

SECTION 00 12 00

ACCESSIBILITY STANDARD

PART 0 - PURPOSE

- A. Describe broad guidelines for design of schools.
- B. Establish materials qualities and applications.
- C. Describe materials and conditions which do not easily fit into specific specification sections.
- D. See specific sections of Design of Construction Standards for additional requirements.

PART 1 - DESIGN STANDARDS

1.01 APPLICABILITY OF STANDARDS

- A. New construction shall comply fully with all applicable accessibility standards and guidelines including exceptions for alternative designs intended to provide substantially equivalent accommodations for children, and shall meet requirements of the Authorities Having Jurisdiction (AHJs).
- B. Existing facilities shall be brought into compliance as far as reasonable. The A/E shall consult with DPS regarding the extent of accessibility modifications to be included in each project.

1.02 BACKGROUND - DPS ACCESSIBILITY STANDARDS FOR CHILDREN

- A. ADAAG as published in 1991 did not provide requirements based on children's dimensions. In 1992, new recommendations were developed through a research project sponsored by the Access Board. The Center for Accessible Housing (CAH) at North Carolina State University conducted this study.
- B. DPS adopted some of the CAH recommendations, and those were included in the DPS Transition Plan dated Nov. 4, 1996.
- C. In 1998 the Access Board issued final guidelines to provide additional guidance to the Dept. of Justice and the Dept. of Transportation in establishing alternate specifications for building elements designed for use by children. These were included in the ADAAG Supplements published in 2002.
- D. In September of 2010 the Department of Justice (DOJ) adopted standards that replace the original ADA standards. The new standards take effect March 15, 2012. (The DOJ allows immediate use of the 2010 standards). The 2010 standards were coordinated with the International Building Code (IBC). The IBC requires compliance with ICC/ANSI A117.1. The 2010 standards and the ICC/ANSI A117.1 are almost identical. The A/E shall consult with DPS for direction in cases where ICC/ANSI A117.1 and the DOJ 2010 standards have different requirements.
- E. The ICC/ANSI A117.1 includes a provision for alternative designs that provide substantially equivalent or greater access and usability of a facility. Alternate design standards for children fall under this provision and include guidelines for fixture heights and reach ranges based on the smaller size of children. The A/E design team and contractors shall follow all applicable exceptions. Likewise where DPS has a standard that falls within code exceptions, but is more restrictive, designers and contractors shall follow the Table of DPS Children's Standards (below).

1.03 DPS ACCESSIBILITY PRIORITY LEVELS

- A. The District has a goal of ultimately making all facilities accessible, and recognizes the need to establish priorities to accomplish the work. DPS has created a three tiered ranking system assigning values of importance to each type of barrier to access. The accessibility priority levels described below are included in the DPS ADA Transition Plan.
- B. DPS maintains a database of barrier removal work at each level of accessibility at each facility. For each project, obtain ADA database information from DPS.

C. Level 1

1. Level 1 addresses the accessible route from destination (arrival) points on the site and the path of travel into and through the facility. This includes main level student toilet rooms, assembly spaces, playgrounds, specialty classrooms, first floor elementary classrooms with sinks, stages, clinics, student locker rooms and adult restrooms. Level 1 work involves installation of an elevator to provide access to one or more of the functions mentioned above located above or below the main level. Level 1 includes areas of rescue assistance.
2. Level 1 work also includes:
 - a) Accessible route from vehicle to building, including:
 - i) Bus loading zone
 - ii) Passenger loading zone
 - iii) Curb ramps
 - iv) Bad sidewalk stones
 - v) Parking / access aisle
 - vi) Steep ramps
 - vii) Directional signage
 - viii) Building entrance
 - b) Main floor student toilet rooms
 - c) Elevator as necessary to provide access for the rest of Level 1 issues, at most schools
 - d) Assembly spaces (IMC, gym, auditorium, cafeteria)
 - e) Playgrounds
 - f) Specialty classrooms: Science, photo, dance, art (clear width at access into room)
 - g) General classrooms at current accessible floors (clear width at access into room)
 - h) Stage
 - i) School clinics
 - j) Gym locker rooms
 - k) Adult restrooms at elementary schools
3. Accessibility at Level 1 should include the primary functions provided at educational facilities. Level 1 work is deemed to have the highest importance.

D. Level 2

1. Level 2 expands the range of uses of a facility by an individual with a disability. Level 2 includes accessible classrooms and toilet rooms on all levels, accessibility at early childhood education and kindergarten toilet rooms, replacement of existing non-conforming ramps, upgrades to natatoriums and pool locker rooms and athletic fields. Also includes TDD phones, access to the main office area and health offices, changes to specialty classroom sinks, door hardware upgrades, complying room signage, correctly designed office transaction counters and approved drinking fountains mounted at an acceptable height.
2. Level 2 work also includes:
 - a) Limited elevator work
 - b) Toilet rooms at all floors, at schools with existing elevators and schools to receive new elevators
 - c) Kindergarten and ECE toilet rooms
 - d) Corridor doors, ramps, handrails, and lifts
 - e) Natatorium and pool locker rooms

- f) Athletic fields and team locker rooms
 - g) Phones (TDD, height, knee space, push buttons)
 - h) Main office / health (nurse's office)
 - i) Specialty classrooms: Science, photo, dance, art, gym, balcony (doors, alcoves, and maneuvering clearance)
 - j) General classrooms (doors, alcoves, and maneuvering clearance)
 - k) Restrooms where elevators are not required
 - l) Specialty class sinks, counters, stoves, bench tops, and accessories (middle school and high school)
 - m) Door hardware
 - n) Room signage
 - o) Office transaction counter
 - p) Drinking fountains
 - q) Curb ramps, walkways, and crosswalks
 - r) Vertical clearance
3. Completion of work through Level 2 takes the extent of work through that which is the maximum extent feasible. Level 2 work is deemed important and should be carried out as a part of the plan.

E. Level 3

- 1. Level 3 completes work for compliance and extends accessibility beyond that which is 'student specific.' Work in Level 3 includes removing projections from corridors, providing accessible faculty toilet rooms, changing coat hook and shelf locations, upgrading faculty workrooms, modifying general classroom sinks in elementary schools, widening sidewalks, correcting flooring irregularities, modifying faculty lounges, correcting deficiencies at the employee areas in the Administration Building, upgrading spaces where ROTC programs are provided, retrofitting existing fire alarms, installing complying cafeteria tray slides and general maintenance work.
- 2. Level 3 work also includes:
 - a) Corridor protrusions
 - b) Adult restrooms (middle school) and non-school floors other than main floor
 - c) Coat hooks and shelves
 - d) Adult offices, workrooms, kitchens
 - e) General class sinks (elementary school)
 - f) Other transaction counters
 - g) Inadequate sidewalk width
 - h) Flooring irregularities
 - i) Faculty lounge
 - j) Non-school administrative areas
 - k) ROTC
 - l) Retrofit of existing fire alarm system
 - m) Cafeteria tray slide
 - n) Miscellaneous maintenance work
 - o) Custodial office
 - p) Miscellaneous parking / athletic

3. Much of the work described in Level 3 falls under the requirements of Title I and relates to employees. Due to the nature of this work, Level 3 deficiencies are not specifically scheduled for remediation under the plan. However, if during the implementation period Phase 3 issues need to be addressed at any of the District’s facilities, funding from the contingency budget could be considered.

1.04 TABLE OF DPS CHILDREN’S STANDARDS

ICC/ANSI A117.1 - IBC	DPS POLICY FOR PRE-SCHOOL, KINDERGARTEN, AND ELEMENTARY GRADE LEVELS
308.1 Reach Ranges	High forward and side reach: 36” AFF (max.) Low forward and side reach: 20” AFF (min.)
404.2.6 Door and Gate Hardware	ECE/Kindergarten: Use standard 36” AFF for general and panic hardware. All Other Grades: Use standard 39” AFF for general and panic hardware.
405.2 Ramp Slope IBC 1010	Provide 1:20 slope Comply when room is available. EXCEPTION: Use 1:12 for prefabricated ramps at modular classroom installations only.
505.4 Handrails	Use child rail at 26” AFF in addition to adult standard railing.
602.4 Drinking Fountain - Low Spout Height.	30” with side (parallel) approach (see 602.2)
602.4 Drinking Fountain – High Spout Height	38”
603.3 Mirrors	30” AFF (max. to bot. Mirror) or as low as possible w/o conflict w/ faucets or controls.
603.4 Accessible Shelves and Coat Hooks.	36” Max.
604.8.5 Toe Clearance at Toilet Stall.	Comply 12” at front and one side (Exception for oversized stalls)
604.10.2 WC Location - Wall to CL	ECE/Kindergarten ^a : Use 12” All other grades: Use 16” Max.(604.2) ^b .
604.10.3 Clearance @ WC	Comply
604.10.4 Water Closet Height: (measured to top of toilet seat)	ECE/Kindergarten ^a : Use 11” to 12” All other Grades: Use 17” Max. (604.4) ^b .
604.10.5 Grab Bars: also see 609.4 Position of Grab Bars	ECE/Kindergarten ^a : Use standard of 25” All Other Grades: Use 33” Max. ^b .
604.10.6 Flush Controls	Comply
604.10.7 TP Dispenser	ECE/Kindergarten ^a : Use 14” All Other Grades: Use 17”
604.10.8 Toilet Compartments	Comply (No 36” Stall Allowed as substitute)
605.2 Urinal Height	14” Rim Height
605.4 Urinal Flush Control	36” Max Height

606.2. (exc. #3) Lavatory Height and Clear Space	Comply for Parallel Approach: 24" Knee Space and 31" Max. Rim Ht.
608 Showers	Children's Showers ^c in Elementary Schools: Use 17" Seat Ht. standard Control Height 38" Use 27" Side Grab Bar Ht. (in addition to the standard grab bar at standard height)
703.3.10 Sign Height	Comply - 48" to bottom of tactile letters
803.5 Coat Hooks and Shelves	Provide 5% of Coat Hooks and Shelves at each classroom at 36" max. height.
902.4 Dining and Work Surfaces for Children	Comply
904.3 Checkout Counter	Library Checkout: Counter Height Use 30" (one position)

- ^a. ECE and Kindergarten restrooms in classrooms are not included in the required fixture count.
- ^b. Water closets and grab bars for grade levels 1 through 5 shall be at minimum standard adult range.
- ^c. Showers for children are limited to special needs programs where students will likely have assistance.

END OF SECTION 00 12 00