

SECTION 2

SITE AND BUILDING CAPACITY DATA

SITE SIZE ANALYSIS

The Site is generally referred to the size of the land associated to an educational facility and the improvements made on that land which include buildings, parking lots, athletic fields, etc. The size of the total land often allows or limits the amount of improvements or amenities that can be offered to a specific student population. The information below analyzes the existing site area against the recommended site area for programs of that type.

The following school site information comes from the Association for Learning Environments (A4LE) Planning Guide:

- *Elementary School* sites should be a minimum of 10 acres plus an additional acre for each 100 students.
- *Middle School* sites should be a minimum of 20 acres plus an additional acre for each 100 students.
- *High School* sites should be a minimum of 30 acres plus an additional acre for each 100 students.

There are other publications with slight variation on these general rules of thumb, but in our experience, these recommendations have provided a fairly reliable benchmark for assessing general site conditions. Of course, specific conditions (e.g. need for stadium parking, on-site sewer) may require additional area.

It should also be noted that the recommended site size assumes the entire property is buildable. If the site has easements, wetlands, open water, unsuitable soils, or drastic topography that would not lend to the construction of buildings, parking, drives, or play areas the site size would have to increase based on the size of the unbuildable area.

Analysis of the site and building size is contained in the following table:

Building and Site Analysis

School	Existing site size ^a	Enrollment per 2018/19 WDPI (January '19)	Recommended site size based on current student population	Existing building size square feet
Auburndale Elementary School	12.38 acres	389	14	92,513 SF
Middle School/ High School	21 ^d +40 ^c acres	414	35	141,020 SF
School Totals	73.38 Acres	803	49 acres	233,533 SF

a. Site areas are based on GIS mapping data and include building, parking and outdoor activity areas

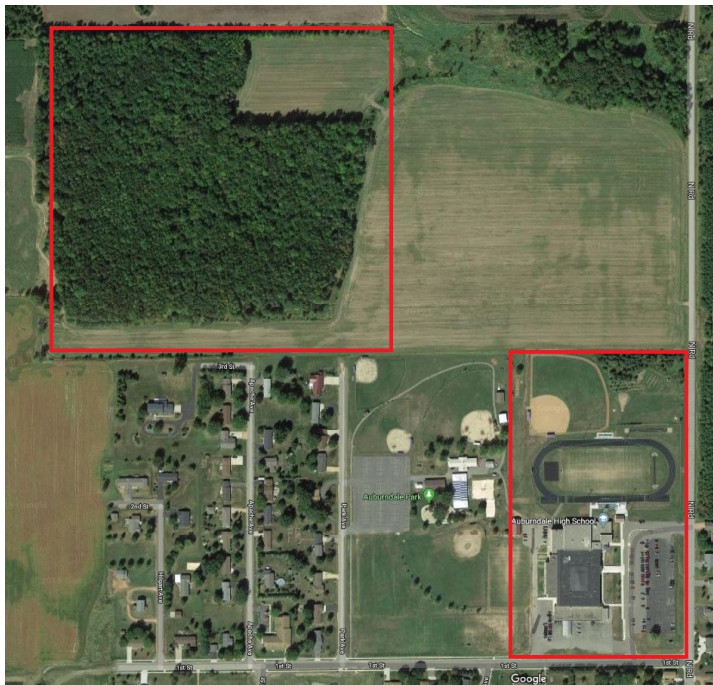
b. Building size is based on existing building drawings dated 1998

c. The school's forest is 40 acres and not directly adjacent to the Middle School/High School site.

d. The district also utilizes the adjacent municipal park land for athletic needs.



Auburndale Elementary School



Middle School / High School

BUILDING CAPACITY AND UTILIZATION

As enrollment fluctuations affect school districts nationwide, it is important to understand how many students a district's facilities can reasonably be expected to accommodate. This calculation may help districts to understand whether they should consider moving students from one facility to another, or if there may be a need to create additional learning space within the district. The capacity analysis provides a guide to measure each building's capability to handle a student population and provide a measuring stick to keep up with the changing needs.

There are several ways to evaluate maximum and functional capacities for facilities. Each methodology provides a slightly different perspective, and together these calculations provide a reasonably clearer picture of overall building capabilities. These methods are explained in more detail on subsequent pages of this document:

- Functional Capacity based on District Desired Class Size
- Functional Capacity based on Available Learning Area
- Capacity based on Gross Building Area

HISTORICAL PERSPECTIVE ON SCHOOL CAPACITY

It is worthwhile to briefly cover why many buildings are not able to reasonably accommodate the same number of students as they may have been able to accommodate when originally constructed. America's public schools can be traced back to 1640 when founders assumed families bore the responsibility of raising a child. Gradually, programs were added by Federal and State mandates that have dramatically affected the educational environment. The trend of increasing responsibilities for public schools has accelerated ever since.

1900-1910		1970's	
<ul style="list-style-type: none">• Health Instruction added		<ul style="list-style-type: none">• Special Education	
1910-1930		<ul style="list-style-type: none">• Title IX (equality for girl's athletics)	
<ul style="list-style-type: none">• Physical Education• Vocational Education (Home Economics & Agriculture)		<ul style="list-style-type: none">• Behavior Adjustment• Breakfast provided	
1940's		1980's	
<ul style="list-style-type: none">• Business Education• Art & Music• Speech & Drama• Half-Day Kindergarten• Lunch provided		<ul style="list-style-type: none">• Computer Education• English as a Second Language• Early Childhood• Full-Day Kindergarten• At-Risk Programs• After School Programs	
1950's		1990's	
<ul style="list-style-type: none">• Expanded Science & Math• Expanded Art & Music• Foreign Language		<ul style="list-style-type: none">• Expanded Computer / Internet• Inclusion of Special Education Learners• School-to-Work Programs	
1960's		2000's	
<ul style="list-style-type: none">• Advanced Placement• Head Start• Title I (Reading)• Consumer & Career Education		<ul style="list-style-type: none">• Standardized Testing• Personalized Learning• Foreign Language for Elementary• Common Core Standards	

In many districts, spaces that were once used as standard classrooms have been transformed into various educational environments including offices for specialists, teaching space for small group interventions, and resource areas for Special Education. One of the most dramatic program requirements of the past 30 years is now becoming obsolete for many districts. As computers became integrated into school curriculum in the 1980's and 1990's most schools created multiple computer labs as resource areas for their students. In recent years, as laptops and hand-held devices have become more integrated into core classrooms, many of these dedicated resource labs are beginning to disappear. As we look to the future, educational programming will continue to change, and it should be expected that buildings will need to change along with those programs.



1. FUNCTIONAL CAPACITY BY DISTRICT DESIRED CLASS SIZE

Historically, building capacity has been determined by counting the number of available teaching stations and multiplying by the district's desired number of students per class. The number of students per class is set by the district based on a practical understanding of how many students a teacher can effectively manage while maintaining district expectations for quality and control. For Auburndale School district, the administration has provided the following class size recommendations:

- 4K – 3rd: 18 students per classroom
- 4th – 5th: 25 students per classroom
- 6th – 12th: 28 students per classroom

At the elementary level, only standard classrooms are included in the capacity analysis because students remain in their assigned classroom most of the day. At the middle and high school level, all regularly scheduled instructional spaces are used in the calculation because students are not expected to return to a home room after instruction in other spaces. Several areas are not included in this calculation:

- Special Education rooms are not included because it is unlikely that other students would fill the seats of these students while they are receiving additional instruction elsewhere in the building.
- Most resource areas and labs are not factored into this calculation because these areas are intended to supplement instruction for learning areas located somewhere else in the school. For example, a computer lab dedicated to an English Department would not be if students who use the lab are simultaneously assigned to another learning space.

The number generated by this calculation is sometimes referred to as the “Maximum Capacity” for the building. This number, however, can be misleading, because it is unlikely that every room will be used 100% of the time. At the middle and high school levels, the capacity calculation needs to account for teacher prep time, bell schedules, and tutoring needs which would drop the total utilization of any one space. Even at the elementary school level, because of fluctuations in student population, it is impractical to expect every classroom to be filled completely to maximum capacity in any given school year. Taking school schedules, programmatic issues, and fluctuations in student populations into consideration, the Maximum Capacity is multiplied by a target utilization rate to create the final “Functional Design Capacity.”

Utilization rates can vary district to district depending on school size, scheduling procedure, and availability of resource space. Target utilization rates, however, generally fall within the following ranges:

- Elementary schools: 90 - 95% utilization
- Middle and High schools: 70 – 80% utilization

When the maximum capacity is modified to reflect the appropriate utilization rate, the resulting **Functional Capacity based on District Desired Class Size** provides a reasonably accurate representation of how many students a school can accommodate with little or no change to room configuration or staffing policies.

2. FUNCTIONAL CAPACITY BASED ON LEARNING ENVIRONMENT AREA

While class size calculations provide a reasonable estimation of capacity based on current room usage, they do not account for spaces whose physical areas are either too small or too large for their intended uses. They also do not readily account for the potential of non-traditional learning spaces outside of classroom environments. To better understand what a building's potential capacity could be, a space analyses of available learning area is often required.

Based on best practice data currently available, it is possible to define the square footage (SF) per student needed for optimum performance in each learning space:

- Kindergarten Level Learning Areas (4K and 5K): 50 – 60 SF per student
- Elementary Grade Level Learning Areas (1st – 5th): 30 – 40 SF per student
- Middle/High School Level Learning Areas (6th-12th): 25 - 35 SF per student

Specialty instruction areas like shops, art rooms, and lab spaces have their own “Best Practice” square foot allowances per student. To calculate the total capacity of a building, then, each academic space is analyzed to determine its area in square feet (SF). This area is then divided by the recommended SF/student to determine the maximum number of occupants for each learning space.

The Maximum Capacity can then be calculated by totaling the number of occupants in each individual learning space. As in method one, at the elementary level, only “homeroom” learning environments are included in the calculation, whereas all available instructional spaces are included at the middle and high school levels. The resulting Maximum Capacity is multiplied by the target utilization rate to determine the final Functional Capacity

The **Functional Capacity Based on Learning Environment Area** provides a clearer picture of what a building's capacity could be if all learning areas were utilized at optimal efficiencies. It is important to note that achieving this level of efficiency may have direct impacts on staffing procedures, or even require reconfiguration of space. For example, two extra-large classrooms may contain enough area within them to support three classes worth of students. To utilize that potential, however, additional staff may be required to support the unusually large class sizes, or the spaces may need to be reconfigured to create three individual rooms.

3. CAPACITY BASED ON GROSS BUILDING AREA

Gross Building Area refers to the total size of the building including instructional space, support space, mechanical space, circulation, and walls. Capacity by Gross Building Area, then is a more general calculation which evaluates the capacity based not only on learning space, but on guidelines for total building area per student.

Total building area standards are derived from historic data compilation, optimal planning models for space utilization, and from regional and national educational research and planning organizations. There is no a recognized national standard for school size, and only a few states publish area guidelines. The Minnesota Department of Children, Families & Learning – Guide for Planning Construction Projects (Published 2002) is one such guideline. It provides a range of acceptable areas based on school size. Smaller schools generally require more area per student than larger schools.

- *Elem. School:* 125 – 155 sq. ft. per student
- *Middle School:* 170 – 200 sq. ft. per student
- *High School:* 200 – 320 sq. ft. per student

We have found these ranges to be reasonably consistent with gross square footage of school building project built in Wisconsin over the past fifteen years.

- *Elem. School:* 125 – 170 sq. ft. per student
- *Middle School:* 150 – 300 sq. ft. per student
- *High School:* 200 – 450 sq. ft. per student

These two sources of information can be averaged to create a recommended area per student for each building type. The Capacity based on Gross Building Area can then be calculated by dividing the existing building SF by the average recommended SF per student. The resulting data can then be used as an indicator for how the school compares with regional norms.

Gross building area per student recommendations are often used as a baseline guide for planning and analysis. For existing schools, however, capacity calculations based on Gross Building Area can serve as indicators for overall building efficiencies. Lower SF per student ratios would typically indicate that there is less auxiliary or support space present within the building. High SF per student numbers may reflect the presence of amenities that may not always be typical for schools of comparable size (i.e. more specialist or intervention space, more gym or cafeteria space, auditorium space, etc.). Smaller schools are typically less efficient than larger schools.

BUILDING CAPACITY SUMMARY

It is important to note that the capacity of a building can change over time, even if the building footprint does not. Over the past decade, recommended space provided per student has increased as teaching methodologies have evolved, and student learning now occurs in a variety of ways and in many non-traditional environments. Factors that have historically impacted school district capacity across the state of Wisconsin have included:

- Space needs to support learning environments for small and large-group collaboration
- Space needs to accommodate technology use, equipment, and infrastructure
- Space needs to support children with special needs in the least restrictive environments.
- Space needs to support Title IX equitable athletic opportunities
- Space needs to support specialists/interventionists, occupational and physical therapy, and Title I programs
- Space needs to support increased community use of school facilities and sites

The following table summarizes current enrollment versus calculated capacities in each school:

School	Current Enrollment (Sept 2019) ^e	Functional Capacity by District Desired Class Size ^c	Functional Capacity by Learning Area ^{a,b}	Capacity based on Gross Building Area ^d
Auburndale Elementary	389	465	537	617
Auburndale Middle School/ High School	414	690	722	564

- a. Based on 55 SF per Kindergarten student, 35 SF per student grades 1-5, and 30 SF per student for general classrooms grade 6-12. Science Rooms, FACE Labs, and Art Rooms use 50 SF per student. Tech Ed and Ag Lab spaces use 50 – 100 SF per student. See detailed worksheet for other spaces.
- b. Functional Design Capacity is 90% of maximum capacity for the Elementary School, and 78% of the maximum capacity for Middle/High School.
- c. Based on recommended students per instructor as provided by the School District of Auburndale
- d. Based on 150 SF per student for the Elementary Schools and 250 SF per student for the Middle/High School.
- e. Enrollment based on district provided information as of September 20, 2019

DETAIL – AUBURNDALE ELEMENTARY SCHOOL

Auburndale Elementary School serves grades 4K through 5th grade and also houses District Administrative offices, an Early Childhood Program, and a privately-operated Day Care Program. As of September 20, 2019, enrollment for the school was **389 students**. For the purposes of this study, capacity was calculated three different ways:

Functional capacity based on District Desired Class Size is the method that most realistically captures capacity numbers for the building as it is used now. Using this calculation yields a functional capacity of **465 students**, which means that the building has sufficient capacity for approximately 76 more students beyond its current enrollment. In order to realize this capacity, two spaces currently utilized as a reading specialist space and as a computer lab would need to be returned to core classroom use. If other changes to core classrooms uses were made, this would also affect the total calculation. It is important to note that this calculation does not take the physical size of the classroom into account.

Functional Capacity based on Learning Area yields a larger total capacity number of **537 students**. Based on this calculation, the building could theoretically support up to 148 additional students. The disparity between the total capacity by Learning Area versus the capacity by desired class size indicates that classrooms are typically sized generously for the number of students that they serve. It is important to note that this calculation does not take support spaces into account in its capacity calculation

Functional Capacity based on Gross Building Area suggests the largest total capacity at **617 students**. Because this number is based on total building area, the increased capacity using the calculation tends to mean that the spaces outside of the primary learning areas are more generously sized than what would be expected. This number may also reflect the presence of non-school related functions included within the building footprint including after school care, day care programs, and district administrative offices. If these programs were not present, this would leave more space available for core classrooms and would therefore increase the total number of students the building could effectively serve.

CONCLUSION

Based on all three calculations, Auburndale Elementary School is adequately sized for current student enrollment, with significant room for future growth. The existing building also has adequate space to allow for potential reconfigurations should they become necessary for modernizing learning environments. The chart on the following page illustrates the capacity calculation methodology in more detail.

Auburndale Elementary School

Room Number	Room Name	Room Area (SF)	Capacity by Desired Class Size	Capacity by Learning Area	Capacity by Gross Building Area of 92,513 sqft
100	5k Kindergarten	924	18	17	
101	5k Kindergarten	924	18	17	
102	5k Kindergarten	924	18	17	
103	5k Kindergarten	924	18	17	
104	Computer Lab B	672	18	19	
201	2nd Grade Classroom	846	18	24	
203	2nd Grade Classroom	821	18	23	
204	1st Grade Classroom	851	18	24	
205	1st Grade Classroom	851	18	24	
206	1st Grade Classroom	844	18	24	
207	1st Grade Classroom	844	18	24	
301	2nd Grade Classroom	846	18	24	
302	2nd Grade Classroom	846	18	24	
303	3rd Grade Classroom	855	18	24	
304	3rd Grade Classroom	855	18	24	
305	3rd Grade Classroom	846	18	24	
306	3rd Grade Classroom	846	18	24	
307	Special Ed	1515			
308	Computer Lab A	600			
401	4th Grade Classroom	846	25	24	
402	4th Grade Classroom	846	25	24	
403	4th Grade Classroom	855	25	24	
404	5th Grade Classroom	855	25	24	
405	5th Grade Classroom	846	25	24	
406	5th Grade Classroom	846	25	24	
500	Daycare	805			
505	Daycare	805			
506	Reading Specialist	870	25	25	
507	Art Room	1098			
508	Specialist/Bookroom	676			
510	After School Care	1023			
512	5k Kindergarten	1858	18	34	
512A	5k Kindergarten	862	18	16	
513	Band	693			
514	Music	1110			
515	Gymnasium	6862			
516	Little Theater	1290			
	Max Capacity		517	596	
	Functional Capacity (90%)		465	537	617
	Sept 2018 Enrollment	389			

Note: Gross Building Area from Existing Building Drawings 1998 - A101
Note: Enrollment Based on District Provided Information as of Sept 20, 2019



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DETAIL – AUBURNDALE MIDDLE SCHOOL / HIGH SCHOOL

The Middle School / High School building serves students from 6th - 12th grades in a shared building. Core classes for middle school students are generally grouped together on the west end of the first and second floors of the building. Middle and High School students share common amenities including gym/athletic space, the cafeteria, and specialist spaces throughout the building. As of September 20, 2019, total enrollment for the building was **414 students**. For the purposes of this study, capacity was calculated three different ways:

Functional capacity based on District Desired Class Size is the method that most realistically captures capacity numbers for the building as it is used now. Using this calculation yields a functional capacity of **690 students**, which means that the building has sufficient capacity for approximately 276 more students beyond its current enrollment. It is important to note that this calculation is based on a desired class size of 28 students. This calculation does not take the physical space of each classroom into consideration. It also does not consider any unscheduled resource spaces, intervention spaces, or breakout areas for group work as contributing to the total capacity.

Functional Capacity based on Learning Area yields a slightly higher total capacity number of **537 students**. Based on this calculation, the building could theoretically support up to 308 additional students. The disparity between the total capacity by Learning Area versus the capacity by desired class size indicates that classrooms are typically sized generously for the number of students that they serve. This calculation is based on the physical size of scheduled classrooms within the building. For core academic spaces, capacity is calculated at one student per each 30 SF of available instructional space. Again, the calculation does not factor unscheduled resource spaces, intervention spaces, or breakout areas for group work into the total capacity.

Functional Capacity based on Gross Building Area suggests the smallest total capacity at **564 students**, or roughly 150 students above current enrollment. Because this number is based on total building area, the decreased capacity using this method as compared to the other calculations tends to mean that spaces outside of the primary learning areas are smaller than what would be expected. Practically speaking, this may mean that in order to achieve the higher capacities your classrooms could support, there may need to be additional investments needed to increase the size of resource and support spaces in the buildings. If substantial increases to existing enrollments were to be expected, further exploration of support space sizes would be recommended.

Room Utilization and Class Size are key to understanding the capacity calculations listed above. It is important to note that in order to achieve the listed capacities, all available learning areas would need to be scheduled for 7 out of 9 available periods of the day, or 78% of the time. This target utilization rate reflects nine available periods including 8 regular academic periods and the Pride resource period. Currently, core academic classes actually exceed this target rate at 82% utilization. But overall utilization including gyms, career and technical education spaces, music, and other more specialized areas is currently only 69%. Class size plays an even larger role in explaining the discrepancy between current enrollment and total building capacity. Target class size as given by district administration is 28 students per class for core academic classes. A closer examination of the current schedule, however, shows that average current size for core classrooms is only 17 students.

CONCLUSION

Based on all three calculations, Auburndale Middle School / High School has more than enough space for its current student enrollment, with significant room for future growth. The existing building also has adequate space to allow for potential reconfigurations should they become necessary for modernizing learning environments. If increases in student enrollment were to become necessary this could be achieved by increasing average class sizes, and by better utilization of encore class spaces. The chart on the following page illustrates the capacity calculation methodology in more detail.



Auburndale Middle School/High School - Utilization Study

						Periods														
						1	2	3	4	5HS or MS Lunch	5MS or HS Lunch	PRIDE	6	7	8					
Room No.	Primary Use of Room (Subject)	Area in SF	Capacity by Desired Class Size	Capacity by Learning Area	Capacity by Gross Building Area of 141,020 sf	7:55 - 8:43	8:46 - 9:29	9:32 - 10:15	10:18 - 11:01	11:04 - 11:47	11:31 - 12:14	12:17 - 12:52	12:55 - 1:38	1:41 - 2:29	2:32 - 3:15	Total Avg Class Size	Core Class Avg Class Size	Total # periods used (X)	Total % of use (X/9)	Core Class % of use (X/9)
102	Library	2,873	28	29						25		30				28		2	22	
114	Fitness	590						19							19					
121	Weight Room	1,644												21						
128	FACE Lab	931	28	19		18	16	14	14	16		15	17	14		16	15	8	89	
130	FACE Classroom	1,055	28	21														0	0	
131	Locker Room	2,690																		
133	Locker Room	1,490																		
134	MS Classroom	904	28	30		21	19	14	21		18	16	19	23		19	19	8	89	89
136	MS Classroom	904	28	30		17	16		19		19	13	14	21	20	17	17	8	89	89
138	MS Classroom	911	28	30		16	24	18			20	15	23	18	23	20	20	8	89	89
140	MS / At-Risk Program	971	28	32		3	5	4	16		25	13	7	5	20	11		9	100	
143	Choir	891	28	18										25	16	21		2	22	
145	Special Ed	876				5	6		2			6	7		7					
148	Receiving	905																		
150	Agricultural Sciences	944	28	19				24	14			12	25	26	23	21		6	67	
150A	Green House	1,574																		
151	Band	1,668	40	33						32		15		14	38	25		4	44	
152	Wood Shop	2,001	18	20		10	10	14	12	16		14		10	6	12		8	89	
154	Metal/Auto Shop	2,023	18	20		16	13	8		17						14		4	44	
156	Small Engines/Project	939																		
158	Tech Computer Lab	1,163	28	23														0	0	
162	Cafeteria	3,184								181	236									
164	Auxiliary Gym	8,953	28	45		19	23	18	22				18		28			6	67	
170	Main Gym	11,178	28	56														0	0	
200	Art	1,660	28	33		3	3	15	14	11		17	15	14	6	11		9	100	
202	HS Science	995	28	20			14	13	13	15		16	24		8	15	15	7	78	78
203	HS Science	1,256	28	25		31	12	10	10	21		13		9	17	15	15	8	89	89
204	MS Science	1,576	28	32		16	16	26			19	15	22	20	14	19	19	8	89	89
206	Faculty Lounge	741																		
207	Business Classroom	1,064	28	35		8	18	17	16			14	26	12	16	16	16	8	89	89
211	Computer Lab	938	28	31			12	22	18					14		17	17	4	44	44
215	Special Ed	1,036						6	3	3		13	7							
216	Wrestling	1,936																		
234	Health Classroom	905	28	30		23	22		15			15	16			18	18	5	56	56
236	MS Classroom	902	28	30		19	20	19	18		18	19	19		21	19	19	8	89	89
238	MS Classroom	911	28	30		19	18	19	19		18	19	19			19	19	7	78	78
240	MS Classroom	1,304	28	43		18	19		20		17	18	18	16	21	18	18	8	89	89
248	Special Ed	785				8				8		15	6		4					
250	HS Classroom	767	28	26		16	12	18		4		13	18	12	15	14	14	8	89	89
254	Spanish Classroom	774	28	26		23	20	15	28	12		14	4		12	16	16	8	89	89
256	HS Classroom	810	28	27			16	15	21	25		15	25	23		20	20	7	78	78
260	HS Classroom	811	28	27		8	21	12	23			13	6	18	20	15	15	8	89	89
262	HS Classroom	793	28	26		20	9	14	15			14	8	17		14	14	7	78	78
264	HS Classroom	793	28	26		22	13	17	27	17		15	17	13				8	89	89
266	HS Classroom	954	28	32		28	18	23	7			18	19	16		18	18	7	78	78
AVERAGE																17.2	17.0	6.2	69	82
Max Capacity			888	926																
Functional Capacity (78%)			693	722	564															
2019 Enrollment			414																	
Actual Hourly Total						387	395	394	387	403	390	425	399	361	354					

Note: Gross Building Area from Existing Building Drawings 1998 - A101
Note: Enrollment Based on District Provided Information as of Sept 20, 2019



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AMERICANS WITH DISABILITIES ACT (ADA) STUDY

INTRODUCTION

The object of this survey report is to evaluate the compliance level of the School District of Auburndale's school buildings with respect to the American Disabilities Act (ADA) amended August 5, 2005. We have outlined an objective interpretation of the A.D.A. requirements as they apply to the existing facility conditions. This will allow the leaders of the School District to further define their building program for improvements to meet the needs of the students, staff and public users of the facility.

Intermediate concerns should be to determine the compliance level in the facility (i.e., programs, remodeling, maintenance, budgets, and schedules) and make compliance an on-going responsibility. This includes addressing immediate needs to accommodate individuals with disabilities in specific instances, overall barrier removal, and continually amending the school's compliance plan as new regulations are implemented.

A.D.A. OVERVIEW

The body of legislation known as the Americans with Disabilities Act (ADA) was signed into law on July 26, 1990. This law provides comprehensive civil rights protections in the areas of employment, public accommodations, state and local government services and telecommunications to individuals with disabilities. The initial legislation contains five major categories or Titles, which include the following:

Title I prohibits employers with fifteen or more employees from discriminating against qualified job applicants and workers who are disabled. The law covers all aspects of employment.

Title II prohibits state and local governments from discriminating against disabled individuals in their programs and activities, whether or not they are federally funded. Title II also requires public transportation vehicles and facilities to be accessible to disabled riders.

Title III prohibits privately operated places of public accommodation from denying goods, programs, and services to individuals based on their disabilities. Covered businesses must accommodate disabled patrons by changing policies and practices, providing auxiliary aids, and improving physical accessibility, unless that would impose an 'undue burden'. New and renovated commercial facilities must be accessible. Existing facilities must remove architectural and communication barriers where such removal is "readily achievable".

Title IV requires telephone companies to provide continuous voice transmission relay services that allow hearing and speech-impaired individuals to communicate over the phone through telecommunication devices for the deaf.

Title V covers miscellaneous provisions related to the development of architectural/design guidelines, fees to be awarded to prevailing parties if suits are filed under the A.D.A., the technical assistance to be provided by the federal government.



The School District of Auburndale is a publicly funded school district and as such falls under the jurisdiction of the Title II regulations of the A.D.A. Therefore, the programs and activities within Auburndale Public Schools must be offered in the most integrated setting appropriate to the needs of the individual student. This will allow those individuals to participate in “mainstream” programs and activities according to their abilities without being restricted to separate programs designated for the disabled.

The school district sponsors programs and activities that draw the larger community into their school facilities. The diverse needs of the community members create a greater need for initial accessibility to the programs, activities, and services offered. Furthermore, by reference, Title II incorporates the regulations of Section 504 of the Rehabilitation Act of 1973 and Titles I (Employment) and III (Public Accommodations) of the A.D.A. (Provided that they are not inconsistent with or lessen the standards set by Section 504).

In making this facility accessible to both employees and the public, specific attention should be given to the conditions and the priorities established in the A.D.A. There are specific requirements relative to compliance in New Construction, Alterations and Existing Facilities, as well as priorities outlining what areas of existing facilities need to be addressed as the most immediate needs in the removal of existing barriers to accessibility.

The three (3) categories of facilities are defined as follows:

1. **New Construction** will be placed under the most stringent requirements concerning compliance. All new construction first occupied after January 26, 1993 must be in full compliance with all facets of the regulations.
2. **Alterations** made to existing facilities must be made so that to the maximum extent feasible, the altered portions of the facility are readily accessible to and usable by individuals with disabilities. This covers any alterations undertaken after January 26, 1992, and also includes the requirements that facilities that are part of a remodel/alteration must provide an accessible path of travel to the altered area.
3. **Existing Facilities** will be required to remove existing barriers based upon the following priorities:
 - a. Provide access to the facility from public sidewalks, public transportation and parking.
 - b. Provide access to those areas where programs and activities are made available.
 - c. Provide access to toilet facilities.
 - d. Provide other measures necessary to provide access to programs and activities.

Alterations, remodeling, or additions to existing schools affecting the physical layout, use of, or functions within the building will be subject to requirements of the current edition of the International Building Code (IBC) in effect at the time of the changes. There are specific IBC code guidelines that address existing buildings and handicap accessibility that assess the scope of work proposed, determining its proportionality affecting the total area of the building, and whether or not additional conditions need to be addressed. If prescribed percentages of building area are affected, non-compliant building code and handicap accessibility conditions outside of the scope of work proposed will be required to be corrected. All of this must be accomplished with the intent of affording the disabled individual the most integrated setting appropriate to their needs.

THE SURVEY

The building survey reviews the facility for accessibility compliance as defined by the ADA Architectural (ADAAG, ANSI A117.1) Guidelines, and includes the following:

- Access to the facility from public transportation, sidewalks, streets and parking.
- Access within the facility by way of corridors, stairs and/or elevators.
- Access to restrooms within the facility.
- Access to individual rooms.
- Safety of individuals with disabilities within the facility in the event of an emergency.

This summary report for facility compliance is not intended to determine the accessibility of specific programs. Program decisions are beyond its scope and involve judgments that must be made by the school district. Our team at Eppstein Uhen Architects together with the school district can assess how various programs can affect the use of the facility and the level of compliance required.

