

Seattle Public Schools - Facilities Department - Self Help Program

Guidelines: Developing a conceptual site plan

Date: 11/1/01 Revised: 1/16/02; 8/14/03

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Considerations when developing an overall conceptual plan for your school site:

This checklist is intended to help you establish a process for developing a conceptual plan for your overall site, and to think about which components you will want to address. Submit a **Self Help Application for Project Approval** so we know what you have in mind and can advise you on your proposed process (<http://www.seattleschools.org/area/facilities/SelfHelp/Overview.pdf>).

Purpose - The conceptual plan should be a guideline rather than absolute. Establish why is the plan being developed. For example, are you determining the best layout for the playground, or looking at how several components interrelate?

Steering team - Who's initiating the effort? Which individuals should be included on a small team overseeing the project throughout?

Stake-holders - Who has an interest in how the site is developed? For example: the users at the site, the District, neighbors, community, businesses, etc.

Involvement - How will the stakeholders be involved in the planning?

Process - What process will be used? How long will it take? What's the schedule?

Selecting a person/firm to guide process/develop plan - What kind of person is needed to oversee the process? (Planner, Landscape Architect, Parent?) Be sure to follow an acceptable process to select an individual or firm. (See Self Help Guidelines for selecting a consultant.) Selected firm will need to provide a certificate of insurance to SSD. (<http://www.seattleschools.org/area/facilities/SelfHelp/AE.pdf>)

Users - What are the current uses of the site? What uses are slated or possible in the future? Who are the users?

Components of a site - What are all the components of the site? Which ones will be part of the planning effort?

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| buildings (any anticipated construction or major improvement projects?) entrances - main, student, community pedestrian patterns/ walkways - students, staff, parents, visitors, community student drop off / pick up bus loading parking bicycle racks service areas (deliveries, dumpsters) fencing - access points signs | landscaping art opportunities play areas - all-weather surface, soft surfaces (grass, landscaping), play structures, play equipment, game lines, imaginative play, student gathering areas, quiet areas, seating community use areas outdoor classrooms (e.g., gardens, seating) earthquake preparedness container outdoor storage sports field maintenance boxes |
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Standards - What standards, guidelines, building codes apply? (District, city, Americans with Disabilities, etc.)

If you have any questions, please call the Self Help Coordinator at 252-0637.

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Security - This is very important in planning. Landscaping should not screen windows (both for teachers/staff to see what's going on outside around the school, as well as for neighbors/police to see intruders inside the building when school is not in session). Landscaping or site features should not screen doorways or any places around the building or playground in order to avoid places for people to hide. All points of playground should be visible for playground supervisors. Access points onto playground should be controllable - easily monitored to be able to see who's coming on and off of the site. Think about appropriate lighting for evening hours.

Communication - How will steering team communicate with each other? With stakeholders? With the District?

Review and approval of final plan - Be sure District is involved during each stage of planning to be sure you're going in a direction consistent with District standards and policies. District has final approval of plan.

Implementation, phasing - How will the plan be implemented? Are portions of the plan delineated into individual projects that can be phased? What are potential funding opportunities or resources? What are the schedules for grant applications and award?

Revisions - It's a good idea to include a statement on how revisions will be considered in the future.

Important things to think about for a conceptual plan:

- ◆ Should be viewed as a conceptual plan with several phases. More likely than not, you will not be able to complete all physical improvements right away; people's needs and ideas may change over the years.
- ◆ A **Self-Help Application for Project Approval** is required for each construction phase.
- ◆ Should address existing problem areas and solutions.
- ◆ Should look at program needs and desires and see how the "pieces" can fit together on a site, and how the relationships should happen. e.g., garden, soccer field - where should they be in relation to users, how does it fit with school, with community? Some of our sites are very small. Where do some of the bigger pieces fit?
- ◆ What are the maintenance implications of the improvements? Will the District be responsible for maintenance? Will the community be responsible for maintenance?

Include this language on your plan:

The following note shall be prominently included on conceptual plans developed for school sites. The plan shall be reviewed by the District Self Help review team and signed by a representative of the review team before finalizing the plan.

This is a conceptual plan for the potential redevelopment of this site. It is subject to revisions if needs change in the future. As the details of each separate element is further developed for actual construction, School District Self Help application, review and approval is required before construction may begin. Conceptual plan reviewed by Self Help Review Team: _____ date _____

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