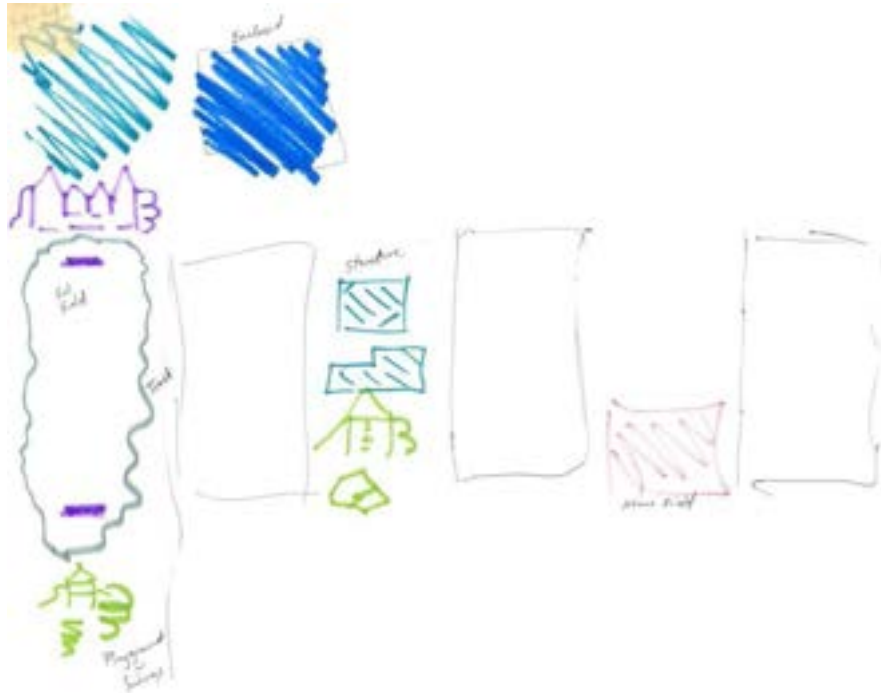
### **Next steps**

- ▶ Workshop report to be drafted and circulated for comment.
- ▶ Workshop results contained in this report will frame the design program.

**Thank you for participating!**

# Director Workshop Report GALLERY

Leadership personal images or visions of the future Sterling Montessori outdoor play and learning environment





\* I want Sterling to look like a Montessori School — to differentiate itself from Cedar Forks/Local public schools. \*

MS space collaboration

Natural / Appreciation of Natural Surroundings  
Exploratory

Discovery

Accessible

Beautiful

Safe

Practical  
Purposeful  
Engaging  
Safe  
Reeks Interest  
Developmentally Appropriate  
More space so All classes can be out from 11-12

Natural  
Shaded

No mulch

Better outdoor classrooms especially classrooms on playground side

Connect with nature  
 Physical play appropriate for 9-12  
 Creative playspace - multipurpose  
 area for gathering  
 Shade  
 skills - integrated academics  
 SEL.

Quiet space  
 room to run  
 boundaries - safety  
 something for everyone.  
 for recess + beyond ...

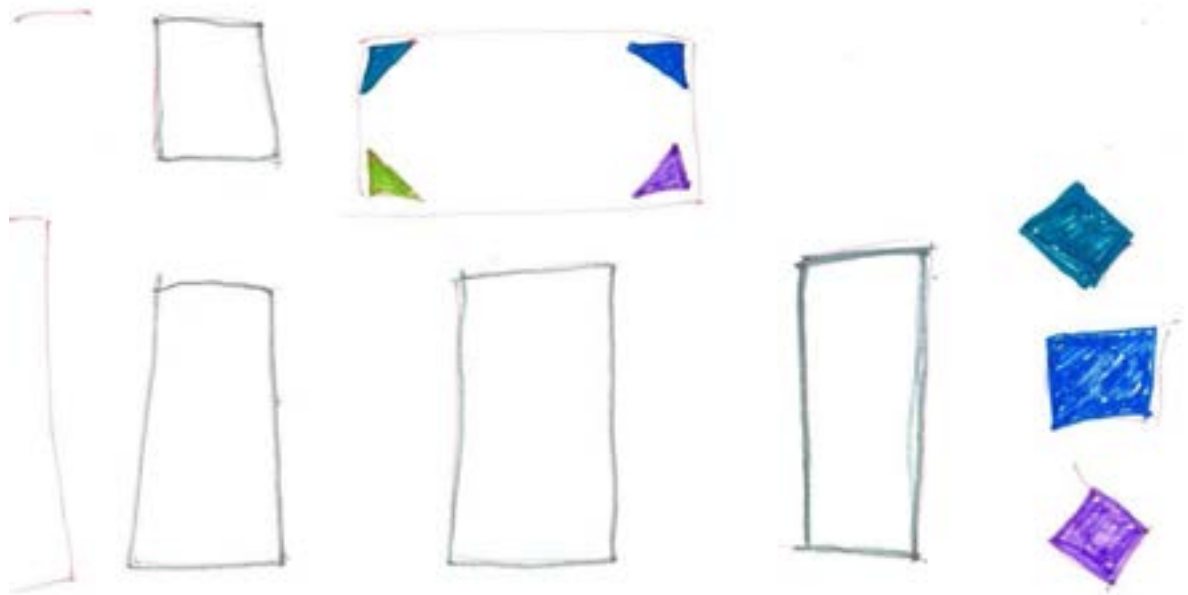
carpool space - shade  
 seating for students





safe, colorful, age appropriate. 4 outdoor play learning environment areas







**Sterling Montessori Academy and  
Charter School, Morrisville, NC**

# **Outdoor Play and Learning Design Program and Campus Master Plan**

