

METHODOLOGY

October 2009

Facility Review Methodology

AMAA met with PPS staff at the beginning of the assessment to review the goals, and received the existing school ADA facility assessments, guidelines, standards and background material. AMAA also received general facility information and PPS online tools. In the time allotted for the assessment it was not possible to visit every facility for a review. As many schools as possible were visited, distributed among school age ranges and school clusters, with priority on the schools with multiple floors not currently served by elevators. Several SPED dedicated facilities were also visited. Additionally, some other schools were previously visited by AMAA staff, and photographs and other materials were available in our office for those facilities. The existing assessments and facility information were reviewed for each school, and compared with 2008 ADAAG requirements, revised guidelines and revised standards. The online PPS aerial and street level photos were also reviewed for each school, and often provided usable information on the condition and slopes of the exterior grade, entries and signage.

The following is a list of the facilities showing the schools visited by AMAA staff.

Site Visits summer 2009

Ainsworth	King
Benson	Lane
BESC	Lincoln
Chapman	Ockley Green
Cleveland	Portsmouth
Duniway	Rigler
Franklin	Roosevelt
Grant	Sellwood
Gray	Skyline
Holladay Annex	Sunnyside
Holladay Center	Vernon
Hosford	Wilson
Irvington	Woodlawn
Jefferson	Youngson

Past Site Visits

Applegate
Atkinson
Bridger
Bridlemile
Clark
Hollyrood
Lewis
Mt. Tabor
Peninsula
Rice
Rieke
Scott
Sitton

Cost Estimating Methodology

Following the review of a sample group of ten schools crossing school age ranges and clusters, and our development of revised guidelines and standards, we assembled a list of ADA upgrades that could be expressed in unit costs. AMAA met with the cost estimating firm Rider Levett Bucknall (RLB) to review our strategy, and refined our unit types as we developed a spreadsheet with upgrades for each school. For example, a unit price is provided for one ADA parking space that includes the pavement striping for the stall and adjacent aisle, and the accessible symbol in the stall. A separate unit price is provided for the ADA parking sign since our reviews found that sometimes only the sign was needed. Each type of upgrade (column) on the spreadsheet has an associated cost estimate per unit, linear foot, square foot, or allowance. The Concept Estimate by RLB (see appendix) includes details on the basis of those unit costs. The Concept Estimate also includes some of the items discussed for Special Education rooms. However, it was not possible to develop a complete list of physical characteristics of SPED classrooms for cost estimating within the timeframe of this assessment. Given that SPED classrooms often need to



move from one facility to another in response to changing demographics, it seemed reasonable to include an allowance for each contained SPED classroom in K-12 schools to provide for modifications needed upon occupancy of a new space. Although the allowance is an attempt to address a real need, a future effort to define the cost per classroom type and frequency of the room turnover from school to school would establish a more accurate allowance.

