

Americans with Disabilities Act Transition Plan

December 8, 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)

Building Use Guidelines-Compliance

Custodial Services

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

1. **Accessibility at Portland Public Schools**
2. **Purpose of a Transition Plan**
3. **Requirements of the Transition Plan**
4. **Inclusive Play Spaces**
5. **Transition Plan Phasing**

ADA
≠
ACCESSIBILITY



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%



Accessibility at Portland Public Schools

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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
- **6** District buildings are completely compliant

ADA



Purpose

- The purpose of an ADA Transition Plan is to **transition** a public agency into full compliance with the Americans with Disabilities Accessibility Guidelines (ADAAG)



ADA Compliance

Programs can be made accessible in three ways:

- 1. Programmatic changes, such as providing test material in alternate formats,**
- 2. Moving the program to an accessible site, or**
- 3. Making facility upgrades, “structural modifications,” to the program site**



Requirements of the Transition Plan

- **Identify barriers**
- **Establish a schedule to remove these barriers**
- **Engagement**



Community Engagement





Community Engagement

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





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



Beyond the ADA

- Playgrounds
- Restrooms
- Acoustics
- Access





ACCESSIBILITY

ADA

INCLUSIVE PLAY SPACES



ADA Requirements: Play Spaces



- 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



This play space meets the guidelines of the ADA



This play space meets the guidelines of the ADA









Couch Park



Accessible Play



Accessible Play



Beyond the ADA: Playgrounds



- All playgrounds to be inclusive moving forward

***def.* Inclusive playground:**

- The coolest thing on the playground is accessible by everyone



Accessible Play: Woodmere





Accessible Play: Woodmere





LEGEND

- 1 Swings
- 2 Blue: Orientation path
- 3 Inclusive spinner
- 4 Observation/social seating
- 5 Composite play structure with variety of climbers, bridges, and imagination play features at ground level
- 6 Tube slide
- 7 Dual embankment slide
- 8 Artificial turf mound
- 9 Net climber
- 10 Low embankment slide
- 11 Boulder scramble
- 12 Play bridge
- 13 Musical instruments
- 14 Outdoor classroom with variety of seating
- 15 Sensory play panels
- 16 Quiet/cozy space



Beyond Federal Requirements: Playgrounds

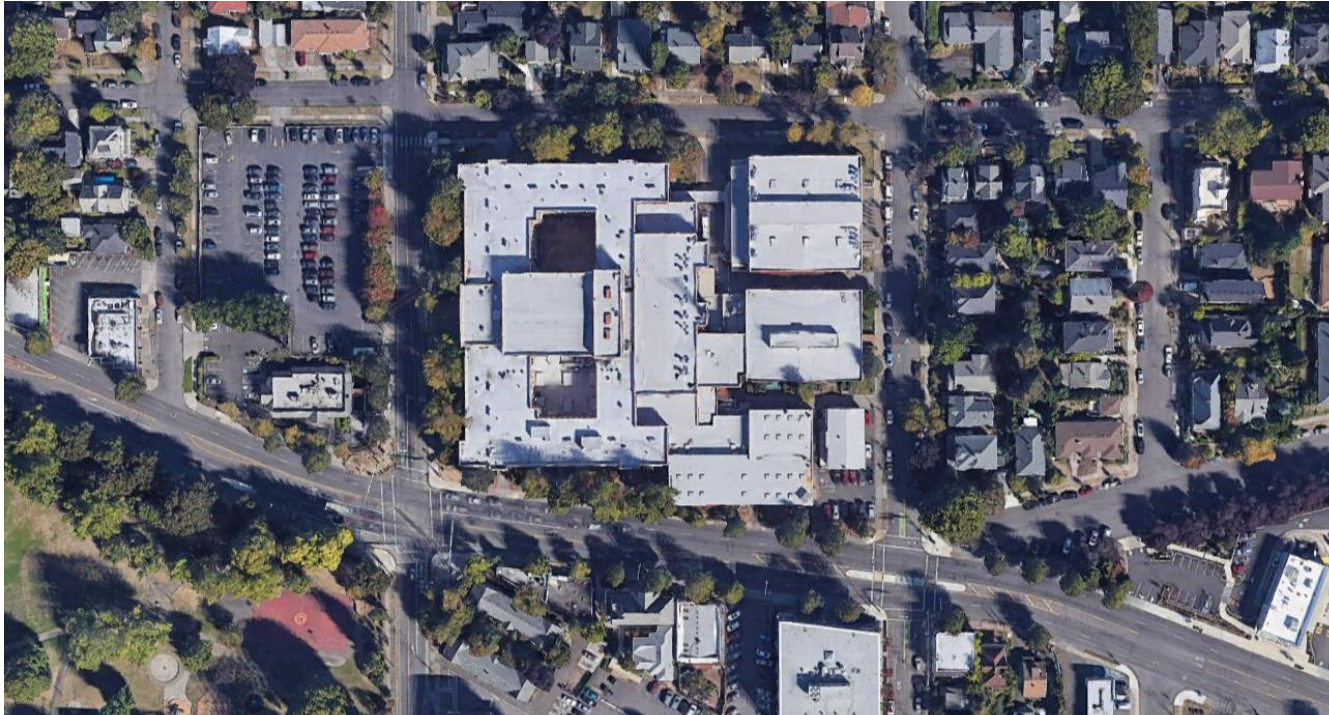


- Carry social meaning
- Ideal setting for social-learning
- Public statement about accessibility

**LEGAL
BUT NOT
ACCESSIBLE**

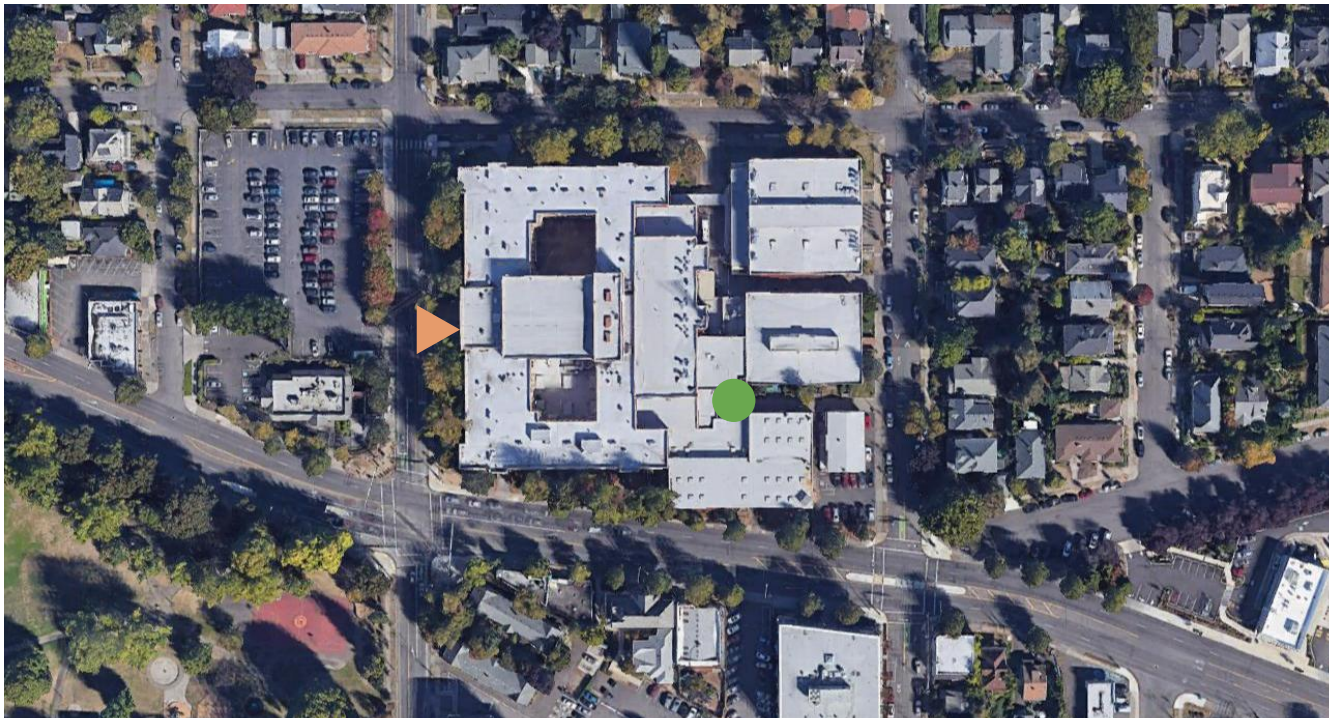


Legal but not accessible





Legal but not accessible



Legal but not accessible



TRANSITION PLAN



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**



Transition Plan Phasing

2020 BOND

Phase I

2021 - 2023 Main-level Accessibility: Title I, CSI/TSI, Focus

Phase II

2024 - 2026 Main-level Accessibility: District-wide

Phase III

2027 - 2033 Multi-level access: MS/K-8s, Title I, CSI/TSI, Focus

Phase IV

2034 - 2041 Multi-level access: District-wide

**FUTURE
BONDS**



Transition Plan Timeline

- 1. 20-years is a very long time to wait for work that should already be completed**
- 2. 20-years a conservative estimate based on the expected duration of installing 24 elevators**
- 3. Parallel accessibility investments (in things like play spaces) could elevate the experience of our students in the near term while we continue to work toward ADA compliance**

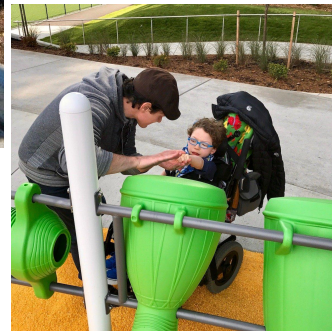
NEXT STEPS



Next Steps

- 1. Adopt the ADA Transition Plan**
- 2. Staff are working closely with the community to create additional guidelines to support our students with disabilities**
- 3. Future bonds should include explicit support for accessibility investments beyond the ADA**

APPENDIX



Mountain View Champions Park



Harper's Playground



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: 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



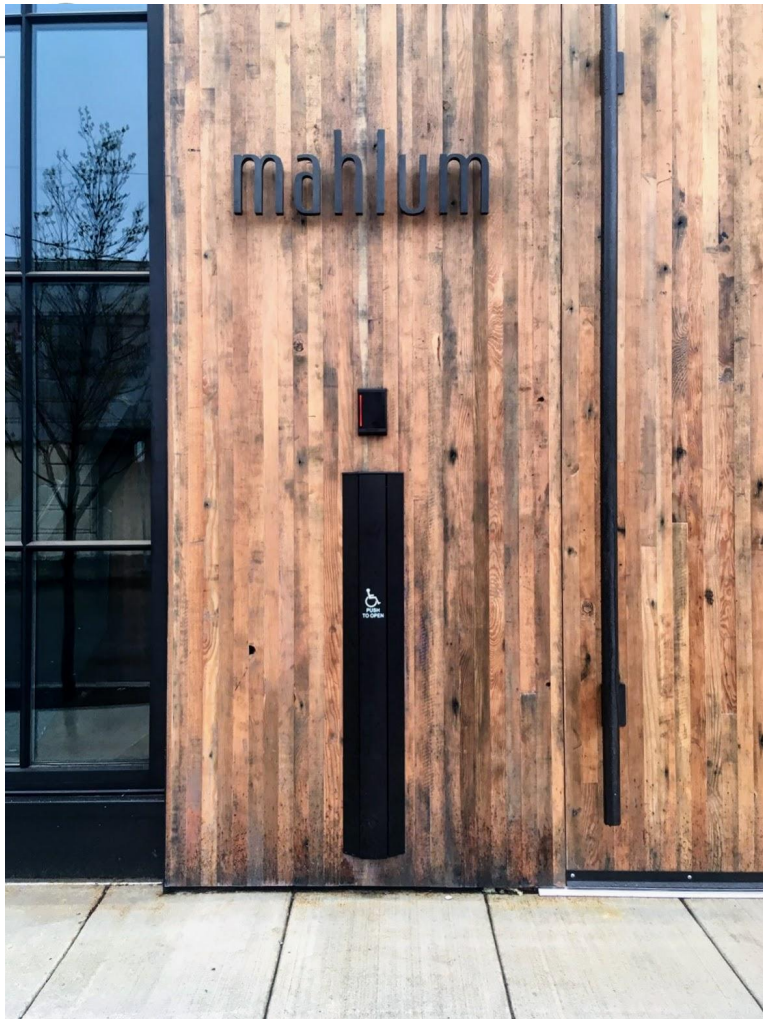
- Be intentional about access
- Intentional access means a coordinated solution between the entry, security, busing, and the main office
- Community Input/Engagement



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.



Universal Design: Implementation

Universal Design is Good Design
Good Design is Universal Design

