

Americans with Disabilities Act Transition Plan

January 12, 2021





pps.net/accessibility



PORTLAND PUBLIC SCHOOLS Portland, Oregon

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CALENDAR



ENROLL



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Facilities & Asset Management

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Department Main Page

+ Building Use (Civic Use of Buildings)

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Design Guidelines & Standards

Education Specifications

+ Energy & Sustainability

Furniture & Moves

Real Estate

Keep Your Buildings Safe

Long-Range Facility Plan

+ Maintenance Services

PPS Site Maps and Data

Accessibility at Portland Public Schools

Portland Public Schools is committed to equitable access to all programs, for everyone in our community, regardless of ability. We are working to remove barriers of all kinds throughout the District.

Our schools are key institutions in Portland neighborhoods. Creating environments that elevate the health, dignity, and independence for all is critical to our mission. To that end, the District's Americans with Disabilities Act Transition Plan will guide future investment and establish clear sightlines to achieve full-accessibility.

Few schools within the PPS portfolio are fully accessible per ADA requirements and the current estimate to bring all sites in alignment with Oregon building code exceeds \$100,000,000. PPS is in the process of updating its ADA Transition Plan and is currently engaging community feedback. The ADA Transition Plan update process will consider various options for phasing of improvements.

While the current focus is on barriers in the built environment, the broader communication landscape will be considered here. If you need support of any kind, please see the sidebar to the right for additional resources. District employees seeking accommodation should visit the [workplace accommodations page](#).

Virtual Town Halls

Please see the **Timeline** section below for information on previous Town Halls

Contact

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ADA Transition Plan Documents

- [ADA Transition Plan - Public Review Draft](#)
- [Appendix A: Cost Estimates by Configuration & Building System](#)
- [Appendix B: Cost Estimates by Building Code Category](#)



Outline for Today

- Purpose of a Transition Plan
- Accessibility at Portland Public Schools
- Requirements of the Transition Plan
- Transition Plan Phasing
- Community Engagement
- Beyond Federal Requirements
- Universal Design



Purpose

- The purpose of an ADA Transition Plan is to ***transition*** a public agency into full compliance with the Americans with Disabilities Accessibility Guidelines
- Today we will review the intended outcomes of the District's Transition Plan
- Any feedback will be incorporated into the Transition Plan prior to Board adoption of this document



Accessibility at Portland Public Schools

Building Characteristic	Count	Year/ Percent
AVERAGE PRIMARY CONSTRUCTION DATE	-	1944
MEDIAN PRIMARY CONSTRUCTION DATE	-	1949
CONSTRUCTED BEFORE 1930	38	39%
CONSTRUCTED BETWEEN 1930 AND 1960	42	43%
CONSTRUCTED BETWEEN 1961 AND 1990	9	9%
CONSTRUCTED AFTER 1990	9	9%



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Accessibility at Portland Public Schools

- **89** (91%) of District buildings were constructed before the Americans with Disabilities Act was signed into law
- **24** District buildings need elevators
- **1600+** documented barriers
- To fully transition all District buildings: *estimated* **\$69M** hard costs
- **4** District buildings are completely compliant



Requirements of the Transition Plan

- Identify barriers
- Establish a schedule to remove these barriers



Transition Plan Phasing

- Phase I** Main-level Accessibility: Title I, CSI/TSI, and Focus Option
- Phase II** Main-level Accessibility: District-wide
- Phase III** Multi-level access: MS/K-8s, Title I, CSI/TSI, and Focus Option
- Phase IV** Multi-level access: District-wide



Transition Plan Phasing

2020 BOND

Phase I

Main-level Accessibility: Title I, CSI/TSI, and Focus Option

Phase II

Main-level Accessibility: District-wide

Phase III

Multi-level access: MS/K-8s, Title I, CSI/TSI, and Focus Option

Phase IV

Multi-level access: District-wide

**FUTURE
BONDS**



Community Engagement





Community Engagement

- Three virtual town halls
- Public review draft of the Transition Plan with a comment form
- Spanish-Language interviews





Beyond Federal Requirements

- Playgrounds
- Restrooms
- Acoustics
- Access





ACCESSIBILITY MEANS **MORE** THAN ADA



Beyond Federal Requirements

- Playgrounds
- Restrooms
- Acoustics
- Access

1. What does the ADA say?
2. Why is it important?
3. Recommended path forward



Beyond Federal Requirements: Playgrounds



- An accessible path from the building or parking lot to the edge of the play area.
- An accessible path from the edge of the play area to the play equipment.
- Surfacing that complies with ASTM F1951-14



Beyond Federal Requirements: Playgrounds



- Playgrounds carry social meaning
- Playgrounds are the ideal setting for social-learning
- Public statement about accessibility



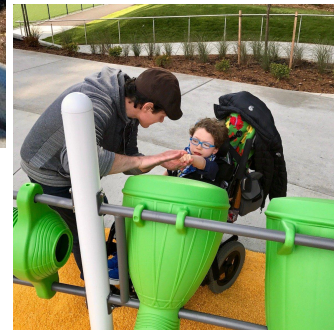
Beyond Federal Requirements: Playgrounds



- All playgrounds to be inclusive moving forward
- *def.* Inclusive playground: The coolest thing on the playground is accessible by everyone



Harper's Playground



Mountain View Champions Park



Couch Park



Beyond Federal Requirements: Restrooms



- The ADAAG does not address the number of toilet rooms or fixtures required for a building
- ADAAG compliant restrooms can be as small as 35 SF



Beyond Federal Requirements: Restrooms



- Federal accessibility requirements are insufficient to meet the needs of our students
- These requirements often assume normative adult upper-body strength



Beyond Federal Requirements: Restrooms



- Standards for Accessible/ Focus Program restrooms developed in dialog with PT/OT/ SPED groups
- Provide one Accessible Restroom per level
- Provide one Focus Program Restroom per building



Beyond Federal Requirements: Acoustics



- The ADAAG is silent on acoustics
- The 2021 edition of the IBC will describe requirements for classroom acoustics
- ANSI/ASA S12.60 is the prevailing standard and likely inform the language in the 2021 IBC



Beyond Federal Requirements: Acoustics



- Good classroom acoustics benefit all students
- Good classroom acoustics are critical for students with:
 - Auditory & Sensory processing disorders
 - Speech and language delay
 - Attention issues



Beyond Federal Requirements: Acoustics



- Acoustical treatments to reduce reverberation time (0.6 to 0.7 seconds) for unoccupied classrooms
- Specify a minimum STC rating for demising walls (TIs & new construction)
- New Construction: meet ANSI/ASA S12.60



Beyond Federal Requirements: Acoustics

Kellogg Middle School





Beyond Federal Requirements: Access



- 60% of public (unrestricted) entrances must be accessible
- No concession for existing buildings (common misconception)



Beyond Federal Requirements: Access



From Title II of the ADA: when considering options for barrier-removal... *a public entity must give priority to the one that results in the most integrated setting appropriate to encourage interaction among all users...*



Beyond Federal Requirements: Access



- Without an accessible primary entrance, students with disabilities are excluded from the social ritual of morning arrival or afternoon dismissal
- Different entrances for different abilities are confusing and potentially dangerous in an evacuation
- Accessible primary entrances better serve the community (predictable, need fewer accommodations)



Beyond Federal Requirements: Access



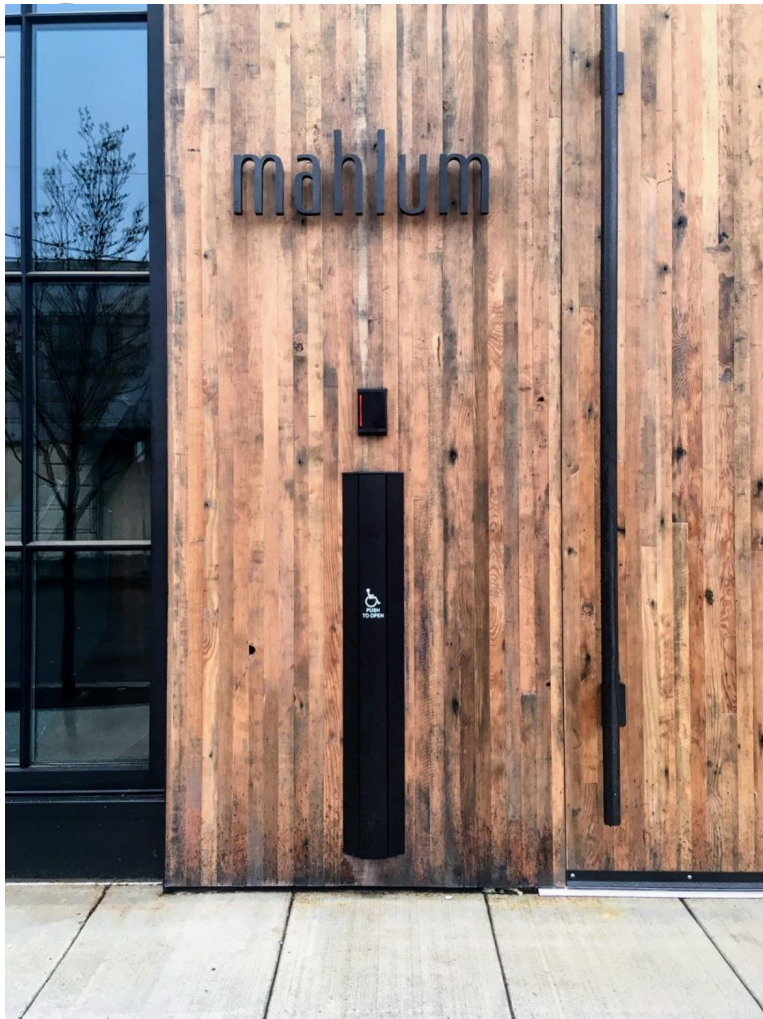
- Be intentional about access
- Intentional access means a coordinated solution between the entry, security, busing, and the main office
- Better project scoping



Universal Design: Principles

Universal Design

- Equitable Use
- Flexibility in Use
- Simple and Intuitive Use
- Perceptible Information
- Tolerance for Error
- Low Physical Effort
- Space for Approach and Use



The door actuator to the left is an **example of universal design**. The push-mechanism extends from the top of the bar to just above the ground, presenting a wider possible reach range than typical button-actuators offer. This wide tolerance benefits those with complex bodily states whose needs fall outside the canopy of normalcy.

All of this is to say nothing of bodies with typical abilities: a hands-free entry option is helpful not only in the event of a global pandemic, but also when carrying too many things and trying to navigate the entry.



Universal Design: Implementation

Universal Design is Good Design
Good Design is Universal Design





Questions?