



# Site Design

## Sample Site Plans

### 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

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# Sample Site Plans

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## Overlays

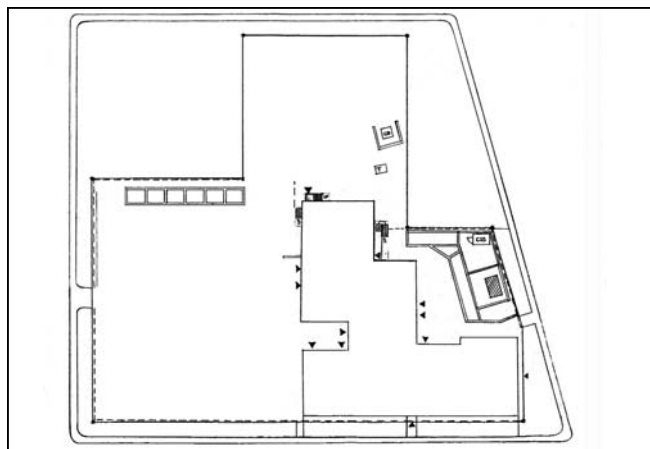
Drawing up your plans on clear acetate overlays is a useful way of building your site plan.

You can record different kinds of information on each of several overlays. This will allow you to look at the details on each overlay separately and also to see how the various components of the site and the activities that take place on the grounds are likely to affect one another by placing combinations of overlays on top of each other.

You might also want to consider creating overlays that show the sun and shade patterns throughout the day, and the biodiversity on the site.

## Sample base plan

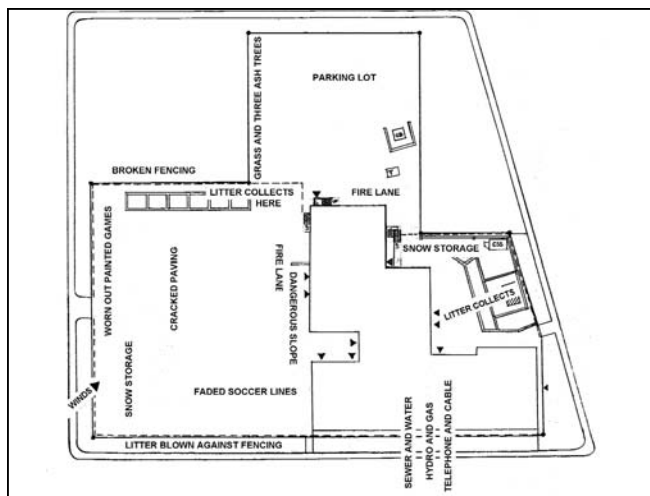
This example of a base site plan shows the property boundaries and buildings. Some plans include the location of trees, play equipment, benches, driveways, garbage receptacles and water catchment basins, and indicate surface materials such as grass, asphalt, gravel, etc. The location of infrastructure such as hydro, gas and water may also be shown. There is usually a key on the plan that uses letters (such as CB for catchment basin, HP for hydro pole or CSS for concrete storage sheds, etc.), that will help you identify different components on the site.



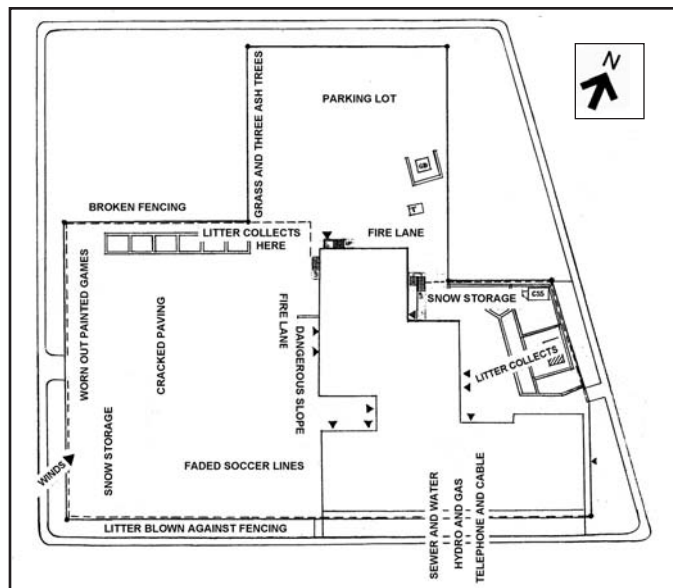
## Site conditions

An overlay showing the different conditions on the site such as wind direction, shade, wet areas, edges and corners where litter collects, cracked paving, etc., is useful because it helps people remember when planning the areas that require improvement or repairs. It is also helpful to show places where conflict arises due to two or more incompatible uses being in close proximity to one another.

Planting constraints such as snow storage areas, fire lanes and the location of underground cables and pipes can also be identified on this overlay.



## Adding Information to the Plan



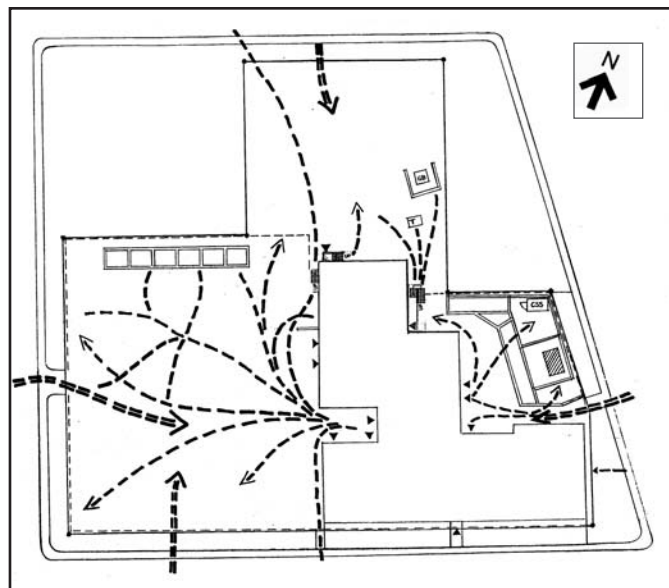
Constraints, environmental conditions and problem areas

### ADDING SITE INFORMATION

Add details to your plan that will begin to help you form a visual picture of your grounds. Adding site and site-use details will help you go through a process of elimination where you will be able to determine at a glance the parts of your grounds that can be greened and those that must be kept free of obstruction; for example, emergency, maintenance and delivery vehicle access, fire lanes, places where snow is piled in winter, and areas around utilities infrastructure. You can also start to add notes about environmental conditions and any problem spots such as cracked paving, places where litter collects, broken fencing, etc.

There is a limit to the amount of information that you can add to the plan and still expect to be able to read it clearly. It's a good idea to make several copies of the original site plan and use a different copy for recording similar types of information so that you keep like with like. You will then have several site plans with different information recorded on each one.

To see the whole picture of your grounds, make a clear acetate overlay for each one of your site plans. Make marks (registration marks) at each corner of all of the overlays so that you can match them up when you lay them on top of each other. You can then place a sheet of acetate over each copy of the plan in turn and copy the information with coloured markers.



Main pedestrian and vehicular traffic routes

Notes made with water-soluble markers can be smudged fairly easily, so be careful. The acetate, however, cannot be re-used if you use permanent ink.

By making overlays you can keep all of your different types of information separate and also be able to see a complete picture of all the details at once by matching up the registration marks and over-laying all of the acetates on a blank site plan.

When presenting your plans to a group, acetate overlays can be taped to a white backing and pinned up on the wall.

### TRAFFIC PATTERNS

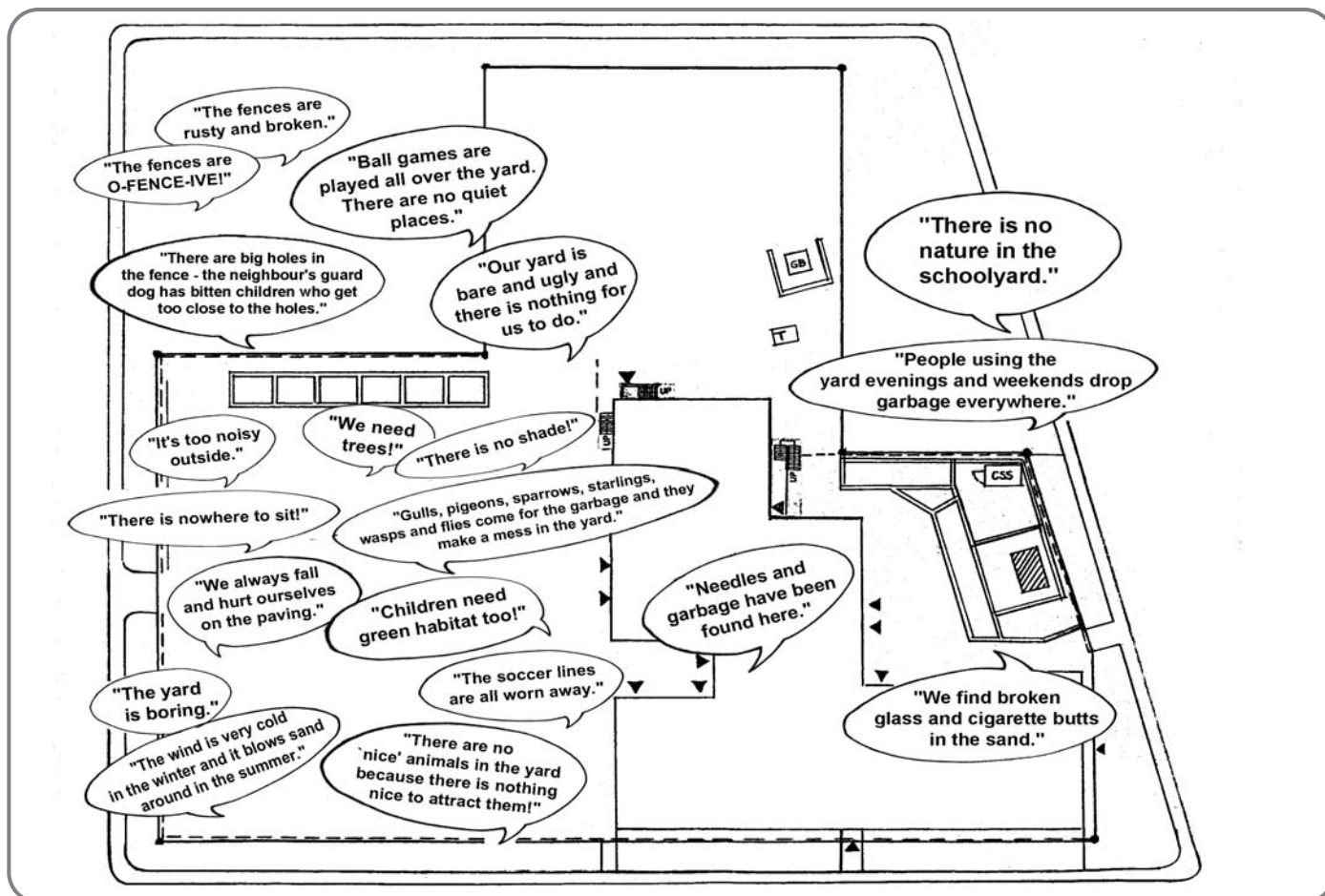
Finding out the main routes that children use to go between the entrances to the school and the grounds, and the various destinations within the schoolyard will help you avoid placing projects across these unmarked pathways or "desire lines".

If a planting must straddle one of these routes, make sure that you build a well-marked pathway through it.

Never for a moment assume that people will take the time to go around the planted area because feet tend to walk as the crow flies – straight from A to B – and the plants will be trampled.

## Adding Comments from the Surveys

Making an overlay with some of the most frequently-mentioned site problems, or preferred areas on the grounds will help you remember the problems that need solving and the spaces that should be preserved when developing the final plan.



### Comments about the schoolyard

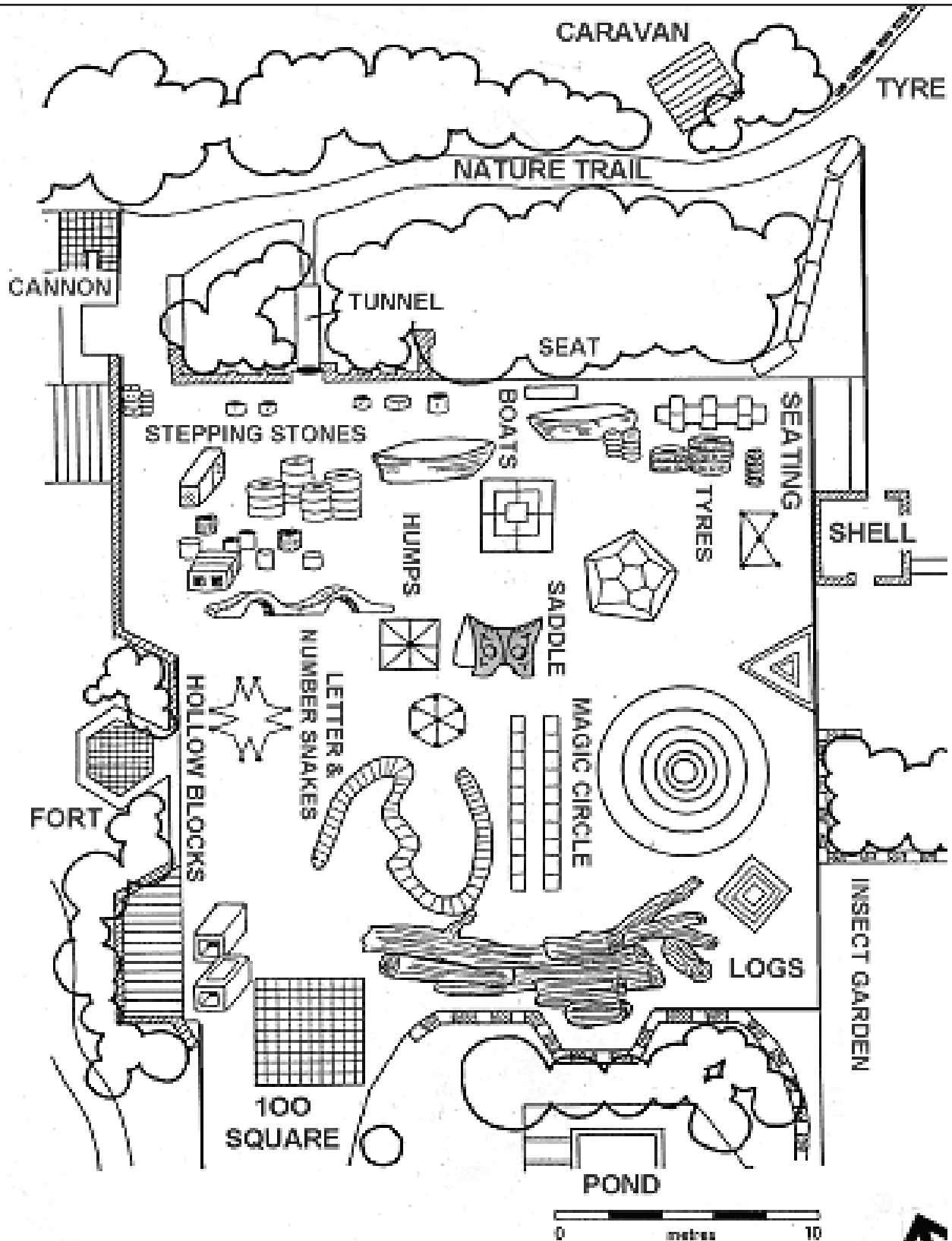
Adults' comments tend to relate to aesthetics, anti-social behaviours both in and out of school hours, and the lack of shade. Children comment on these issues too, but they also have much to say about how the yard makes them feel, which is only natural because they spend a lot of time outside. By the end of grade six, children will have spent about 1,800 hours, or 257 entire school days in the yard – a place that many describe as boring, noisy, dangerous, colourless, uncomfortable and ugly (“ugly”) is defined as “likely to cause trouble!”).

Adding children's comments to both the site plan and the model shows them that you are listening to them and that their feelings, opinions, ideas, likes and dislikes are important. Their comments help you to remember from the children's perspective the different conditions that affect them such as wind, shade, noise, wet areas, edges and corners where litter collects, cracked paving, lack of colour, and places where conflict arises.

If children comment on the lack of “nice” animals in the yard, explain that species that scavenge in the schoolyard (gulls, pigeons, sparrows, starlings, wasps and flies) are a vital part of the ecosystem because they are always picking up after someone! Some scavengers derive almost all of their energy by feeding on refuse, or dead organisms. They are important because they recycle nutrients and help to keep the environment clean. Many predators are part-time scavengers, including humans and even dinosaurs such as Tyrannosaurus rex!

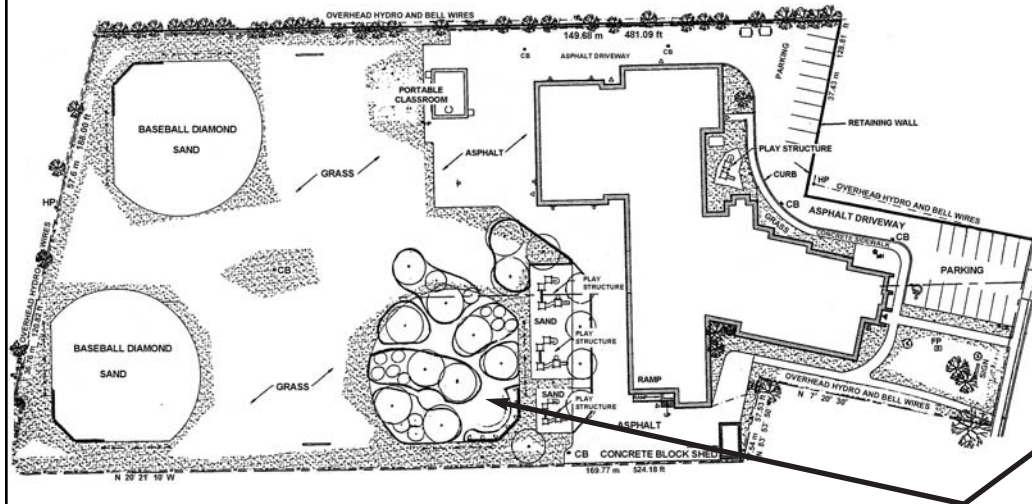


# A Plan for a Paved Playground



Plan of the playground and outdoor classrooms at Coombes County Primary School, Reading, England

# Location Map and Planting Plan



## Location Map

This plan of the whole school property shows where on the grounds the proposed planting will be located.

## Planting Plan

This plan shows the mounded areas where the trees will be planted, and the pathways in between the plantings.

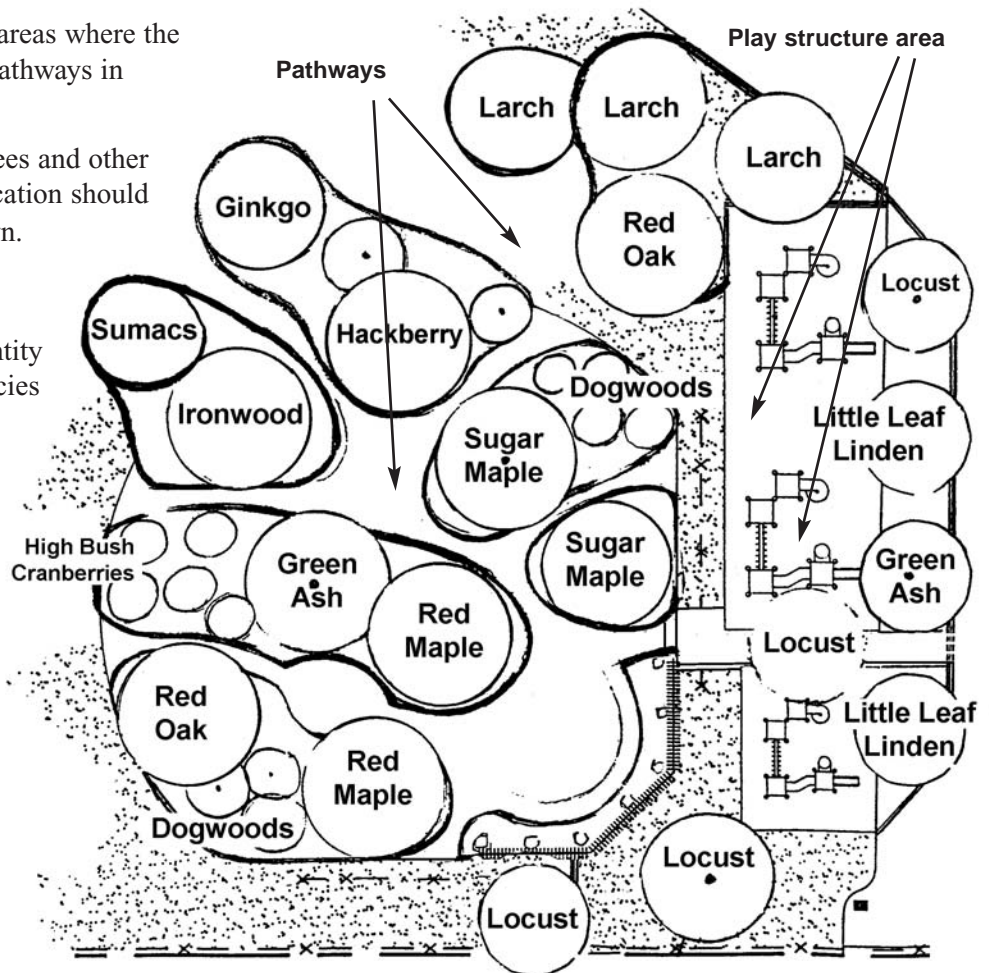
The names of the species of trees and other plants to be planted in each location should be marked on the plan as shown.

### Plant List

Make a plant list with the quantity of plants required of each species in the planting plan.

#### PLANT LIST

- 1 Ginkgo
- 2 Green Ash
- 1 Hackberry
- 1 Ironwood
- 3 Larch
- 4 Locust
- 2 Red Oak
- 2 Red Maple
- 2 Sugar Maple
- 2 Little Leaf Linden
- 5 Redosier Dogwood
- 3 Staghorn Sumac
- 4 Silver-leafed Dogwood
- 5 High Bush Cranberry



# The Grand Plan

This drawing shows the grand plan for the entire site. The places where planting projects cannot be implemented due to site constraints and the routes used by people and vehicles have been eliminated, and the places in between that can be greened up have been identified.

When you have eliminated all of the areas that you are unable to change, you will be ready to draw up your final plan for the entire site. Remember that all areas that can be greened should be designated in your final plan, even in spaces where work is not projected to start for five to fifteen years or more. You do not need to make the decisions now for the plantings in all of the areas you have identified as this will exclude people in the future from being involved in the planning and development process. All you need to do now is reserve spaces that can be transformed in the future. This gives others the opportunity to participate and take ownership as well.

In addition to wanting to see your grand plan for their own approvals process, school board staff will probably require you to provide them with a separate plan that shows only the portion of the grounds that you wish to transform in the first phase of the project.

