



Site Design

Model Check List

Site Design

- Looking at the whole site
- First things first
- Preparing the plan

Sample Site Plans

- Adding information to the plan
- Adding comments from the surveys
- Adding ideas to the plan
- A plan for a paved playground
- Location Map and Planting Plan
- The Grand Plan

Planning Check List

- Measuring and Mapping the Site
- Planning Check List
- Planning for building a model
- Building a Model Step by Step
- Model Check List

MODEL CHECK LIST

Division of Space

Does your plan reflect the play and social needs of children? Have you divided the spaces equitably between grade levels? If you have a grade-divided yard, have you considered making quiet spaces accessible to all age groups and only dividing up the active areas between primary, junior and intermediate grades? Have the grounds been designed with accessibility issues in mind?

Reducing Congestion

Have you considered how localized congestion around, for example, play equipment, can be reduced by increasing the level of interest in wide open spaces that are currently little used? Reducing congestion helps to reduce both conflict and “knock and bump” accidents.

Play Equipment

Have you planned to include a trail of activities and smaller structures such as climbing frames instead of a fixed, multi-activity play structure in your plan to give more children more play opportunities, and to reduce the congestion usually encountered in spaces with a fixed play structure?

Scale

Have you observed the children at play, noted the areas least favoured by them, and asked them why they avoid certain places in the yard? Have you planned to create spaces that are more child-scale to increase their level of comfort and sense of security?

Sense of Place

Are you planning to create spaces that help develop in children a sense of place and a sense of belonging to a place – a place that children can become attached to, and observe and learn about on their own (listen to, smell, touch, watch bugs, explore the soil, collect plant debris, find feathers, etc.)?

Boredom

Are you making the grounds more interesting for children and providing them with a wide range of play, social and learning opportunities? Does your plan reflect the comments made by the children during the brainstorming sessions regarding the things that they said they would like to do outside?

Conflict

Have you ensured that adjacent play and social spaces are compatible with one another and will not cause conflict? Are any areas of loose material such as sand or pea gravel located where they can spill over and make hard surfaces such as asphalt slippery? Will new or existing activities affect new or existing plantings?

SITE DESIGN - MODEL CHECK LIST

Noise	Have you addressed children’s requests for quiet spaces by creating areas where they can enjoy more passive activities and get away from noisy, boisterous play?
Visual Appeal	Have you included in your plans ways to make the outdoor environment more colourful year round by adding murals, pavement paintings, plants that have good autumnal colour, flowering plants in the spring and autumn, etc.?
Comfort	Have you considered how you can make the schoolyard more comfortable by creating shade, windbreaks, and spaces where children can enjoy some privacy?
Fences	How have you addressed the need to reduce the prison-like aspect of metal fences? Have you planned to “green up” existing fencing, or plant vegetation to screen unsightly views from the schoolyard?
Shade	Have you considered ways to create areas of shade in several locations in the yard, for quiet social spaces, outdoor classrooms, and for children who like to sit and watch others at play?
Wildlife	Have you ensured that wildlife habitat projects are not placed next to active play and sports areas where they can be damaged by stray balls and children running?
Seating and Tables	Have you placed seating out of the way of ball games and other activities? Are the shape and the arrangement of the seating appropriate for what children want to do when using it? Is the seating shaded? Is the amount of seating adequate for the number of children who will want to use it? Have you considered adding a table for a portion of the seating or a chess table? Are the seating, tables, etc., child-sized or adult-sized?
Paving	Have you ensured that loose materials such as sand, gravel, pea gravel, wood chips, etc., in new play spaces and plantings will not spill over onto the paved areas and cause children to slip and fall?
Garbage	Have you planned to reduce the amount of litter and food waste that is dropped in the yard at recess and lunch times? Do you have a plan to regularly pick up garbage that is dropped or blown into the yard?
Vandalism	Have you included in your plans how you will respond to any vandalism of your projects?

SITE DESIGN - MODEL CHECK LIST

<p align="center">Siblings and Friends</p>	<p>If your yard is segregated by grade, which can be upsetting for some children, have you considered the benefits of making special meeting places where friends and siblings in different grades can play and socialize together? Have you thought of the possibility of combining the grades in a quiet space for passive play and only separating the primary from the junior grades in active spaces?</p>
<p align="center">Drainage</p>	<p>Have you assessed how rainwater or meltwater flow will be affected by new projects? Have you planned to create shallow swales or grade the surface of the soil to interrupt the flow of water (for example, to prevent it from emptying into a drain), and direct it instead towards existing or new plantings to help conserve water and reduce maintenance work?</p>
<p align="center">Access Routes</p>	<p>Have you respected the routes and the turning space allowances for emergency, maintenance, garbage removal and delivery vehicles?</p>
<p align="center">Foot Traffic</p>	<p>To avoid foot damage to projects, have you identified the routes currently used by people on foot between all doorways of the school buildings and the gateways or other points of access to the grounds – and between the buildings and access points and the play spaces, sports fields, bike racks, dumpsters, storage sheds, portable classrooms, seating, etc.?</p>
<p align="center">All Seasons</p>	<p>Have you visualized what your school grounds will look like during the winter months and how your greening projects will be protected from people, vehicles, road salt, etc.? How will you give the children daily reminders about keeping off the planted areas when the new growth is emerging in the spring?</p>
<p align="center">Snow Storage</p>	<p>Have you checked where snow is piled in winter to make sure that snow and ice will not be pushed onto your plantings (when pushed into a tree, a layer of ice can slice into the bark and cause serious damage)?</p>
<p align="center">Utilities</p>	<p>Have you allowed enough room for the necessary access to utilities infrastructure for repair and maintenance work?</p>
<p align="center">Trees and Shrubs</p>	<p>Have you left enough room around new and existing trees and shrubs to give them good conditions for healthy growth and to protect them from mechanical damage, ploughed snow, and children at play?</p>
<p align="center">Flowering Plants</p>	<p>Have you checked your school board’s requirements for distances between play equipment and flowers? Have you ensured that the plants you have chosen do not have sharp thorns, poisonous berries, or are not harmful in other ways to people or other species, etc.?</p>