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APPENDIX A: ADA COMPLIANCE CHECKLIST - RICHARDTON

APPENDIX B: ADA COMPLIANCE CHECKLIST – TAYLOR

APPENDIX C: 2009 ASBESTOS 3-YEAR AHERA REINSPECTION

1. EXECUTIVE SUMMARY

EAPC Architects, Structural and Mechanical Engineers conducted a facility assessment at Richardton Taylor schools in order to estimate the costs of needed repairs and code updates in terms of Architectural updates, Structural fixes, Mechanical systems upgrades, as well as Electrical upgrades to serve the new Mechanical system upgrades. We looked at the 3 buildings on the high school campus as well as the elementary school.

In general, the high school buildings have significant structural and foundation deficiencies that include life safety concerns. There are also many instances of ADA and building code deficiencies as well as mechanical systems that are far past their useful life. A significant concern in repairing the structural deficiencies is the need to move areas where work is taking place into portables. So over and above the cost of renovations you must figure the cost of either buying or renting portables.

The elementary school has some of the same issues as the high school campus buildings but not nearly as severe and renovations could take place without relocation if done in a phased approach and mostly summer construction time frame.

Based on our findings we have put together an estimate for repairs/remodeling as well as an option for a new K-12 central school.

Estimated Renovation/New School Costs

1) High School Repair/Remodel

36, 753 Square Feet @ \$150/SF =	\$5,500,000
Portable classroom cost 4 @ \$100,000 per	\$400,000
Planning/Architectural Engineering fees	\$418,000
Subtotal	\$6,318,000

2) Elementary School Repair/Remodel

24, 612 Square Feet @ \$100/SF =	\$2,500,000
Portable classroom cost 1 @ \$100,000	\$100,000
Planning/Architectural Engineering fees	\$180,000
Subtotal	\$2,780,000
Total Remodel/Repairs	\$9,098,000
10% Contingency	\$909,800
Grand Total	\$10,007,800

3) For a new school we use our recent school experience as a guide; construction costs have been @ \$250/SF. Based on your future needs, we predict the need for a 70,000 square foot K-12 school with an option to do a phase one Junior/Senior High School and additional portable classrooms for Elementary School. The phase one square footage would be 58,000 SF for Junior/Senior High School

New K-12 School

70,000 SF @ \$250/SF	\$17,500,000
Architectural/Engineering fee & reimbursable costs such as Site survey, soil borings, printing	
Cost for construction documents	\$1,100,000
Contingency 10%	\$1,860,000
Total	\$20,460,000

Phase one Approach

58,000 SF @ 250/SF	\$14,500,000
Architectural/Engineering fee & reimbursable costs such as Site survey, soil borings, printing	
Cost for construction documents	\$885,000
Portable @ elementary school	\$100,000
Contingency 10%	\$1,548,500
Total	\$17,033,500

2. HIGH SCHOOL ASSESSMENT (RICHARDTON)

2.1 GENERAL ASSESSMENT

Three buildings comprise the high school campus in Richardton, ND: fitness center, industrial trades, and main high school building with classrooms, offices, and gymnasium. The fitness center and main high school buildings have been added onto since their original construction. The age of the fitness center and industrial trades' buildings are not known and no design drawings or documents were provided. The original construction drawings for the main high school building were provided and dated in 1960.

The fitness center building had no apparent structural deficiencies. The building does have ADA and Building Code deficiencies.

The industrial trades building also had no major apparent structural deficiencies. However, there were a few relatively minor concerns to address that deal with mezzanine access, mezzanine load rating, and wall cracking. There were also some ADA and Building Code deficiencies found.

The main high school building has numerous instances of structural deficiencies and deterioration. The concerns range from concrete slab on grade cracking and movement to concrete masonry unit failures at wood glulam beam bearing locations. A combination of inherent building design flaws, craftsmanship, and subgrade movement are likely to be potential causes of the facility. Wide structural

deficiencies and deterioration. Regardless of cause, the issues observed pose a threat to public safety. Once again there were many instances of ADA and Building Code deficiencies observed in the main high school building.

2.2 SPECIFIC AREA STRUCTURAL ASSESSMENTS

2.2.1 FITNESS CENTER BUILDING

The fitness center building is detached from the main high school building, located to the northwest near the locker rooms. The fitness center building is a pre-engineered steel building. An addition to the facility was recently completed.

No structural concerns were documented during the site observation.

2.2.2 INDUSTRIAL TRADES BUILDING

The industrial trades building is detached from the main high school building, located to the southwest of the classroom wing. The industrial trades building is a pre-engineered steel building.

Random cracking in the concrete slab on grade was present but was not excessive, displaced, nor otherwise structurally concerning.

Multiple exit doors did not have stoops or landings for use upon exiting the building. Instead, persons exiting the building would immediately step down onto the surrounding grade.

One concrete masonry unit wall was observed to have step cracking due to presumed settlement and/or movement of the wall.

Access provided to an elevated mezzanine does not appear to comply with OSHA requirements nor was there a posted load rating of the mezzanine structure.

2.2.3 MAIN HIGH SCHOOL BUILDING

The main high school building was constructed in late 1960 and has since undergone additions to include a stage area and increased locker room space with a multi-purpose room. The building is primarily of glulam wood beam and wood plank roof construction. The roof above the gymnasium and stage areas is constructed of steel bar joists and metal roof deck. Concrete masonry unit bearing walls and piers along with steel columns provide support of the roof structures.

GYMNASIUM

No structural concerns were documented during the site observation.

The exterior precast concrete stone accentuations on the gymnasium are deteriorating and spalling in multiple locations (Photo 1).



(Photo: 1, Damaged precast stone)

STAGE AREA

The back of the stage area has a concrete masonry unit and wood framed mezzanine structure. There are multiple 'soft' spots in the wood floor sheathing. Access provided to an elevated mezzanine does not appear to comply with OSHA requirements nor was there a posted load rating of the mezzanine structure (Photo 2).



(Photo 2: Stage mezzanine access)

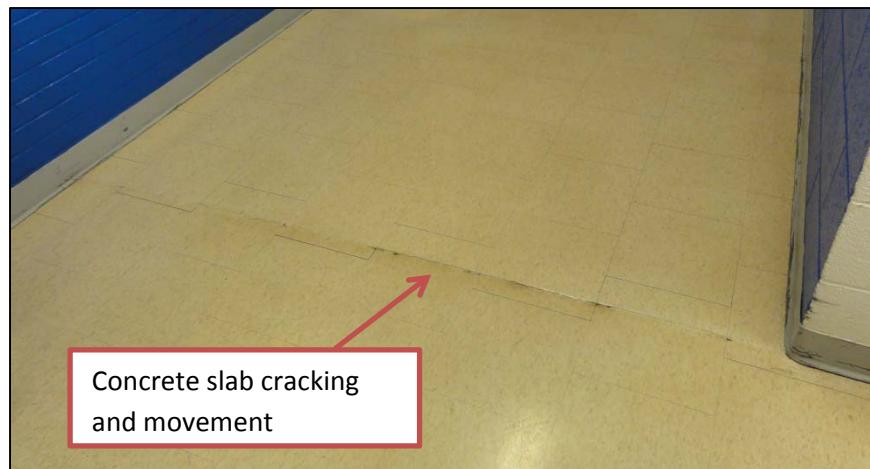
The stage structure itself and space below were not reviewed nor was there an apparent load rating posted for the stage.

LOCKER ROOM / MULTI-PURPOSE ROOM

There is apparent movement and/or differential settlement between the original locker room space and the addition. This is evident from separation of the wood roof planking and wall cracking along the construction joint between the two phases of construction.

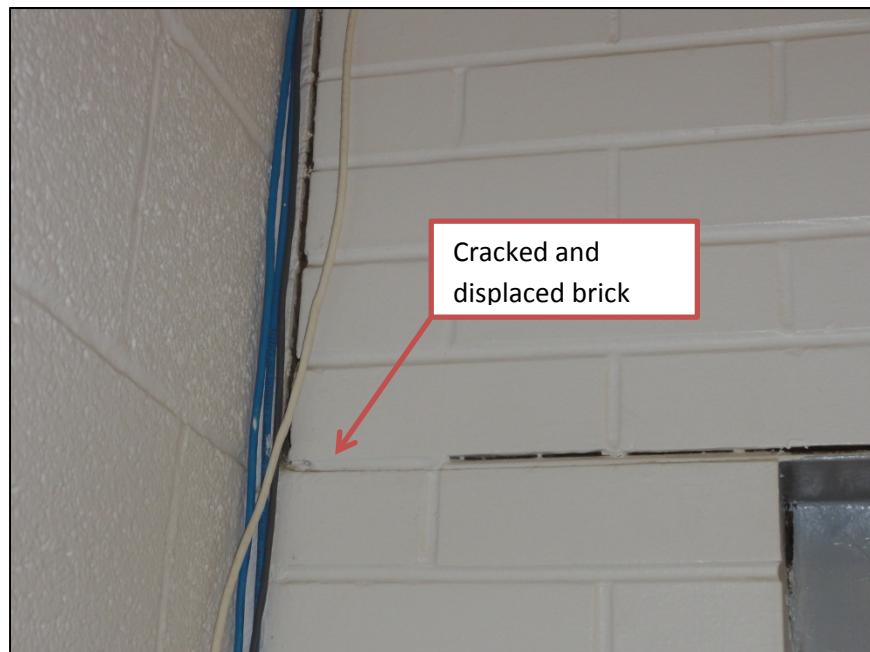
It was reported that during times of heavy rainfall surface runoff from between the locker rooms and fitness center floods portions of the locker room area.

Within and near the multi-purpose room, the concrete slab on grade floors show signs of excessive cracking and movement. This creates unsightly and uneven floor surfaces, for potential tripping hazards. (Photo 3).

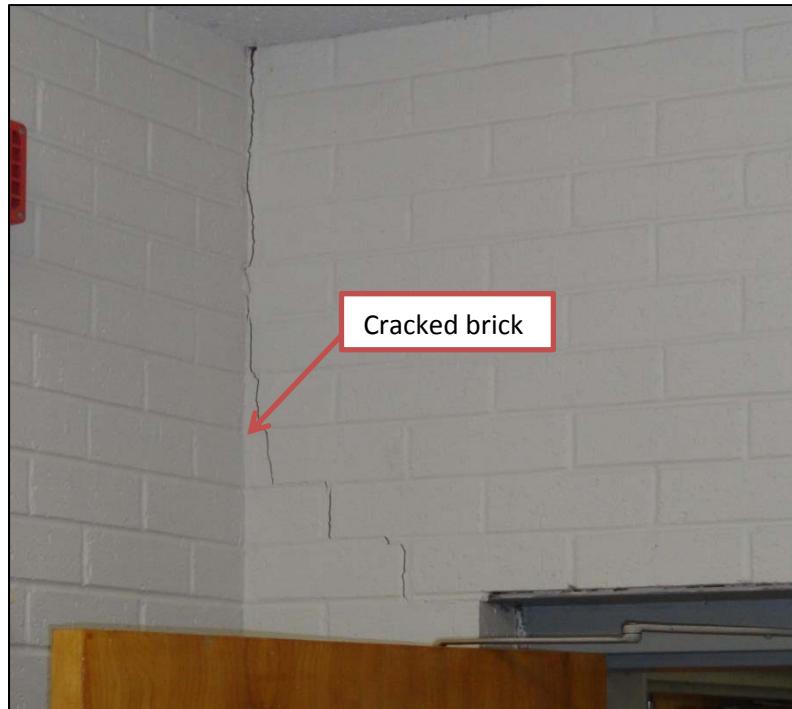


(Photo 3: Multi-purpose room area floor)

The concrete masonry unit and brick faced walls surrounding the multi-purpose room have cracked and displaced from movement (Photo 4 and 5). The displacement has, in some instances, occurred both in and out of the plane of the wall.



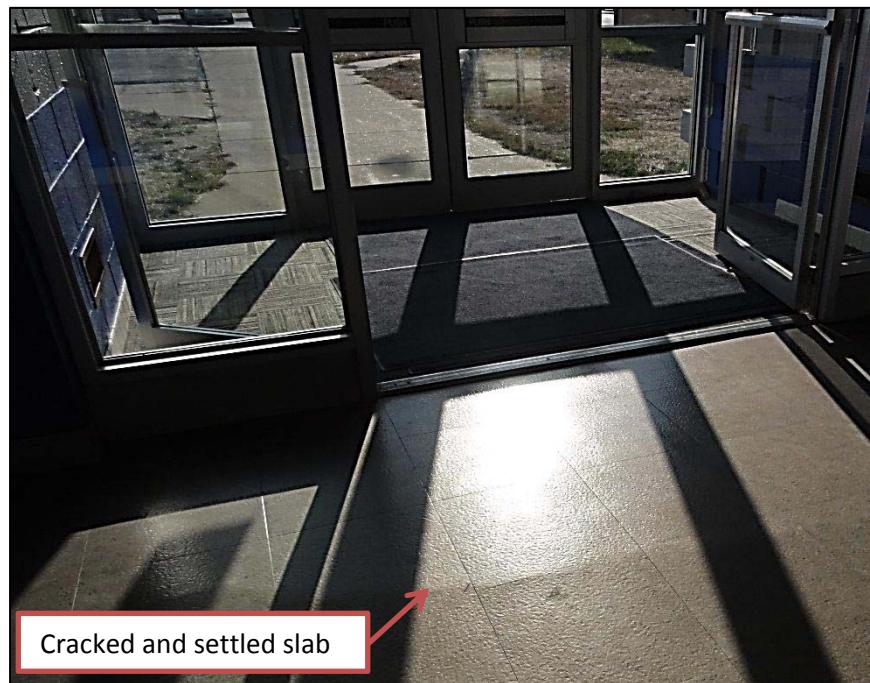
(Photo 4: Cracked and displaced brick along gymnasium)



(Photo 5: Cracked brick perpendicular to gymnasium)

EAST (MAIN) ENTRANCE

The concrete slab on grade has experienced extreme floor settlement at the East building entrance (Photo 6). The area of affected slab extends into the main corridor and to adjacent rooms. Also a safety issue, tripping hazard.



(Photo 6: Slab settlement at entrance)

CLASSROOMS / CORRIDORS / OFFICES

The vast majority of the classroom, corridor, and office areas have experienced numerous different structural failures and deficiencies.

The concrete masonry unit and brick faced walls have experienced settlement of their supporting structure. The result is horizontal cracking in the masonry bed joints (Photo 7).

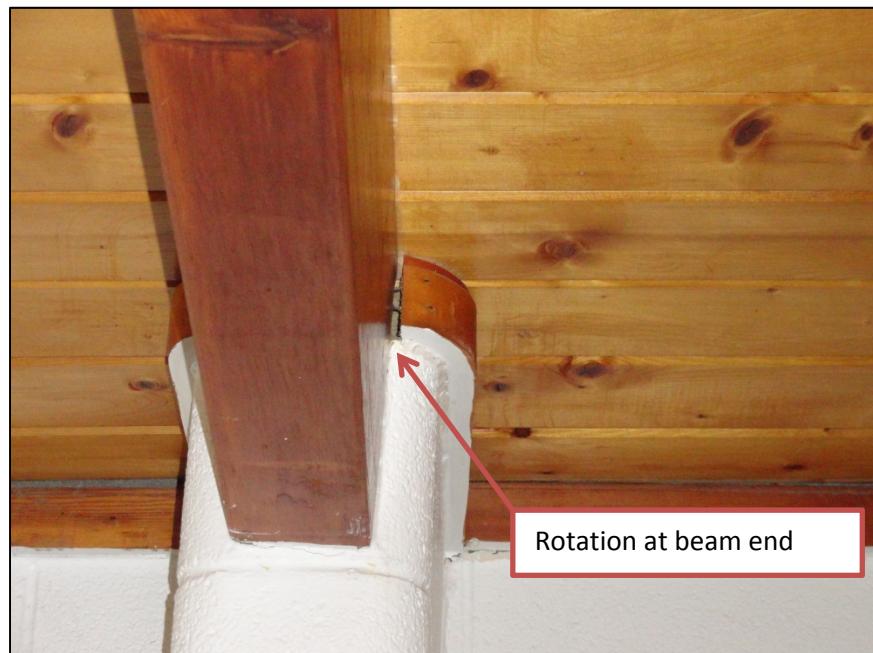


(Photo 7: Horizontally cracked wall)

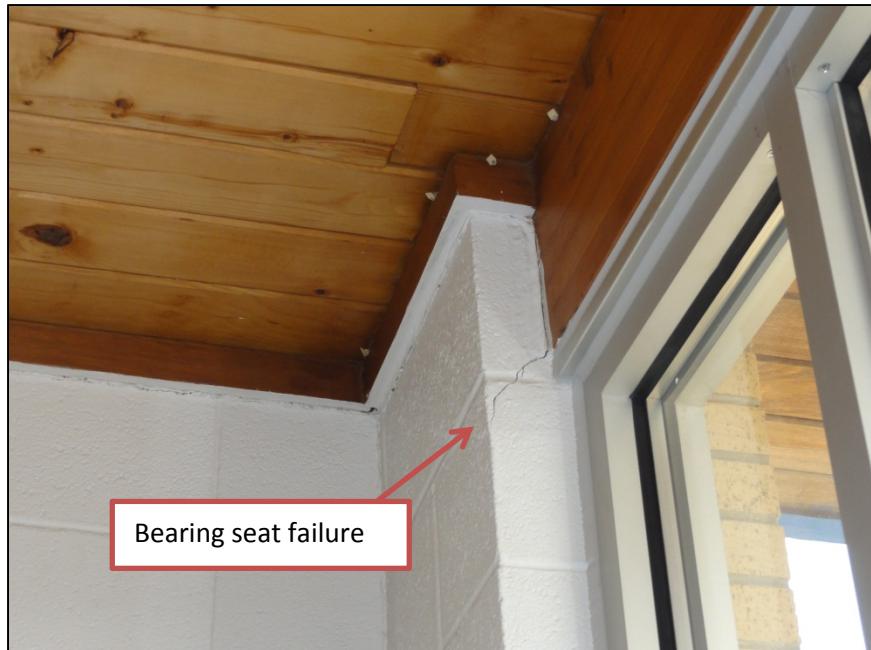
The concrete masonry bearing supports of the wood glulam beams have structurally failed as evident in the photos that follow. Structural failure of the masonry and loss of adequate wood beam bearing poses **immediate life safety concerns**. In multiple locations, the beams and/or bearing seats have displaced from their original locations. It appears that some of the cracks in the concrete masonry have been cosmetically repaired with caulk and paint multiple times. There were also instances where the end of the wood glulam beam has begun to experience torsional twisting and spalling of the concrete masonry units alongside (Photo 8 – 13).



(Photo 8: Cracked and displaced CMU bearing seat and glulam)



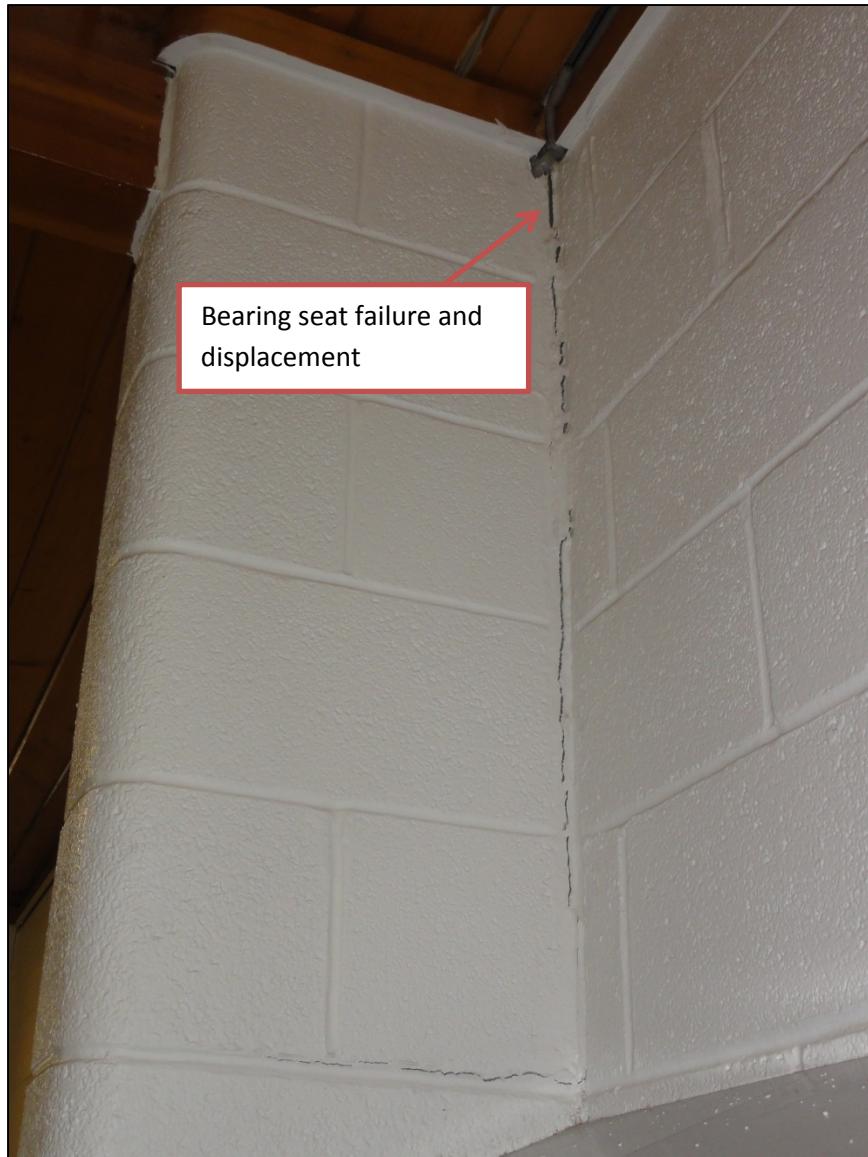
(Photo 9: Glulam beam rotation)



(Photo 10: Cracked CMU bearing seat)



(Photo 11: Cracked and displaced CMU bearing seat)



(Photo 12: Cracked and displaced CMU bearing seat)



(Photo 13: Cracked and displaced CMU wall)

Multiple locations of glulam beam failures above classrooms were observed. There were instances where the beam had split vertically at the bearing location (Photo 14). More structurally concerning are locations where the glulam beams were splitting and separating horizontally between the built-up plies (Photo 15). Failures of this nature greatly reduce the beam's factor of safety and increase the likelihood of complete failure resulting in collapse. Correct repair or retrofit of a glulam beam is difficult and near impractical.

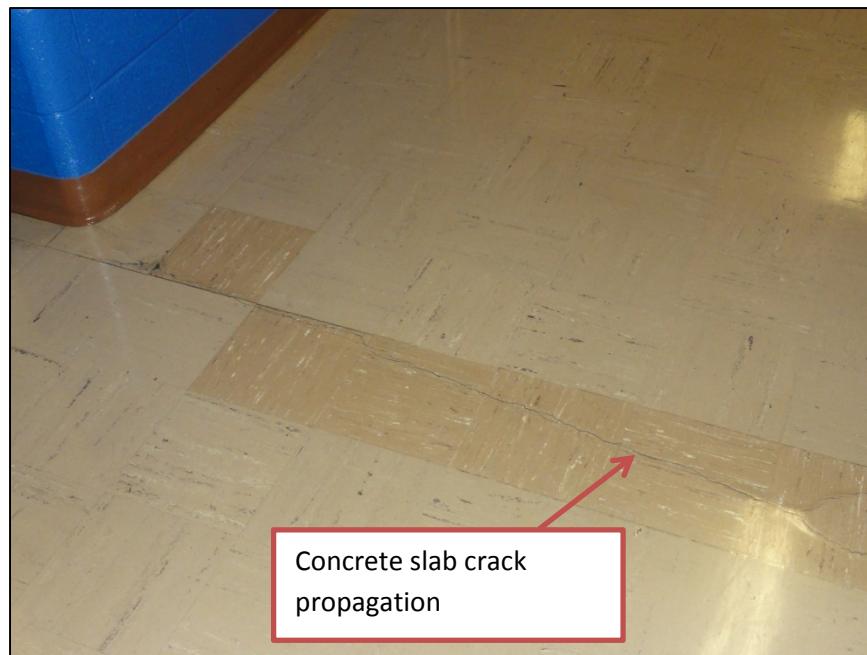


(Photo 14: Split glulam beam)

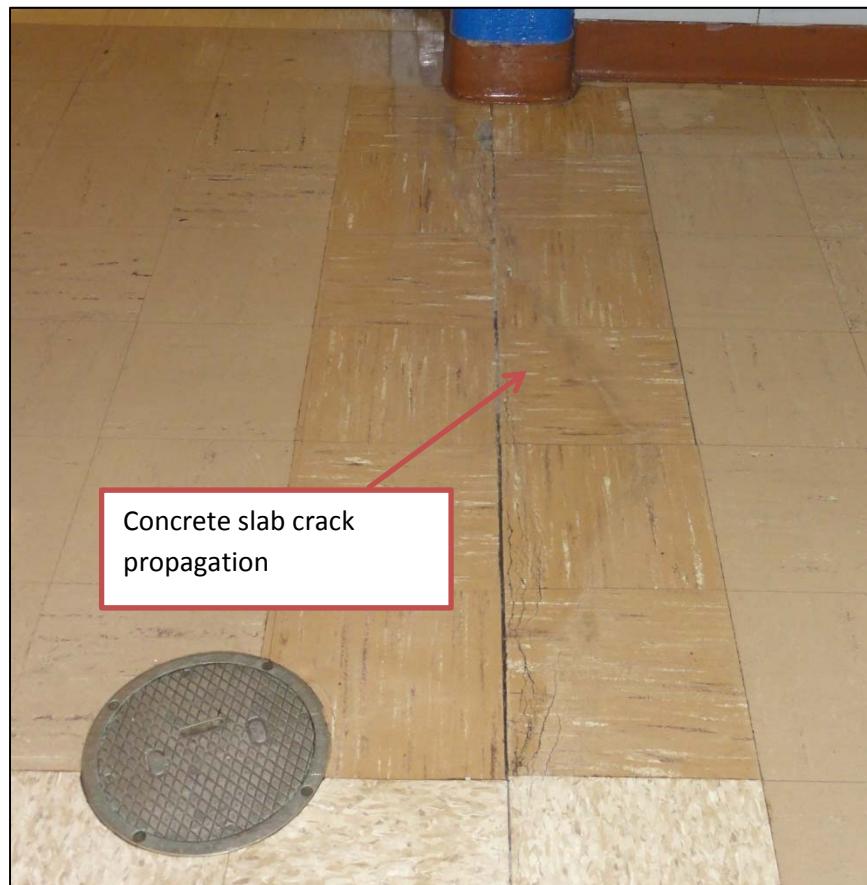


(Photo 15: Splitting/separation between glulam plies)

The concrete slab on grade has likely experienced random cracking, propagation, and differential movements. This is evident in the vast quantity of floor tiles replaced throughout the facility (Photos 16 and 17). A floor tile was removed in one of the science rooms. The space between the tile and concrete slab on grade was heavily saturated with water.

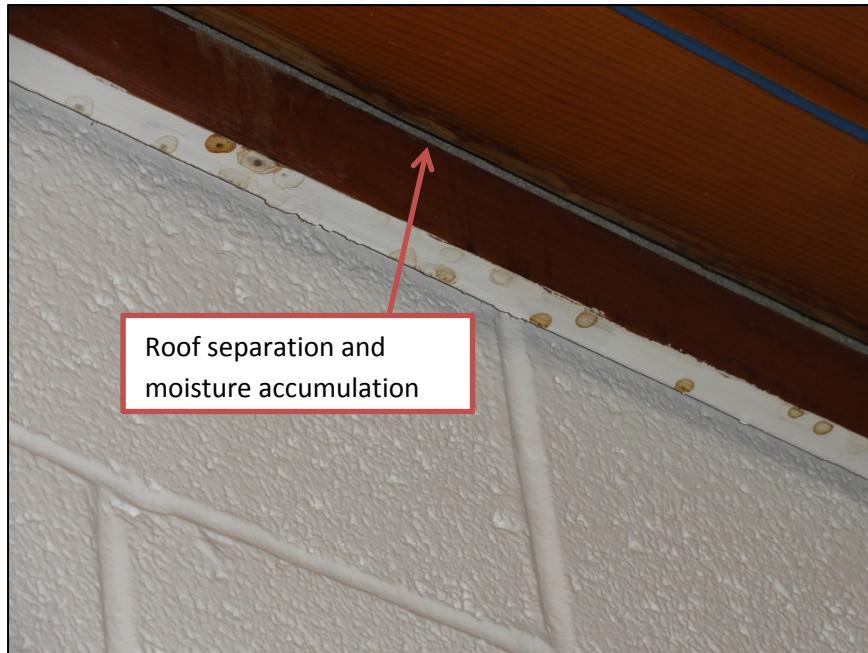


(Photo 16: Example of floor cracking)



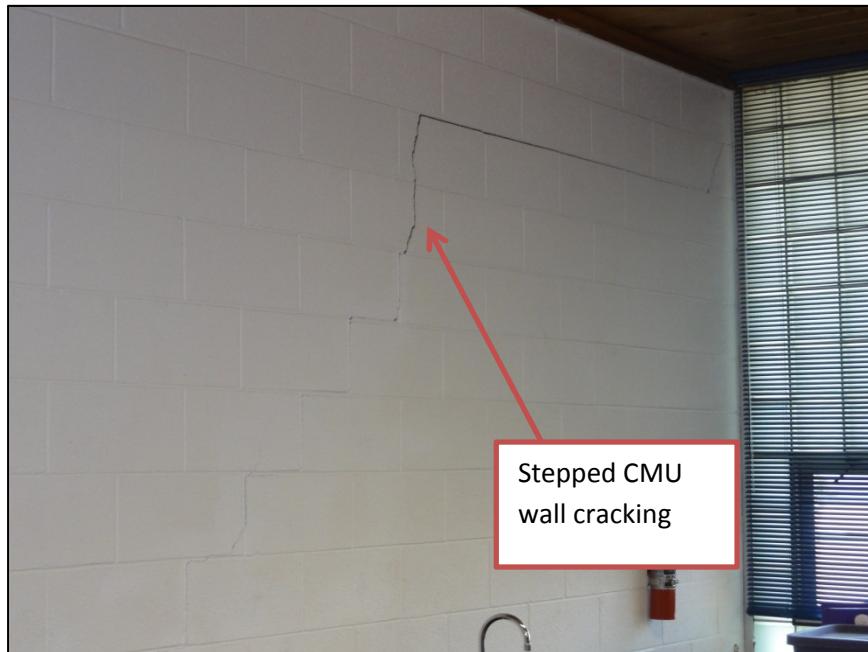
(Photo 17: Example of floor cracking)

Building movement has led to instances of wood plank separation and subsequent roofing failure causing moisture damage (Photo 18).



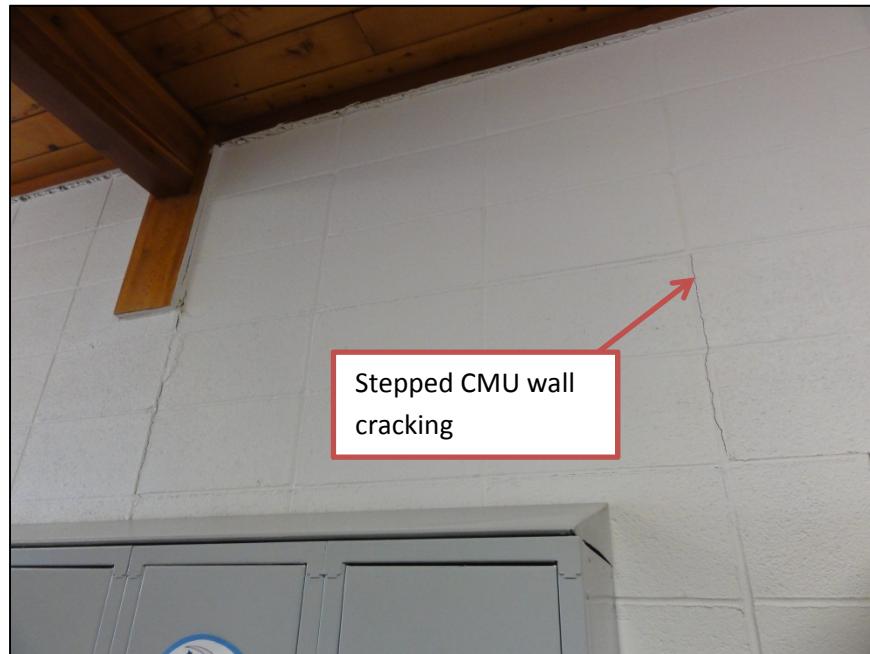
(Photo 18: Moisture at roof separation)

Concrete masonry bearing wall inline movement and/or foundation support settlement has resulted in cracking (Photo 19).



(Photo 19: Example of CMU wall cracking)

Non-bearing concrete masonry walls have also experienced similar cracking (Photo 20).



(Photo 20: Example of CMU wall cracking)

BAND ROOM

The band room has a concrete masonry unit and wood framed mezzanine structure. Access provided to an elevated mezzanine does not appear to comply with OSHA requirements nor was there a posted load rating for the mezzanine structure (Photo 21).



(Photo 21: Band room mezzanine access)

WEST BUILDING ENTRANCE

The west building screen wall and overhang support was previously damaged and repaired. The repair was limited to the concrete masonry units. Not addressed was the displacement and destruction to the wood beam spacer (Photo 22).



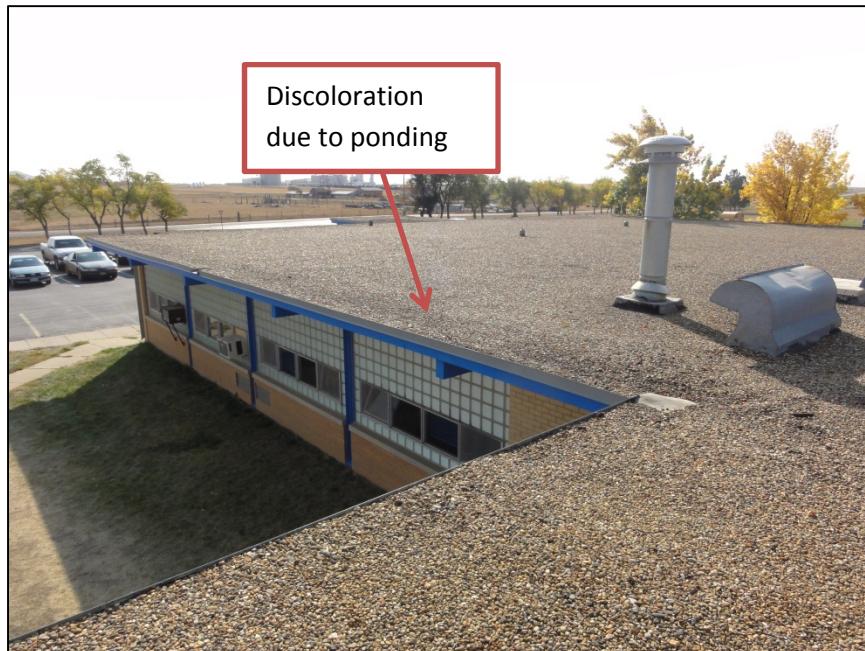
(Photo 22: West entrance overhang support)

ROOF

There is no permanent access to the building roof at any level. The only access to the main roof is through the use of a step ladder. Roof levels above are not accessible.

The roof is relatively flat (pitch was not measured as part of this report) with an apparent ridge down the center of the building. There are no interior roof drains. Roof storm water flows to the exterior perimeter of the building where there are minimal downspouts and overflow scuppers.

Ponding of water on the roof is prevalent and easily distinguishable by the areas of dark discoloration on the roof gravel. Building areas where interior glulam roof beams cantilever outside the building have likely compounded the issues with roof drainage (Photo 23).



(Photo 23: Typical roof view)

Maintenance and weather protection of exposed structural glulam beams and wood plank decking is paramount to its sustainability. It does not appear that the exterior wooden soffit areas have been well maintained over the years. The lack of routine maintenance results in splitting, sagging, and general deterioration of the wood roof members (Photo 24). Continued, unmaintained exposure will allow for the glulam beam deterioration to continue into the building and adversely affect the glulam beam bearing and beyond creating life safety concerns.



(Photo 24: Typical roof overhang/soffit)

2.2.4 SITE SURROUNDING MAIN FACILITIES

The site surrounding the high school is extremely flat. Storm drain inlets were not observed surrounding the building resulting in overland drainage of storm water (including roof drainage). The grading around the building did not appear to provide positive drainage away from the building (Photo 25). As a result, ponding of storm water near the structure is likely.



(Photo 25: Example of site surrounding school)

Based on geology maps, the Richardton area is anticipated to be comprised of Sentinel Butte Formation soils. This formation typically consists of decomposed sandstone, claystone, siltstone, and lignite. Claystone soils have the potential to pose problems with the shrinking and swelling of subgrade materials.

2.3 ARCHITECTURAL ASSESSMENTS (INCLUDING ADA AND BUILDING CODE)

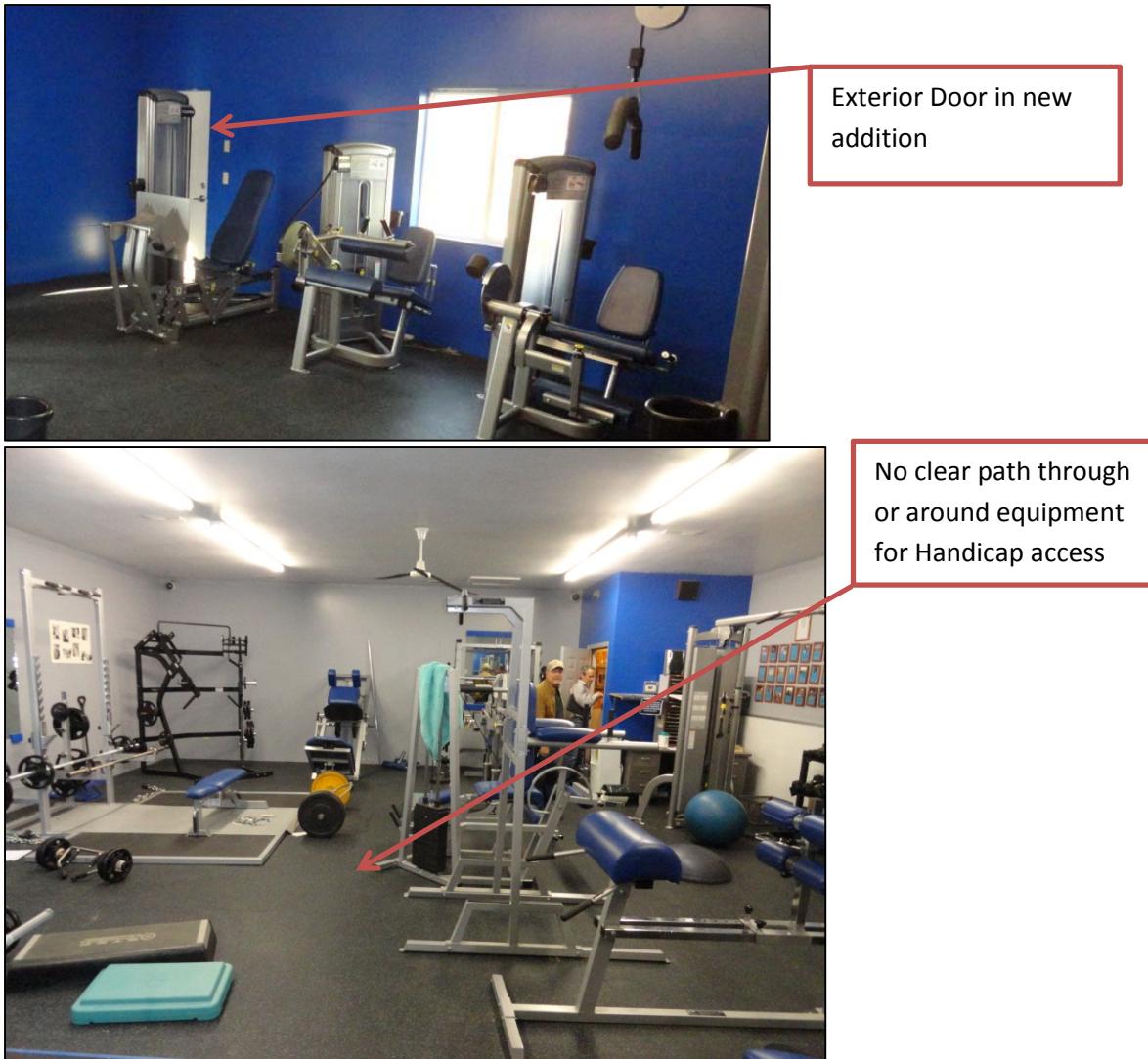
2.3.1 FITNESS CENTER BUILDING

BUILDING ENVELOPE

The windows and doors are in good shape along with the flooring. The one issue with the building is the lack of a continuous gutter along the new addition. Draining water away from a building is critical to prevent water from collecting next to foundations and floor slabs to prevent settlement and heaving issues during the freeze thaw cycle. Getting water away will especially be critical if the new addition does not have a footing down 4 feet or more.

ADA & BUILDING CODE

The Fitness center building recently had a new addition added on. This addition has a door in the SW corner which cannot be used as a legal exit. Therefore the Fitness center needs a sign posted stating the maximum capacity is 49 people. The placement of equipment as observed does not allow for an accessible pathway for a handicap user to use the equipment. Access to equipment and accessible equipment for the handicap is part of the new ADA revisions adopted in March of 2012.



2.3.2 INDUSTRIAL TRADES BUILDING

BUILDING ENVELOPE

The trades building appears to be in good shape. The flooring, paneling, block walls, and interior finishes have been maintained and are in good condition. The exterior has no major issues. Doors and windows are in good shape. The entire building serves its purpose as a shop building well, but the building is not very energy efficient in terms of heating and cooling.

ADA & BUILDING CODE

The Industrial trades' building has ADA issues with the restrooms and front entry. There are no ADA compliant sinks or accessible toilet stalls. The front entry does not have 42" from one door leaf to the

edge of the next door leaf as required for accessibility. The rug in the entry is also required to be fastened down to comply with ADA.





Non-Handicap front entry due to the two sets of doors being too close together and floor mats are not attached to the floor

2.3.3 MAIN HIGH SCHOOL BUILDING

FUNCTIONAL LAYOUT

The organization of the school works well for a school of this size. The multi-purpose room and Gym are separated from the quieter classroom spaces. There are a few functional issues with the high school.

The access to the multipurpose room for lunch is accessed by walking through the kitchen serving area. This is a spot for congestion to be a problem with students getting their lunches and other students leaving this space. The other issues are when you have to leave the main school building for going to the Fitness Center or the Industrial Trades building. Students are exposed to the weather and possible security issues by leaving the more controlled main building.

Another issue is having the lockers in the hallway of the classroom wing. Modern day code allows an exception to keep lockers in the hallway, but new schools are required to have the lockers out of the main egress path of the hallway. Typically this is accomplished by creating a locker commons.

The Main High School building has many ADA and Building Code issues. Since the building was originally built in 1960 it predated many of today's Building Code and ADA requirements. The High School also has many areas of asbestos. The asbestos has been monitored to watch for changes in the condition of the material containing asbestos. The 2009, which appears to be the most recent, 3 year inspection showed that there were no issues with asbestos containing materials.

BUILDING ENVELOPE

The high school has a few issues with the building envelope which include windows, glass block, damaged brick and block, damaged precast stone, and the roof.

The windows in the main classroom wing are older and beginning to near the end of their useful life cycle. The window framing system and glass provide a poor thermal break to the exterior of the building. This can allow frost build up on the glass and frame. This is particularly damaging in the school office area where the window frames are wood with adjacent wood trim. Glass block in the exterior walls provides a better insulated value than windows but they are not the same as an insulated wall. Therefore the majority of the exterior walls in the classrooms are losing heat. The glass block is intact and has held up well.

There are areas on the exterior where the brick veneer has been damaged. These areas will let moisture in and cause further damage to the adjacent brick and walls. The brick and the mortar appear to be in good shape where they are not damaged. The block walls found at the entrances to the school are in decent shape except for the one that was hit with a vehicle. The block has been replaced where the vehicle hit the wall, but the wall itself has shifted. The exposed tops of the block in all the areas will allow moisture to penetrate the screen walls and future moisture damage will eventually occur. Currently the paint is the only barrier stopping the water from penetrating.

The gym has exterior precast stone that has been damaged. These openings in the precast stone will allow water to enter and eventually crack and deteriorate the precast faster than normal weathering would do.

The roof membrane is in good shape with a good covering of ballast rock protecting it from UV and helping it stay down in high winds. The problem with the roof is the underlying structure has allowed areas of ponding to occur on the roof. This ponding has structural impacts as well as lessening the life of the roof membrane.

ADA & BUILDING CODE

Building Code issues in the High school are the Mezzanine in the Band room and the number of restroom water closets / urinals in the building. The mezzanine does not have the proper handrails or guard rails to protect the safety of the students. Guard rails are required going up the stairs and then at the top of the instrument storage area. The Mezzanine is not handicap accessible. This is allowed as long as the activities happen on the mezzanine can be accommodated somewhere that is accessible. That ends up being a subjective opinion and causes problems when activities continue to occur up there with students.



There is a lack of a code compliant hand rail and guard rails at mezzanine stairs. The mezzanine cannot have an activity that discriminates against a handicap person since there is no handicap access

The restrooms required per code are 1 water closet (toilet) per 50 occupants. Your school has a max occupancy of 748 occupants, not including the gym. The school is required to have 15 water closets. We observed 15 plumbing fixtures (toilets & urinals). The gym, assuming 300 seating capacity on the bleachers, requires 6 water closets. Those water closets could be the same as the other 15 toilets as long as the Gym isn't being used for an event with school also going on. The problem comes when the current restrooms would be remodeled to accommodate handicap stalls. This will lessen the number of existing fixtures in the building. This is where we run into a Building Code issue of not having enough toilets.

The other main ADA issues with the high school include: Floor slope too steep at front entry hallway, Handicap parking spaces with proper markings and signs enforcing the proper use, handicap seating in the gym along the bleachers, handicap access to the stage, handicap access to the locker room toilets and showers, handicap shower stall with shower seat, handicap restroom stall with proper design, and accessibility to the mezzanine in the band room.

The front hallway by the main office and front doors has settled creating a steep patch that is not fully handicap accessible. The slope of the ramp is greater than the 1:20 slope ADA allows. The actual slope currently is 1:16 which is considered a ramp. Therefore this part of the floor has to have a flat, 60 inch square before the door that is level for a handicap person to be able to open the front door.



The straight edge, at the top right of the picture to the floor shows a drop of over 2-1/4" in a distance of 43 inches.

The existing handicap parking spaces are striped blue. There must be at least one van accessible spot which requires an additional 8' striped area for unloading the van. These spots also require a sign stating they are handicap parking spots so they can be properly enforced. The number of required spots needs to be verified by counting all the available parking spots in the lot.



There are two handicap parking spaces by the main entrance on the East side.

The bleachers in the gym have to leave room between them and the basketball court for handicap people or have the bleachers not have the front row of seating in one section to allow handicap seating. The stage in the gym needs to have handicap access to allow the use of the stage by all.

The locker rooms do not have handicap shower stalls with shower seats and hand controls that the disabled can use. There is also a concrete curb into the shower stall which does not allow a wheel chair to roll into the shower area. The toilets are also not fully accessible either because they are not wide enough or do not have the proper grab bars and toilet accessories at the allowed heights.



Locker room toilet facilities lack grab bars and the physical clear space needed for handicap access



The locker room showers have a large curb which impedes handicap access. No handicap shower with transfer bench and hand-held shower sprayer

2.4 MECHANICAL / ELECTRICAL ASSESSMENTS

- A. The existing HVAC systems in the three high school campus buildings are long past their expected service life having been in operation for over 45 years. Some of the systems are failing and are currently being repaired as-needed and parts are becoming unavailable. There is little fresh air being brought into the building and the students and teachers are at risk of mold related sicknesses.
- B. This entire HVAC system does not meet the ventilation requirements of the 2006 International Mechanical Code (IMC) Section 403 "Mechanical Ventilation".
- C. Supply air from each of the AHUs is ducted down into a zoned perimeter underground tunnel system on the warm side. Air pressurizes the tunnel and is directed up into the classrooms via automatic control dampers. The automatic dampers are supposed to mix the air from the warm air tunnel and an unheated air tunnel in order to maintain space temperatures of individual rooms. Control of heating is not ideal.
- D. Return air is relieved out of the classrooms through corridor door grilles and then returned back into the AHUs. (It should be noted that current codes do not allow for corridors to be used as return air plenums and is violating 2006 IMC Section 601.2 "Air movement in egress elements".)
- E. The hot water boiler system is the newest of the systems and the boilers/pumps/controls are in good working order and would not need replacing. The kitchen systems are also in good working order.
- F. The plumbing fixtures are out of date and are high flow operation and some do not meet ADA requirements.

2.5 CORRECTIVE MEASURES / OPTIONS / FEASIBILITY

Structural

The fitness center and industrial trades' buildings are fit-for-purpose and would require minimal repairs related to wall cracking, mezzanine access, and mezzanine load rating.

An extensive amount of structure within the high school main building square footage has been adversely affected. Previous attempts at repair have proven ineffective. Repair of the structural deficiencies will be labor intensive and costly to complete. Largely, the proposed repairs are intended to be short-term fixes to immediately improve public safety. The underlying, design inherent systemic problems appear numerous and difficult to isolate and/or correct.

The proposed repairs include (in no order of importance):

1. Removal and replacement of sections of concrete slab on grade, include subgrade below, that have cracked and displaced
2. Replacement of split and delaminated wood glulam beams as their load resistance capacity and general design assumptions have been compromised
3. Removal, replacement, and connection repair at wood glulam beam bearings on concrete masonry
4. Removal and replacement of mortar joints at concrete masonry walls with cracking

5. Establish floor load ratings for the stage and all mezzanine areas
6. Correct deficiencies in access to mezzanine areas
7. General maintenance and upkeep of exterior façade
8. Review of site grading and storm water control
9. Roofing repair in areas of building separation and moisture damage
10. Replacement of damaged support for the west entry overhang structure

It is recommended that further, more in-depth structural review of the building and surrounding site be completed. Part of the review would include a geotechnical evaluation and site survey. The geotechnical evaluation would help determine subgrade composition below and around the high school. This would also assist in identification of any potentially expansive claystone or other soils. The site survey would be completed in and around the high school. Inside elevations would be used to determine movement and settlement within the buildings. Exterior elevations would assist with identification of site drainage and grading concerns.

Architectural

The immediate main issues with the Richardton School deal with ADA issues, not enough plumbing fixtures, and the Asbestos issue. When updating the school for ADA compliant restrooms the floor and walls will need to be cut for new plumbing connections. Asbestos will most likely have to be dealt with at that time. When considering the other structural fixes and mechanical updates that are needed, the entire school will be affected. This will trigger the need to remediate many areas containing asbestos. Asbestos will always be a problem in remodeling the school until it is fully remediated.

Code, life safety, and handicap accessibility issues are of primary concern. Updating the facility to meet these requirements should be a major priority. The windows, glass block, damaged masonry, and the roof are areas that could be put off for a couple years but will need to be dealt with sometime in the future.

Mechanical/Electrical

The majority of the HVAC system must be replaced due to the operating condition, lack of fresh air, and code requirements. New equipment would provide fresh air ventilation, and provide adequate comfort control. It would also use less energy and would provide positive building pressurization and control humidity.

1. The new air handlers could be placed on the roof and be provided with new ductwork below the ceiling, eliminating the use of the existing underground tunnel system that could currently be contaminated with ground water. These units would serve 2-4 classrooms each allowing for zoning control and occupied/unoccupied scheduling.
2. For energy conservation purposes, the air handlers could use ground source heat pumps and provide a hot water heating source with the existing natural gas boilers as backup. The geothermal wells could be located underground around the school in the existing fields and other available areas. No additional land requirement would be anticipated.
3. An air-to-air energy recovery ventilator could be provided for the locker room areas.

The electrical systems have been updated recently, but the new proposed mechanical equipment will need electrical power and feeders.

High School Repair/Remodel

36, 753 Square Feet @ \$150/SF =	\$5,500,000
Portable classroom cost 4 @ \$100,000 per	\$400,000
Planning/Architectural Engineering fees	\$418,000
Subtotal	\$6,318,000

ELEMENTARY SCHOOL ASSESSMENT (TAYLOR)

3.1 GENERAL ASSESSMENT

Buildings from three distinct time periods comprise the elementary building in Taylor, ND. The facility is constructed around the original boiler pit from a 1900's school and remains in use today. The 1900's era school had an addition to it in 1961. The 1900's era school was demolished and built next to in 1974. Original construction drawings for the two building additions were provided. Both sections of the elementary school are a mixture of steel framing, concrete masonry bearing walls, and steel roof joists with metal deck.

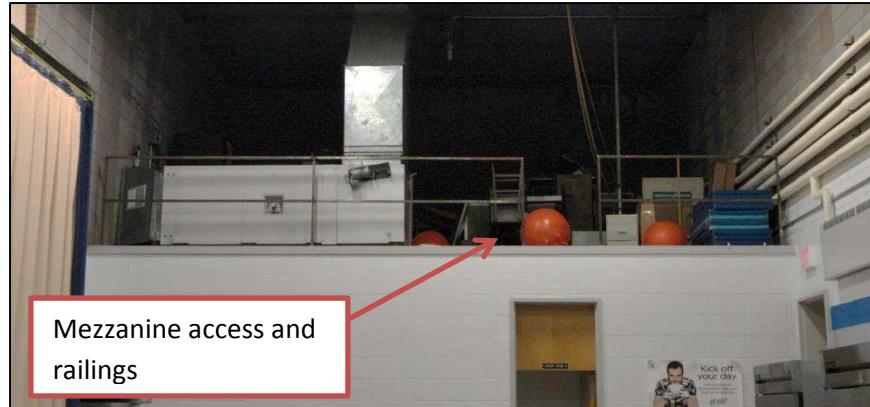
There were few observed structural deficiencies. There was random concrete slab on grade cracking but no apparent differential movements. Concrete masonry unit wall cracking was limited to a couple locations. Primary areas of concern surround the age and condition of boiler pit construction, access to stage mezzanines, and load rating of stage mezzanines.

3.2 SPECIFIC AREA STRUCTURAL ASSESSMENTS

3.2.1 MAIN ELEMENTARY SCHOOL BUILDING

STAGE AREA

The sides of the stage area have concrete masonry unit bearing wall mezzanine structures. The only access to the mezzanines is by step ladder, which is likely to not comply with OSHA requirements. There was no apparent, posted load rating for the mezzanine structures (Photo 26).



(Photo 26: Mezzanine space at stage sides)

BOILER PIT

The original pit for the boiler was part of the 1900's era brick school building (Photo 27). There have been multiple openings and patches to the walls over time. The conditions of construction materials are fair although some are considered archaic.



(Photo 27 Boiler pit)

Access to and around the boiler pit is constricted and conflicts with current code standards and OSHA requirements (Photo 28).



(Photo 28: Boiler pit access)

The wall construction of the boil pit is showing signs of its age. General deterioration and damage to the pit structure are spread throughout (Photo 29).



(Photo 29: Boiler pit brick walls)

ROOF

There is no permanent access to the roof at any level. The only access to the roof is through the use of a step ladder. Gymnasium roof level is not accessible.

The roof is relatively flat (pitch was not measured as part of this report) with ridges sloping to the exterior building walls. There were no observed interior roof drains. Roof storm water drains down the exterior building walls with a combination of gutters, downspouts and overflow scuppers.

The roof on the 1960's addition consists of a mechanically fastened roof membrane presumably over insulation and metal roof deck. Multiple areas on the roof showed signs of water ponding and drainage concerns (Photo 30). The roof above the gymnasium was not viewable to the time of inspection.



(Photo 30: Roof by East Entry)

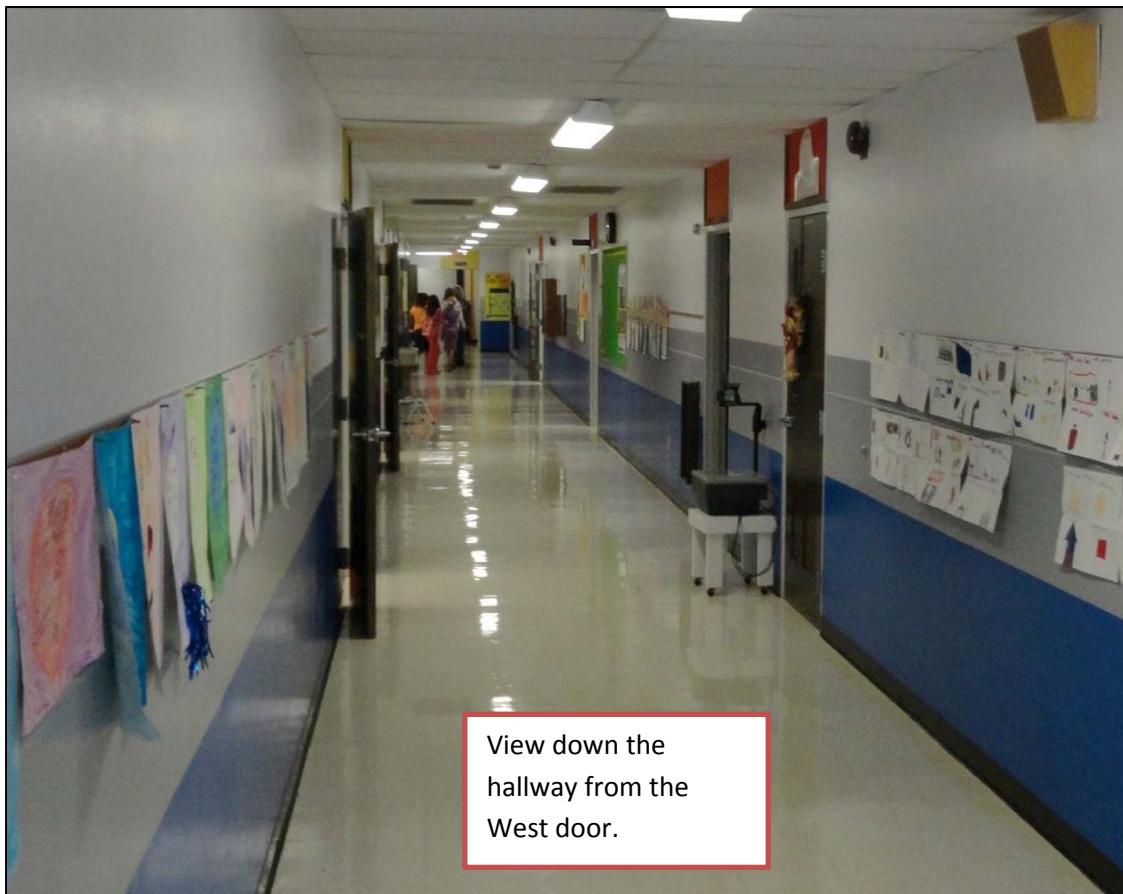
3.3 ARCHITECTURAL ASSESSMENTS

3.3.1 MAIN ELEMENTARY SCHOOL BUILDING

FUNCTIONAL LAYOUT

The organization of spaces in the school is laid out in two areas. The newer building addition contains classrooms, library, computer lab, and the kitchen. The older addition off the gym contains mainly classrooms. The main corridor connecting these two areas is also where lunch is served from the kitchen. The kitchen is small but functional for the student population. The issue is the flow of meals from the kitchen into this main corridor and then into a small stage area for the students to eat their lunch. This process basically blocks this corridor for easy flow for the entire school from one wing to another.

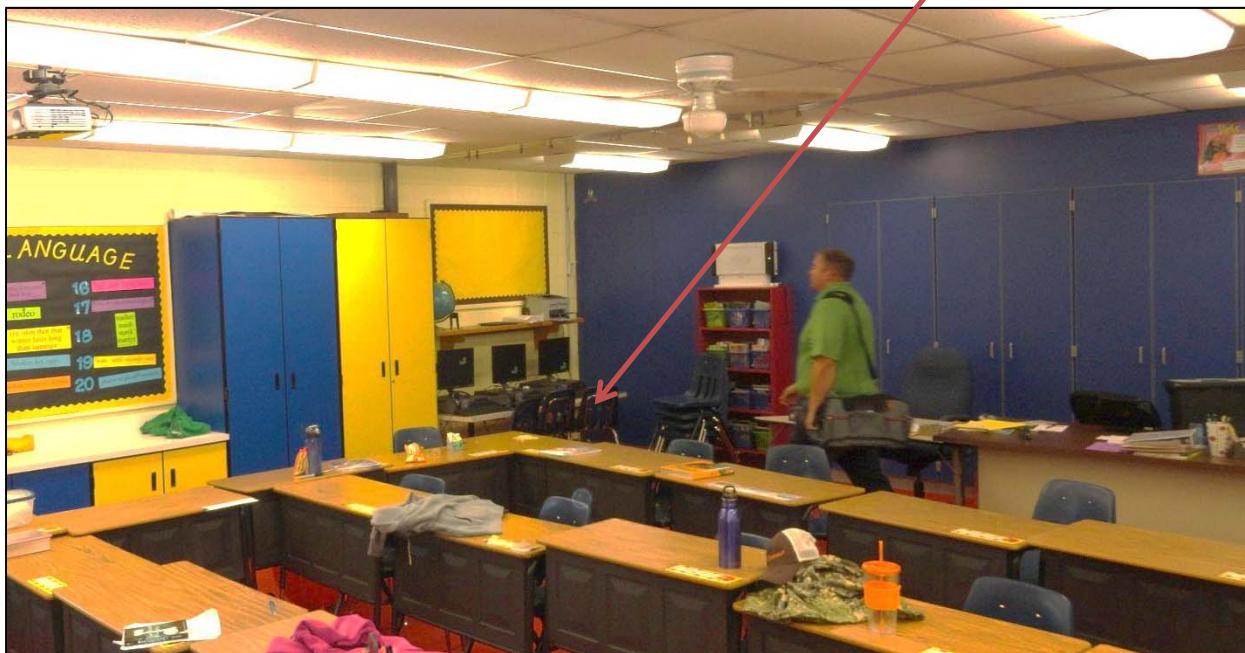
The School lacks a well-defined main entrance that is connected to the main office. As you approach the school in the city of Taylor, it's not clear that the West door is the main entrance and the quickest way to the office. The office is down a non-descript hallway and is neither welcoming nor offering secure control of people coming and going through the school. The office itself is a very tight space and is not conducive to all the functions that occur in a school's office.



Classrooms in the school have a mix of functional problems. Some classrooms are too small with the amount of desks and storage in the rooms. The ability to have a flexible learning environment with multiple learning centers is greatly hindered by the size of some of the classrooms. The storage needs are also being met in various capacities. The rooms on the west end of the school where the old operable wall was have tall storage cabinets, while rooms in the East wing have various cabinets high and low along walls where they can.



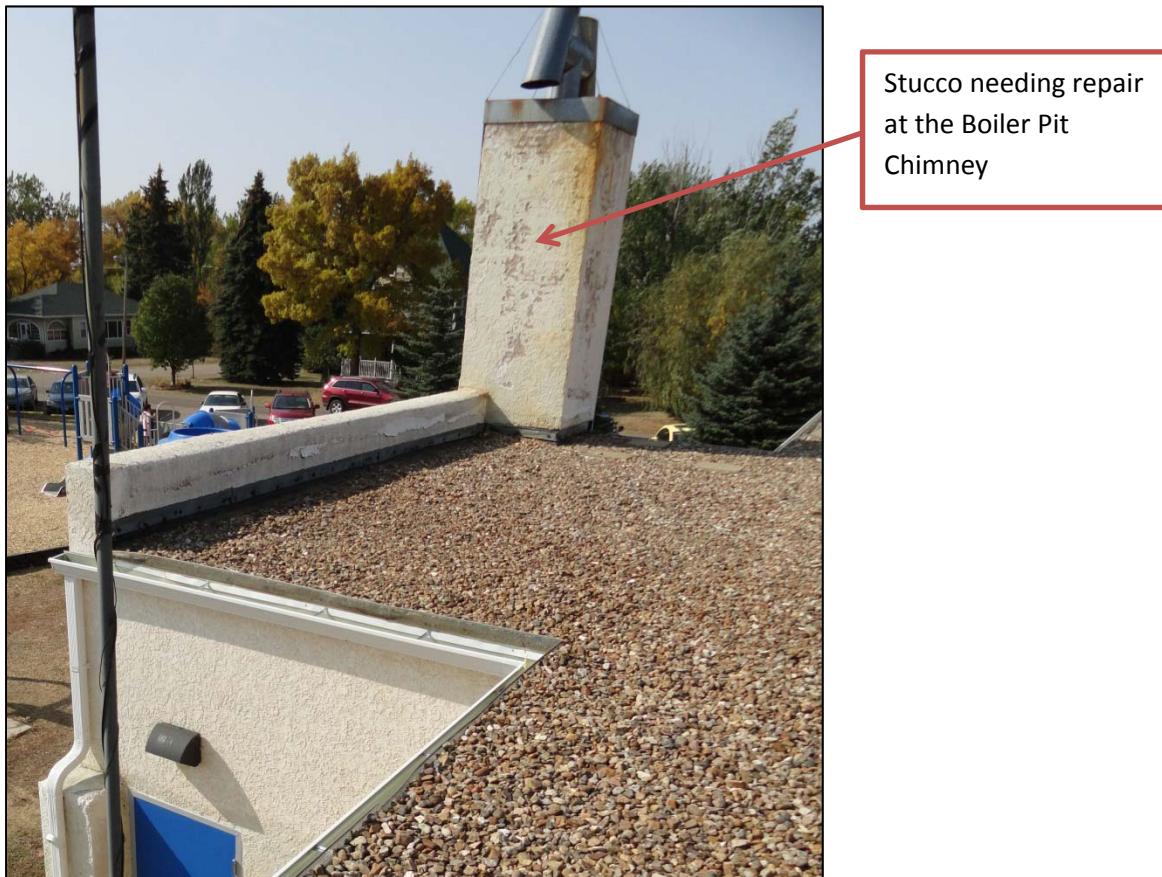
Classroom with not much space for circulation



Classroom with small area for computer center, but great storage

BUILDING ENVELOPE

The building envelope is in relatively good shape. The doors and windows are functioning well. The stucco on the old Boiler pit chimney is being stained and eroded by the warm moisture escaping from the boiler pit room and the thermal difference from the warm inside of the chimney to the extreme colds of the winter. The stucco needs patching in the condition it is currently. The rest of the brick and metal fascia and gutters appear to be in good shape.



ADA & BUILDING CODE

Handicap issues in the elementary school include a ramp that is too steep, handicap labeled restrooms that are not handicap, and circulation through classrooms and the main office. Building Code issues are minimal. The exit doors out of the north side of the gym are only 28" wide. The building code requires all exit doors to be a minimum of 32" wide. These existing exit doors on the north side are required by code. Since they are smaller than allowed this is a major safety issue for the public safety of the users of the gym.

The ramp from the kitchen serving window down to the 1961 classroom addition is too steep for wheelchair users. The allowable slope is 1:12 (1" of height per 1' of length). The slope on the existing ramp is roughly 1:6. The fixes to this would require a longer ramp or a wheel chair lift.

The newer restrooms that don't have doors do not have the proper handicap stall required for handicap use. These restrooms are labeled handicap by the signs out by the sink. Currently there are no handicap accessible toilet stalls in the Elementary school building. The restroom in the kindergarten room is also not handicap accessible and is very small.

3.4 MECHANICAL/ELECTRICAL ASSESSMENTS

The mechanical systems are in relatively good shape. However, on the HVAC side, several of the roof top units are in need of servicing and additional fresh air needs to be added in order to meet ventilation requirements of the 2006 International Mechanical Code (IMC) section 403 "Mechanical Ventilation".

The plumbing systems will require new ADA compliant plumbing fixtures in those areas defined in the architectural assessment as being deficient. Modifications to underground plumbing due to increasing stall space for water closets will also be necessary.

The electrical system updates will be in support of powering new/updated mechanical systems.

3.3 CORRECTIVE MEASURES / OPTIONS / FEASIBILITY

Structural

The elementary building is generally in good condition requiring minimal repairs related to floor and wall cracking, mezzanine access, and mezzanine load rating.

The proposed repairs include (in no order of importance):

1. Maintenance and repair boiler pit walls
2. Establishment of monitoring program to document the condition of the boiler pit
3. Consideration of long-term decommissioning and abandonment of the boiler pit
4. Removal and replacement of sections of concrete slab on grade, include subgrade below, that have cracked and displaced
5. Removal and replacement of mortar joints at concrete masonry walls with cracking
6. Establish floor load ratings for the stage and all mezzanine areas
7. Correct deficiencies in access to mezzanine areas
8. Roof repair or alteration to correct the ponding on the 1960's roof construction

The main area of concern is the 1900's boiler pit structure. The boiler pit has stood the test of time; however, its proximity to classrooms and office is reason for concern. Failure of the boiler pit walls is likely to lead to a localized structural failure that would include surrounding classrooms and office areas.

Architectural

The immediate issues with the elementary school are to address the lack of handicap restrooms and the exiting issue out of the Gym. The newer restrooms could be modified to have handicap stalls. This would eliminate one of the boys toilet stalls and one of the girl's stalls.

The exit doors out of the Gym could be made wider by removing some of the block wall next to the doors. This becomes a structural issue with the need to add a new larger lintel above the doorway.

The problems with classrooms being to small is a matter that needs further study. We would need to look at the student projections and the changing demographics within the school district's boundaries to evaluate the need for possible additional classrooms and support spaces. We would also look at how special education, computer labs, and other specialty classrooms could be arranged to use existing classroom spaces if new classrooms are built.

Mechanical/Electrical

As stated the mechanical systems are in relatively good shape, with the exception of several of the roof top units for classrooms as well as lack of fresh air for some of the air handlers. New handicap plumbing fixtures would need to be installed, so the bulk of the mechanical remodel costs will be plumbing fixtures and piping.

The electrical updates will be mostly in support of the new and updated mechanical systems.

3.4 ESTIMATED RENOVATION COSTS

Elementary School Repair/Remodel

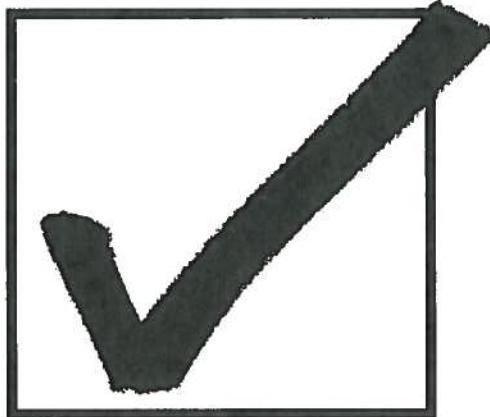
24,612 Square Feet @ \$100/SF =	\$2,500,000
Portable classroom cost 1 @ \$100,000	\$100,000
Planning/Architectural Engineering fees	\$180,000
Subtotal	\$2,780,000

Checklist for Existing Facilities version 2.1

The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal

August 1995

Richardton School



To obtain additional copies of this checklist, contact your Disability and Business Technical Assistance Center. To be automatically connected to your regional center, call 1-800-949-4ADA. This checklist may be copied as many times as desired by the Disability and Business Technical Assistance Centers for distribution to small businesses but may not be reproduced in whole or in part and sold by any other entity without written permission of Adaptive Environments, the author.

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Checklist for Existing Facilities version 2.1

Introduction

Title III of the Americans with Disabilities Act requires public accommodations to provide goods and services to people with disabilities on an equal basis with the rest of the general public. The goal is to afford every individual the opportunity to benefit from our country's businesses and services, and to afford our businesses and services the opportunity to benefit from the patronage of all Americans.

The regulations require that architectural and communication barriers that are structural must be removed in public areas of **existing facilities** when their removal is **readily achievable**—in other words, easily accomplished and able to be carried out without much difficulty or expense. **Public accommodations** that must meet the barrier removal requirement include a broad range of establishments (both for-profit and nonprofit)—such as hotels, restaurants, theaters, museums, retail stores, private schools, banks, doctors' offices, and other places that serve the public. People who own, lease, lease out, or operate places of public accommodation in existing buildings are responsible for complying with the barrier removal requirement.

The removal of barriers can often be achieved by making simple changes to the physical environment. However, the regulations do not define exactly how much effort and expense are required for a facility to meet its obligation. This judgment must be made on a case-by-case basis, taking into consideration such factors as the size, type, and overall financial resources of the facility, and the nature and cost of the access improvements needed. These factors are described in more detail in the ADA regulations issued by the Department of Justice.

The process of determining what changes are readily achievable is not a one-time effort; access should be re-evaluated annually. Barrier removal that might be difficult to carry out now may be readily achievable later. Tax incentives are available to help absorb costs over several years.

Purpose of This Checklist

This checklist will help you identify accessibility problems and solutions in existing facilities in order to meet your obligations under the ADA.

The goal of the survey process is to plan how to make an existing facility more usable for people with disabilities. The Department of Justice (DOJ) recommends the development of an Implementation Plan, specifying what improvements you will make to remove barriers and when each solution will be carried out: "...Such a plan...could serve as evidence of a good faith effort to comply...."

Technical Requirements

This checklist details some of the requirements found in the ADA Standards for Accessible Design (Standards). The ADA Accessibility Guidelines (ADAAG), when adopted by DOJ, became the Standards. The Standards are part of the Department of Justice Title III Regulations, 28 CFR Part 36 (*Nondiscrimination on the basis of disability... Final Rule*). Section 36.304 of this regulation, which covers barrier removal, should be reviewed before this survey is conducted.

However, keep in mind that full compliance with the Standards is required only for new construction and alterations. The requirements are presented here as a guide to help you determine what may be readily achievable barrier removal for existing facilities. The Standards should be followed for all barrier removal unless doing so is not readily achievable. If complying with the Standards is not readily achievable, you may undertake a modification that does not fully comply, as long as it poses no health or safety risk.

In addition to the technical specifications, each item has a scoping provision, which can be found under Section 4.1 in the Standards. This section clarifies when access is required and what the exceptions may be.

Each state has its own regulations regarding accessibility. To ensure compliance with all codes, know your state and local codes and use the more stringent technical requirement for every modification you make; that is, the requirement that provides greater access for individuals with disabilities. The barrier removal requirement for existing facilities is new under the ADA and supersedes less stringent local or state codes.

What This Checklist is Not

This checklist does not cover all of the requirements of the Standards; therefore, it is **not** for facilities undergoing new construction or alterations. In addition, it does not attempt to illustrate all possible barriers or propose all possible barrier removal solutions. The Standards should be consulted for guidance in situations not covered here.

The Title III regulation covers more than barrier removal, but this checklist does **not** cover Title III's requirements for nondiscriminatory policies and practices and for the provision of auxiliary communication aids and services. The communication features covered are those that are **structural** in nature.

Priorities

This checklist is based on the four priorities recommended by the Title III regulations for planning readily achievable barrier removal projects:

- Priority 1: Accessible approach and entrance
- Priority 2: Access to goods and services
- Priority 3: Access to rest rooms
- Priority 4: Any other measures necessary

Note that the references to ADAAG throughout the checklist refer to the Standards for Accessible Design.

How to Use This Checklist

✓ **Get Organized:** Establish a time frame for completing the survey. Determine how many copies of the checklist you will need to survey the whole facility. Decide who will conduct the survey. It is strongly recommended that you invite two or three additional people, including people with various disabilities and accessibility expertise, to assist in identifying barriers, developing solutions for removing these barriers, and setting priorities for implementing improvements.

✓ **Obtain Floor Plans:** It is very helpful to have the building floor plans with you while you survey. If plans are not available, use graph paper to sketch the layout of all interior and exterior spaces used by your organization. Make notes on the sketch or plan while you are surveying.

✓ **Conduct the Survey:** Bring copies of this checklist, a clipboard, a pencil or pen, and a flexible steel

tape measure. With three people surveying, one person numbers key items on the floor plan to match with the field notes, taken by a second person, while the third takes measurements. *Be sure to record all dimensions!* As a reminder, questions that require a dimension to be measured and recorded are marked with the ruler symbol.  Think about each space from the perspective of people with physical, hearing, visual, and cognitive disabilities, noting areas that need improvement.

✓ **Summarize Barriers and Solutions:** List barriers found and ideas for their removal. Consider the solutions listed beside each question, and add your own ideas. Consult with building contractors and equipment suppliers to estimate the costs for making the proposed modifications.

✓ **Make Decisions and Set Priorities:** Review the summary with decision makers and advisors. Decide which solutions will best eliminate barriers at a reasonable cost. Prioritize the items you decide upon and make a timeline for carrying them out. Where the removal of barriers is not readily achievable, you must consider whether there are **alternative methods** for providing access that *are* readily achievable.

✓ **Maintain Documentation:** Keep your survey, notes, summary, record of work completed, and plans for alternative methods on file.

✓ **Make Changes:** Implement changes as planned. Always refer directly to the Standards and your state and local codes for complete technical requirements before making any access improvement. References to the applicable sections of the Standards are listed at the beginning of each group of questions. If you need help understanding the federal, state, or local requirements, contact your Disability and Business Technical Assistance Center.

✓ **Follow Up:** Review your Implementation Plan each year to re-evaluate whether more improvements have become readily achievable.

To obtain a copy of the Title III regulations and the Standards or other technical information, call the U.S. Dept. of Justice ADA Information Line at (800) 514-0301 Voice, (202) 514-0381 TDD, or (800) 514-0383 TDD. For questions about ADAAG, contact the Architectural and Transportation Barriers Compliance Board at (800) USA-ABLE.

Priority

1 Accessible Approach/Entrance

People with disabilities should be able to arrive on the site, approach the building, and enter as freely as everyone else. At least one route of travel should be safe and accessible for everyone, including people with disabilities.

Route of Travel (ADAAG 4.3, 4.4, 4.5, 4.7)

Is there a route of travel that does not require the use of stairs?

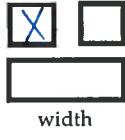
Yes No

- Add a ramp if the route of travel is interrupted by stairs.
- Add an alternative route on level ground.

Is the route of travel stable, firm and slip-resistant?

- Repair uneven paving.
- Fill small bumps and breaks with beveled patches.
- Replace gravel with hard top.

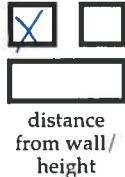
 Is the route at least 36 inches wide?



- Change or move landscaping, furnishings, or other features that narrow the route of travel.
- Widen route.

 Can all objects protruding into the circulation paths be detected by a person with a visual disability using a cane?

In order to be detected using a cane, an object must be within 27 inches of the ground. Objects hanging or mounted overhead must be higher than 80 inches to provide clear head room. It is not necessary to remove objects that protrude less than 4 inches from the wall.



- Move or remove protruding objects.
- Add a cane-detectable base that extends to the ground.
- Place a cane-detectable object on the ground underneath as a warning barrier.

Do curbs on the route have curb cuts at drives, parking, and drop-offs?



- Install curb cut.
- Add small ramp up to curb.

Ramps (ADAAG 4.8)

 Are the slopes of ramps no greater than 1:12?



- Lengthen ramp to decrease slope.
- Relocate ramp.
- If available space is limited, reconfigure ramp to include switchbacks.

Slope is given as a ratio of the height to the length. 1:12 means for every 12 inches along the base of the ramp, the height increases one inch. For a 1:12 maximum slope, at least one foot of ramp length is needed for each inch of height.

 NA

QUESTIONS

POSSIBLE SOLUTIONS

Ramps, continued

Do all ramps longer than 6 feet have railings on both sides?

Are railings sturdy, and between 34 and 38 inches high?

Is the width between railings or curbs at least 36 inches?
NA

Are ramps non-slip?

Is there a 5-foot-long level landing at every 30-foot horizontal length of ramp, at the top and bottom of ramps and at switchbacks?

Does the ramp rise no more than 30 inches between landings?

Yes **No**

<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

height	
--------	--

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

width	
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<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

length	
--------	--

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

rise	
------	--

- Add railings.

- Adjust height of railing if not between 30 and 38 inches.
- Secure handrails in fixtures.

- Relocate the railings.
- Widen the ramp.

- Add non-slip surface material.

- Remodel or relocate ramp.

- Remodel or relocate ramp.

Parking and Drop-Off Areas (ADAAG 4.6)

Are an adequate number of accessible parking spaces available (8 feet wide for car plus 5-foot access aisle)? For guidance in determining the appropriate number to designate, the table below gives the ADAAG requirements for new construction and alterations (for lots with more than 100 spaces, refer to ADAAG):

Total spaces	Accessible
1 to 25	1 space
26 to 50	2 spaces
51 to 75	3 spaces
76 to 100	4 spaces

Are 8-foot-wide spaces, with minimum 8-foot-wide access aisles, and 98 inches of vertical clearance, available for lift-equipped vans?

At least one of every 8 accessible spaces must be van-accessible (with a minimum of one van-accessible space in all cases).

<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------

<i>2</i>	<input type="checkbox"/>
----------	--------------------------

number of accessible spaces

Note widths of existing accessible spaces:

<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------

width/vertical clearance	
--------------------------	--

- Reconfigure a reasonable number of spaces by repainting stripes.

- Reconfigure to provide van-accessible space(s).

QUESTIONS

POSSIBLE SOLUTIONS

Parking and Drop-Off Areas, continued

Are the access aisles part of the accessible route to the accessible entrance?

Yes No

Are the accessible spaces closest to the accessible entrance?

Are accessible spaces marked with the International Symbol of Accessibility? Are there signs reading "Van Accessible" at van spaces?

Is there an enforcement procedure to ensure that accessible parking is used only by those who need it?

?

No Enforcement Signs

Entrance (ADAAG 4.13, 4.14, 4.5)

If there are stairs at the main entrance, is there also a ramp or lift, or is there an alternative accessible entrance?

NA

Do not use a service entrance as the accessible entrance unless there is no other option.

Do all inaccessible entrances have signs indicating the location of the nearest accessible entrance?

NA

Can the alternate accessible entrance be used independently?



Does the entrance door have at least 32 inches clear opening (for a double door, at least one 32-inch leaf)?

clear opening



Is there at least 18 inches of clear wall space on the pull side of the door, next to the handle?

clear space

A person using a wheelchair or crutches needs this space to get close enough to open the door.

- Add curb ramps.
- Reconstruct sidewalk.
- Reconfigure spaces.
- Add signs, placed so that they are not obstructed by cars.
- Implement a policy to check periodically for violators and report them to the proper authorities.

If it is not possible to make the main entrance accessible, create a dignified alternate accessible entrance. If parking is provided, make sure there is accessible parking near all accessible entrances.

Install signs before inaccessible entrances so that people do not have to retrace the approach.

Eliminate as much as possible the need for assistance—to answer a doorbell, to operate a lift, or to put down a temporary ramp, for example.

Widen the door to 32 inches clear.
 If technically infeasible, widen to 31-3/8 inches minimum.
 Install offset (swing-clear) hinges.

Remove or relocate furnishings, partitions, or other obstructions.
 Move door.
 Add power-assisted or automatic door opener.

QUESTIONS

POSSIBLE SOLUTIONS

	Yes	No	
Entrance, continued			
Is the threshold edge 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> If there is a single step with a rise of 6 inches or less, add a short ramp. <input type="checkbox"/> If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp.
If provided, are carpeting or mats a maximum of 1/2-inch high?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Replace or remove mats.
Are edges securely installed to minimize tripping hazards?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Secure carpeting or mats at edges.
Is the door handle no higher than 48 inches and operable with a closed fist?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lower handle. <input type="checkbox"/> Replace inaccessible knob with a lever or loop handle. <input type="checkbox"/> Retrofit with an add-on lever extension.
The “closed fist” test for handles and controls: Try opening the door or operating the control using only one hand, held in a fist. If you can do it, so can a person who has limited use of his or her hands.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Can doors be opened without too much force (exterior doors reserved; maximum is 5 lbf for interior doors)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Adjust the door closers and oil the hinges. <input type="checkbox"/> Install power-assisted or automatic door openers. <input type="checkbox"/> Install lighter doors.
You can use an inexpensive force meter or a fish scale to measure the force required to open a door. Attach the hook end to the doorknob or handle. Pull on the ring end until the door opens, and read off the amount of force required. If you do not have a force meter or a fish scale, you will need to judge subjectively whether the door is easy enough to open.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
If the door has a closer, does it take at least 3 seconds to close?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Adjust door closer.

QUESTIONS

POSSIBLE SOLUTIONS

Priority

2 Access to Goods and Services

Ideally, the layout of the building should allow people with disabilities to obtain materials or services without assistance.

Yes No

Horizontal Circulation (ADAAG 4.3)

Does the accessible entrance provide direct access to the main floor, lobby, or elevator?



Are all public spaces on an accessible route of travel?



Is the accessible route to all public spaces at least 36 inches wide?



width

Is there a 5-foot circle or a T-shaped space for a person using a wheelchair to reverse direction?



width

Doors (ADAAG 4.13)

Do doors into public spaces have at least a 32-inch clear opening?



clear opening

On the pull side of doors, next to the handle, is there at least 18 inches of clear wall space so that a person using a wheelchair or crutches can get near to open the door?



clear space

Can doors be opened without too much force (5 lbf maximum for interior doors)?



force

Are door handles 48 inches high or less and operable with a closed fist?



height

Are all threshold edges 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high?



height

- Add ramps or lifts.
- Make another entrance accessible.

- Provide access to all public spaces along an accessible route of travel.

- Move furnishings such as tables, chairs, display racks, vending machines, and counters to make more room.

- Rearrange furnishings, displays, and equipment.

- Install offset (swing-clear) hinges.
- Widen doors.

- Reverse the door swing if it is safe to do so.
- Move or remove obstructing partitions.

- Adjust or replace closers.
- Install lighter doors.
- Install power-assisted or automatic door openers.

- Lower handles.
- Replace inaccessible knobs or latches with lever or loop handles.
- Retrofit with add-on levers.
- Install power-assisted or automatic door openers.

- If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp. *At GYM ENTRANCE*
- If between 1/4- and 3/4-inch high, add bevels to both sides.

QUESTIONS

POSSIBLE SOLUTIONS

Rooms and Spaces (ADAAG 4.2, 4.4, 4.5)

Are all aisles and pathways to materials and services at least 36 inches wide?

* Some Classroom & Teacher's Lounge
do not have 36" wide path.

Is there a 5-foot circle or T-shaped space for turning a wheelchair completely?

Is carpeting low-pile, tightly woven, and securely attached along edges?

In circulation paths through public areas, are all obstacles cane-detectable (located within 27 inches of the floor or higher than 80 inches, or protruding less than 4 inches from the wall)?

Emergency Egress (ADAAG 4.28)

If emergency systems are provided, do they have both flashing lights and audible signals? ? Audible-Yes Strobes - ?

Signage for Goods and Services (ADAAG 4.30)

Different requirements apply to different types of signs.

If provided, do signs and room numbers designating permanent rooms and spaces where goods and services are provided comply with the appropriate requirements for such signage?

- Signs mounted with centerline 60 inches from floor.

Y N height

- Mounted on wall adjacent to latch side of door, or as close as possible.

- Raised characters, sized between 5/8 and 2 inches high, with high contrast (for room numbers, rest rooms, exits).

character height

- Brailled text of the same information.

- If pictogram is used, it must be accompanied by raised characters and braille.

Yes No

width

width

18" above
Floor

height/
protrusion

- Rearrange furnishings and fixtures to clear aisles.

- Rearrange furnishings to clear more room.

- Secure edges on all sides.
- Replace carpeting.

- Remove obstacles.
- ☑ Install furnishings, planters, or other cane-detectable barriers underneath.

- Install visible and audible alarms.
- Provide portable devices.

- Provide signs that have raised letters, Grade II Braille, and that meet all other requirements for permanent room or space signage. (See ADAAG 4.1.3(16) and 4.30.)

QUESTIONS

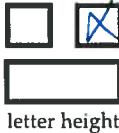
POSSIBLE SOLUTIONS

Yes **No**

Directional and Informational Signage

The following questions apply to directional and informational signs that fall under Priority 2.

 If mounted above 80 inches, do they have letters at least 3 inches high, with high contrast, and non-glare finish?



- Review requirements and replace signs as needed, meeting the requirements for character size, contrast, and finish.

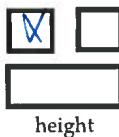
Do directional and informational signs comply with legibility requirements? (Building directories or temporary signs need not comply.)



- Review requirements and replace signs as needed.

Controls (ADAAG 4.27)

Are all controls that are available for use by the public (including electrical, mechanical, cabinet, game, and self-service controls) located at an accessible height?



- Relocate controls.

Reach ranges: The maximum height for a side reach is 54 inches; for a forward reach, 48 inches. The minimum reachable height is 15 inches for a front approach and 9 inches for a side approach.

Are they operable with a closed fist?



- Replace controls.

Seats, Tables, and Counters (ADAAG 4.2, 4.32, 7.2)

Are the aisles between fixed seating (other than assembly area seating) at least 36 inches wide?



- Rearrange chairs or tables to provide 36-inch aisles.

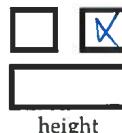
Are the spaces for wheelchair seating distributed throughout? *No Handicap seating in GYM.*



- Rearrange tables to allow room for wheelchairs in seating areas throughout the area.
- Remove some fixed seating.

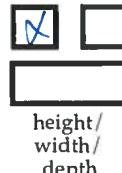
 Are the tops of tables or counters between 28 and 34 inches high?

Front office counter



- Lower part or all of high surface.
- Provide auxiliary table or counter.

 Are knee spaces at accessible tables at least 27 inches high, 30 inches wide, and 19 inches deep?



- Replace or raise tables.

QUESTIONS

POSSIBLE SOLUTIONS

Seats, Tables, and Counters, continued

 At each type of cashier counter, is there a portion of the main counter that is no more than 36 inches high?

Yes No



- Provide a lower auxiliary counter or folding shelf.
- Arrange the counter and surrounding furnishings to create a space to hand items back and forth.

 Is there a portion of food-ordering counters that is no more than 36 inches high, or is there space at the side for passing items to customers who have difficulty reaching over a high counter?

Yes No



- Lower section of counter.
- Arrange the counter and surrounding furnishings to create a space to pass items.

Vertical Circulation (ADAAG 4.1.3(5), 4.3)

Are there ramps, lifts, or elevators to all public levels?
*- Mezzanine in Band Room
- Stage in Gym*

Yes No

- Install ramps or lifts.
- Modify a service elevator.
- Relocate goods or services to an accessible area.

On each level, if there are stairs between the entrance and/or elevator and essential public areas, is there an accessible alternate route?

Yes No

- Post clear signs directing people along an accessible route to ramps, lifts, or elevators.

Stairs (ADAAG 4.9)

The following questions apply to stairs connecting levels *not* serviced by an elevator, ramp, or lift.
Stage Stairs

Yes No

Do treads have a non-slip surface?

- Add non-slip surface to treads.

Do stairs have continuous rails on both sides, with extensions beyond the top and bottom stairs?

Yes No

- Add or replace handrails if possible within existing floor plan.

Elevators (ADAAG 4.10)

Are there both visible and verbal or audible door opening/closing and floor indicators (one tone = up, two tones = down)?

Yes No

- Install visible and verbal or audible signals.

 Are the call buttons in the hallway no higher than 42 inches?

Yes No



- Lower call buttons.
- Provide a permanently attached reach stick.

Do the controls inside the cab have raised and braille lettering?

Yes No

- Install raised lettering and braille next to buttons.

QUESTIONS

POSSIBLE SOLUTIONS

Elevators, continued

Is there a sign on both door jambs at every floor identifying the floor in raised and braille letters?

If an emergency intercom is provided, is it usable without voice communication?

Is the emergency intercom identified by braille and raised letters?

Lifts (ADAAG 4.2, 4.11)

Can the lift be used without assistance? If not, is a call button provided?

Is there at least 30 by 48 inches of clear space for a person in a wheelchair to approach to reach the controls and use the lift?

Are controls between 15 and 48 inches high (up to 54 inches if a side approach is possible)?

Yes No



clear space



height

Install tactile signs to identify floor numbers, at a height of 60 inches from floor.

Modify communication system.

Add tactile identification.

At each stopping level, post clear instructions for use of the lift.

Provide a call button.

Rearrange furnishings and equipment to clear more space.

Move controls.

Priority

3 Usability of Rest Rooms

When rest rooms are open to the public, they should be accessible to people with disabilities.

Getting to the Rest Rooms (ADAAG 4.1)

If rest rooms are available to the public, is at least one rest room (either one for each sex, or unisex) fully accessible?

Are there signs at inaccessible rest rooms that give directions to accessible ones?

Reconfigure rest room.

Combine rest rooms to create one unisex accessible rest room.

Install accessible signs.

Doorways and Passages (ADAAG 4.2, 4.13, 4.30)

Is there tactile signage identifying rest rooms?

Mount signs on the wall, on the latch side of the door, complying with the requirements for permanent signage. Avoid using ambiguous symbols in place of text to identify rest rooms.

Add accessible signage, placed to the side of the door, 60 inches to centerline (not on the door itself).

QUESTIONS

POSSIBLE SOLUTIONS

Doorways and Passages, continued

Are pictograms or symbols used to identify rest rooms, and, if used, are raised characters and braille included below them?

Yes **No**

- If symbols are used, add supplementary verbal signage with raised characters and braille below pictogram symbol.

 Is the doorway at least 32 inches clear?

clear width

- Install offset (swing-clear) hinges.
- Widen the doorway.

 Are doors equipped with accessible handles (operable with a closed fist), 48 inches high or less?

height

- Lower handles.
- Replace knobs or latches with lever or loop handles.
- Add lever extensions.
- Install power-assisted or automatic door openers.

 Can doors be opened easily (5 lbf maximum force)?

force

- Adjust or replace closers.
- Install lighter doors.
- Install power-assisted or automatic door openers.

 Does the entry configuration provide adequate maneuvering space for a person using a wheelchair?

A person in a wheelchair needs 36 inches of clear width for forward movement, and a 5-foot diameter or T-shaped clear space to make turns. A minimum distance of 48 inches clear of the door swing is needed between the two doors of an entry vestibule.

clear width

- Rearrange furnishings such as chairs and trash cans.
- Remove inner door if there is a vestibule with two doors.
- Move or remove obstructing partitions.

 Is there a 36-inch-wide path to all fixtures?

width

- Remove obstructions.

Stalls (ADAAG 4.17)

Is the stall door operable with a closed fist, inside and out? *H.C. stall Door is a Curtain*

length /

width

- Replace inaccessible knobs with lever or loop handles.
- Add lever extensions.

 Is there a wheelchair-accessible stall that has an area of at least 5 feet by 5 feet, clear of the door swing, OR is there a stall that is less accessible but that provides greater access than a typical stall (either 36 by 69 inches or 48 by 69 inches)?

Some stalls are not wide enough.

length /

width

- Move or remove partitions.
- Reverse the door swing if it is safe to do so.

QUESTIONS

POSSIBLE SOLUTIONS

Stalls, continued

In the accessible stall, are there grab bars behind and on the side wall nearest to the toilet?

Is the toilet seat 17 to 19 inches high?

?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	height	

Lavatories (ADAAG 4.19, 4.24)

Does one lavatory have a 30-inch-wide by 48-inch-deep clear space in front?

A maximum of 19 inches of the required depth may be under the lavatory.

Is the lavatory rim no higher than 34 inches?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	clear space	
	height	

Is there at least 29 inches from the floor to the bottom of the lavatory apron (excluding pipes)?

Can the faucet be operated with one closed fist?

Are soap and other dispensers and hand dryers within reach ranges (see page 7) and usable with one closed fist?

Is the mirror mounted with the bottom edge of the reflecting surface 40 inches high or lower?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	height	

Priority

4 Additional Access

Note that this priority is for items not required for basic access in the first three priorities.

When amenities such as drinking fountains and public telephones are provided, they should also be accessible to people with disabilities.

Drinking Fountains (ADAAG 4.15)

Is there at least one fountain with clear floor space of at least 30 by 48 inches in front?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
	clear space

Add grab bars.

Add raised seat.

- Rearrange furnishings.
- Replace lavatory.
- Remove or alter cabinetry to provide space underneath.
- Make sure hot pipes are covered.
- Move a partition or wall.

Adjust or replace lavatory.

Adjust or replace lavatory.

Replace with paddle handles.

Lower dispensers.

Replace with or provide additional accessible dispensers.

Lower or tilt down the mirror.

Add a larger mirror anywhere in the room.

Clear more room by rearranging or removing furnishings.

QUESTIONS

POSSIBLE SOLUTIONS

Drinking Fountains, continued

Is there one fountain with its spout no higher than 36 inches from the ground, and another with a standard height spout (or a single "hi-lo" fountain)?

Yes **No**

height

Are controls mounted on the front or on the side near the front edge, and operable with one closed fist?

Is each water fountain cane-detectable (located within 27 inches of the floor or protruding into the circulation space less than 4 inches from the wall)?

18
height/
protrusion

Telephones (ADAAG 4.31)

If pay or public use phones are provided, is there clear floor space of at least 30 by 48 inches in front of at least one?

clear space

Is the highest operable part of the phone no higher than 48 inches (up to 54 inches if a side approach is possible)?

height

Does the phone protrude no more than 4 inches into the circulation space?

protrusion

Does the phone have push-button controls?

Is the phone hearing-aid compatible?

Is the phone adapted with volume control?

Is the phone with volume control identified with appropriate signage?

If there are four or more public phones in the building, is one of the phones equipped with a text telephone (TT or TDD)?

Is the location of the text telephone identified by accessible signage bearing the International TDD Symbol?

- Provide cup dispensers for fountains with spouts that are too high.

- Provide accessible cooler.

- Replace the controls.

- Place a planter or other cane-detectable barrier on each side at floor level.

- Move furnishings.

- Replace booth with open station.

- Lower telephone.

- Place a cane-detectable barrier on each side at floor level.

- Contact phone company to install push-buttons.

- Have phone replaced with a hearing-aid compatible one.

- Have volume control added.

- Add signage.

- Install a text telephone.

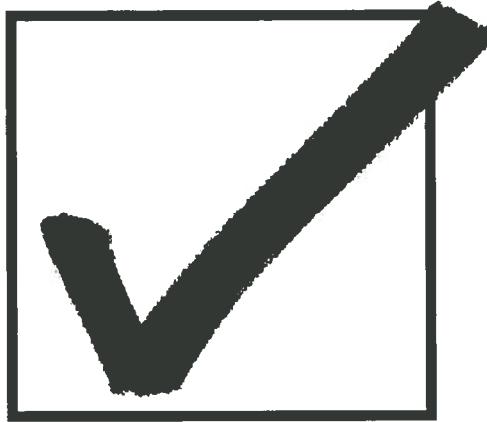
- Have a portable TT available.

- Provide a shelf and outlet next to phone.

- Add signage.

Checklist for Existing Facilities version 2.1

Taylor School



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The Americans with Disabilities Act
Checklist for Readily Achievable Barrier Removal
August 1995

Checklist for Existing Facilities version 2.1

Introduction

Title III of the **Americans with Disabilities Act** requires public accommodations to provide goods and services to people with disabilities on an equal basis with the rest of the general public. The goal is to afford every individual the opportunity to benefit from our country's businesses and services, and to afford our businesses and services the opportunity to benefit from the patronage of all Americans.

The regulations require that architectural and communication barriers that are structural must be removed in public areas of **existing facilities** when their removal is **readily achievable**—in other words, easily accomplished and able to be carried out without much difficulty or expense. **Public accommodations** that must meet the barrier removal requirement include a broad range of establishments (both for-profit and nonprofit)—such as hotels, restaurants, theaters, museums, retail stores, private schools, banks, doctors' offices, and other places that serve the public. People who own, lease, lease out, or operate places of public accommodation in existing buildings are responsible for complying with the barrier removal requirement.

The removal of barriers can often be achieved by making simple changes to the physical environment. However, the regulations do not define exactly how much effort and expense are required for a facility to meet its obligation. This judgment must be made on a case-by-case basis, taking into consideration such factors as the size, type, and overall financial resources of the facility, and the nature and cost of the access improvements needed. These factors are described in more detail in the ADA regulations issued by the Department of Justice.

The process of determining what changes are readily achievable is not a one-time effort; access should be re-evaluated annually. Barrier removal that might be difficult to carry out now may be readily achievable later. Tax incentives are available to help absorb costs over several years.

Purpose of This Checklist

This checklist will help you identify accessibility problems and solutions in existing facilities in order to meet your obligations under the ADA.

The goal of the survey process is to plan how to make an existing facility more usable for people with disabilities. The Department of Justice (DOJ) recommends the development of an Implementation Plan, specifying what improvements you will make to remove barriers and when each solution will be carried out: "...Such a plan...could serve as evidence of a good faith effort to comply...."

Technical Requirements

This checklist details some of the requirements found in the ADA Standards for Accessible Design (Standards). The ADA Accessibility Guidelines (ADAAG), when adopted by DOJ, became the Standards. The Standards are part of the Department of Justice Title III Regulations, 28 CFR Part 36 (*Nondiscrimination on the basis of disability... Final Rule*). Section 36.304 of this regulation, which covers barrier removal, should be reviewed before this survey is conducted.

However, keep in mind that full compliance with the Standards is required only for new construction and alterations. The requirements are presented here as a guide to help you determine what may be readily achievable barrier removal for existing facilities. The Standards should be followed for all barrier removal unless doing so is not readily achievable. If complying with the Standards is not readily achievable, you may undertake a modification that does not fully comply, as long as it poses no health or safety risk.

In addition to the technical specifications, each item has a scoping provision, which can be found under Section 4.1 in the Standards. This section clarifies when access is required and what the exceptions may be.

Each state has its own regulations regarding accessibility. To ensure compliance with all codes, know your state and local codes and use the more stringent technical requirement for every modification you make; that is, the requirement that provides greater access for individuals with disabilities. The barrier removal requirement for existing facilities is new under the ADA and supersedes less stringent local or state codes.

What This Checklist is Not

This checklist does not cover all of the requirements of the Standards; therefore, it is **not** for facilities undergoing new construction or alterations. In addition, it does not attempt to illustrate all possible barriers or propose all possible barrier removal solutions. The Standards should be consulted for guidance in situations not covered here.

The Title III regulation covers more than barrier removal, but this checklist does **not** cover Title III's requirements for nondiscriminatory policies and practices and for the provision of auxiliary communication aids and services. The communication features covered are those that are **structural** in nature.

Priorities

This checklist is based on the four priorities recommended by the Title III regulations for planning readily achievable barrier removal projects:

- Priority 1: Accessible approach and entrance
- Priority 2: Access to goods and services
- Priority 3: Access to rest rooms
- Priority 4: Any other measures necessary

Note that the references to ADAAG throughout the checklist refer to the Standards for Accessible Design.

How to Use This Checklist

✓ **Get Organized:** Establish a time frame for completing the survey. Determine how many copies of the checklist you will need to survey the whole facility. Decide who will conduct the survey. It is strongly recommended that you invite two or three additional people, including people with various disabilities and accessibility expertise, to assist in identifying barriers, developing solutions for removing these barriers, and setting priorities for implementing improvements.

✓ **Obtain Floor Plans:** It is very helpful to have the building floor plans with you while you survey. If plans are not available, use graph paper to sketch the layout of all interior and exterior spaces used by your organization. Make notes on the sketch or plan while you are surveying.

✓ **Conduct the Survey:** Bring copies of this checklist, a clipboard, a pencil or pen, and a flexible steel

tape measure. With three people surveying, one person numbers key items on the floor plan to match with the field notes, taken by a second person, while the third takes measurements. *Be sure to record all dimensions!* As a reminder, questions that require a dimension to be measured and recorded are marked with the ruler symbol.  Think about each space from the perspective of people with physical, hearing, visual, and cognitive disabilities, noting areas that need improvement.

✓ **Summarize Barriers and Solutions:** List barriers found and ideas for their removal. Consider the solutions listed beside each question, and add your own ideas. Consult with building contractors and equipment suppliers to estimate the costs for making the proposed modifications.

✓ **Make Decisions and Set Priorities:** Review the summary with decision makers and advisors. Decide which solutions will best eliminate barriers at a reasonable cost. Prioritize the items you decide upon and make a timeline for carrying them out. Where the removal of barriers is not readily achievable, you must consider whether there are **alternative methods** for providing access that *are* readily achievable.

✓ **Maintain Documentation:** Keep your survey, notes, summary, record of work completed, and plans for alternative methods on file.

✓ **Make Changes:** Implement changes as planned. Always refer directly to the Standards and your state and local codes for complete technical requirements before making any access improvement. References to the applicable sections of the Standards are listed at the beginning of each group of questions. If you need help understanding the federal, state, or local requirements, contact your Disability and Business Technical Assistance Center.

✓ **Follow Up:** Review your Implementation Plan each year to re-evaluate whether more improvements have become readily achievable.

To obtain a copy of the Title III regulations and the Standards or other technical information, call the U.S. Dept. of Justice ADA Information Line at (800) 514-0301 Voice, (202) 514-0381 TDD, or (800) 514-0383 TDD. For questions about ADAAG, contact the Architectural and Transportation Barriers Compliance Board at (800) USA-ABLE.

Priority

1 Accessible Approach/Entrance

People with disabilities should be able to arrive on the site, approach the building, and enter as freely as everyone else. At least one route of travel should be safe and accessible for everyone, including people with disabilities.

Route of Travel (ADAAG 4.3, 4.4, 4.5, 4.7)

Is there a route of travel that does not require the use of stairs?

Yes No

Is the route of travel stable, firm and slip-resistant?

- Add a ramp if the route of travel is interrupted by stairs.
- Add an alternative route on level ground.

- Repair uneven paving.
- Fill small bumps and breaks with beveled patches.
- Replace gravel with hard top.

- Change or move landscaping, furnishings, or other features that narrow the route of travel.
- Widen route.

- Move or remove protruding objects.
- Add a cane-detectable base that extends to the ground.
- Place a cane-detectable object on the ground underneath as a warning barrier.

 Is the route at least 36 inches wide?



width

 Can all objects protruding into the circulation paths be detected by a person with a visual disability using a cane?

In order to be detected using a cane, an object must be within 27 inches of the ground. Objects hanging or mounted overhead must be higher than 80 inches to provide clear head room. It is not necessary to remove objects that protrude less than 4 inches from the wall.

distance from wall/
height

Do curbs on the route have curb cuts at drives, parking, and drop-offs?

NA

- Install curb cut.
- Add small ramp up to curb.

Ramps (ADAAG 4.8)

Are the slopes of ramps no greater than 1:12?



slope

Slope is given as a ratio of the height to the length. 1:12 means for every 12 inches along the base of the ramp, the height increases one inch. For a 1:12 maximum slope, at least one foot of ramp length is needed for each inch of height.

- Lengthen ramp to decrease slope.
- Relocate ramp.
- If available space is limited, reconfigure ramp to include switchbacks.

QUESTIONS

POSSIBLE SOLUTIONS

Yes No

Ramps, continued

Do all ramps longer than 6 feet have railings on both sides?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

Are railings sturdy, and between 34 and 38 inches high?

<input type="checkbox"/>	<input checked="" type="checkbox"/>
32	
height	

Is the width between railings or curbs at least 36 inches?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
width	

Are ramps non-slip?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
length	

Is there a 5-foot-long level landing at every 30-foot horizontal length of ramp, at the top and bottom of ramps and at switchbacks?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
32	
rise	

Does the ramp rise no more than 30 inches between landings?

- Add railings.

- Adjust height of railing if not between 30 and 38 inches.
- Secure handrails in fixtures.

- Relocate the railings.
- Widen the ramp.

- Add non-slip surface material.

- Remodel or relocate ramp.

- Remodel or relocate ramp.

Parking and Drop-Off Areas (ADAAG 4.6)

Are an adequate number of accessible parking spaces available (8 feet wide for car plus 5-foot access aisle)? For guidance in determining the appropriate number to designate, the table below gives the ADAAG requirements for new construction and alterations (for lots with more than 100 spaces, refer to ADAAG):

Total spaces	Accessible
1 to 25	1 space
26 to 50	2 spaces
51 to 75	3 spaces
76 to 100	4 spaces

* Did not observe
Handicap Parking

<input type="checkbox"/>	<input checked="" type="checkbox"/>
number of accessible spaces	

Note widths of existing accessible spaces:

- Reconfigure a reasonable number of spaces by repainting stripes.

Are 8-foot-wide spaces, with minimum 8-foot-wide access aisles, and 98 inches of vertical clearance, available for lift-equipped vans?

<input type="checkbox"/>	<input checked="" type="checkbox"/>
width / vertical clearance	

At least one of every 8 accessible spaces must be van-accessible (with a minimum of one van-accessible space in all cases).

- Reconfigure to provide van-accessible space(s).

QUESTIONS

POSSIBLE SOLUTIONS

Yes **No**

Parking and Drop-Off Areas, continued

Are the access aisles part of the accessible route to the accessible entrance?

Are the accessible spaces closest to the accessible entrance?

Are accessible spaces marked with the International Symbol of Accessibility? Are there signs reading "Van Accessible" at van spaces?

Is there an enforcement procedure to ensure that accessible parking is used only by those who need it?

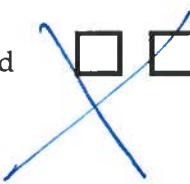
Entrance (ADAAG 4.13, 4.14, 4.5)

If there are stairs at the main entrance, is there also a ramp or lift, or is there an alternative accessible entrance?

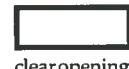
Do not use a service entrance as the accessible entrance unless there is no other option.

Do all inaccessible entrances have signs indicating the location of the nearest accessible entrance?

Can the alternate accessible entrance be used independently?

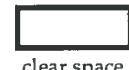


 Does the entrance door have at least 32 inches clear opening (for a double door, at least one 32-inch leaf)?



clear opening

 Is there at least 18 inches of clear wall space on the pull side of the door, next to the handle?



clear space

A person using a wheelchair or crutches needs this space to get close enough to open the door.

- Add curb ramps.
- Reconstruct sidewalk.

- Reconfigure spaces.

- Add signs, placed so that they are not obstructed by cars.

- Implement a policy to check periodically for violators and report them to the proper authorities.

- If it is not possible to make the main entrance accessible, create a dignified alternate accessible entrance. If parking is provided, make sure there is accessible parking near all accessible entrances.

- Install signs before inaccessible entrances so that people do not have to retrace the approach.

- Eliminate as much as possible the need for assistance—to answer a doorbell, to operate a lift, or to put down a temporary ramp, for example.

- Widen the door to 32 inches clear.
- If technically infeasible, widen to 31-3/8 inches minimum.
- Install offset (swing-clear) hinges.

- Remove or relocate furnishings, partitions, or other obstructions.
- Move door.
- Add power-assisted or automatic door opener.

QUESTIONS

POSSIBLE SOLUTIONS

Entrance, continued

Is the threshold edge 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high?

Yes No

<input checked="" type="checkbox"/>	<input type="checkbox"/>
height	

- If there is a single step with a rise of 6 inches or less, add a short ramp.
- If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp.

If provided, are carpeting or mats a maximum of 1/2-inch high?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
height	

- Replace or remove mats.

Are edges securely installed to minimize tripping hazards?

<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------

- Secure carpeting or mats at edges.

Is the door handle no higher than 48 inches and operable with a closed fist?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
height	

- Lower handle.
- Replace inaccessible knob with a lever or loop handle.
- Retrofit with an add-on lever extension.

The “closed fist” test for handles and controls: Try opening the door or operating the control using only one hand, held in a fist. If you can do it, so can a person who has limited use of his or her hands.

Can doors be opened without too much force (exterior doors reserved; maximum is 5 lbf for interior doors)?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
force	

- Adjust the door closers and oil the hinges.
- Install power-assisted or automatic door openers.
- Install lighter doors.

You can use an inexpensive force meter or a fish scale to measure the force required to open a door. Attach the hook end to the doorknob or handle. Pull on the ring end until the door opens, and read off the amount of force required. If you do not have a force meter or a fish scale, you will need to judge subjectively whether the door is easy enough to open.

If the door has a closer, does it take at least 3 seconds to close?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
seconds	

- Adjust door closer.

QUESTIONS

POSSIBLE SOLUTIONS

Priority

2 Access to Goods and Services

Ideally, the layout of the building should allow people with disabilities to obtain materials or services without assistance.

Yes No

Horizontal Circulation (ADAAG 4.3)

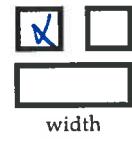
Does the accessible entrance provide direct access to the main floor, lobby, or elevator?



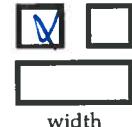
Are all public spaces on an accessible route of travel?



Is the accessible route to all public spaces at least 36 inches wide?

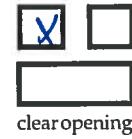


Is there a 5-foot circle or a T-shaped space for a person using a wheelchair to reverse direction?

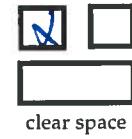


Doors (ADAAG 4.13)

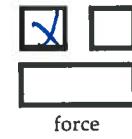
Do doors into public spaces have at least a 32-inch clear opening?



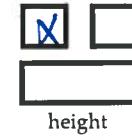
On the pull side of doors, next to the handle, is there at least 18 inches of clear wall space so that a person using a wheelchair or crutches can get near to open the door?



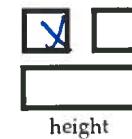
Can doors be opened without too much force (5 lbf maximum for interior doors)?



Are door handles 48 inches high or less and operable with a closed fist?



Are all threshold edges 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high?



- Add ramps or lifts.
- Make another entrance accessible.

- Provide access to all public spaces along an accessible route of travel.

- Move furnishings such as tables, chairs, display racks, vending machines, and counters to make more room.

- Rearrange furnishings, displays, and equipment.

- Install offset (swing-clear) hinges.
- Widen doors.

- Reverse the door swing if it is safe to do so.
- Move or remove obstructing partitions.

- Adjust or replace closers.
- Install lighter doors.
- Install power-assisted or automatic door openers.

- Lower handles.
- Replace inaccessible knobs or latches with lever or loop handles.
- Retrofit with add-on levers.
- Install power-assisted or automatic door openers.

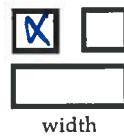
- If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp.
- If between 1/4- and 3/4-inch high, add bevels to both sides.

QUESTIONS

POSSIBLE SOLUTIONS

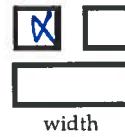
 **Rooms and Spaces (ADAAG 4.2, 4.4, 4.5)**
Are all aisles and pathways to materials and services at least 36 inches wide?

Yes **No**



- Rearrange furnishings and fixtures to clear aisles.

 Is there a 5-foot circle or T-shaped space for turning a wheelchair completely?



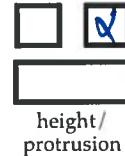
- Rearrange furnishings to clear more room.

Is carpeting low-pile, tightly woven, and securely attached along edges?



- Secure edges on all sides.
- Replace carpeting.

 In circulation paths through public areas, are all obstacles cane-detectable (located within 27 inches of the floor or higher than 80 inches, or protruding less than 4 inches from the wall)?



- Remove obstacles.
- Install furnishings, planters, or other cane-detectable barriers underneath.

Emergency Egress (ADAAG 4.28)

If emergency systems are provided, do they have both flashing lights and audible signals?



- Install visible and audible alarms.
- Provide portable devices.

Signage for Goods and Services (ADAAG 4.30)

Different requirements apply to different types of signs.

 If provided, do signs and room numbers designating permanent rooms and spaces where goods and services are provided comply with the appropriate requirements for such signage?



- Provide signs that have raised letters, Grade II Braille, and that meet all other requirements for permanent room or space signage. (See ADAAG 4.1.3(16) and 4.30.)

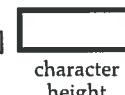
- Signs mounted with centerline 60 inches from floor.



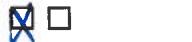
- Mounted on wall adjacent to latch side of door, or as close as possible.



- Raised characters, sized between 5/8 and 2 inches high, with high contrast (for room numbers, rest rooms, exits).



- Brailled text of the same information.



- If pictogram is used, it must be accompanied by raised characters and braille.



Yes **No**

Directional and Informational Signage

The following questions apply to directional and informational signs that fall under Priority 2.

 If mounted above 80 inches, do they have letters at least 3 inches high, with high contrast, and non-glare finish?

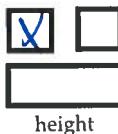


Do directional and informational signs comply with legibility requirements? (Building directories or temporary signs need not comply.)

- Review requirements and replace signs as needed, meeting the requirements for character size, contrast, and finish.
- Review requirements and replace signs as needed.

Controls (ADAAG 4.27)

 Are all controls that are available for use by the public (including electrical, mechanical, cabinet, game, and self-service controls) located at an accessible height?



Reach ranges: The maximum height for a side reach is 54 inches; for a forward reach, 48 inches. The minimum reachable height is 15 inches for a front approach and 9 inches for a side approach.

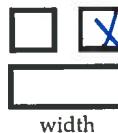
Are they operable with a closed fist?



- Relocate controls.

Seats, Tables, and Counters (ADAAG 4.2, 4.32, 7.2)

 Are the aisles between fixed seating (other than assembly area seating) at least 36 inches wide?

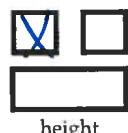


Are the spaces for wheelchair seating distributed throughout?



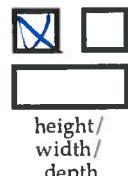
- Rearrange chairs or tables to provide 36-inch aisles.

 Are the tops of tables or counters between 28 and 34 inches high?



- Rearrange tables to allow room for wheelchairs in seating areas throughout the area.
- Remove some fixed seating.

 Are knee spaces at accessible tables at least 27 inches high, 30 inches wide, and 19 inches deep?



- Lower part or all of high surface.
- Provide auxiliary table or counter.

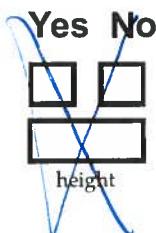
- Replace or raise tables.

QUESTIONS

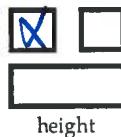
POSSIBLE SOLUTIONS

Seats, Tables, and Counters, continued

 At each type of cashier counter, is there a portion of the main counter that is no more than 36 inches high?



 Is there a portion of food-ordering counters that is no more than 36 inches high, or is there space at the side for passing items to customers who have difficulty reaching over a high counter?



- Provide a lower auxiliary counter or folding shelf.
- Arrange the counter and surrounding furnishings to create a space to hand items back and forth.

- Lower section of counter.
- Arrange the counter and surrounding furnishings to create a space to pass items.

Vertical Circulation (ADAAG 4.1.3(5), 4.3)

Are there ramps, lifts, or elevators to all public levels?



- Install ramps or lifts.
- Modify a service elevator.
- Relocate goods or services to an accessible area.

On each level, if there are stairs between the entrance and /or elevator and essential public areas, is there an accessible alternate route?



- Post clear signs directing people along an accessible route to ramps, lifts, or elevators.

Stairs (ADAAG 4.9)

The following questions apply to stairs connecting levels *not* serviced by an elevator, ramp, or lift.

Do treads have a non-slip surface?



- Add non-slip surface to treads.

Do stairs have continuous rails on both sides, with extensions beyond the top and bottom stairs?



- Add or replace handrails if possible within existing floor plan.

Elevators (ADAAG 4.10)

Are there both visible and verbal or audible door opening/closing and floor indicators (one tone = up, two tones = down)?



- Install visible and verbal or audible signals.

 Are the call buttons in the hallway no higher than 42 inches?



- Lower call buttons.
- Provide a permanently attached reach stick.

Do the controls inside the cab have raised and braille lettering?



- Install raised lettering and braille next to buttons.

QUESTIONS

POSSIBLE SOLUTIONS

Elevators, continued

Is there a sign on both door jambs at every floor identifying the floor in raised and braille letters?

Yes **No**

If an emergency intercom is provided, is it usable without voice communication?

Is the emergency intercom identified by braille and raised letters?

Lifts (ADAAG 4.2, 4.11)

Can the lift be used without assistance? If not, is a call button provided?

 Is there at least 30 by 48 inches of clear space for a person in a wheelchair to approach to reach the controls and use the lift?



 Are controls between 15 and 48 inches high (up to 54 inches if a side approach is possible)?



- Install tactile signs to identify floor numbers, at a height of 60 inches from floor.

- Modify communication system.

- Add tactile identification.

- At each stopping level, post clear instructions for use of the lift.

- Provide a call button.

- Rearrange furnishings and equipment to clear more space.

- Move controls.

Priority

3 Usability of Rest Rooms

When rest rooms are open to the public, they should be accessible to people with disabilities.

Getting to the Rest Rooms (ADAAG 4.1)

If rest rooms are available to the public, is at least one rest room (either one for each sex, or unisex) fully accessible?

Are there signs at inaccessible rest rooms that give directions to accessible ones?

- Reconfigure rest room.
- Combine rest rooms to create one unisex accessible rest room.

- Install accessible signs.

Doorways and Passages (ADAAG 4.2, 4.13, 4.30)

Is there tactile signage identifying rest rooms?

Mount signs on the wall, on the latch side of the door, complying with the requirements for permanent signage. Avoid using ambiguous symbols in place of text to identify rest rooms.

- Add accessible signage, placed to the side of the door, 60 inches to centerline (not on the door itself).

QUESTIONS

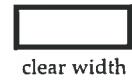
POSSIBLE SOLUTIONS

Doorways and Passages, continued

Are pictograms or symbols used to identify rest rooms, and, if used, are raised characters and braille included below them?

Yes **No**

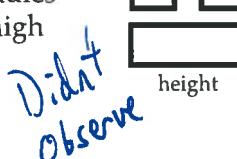
 Is the doorway at least 32 inches clear?

 clear width

If symbols are used, add supplementary verbal signage with raised characters and braille below pictogram symbol.

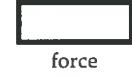
Install offset (swing-clear) hinges.
 Widen the doorway.

 Are doors equipped with accessible handles (operable with a closed fist), 48 inches high or less?

 height
Didnt observe

Lower handles.
 Replace knobs or latches with lever or loop handles.
 Add lever extensions.
 Install power-assisted or automatic door openers.

 Can doors be opened easily (5 lbf maximum force)?

 force

Adjust or replace closers.
 Install lighter doors.
 Install power-assisted or automatic door openers.

 Does the entry configuration provide adequate maneuvering space for a person using a wheelchair?

 clear width

Rearrange furnishings such as chairs and trash cans.
 Remove inner door if there is a vestibule with two doors.
 Move or remove obstructing partitions.

 Is there a 36-inch-wide path to all fixtures?

 width

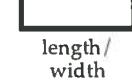
Remove obstructions.

Stalls (ADAAG 4.17)

Is the stall door operable with a closed fist, inside and out?

Replace inaccessible knobs with lever or loop handles.
 Add lever extensions.

 Is there a wheelchair-accessible stall that has an area of at least 5 feet by 5 feet, clear of the door swing, OR is there a stall that is less accessible but that provides greater access than a typical stall (either 36 by 69 inches or 48 by 69 inches)?

 length / width

Move or remove partitions.
 Reverse the door swing if it is safe to do so.

QUESTIONS

POSSIBLE SOLUTIONS

Stalls, continued

In the accessible stall, are there grab bars behind and on the side wall nearest to the toilet?

Is the toilet seat 17 to 19 inches high?

Yes **No**

height

Add grab bars.

Add raised seat.

Lavatories (ADAAG 4.19, 4.24)

Does one lavatory have a 30-inch-wide by 48-inch-deep clear space in front?

A maximum of 19 inches of the required depth may be under the lavatory.

Yes **No**

clear space

- Rearrange furnishings.
- Replace lavatory.
- Remove or alter cabinetry to provide space underneath.
- Make sure hot pipes are covered.
- Move a partition or wall.
- Adjust or replace lavatory.

Is the lavatory rim no higher than 34 inches?

Yes **No**

height

Adjust or replace lavatory.

Is there at least 29 inches from the floor to the bottom of the lavatory apron (excluding pipes)?

Yes **No**

height

Replace with paddle handles.

Lower dispensers.
 Replace with or provide additional accessible dispensers.

Lower or tilt down the mirror.
 Add a larger mirror anywhere in the room.

Can the faucet be operated with one closed fist?

Are soap and other dispensers and hand dryers within reach ranges (see page 7) and usable with one closed fist?

Is the mirror mounted with the bottom edge of the reflecting surface 40 inches high or lower?

No Mirror

Yes **No**

height

Priority

4 Additional Access

Note that this priority is for items not required for basic access in the first three priorities.

When amenities such as drinking fountains and public telephones are provided, they should also be accessible to people with disabilities.

Drinking Fountains (ADAAG 4.15)

Is there at least one fountain with clear floor space of at least 30 by 48 inches in front?

Yes **No**

clear space

Clear more room by rearranging or removing furnishings.

QUESTIONS

POSSIBLE SOLUTIONS

Drinking Fountains, continued

 Is there one fountain with its spout no higher than 36 inches from the ground, and another with a standard height spout (or a single "hi-lo" fountain)?

Yes No



height

Are controls mounted on the front or on the side near the front edge, and operable with one closed fist?

Yes No



height/
protrusion

 Is each water fountain cane-detectable (located within 27 inches of the floor or protruding into the circulation space less than 4 inches from the wall)?

- Provide cup dispensers for fountains with spouts that are too high.
- Provide accessible cooler.
- Replace the controls.
- Place a planter or other cane-detectable barrier on each side at floor level.

Telephones (ADAAG 4.31)

 If pay or public use phones are provided, is there clear floor space of at least 30 by 48 inches in front of at least one?

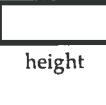
Yes No



clear space

 Is the highest operable part of the phone no higher than 48 inches (up to 54 inches if a side approach is possible)?

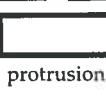
Yes No



height

 Does the phone protrude no more than 4 inches into the circulation space?

Yes No



protrusion

Does the phone have push-button controls?

Yes No



Is the phone hearing-aid compatible?

Yes No



Is the phone adapted with volume control?

Yes No



Is the phone with volume control identified with appropriate signage?

Yes No



If there are four or more public phones in the building, is one of the phones equipped with a text telephone (TT or TDD)?

Yes No



Is the location of the text telephone identified by accessible signage bearing the International TDD Symbol?

Yes No



- Move furnishings.
- Replace booth with open station.
- Lower telephone.
- Place a cane-detectable barrier on each side at floor level.
- Contact phone company to install push-buttons.
- Have phone replaced with a hearing-aid compatible one.
- Have volume control added.
- Add signage.
- Install a text telephone.
- Have a portable TT available.
- Provide a shelf and outlet next to phone.
- Add signage.

TRIO ENVIRONMENTAL CONSULTING, INC.

Consulting • Inspections • Project Designs • Site Assessments • Air Quality Monitoring • Testing

October 28, 2009

Mr. Brent Bautz
Richardton-Taylor Public School
320 Raider Road
Richardton, ND 58652

RE: 3-Year AHERA Reinspection

Dear Mr. Bautz

Enclosed you will find a report documenting the recently completed AHERA, (Asbestos Hazard Emergency Response Act) 3-Year Reinspection of your school. The school appears to be in compliance with the intent of AHERA as all identified ACM, (asbestos containing materials), were found to be intact and accompanying records were in order.

For compliance purposes, please remember to retain a yearly copy of the Annual Notification Letter in the Schools' Management Plan as well as the periodic 6-month surveillance of the ACM within your school. In addition, please remember to ensure any newly hired maintenance or custodial staff receives the minimum 2 - hour asbestos awareness training within 60 days after commencement of employment as per AHERA requirements.

If you should need further assistance with any asbestos related issues, please contact us at 701-492-9224 for free and immediate consultation services.

We greatly appreciate the opportunity to have worked with your school district and hope we can be of service to you for any future asbestos related projects you may encounter.

Sincerely,



Thomas M. Gentzkow
TRIO Environmental Consulting, Inc.

Enclosures

Trio Environmental Consulting, Inc.

3 -YEAR AHERA RE-INSPECTION

School: Mr. Brent Bautz
Richardton-Taylor PS
320 Raider Road
Richardton, ND 58652 **Contact:** Mr. Brent Bautz
Mike Olson – R
Gordon Barret - T

Phone: 701-974-2111 **Designated Person:** Mr. Brent Bautz

Accredited Inspector: Thomas M. Gentzkow **Signature:** 
Accreditation #: ND #156 **Date of Inspection:** October 20, 2009

AHERA COMPLIANCE REQUIREMENTS

- | | |
|--|-----|
| Visually reinspect and reassess all friable ACBM | Yes |
| Visually inspect and touch all nonfriable ACBM | Yes |
| Maintenance & Custodial Personnel Trained | Yes |
| 6 – Month Periodic Surveillances Conducted | Yes |
| Annual Notification Letters Sent Out | Yes |
| 3 Year Re-inspections Conducted | Yes |
| Operations & Maintenance Required | No |

<u>Changes in Condition of ACBM</u>	<u>Response Action</u>
---none---	---none---

Trio Environmental Consulting, Inc.

3 YEAR AHERA RE-INSPECTION

Conducted For:	Mr. Brent Bautz Richardton-Taylor Public School 320 Raider Road Richardton, ND 58652	Conducted by:	Thomas M. Gentzkow
		Certification #:	ND #156
		Date of Inspection:	October 20, 2009
Richardton Public School			
	M A T E R I A L S U P P L I E S	A P C H A O W V I C O A S S	
	R L A F R E D I C O N D O R	E M R E I T B R T C C S S	
	I L I Y A B O N D I O S M M M	L A D O M M M M M M	
	A L C O S P T I R M O N D A G G	O N D O A A A A G G	
	A C B D M E	E O N E E E E E E	
FRIABLE ACBM	#	Y/N	A/C
9" beige/brown floor tile	1		
West entry, room 2, east entry,			
East-west hall, north-south hall,			
Principal's office			
9" buckskin white/brown floor tile	2		
West entry, computer room west,			
Computer room east, room 4,			
Room 2, east entry,			
East-west hall, north-south hall			
Additional Comments:			
S= surfacing material T= Thermal systems insulation (TSI) M= Miscellaneous Material			
Condition Codes: ND = No potential for damage PD = Potential for damage D = Damaged PS = Damaged w/potential for significant damage SD = Significantly damaged			
ASSESSMENTS: 1 = Damaged or significantly damage TSI 2 = Damaged friable surfacing 3 = Significantly damaged friable surfacing 4 = Damaged/ Significantly damaged friable misc. 5 = Potential for damage 6 = Potential for significant damage 7 = Any remaining friable			
FRIABILITY F = Friable NF = Non- Friable			

COMMENTS*
*Unless otherwise indicated, material is in good condition and no response action other than normal operations and maintenance procedures

MATERIAL CODES

S= surfacing material
T= Thermal systems insulation (TSI)
M= Miscellaneous Material

Condition Codes:
ND = No potential for damage
PD = Potential for damage
D = Damaged
PS = Damaged w/potential for significant damage
SD = Significantly damaged

1 = Damaged or significantly damage TSI
2 = Damaged friable surfacing

3 = Significantly damaged friable surfacing
4 = Damaged/ Significantly damaged friable misc.

5 = Potential for damage
6 = Potential for significant damage
7 = Any remaining friable

F = Friable NF = Non- Friable

Trio Environmental Consulting, Inc.
3 YEAR AHERA RE-INSPECTION

Conducted For:	Mr. Brent Bautz Richardton-Taylor Public School 320 Raider Road Richardton, ND 58652	Conducted by:	Thomas M. Gentzkow
		Certification #:	ND #156
		Date of Inspection:	October 20, 2009
Richardton Public School			
FRIABLE ACBM	#	Y/N	A/C
9" green/black and white floor tile	3		
West entry, home ec. room	M	Y	N
Combustion chamber liner	4		
Southwest furnace room	T	Y	N
Combustion chamber liner	5		
North furnace room	T	Y	N
9" brown floor tile	6		
Computer room west, east-west hall	M	Y	N
9" salmon brown/white floor tile	7		
East-west hall, computer room west	M	Y	N
MATERIAL CODES			
Additional Comments:	S= surfacing material T= Thermal systems insulation (TSI) M= Miscellaneous Material	Condition Codes:	1 = Damaged or significantly damage TSI 2 = Damaged friable surfacing 3 = Significantly damaged friable surfacing 4 = Damaged/ Significantly damaged friable misc. 5 = Potential for damage 6 = Potential for significant damage 7 = Any remaining friable
	ND = No potential for damage PD = Potential for damage D = Damaged PS = Damaged w/potential for significant damage SD = Significantly damaged	FRIABILITY	F = Friable NF = Non- Friable

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Trio Environmental Consulting, Inc.
3 YEAR AHERA RE-INSPECTION

Conducted For:	Mr. Brent Bautz Richardton-Taylor Public School 320 Raider Road Richardton, ND 58652	Conducted by:	Thomas M. Gentzkow
		Certification #:	ND #156
		Date of Inspection:	October 20, 2009
			<u>COMMENTS*</u>
			*Unless otherwise indicated, material is in good condition and no response action other than normal operations and maintenance procedures
Richardton Public School	M A T E R I A L S U P P L Y	P C H A N O V C O W A S H A R E D	A S S S S S
	R L A F R I L Y A C N O D C O O N D F I L T E R	R E R R D D A A M M G G G G	C C S E E E
	A C O D E M E S P T Y M O N I T R O N I T D O O N G G G G	I N E R C O S M A A A A A A	E E E E E E
FRIABLE ACM	#	Y/N	A/C
Combustion chamber liners	11		
Gym furnace room	T	Y	N A PD N
Expansion joint	12		
Gym furnace room	M	Y	N A PD N
9" gold/white floor tile	13		
Science lab.	M	Y	N A PD N
9" beige, rust, brown/black floor tile	14		
Science lab, science lab storage room, math room,	M	Y	N A PD N
Teachers lab, room 4, photo copy room, Office,	M	Y	N A PD N
Superintendent office, Special ed room	M	Y	N A PD N
Additional Comments:	MATERIAL CODES		
	S= surfacing material T= Thermal systems insulation (TSI) M= Miscellaneous Material		
	Condition Codes:		
	ND = No potential for damage PD = Potential for damage D = Damaged PS = Damaged w/potential for significant damage SD = Significantly damaged		
	FRIABILITY		
	F = Friable NF = Non-Friable		

Trio Environmental Consulting, Inc.

3 YEAR AHERA RE-INSPECTION

Conducted For:	Mr. Brent Bautz Richardton-Taylor Public School 320 Raider Road Richardton, ND 58652	Conducted by:	Thomas M. Gentzkow
		Certification #:	ND #156
		Date of Inspection:	October 20, 2009
			COMMENTS*
			*Unless otherwise indicated, material is in good condition and no response action other than normal operations and maintenance procedures
FRIABLE ACBM	#	Y/N	A/C
9" tan/brown streaks floor tile	15		Y/N X X Y/N 1/7
Computer room west, english room, safe	M Y N A	PD	N Y
9" beige blue/rust streaks floor tile	16		
Computer room east, room 3,	M Y N A	PD	N Y
Kitchen storage	M Y N A	PD	N Y
9" grey black/white floor tile	17		
Teachers lounge	M Y N A	PD	N Y
9" light gray black/white floor tile	18		
Teachers lounge	M Y N A	PD	N Y
Additional Comments:			MATERIAL CODES
			S= surfacing material T= Thermal systems insulation (TSI) M= Miscellaneous Material
			Condition Codes:
			ND = No potential for damage PD = Potential for damage D = Damaged PS = Damaged w/potential for significant damage SD = Significantly damaged
			F = Friable NF = Non- Friable
			FRIABILITY

Trio Environmental Consulting, Inc.

3 YEAR AHERA RE-INSPECTION

Conducted For: Mr. Brent Bautz
Richardton-Taylor Public School
320 Raider Road
Richardton, ND 58652

Conducted by: Thomas M. Gentzkow

Certification #: ND #156

Date of Inspection: October 20, 2009

		Richardton Public School													
		FRIABLE ACBM						MATERIAL CODES							
		#	Y/N	A/C	Y/N	X	X	X	X	X	X	Y/N	I/7		
9" rust brown streaks floor tile		19													
Library		M	Y	N	A	PD	N							Y	
9" lime green/dark green streaks floor tile		20													
Administration office storage,		M	Y	N	A	PD	N							Y	
Board room, clerk office,		M	Y	N	A	PD	N							Y	
Administration office		M	Y	N	A	PD	N							Y	
9" light green/green streaks floor tile		21													
Special ed. south room, gym		M	Y	N	A	PD	N							Y	
12" off-white/tan floor tile		22													
Kitchen		M	Y	N	A	PD	N							Y	
Additional Comments:														ASSESSMENTS:	
		S= surfacing material T= Thermal systems insulation (TSI) M= Miscellaneous Material Condition Codes: ND = No potential for damage PD = Potential for damage D = Damaged PS = Damaged w/potential for significant damage SD = Significantly damaged												1 = Damaged or significantly damaged TSI 2 = Damaged friable surfacing 3 = Significantly damaged friable surfacing 4 = Damaged/ Significantly damaged friable misc. 5 = Potential for damage 6 = Potential for significant damage 7 = Any remaining friable	
														F = Friable NF = Non- Friable	

Trio Environmental Consulting, Inc. 3 YEAR AVERAGE INSPECTION

3 YEAR AHERA RE-INSPECTION

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3 YEAR AHERA RE-INSPECTION