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ABSTRACT

FIFTEEN FACTORS TO BE CONSIDERED IN SITE EVALUATION ARE LISTED. A SITE EVALUATION RATING SHEET IS PROVIDED, WITH SAMPLE FORMS FOR INFORMATION TO BE PROVIDED BY THE SCHOOL DISTRICT AND THE ARCHITECT FOR USE IN SELECTING AN ARCHITECT. (FPO)

TEXAS EDUCATION AGENCY
School Plant Section

EVALUATION FACTORS

1. ACCESSIBILITY Each of the potential sites should be accessible from most places in the attendance area. One of the most acute problems facing school administrators today is that of pupil transportation. Considerations affecting the ease with which pupils may be transported to and from school; their safety in walking, cycling, or driving; and the ease with which public and school people may come to and leave the school grounds are of importance in evaluating the accessibility of a school site to its surrounding area.

2. ACQUISITION Title to the land of a potential school site is held by some individual, group of individuals, or corporate group. The school's position is simpler when there is but one person with whom to negotiate and against whom to file a land condemnation suit. Hence the availability of land for acquisition is rated by the number of its owners. The knowledge is available in local records and official maps. An appraisal of the true value of the property should be made by a competent appraiser prior to its final acquisition.

3. COMMUNITY USE This factor is introduced because of the school's importance to the people in its immediate area. Driving or walking distances to school-community functions, parking facilities available on or near the site, and the site's general accessibility are factors to be considered. A basic question to answer in considering this factor is: "Is the site in proximity to a present or future community center and in such a position as will promote better school-community relations?"

4. DRAINAGE Drainage is a problem of the general topography of a site. The land should not be situated in a flood plain or in an area subject to serious crosswashing due to seasonal deluges. Sub-surface conditions should be ascertained by competent engineers, and an adequate drainage system planned for the site.

5. ENVIRONMENT General considerations for a good school environment are rated in this category. These might include such factors as landscaping for protection from noise, wind, and unsightly local conditions; proximity to public parks and recreational areas and the

general desirability of the total surrounding area. Today's schools, with few exceptions, enhance property values in their residential areas.

6. EXPANSION Many communities lack foresight in selecting adequate sites. It is necessary for additional land, adjacent to a potential choice, to be available for future use. Delay in acquiring this land usually results in excessive expenditures.

7. POPULATION In some areas it is not necessary for a site to be close to a certain population or community center. In most instances, however, a new school will so enhance surrounding properties that it will create a new population center. In instances in which entire new neighborhoods are developed, a site of sufficient size to meet the educational and recreational needs of its residents should be set aside by the developer. The existing population and its potential growth should be continually appraised as a part of the district's long-range planning program.

8. PREPARATION The degree of difficulty involved in preparing the site for the construction of the physical plant should be noted. A check of the surrounding structures, if any exist, will generally reveal any adverse effects on those structures due to settling caused by poor subsurface conditions. A final check should be made by competent foundation and structural engineers. They should familiarize themselves with the conditions in the area and advise the district concerning the initial grading and the preparation for the school's foundations. Estimates of the cost of the site preparation should not be made until test borings have been evaluated with respect to the size of the anticipated structure. Tests can usually be made prior to the acquisition of the site on consent of the owner of the land.

9. TOPOGRAPHY Natural topographical features should be appraised with respect to the plant and educational program anticipated for the site. Such features as shape,contour, drainage, land faults, subsurface conditions, existing structures, roads, railways, rivers, swamps, wooded areas and other geological and topographic hazards must be considered in this rating.

10. TRAFFIC Potential sites should be rated with respect to their proximity to through streets, arterial highways, and principal freeways. Their positions may be found on city maps. A check with county and state planning offices will reveal future plans regarding new construction in any particular area. It is important to have knowledge of the location of all railways, bridges, viaducts, underpasses, canals, rivers and creeks that have to be crossed by children going to and from schools. Public and school transportation routes must also be charted and evaluated.

11. UTILITIES Prior to the selection of a site in a particular area, the location and sizes of the following utilities should be ascertained with respect to the anticipated new plant needs: water, gas, sanitary and storm sewers, and electric power lines. These should be rated with respect to their potential service connections, easements, and nuisance to play and building areas.

12. ZONING Zoning factors may be appraised by an examination of the city and county or regional zoning ordinances and maps. From school documents the effects of industry and commerce on the school environment, with respect to smoke, noise, odors, and other hazards can be made. The growing number of local and commercial airports is another important factor to consider in studying zoning provisions. Information can be obtained by contacting airport officials as to their future plans for expansion.

13. ACREAGE All open and relatively undeveloped area suitable as a potential school site should be appraised on the basis of local school needs. The educational program determines the size of a school site. Most of the nationally recognized standards are minimum standards only. Most school districts try to exceed these minimum standards by twenty to thirty per cent - overcrowding occurs rapidly where minimums are used as adequate.

14 and 15. LOCAL CONDITIONS OPTIONS Each community has particularities not anticpated on a general rating scale. These may be special items a community rates specially -- items not to be found in any other district. These may be such factors as proximity to the existing attendance areas of similarly organized school districts, proimity to the existing attendance areas or site of another school in the same area, or proximity to an airport or its take-off and/or landing patterns and the noise and safety hazards created.

SITE EVALUATION RATING SHEET

Designation	Final Rating	WEIGHTINGS	ITEMS EVALUATED															
			Accessibility	Acquisition	Community Use	Drainage	Environment	Expansion	Population	Preparation	Topography	Traffic	Utilities	Zoning	Acreage	Option No. 1	Option No. 2	TOTAL SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Location:		10	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
		9	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
		8	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
		7	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Option No. 1:		6	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
		5	•C•R•I•T•I•C•A•L• •Z•O•N•E•															
		4	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Option No. 2:		3	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
		2	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
		1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
		0	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	

Date: _____	CALCULATIONS	A. Total Score	
Evaluated By: _____	A/Bx1000=Final Rating	B. Items Scored	

TEXAS EDUCATION AGENCY
School Plant Section

FORM FOR

I N F O R M A T I O N

FURNISHED

BY THE SCHOOL DISTRICT

AND

BY AN ARCHITECT

PRIOR

TO THE SELECTION OF AN ARCHITECT

FOR A SCHOOL BUILDING PROJECT

SCHOOL PLANT SECTION
Division of Administrative Services
Texas Education Agency
Austin, Texas

I N F O R M A T I O N

TO THE ARCHITECT

FROM THE SCHOOL DISTRICT

_____
Date

1. _____
Name of School District

_____
Street Address P. O. Box City Zone State

2. _____ _____
Superintendent Telephone Number

_____ _____
Business Manager Telephone Number

3. _____ _____
President, Board of Trustees Secretary, Board of Trustees

_____ _____ _____
Member Member Member

_____ _____ _____

4. _____ $_____
Proposed Bond Election Date Amount of Bond Issue

5. _____ $_____
Type of Project (Elem., Jr. High, Sr. High) Project Budget

6. _____
General Description of Project

_____

7. _____
Size and Location of Site (if selected)

_____

8. Written Educational Specifications are Available: Yes_____ No_____

9. Occupancy of Project Desired By: _____
Date

METHOD OF SELECTING ARCHITECT

_____ Architects invited to submit qualifications.
No.

_____ Architects to be interviewed. _____
No. Approximate Dates

_____ Allowed each Architect for presentation.
Time

Board (Will_____) (Will not_____) visit Architect's office.

Board (Will_____) (Will not_____) visit other projects by Architect.

Board will make selection of Architect by: _____
Date

Tear along this line and keep for your record

Tear along this line and keep for your record

Return this sheet, with enclosures, to school district

I N F O R M A T I O N

TO THE SCHOOL DISTRICT

FROM THE ARCHITECT

To: _____
Name of School District

_____
Date

1. _____
Name of Firm

_____ _____
Name of Firm Principal to be Addressed Telephone Number

_____
Street Address P. O. Box City Zone State

2. Firm Organization: Individual_____ Partnership_____ Association_____

3. Attach List Giving: Names of Principals

Their Architectural Education Background

Experience Record

Professional Affiliations

4. Attach list of Specialized Associates or Consultants which this firm regularly employs to meet the requirements of a given project.

5. Attach list of completed buildings designed by this firm in recent years. Indicate those which are appropriate examples that the Board of Trustees may visit. Include pertinent information on costs, type of construction, location, date of construction, etc.

6. Give names of persons who have knowledge of this firm and its work to whom the Board of Trustees may write.

7. Attach any other material which might help the Board of Trustees give this firm proper consideration.