

ADA TRANSITION PLAN
VIRTUAL TOWN HALL #3
LISTENING NOTES
2020 AUG 13

Main-level Accessibility Priorities

- Table height: accessible table heights integrated into program setting i.e., cafeteria tables with integrated accessible seating, instead of a single wheelchair space at the end of the table
- Doors: power assist doors to support ease of use; rethink door actuators in the context of the pandemic. Reference Mahlum door actuator.
- Playgrounds: encourage interaction; much of learning at a young age is socialization
- Support diverse experiences for both disabled and able-bodied students
- Flex spaces - privacy. Spaces that offer comfort and privacy for individuals with disabilities where not on display.
- Vernon: Gym isn't accessible. No elevator. Bark chips not accessible. Ramps - too steep
 - Children want autonomy
- Seamless circulation to the cafeteria: the ability to travel with peers.
- Speed of door actuators - too slow
- Remove the center mullion from double doors - difficult to maneuver around in a chair
- Bleachers need accessible seating for students, not just adults
- Mirrors - full body mirrors
- Circular tables with a pedestal in the center - follow up with SR about this
- Sinks - punctuated throughout standard height sinks
- Ramps: standard ADA ramps are too steep for kids
- Flexible policy - to support students with disabilities
- Prioritize Title I schools
- Encourage peers to support their peers with disability
- "Interrupting the pattern of ablism" - Noelle

Policy

- Elevator policy - standard district-wide?
- Guidance district-wide around elevator use in transition plan?
- Gender-inclusive bathrooms

Design Standards

- Entrances: students shouldn't be made to struggle in front of their peers
- Powerchair: standard accessibility is extremely restrictive for powerchairs
- Welcoming space - what does this look like?