

Agenda Item:	V B: Action Item
Date:	June 8, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“ <b>MPS</b> ”) Board of Directors (the “ <b>Board</b> ”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Mustafa Sahin, Project Manager Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Approval of Self-Evaluation and Transition Plan for MSA-7

1. **Action Proposed:**

MPS Staff recommends that the Board of Directors of MPS (the “**MPS Board**”) approve and adopt an ADA 504 Transition Plan for MSA-7.

2. **Purpose:**

The purpose of this proposed action is to approve the MSA-7 Self-Evaluation and Transition Plan (the “**Plan**”) that was completed for MSA-7 in response to a request from the Los Angeles Unified School District (“**LAUSD**”). Pages 1 through 30 and Pages 329 to 335 are attached as Exhibit A to this report.

3. **Background:**

On or about February 2, 2023, MPS received a notification from LAUSD’s Charter Schools Division which stated in pertinent part: “[i]n accordance with applicable legal and Los Angeles Unified School District requirements, including but not limited to, the Americans with Disabilities Act, the Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions, LAUSD Policy and Procedures for Charter Schools, and the Self-Evaluation and Transition Plan Under the Americans with Disabilities Act, all LAUSD authorized charter schools that operate on non-District owned school sites or facilities (i.e., private sites) must develop and complete self-evaluation and transition plans and certify compliance by specified timelines outlined in the attached document.” MPS Staff provided certification on February 28, 2023 that it would perform and prepare a “Self Evaluation and Transition Plan” for MSA-7. On May 31, 2023 MPS Staff certified that the Plan had been prepared, noting that such a plan had been previously prepared and adopted and that a new one had been prepared and would be presented on June 8, 2023 to the MPS Board for approval and adoption.

MPS had previously commissioned a “Self Evaluation and Transition Plan” for MSA-7. Such plan was presented and approved at the MPS Board’s October 2018 meeting. In response to the February 2, 2023 notice from LAUSD, MPS Staff reviewed its prior report and determined that it would be prudent to update such report. Accordingly, MPS Staff requested that the vendor who

prepared the 2018 report, CALI CASp complete a new updated plan. The Plan was completed on May 31, 2023. The Plan is a living document and will be updated as and when needed. A portion of the revised Plan is attached as Exhibit A.

**4. Analysis & Impact:**

The Plan aligns with the requirements of LAUSD and state and federal law regarding accessibility compliance. More broadly, the report allows MPS to understand the accessibility challenges at its MSA-7 school and to make such changes as shall be necessary to mitigate such issues.

**5. Budget Implications:**

In the short term, there is no or little budget impact to adoption of the Plan. The law does not require a school to immediately implement mitigation measures. In the interim, there are “no cost” and “low cost” measures that can be taken to increase accessibility at the MSA-7 campus. The Plan includes a phased approach to improving accessibility at the site. Eventually, however, the school may either have to relocate or implement more expensive mitigation measures. The Plan divides the mitigation measures into three phases and assigns a rough order of magnitude estimate to each phase with a total of \$1,179,158 for all three phases. As MSA-7 only has four more years remaining on its existing lease, MPS staff will take a judicious approach to the measures that will be implemented taking into account the remaining term of the lease.

**6. Committee Recommendations: N/A**

**7. Exhibits:**

Exhibit A MSA7 Self-Evaluation and Transition Plan (pages 1 to 30 and pages 329 to 335  
[cost estimate rough order of magnitude])

## *EXHIBIT A*

### *MSA7 Self Evaluation and Transition Plan (Pages 1 to 30 and Pages 329 to 335)*

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## **Exhibits**

- A. Completed Questionnaires**
- B. Letter to Organizations (Public Outreach) and Survey**
- C. Public Notice (Public Outreach)**
- D. Facility User Survey**
- E. Transition Plan Findings**
- F. Transition Plan Rough Order of Magnitude Construction Costs**

## **I. Introduction and Overview**

The Americans with Disabilities Act (ADA) is a civil rights law that mandates equal opportunity for individuals with disabilities. The ADA prohibits discrimination in access to jobs, public accommodations, government services, public transportation, and telecommunications. Magnolia Science Academy 7 has undertaken a comprehensive evaluation of its policies, programs, and facilities to determine the extent to which individuals with disabilities may be restricted in their access to the School's services and activities.

### **A. Discrimination and Accessibility**

There are two types of accessibility: physical accessibility and program accessibility. Absence of discrimination requires that both types of accessibility be provided.

The ADA establishes requirements to ensure that buildings and facilities are accessible to and usable by people with disabilities. Design guidelines to achieve accessibility have been developed and are maintained by the U.S. Access Board under the jurisdiction of the ADA. The ADA Accessibility Guidelines (ADAAG) cover a wide variety of facilities (including buildings, outdoor recreation areas, and curb ramps) and establish minimum accessibility requirements for new construction and alterations to these facilities. The School may achieve physical accessibility by ensuring that a facility is barrier-free and meets ADAAG technical requirements, State of California standards - including those found in Title 24, and standards adopted by the United States Department of Education adopted pursuant Section 504 of the Rehabilitation Act of 1973.

Setting aside potential and important contractual obligations of MSA7 toward the Los Angeles Unified School District (LAUSD), LAUSD is regulated under Title II of the ADA and Section 504 of the Rehabilitation Act as adopted by the U.S. Department of Education, MSA7 is regulated under Title III of the ADA and the same Section 504 of the Rehabilitation Act. Accordingly, this is prepared as a 504 Self Evaluation and Transition Plan for MSA7 with an understanding that it will also serve as a part of LAUSD's ADA Self Evaluation and Transition Plan.

Programmatic accessibility includes physical accessibility, but also entails all policies, practices, and procedures that permit people with disabilities to

participate in programs and to access important information. Program accessibility requires that individuals with disabilities be provided an equally effective opportunity to participate in or benefit from a public entity's programs and services.

The School may achieve program accessibility by a number of methods, both physical and non-physical:

- Structural methods such as altering an existing facility;
- Acquisition or redesign of equipment;
- Assignment of aides; and/or
- Providing services at alternate accessible sites.

When choosing a method of providing program access, the School will give priority to the one that results in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities. In compliance with the requirements of the ADA, the School provides equality of opportunity but does not guarantee equality of results.

## **B. Undue Burden**

The School does not have a duty to provide an accommodation where it creates an "undue burden," which means significant difficulty or expense incurred in the provision of an accommodation. Undue burden includes, but is not limited to, financial difficulty. Undue burden refers to any modification that would be unduly costly, extensive, substantial, or disruptive, or that would fundamentally alter the nature of operation of the business of the School.

Whether a particular accommodation will impose an undue burden is determined on a case-by-case basis. If a particular accommodation is determined to cause an undue burden to the School, the School shall attempt to identify another modification that would not pose such a burden. If cost causes the undue burden, the School must consider whether funding for the accommodation is available from an outside source. If no such funding is available, the School must give the person with a disability the opportunity to provide the modification or to pay for that portion of the modification that constitutes an undue burden.

The following factors shall be considered in determining whether a program modification would create an undue burden: the nature and cost of the modification, the financial resources of the School available to make the modification, the impact the expense of the accommodation will have on the affected School operation, and the permanence of the alterations affecting the site.

A determination to deny a request for an accommodation or modification can only be made by the ADA/504 Coordinator and must be accompanied by a statement citing the reasons for reaching that conclusion. Appeals are available through the School's established procedures for the public, students and employees.

### **C. Relationship to other laws**

The School will apply the strictest standard including federal laws, state or local standards that controls and provides equal protection for the rights of individuals with disabilities or individuals associated with them.



## II. Compliance Process

The Federal Regulations include administrative requirements for all government entities employing more than fifty people. These administrative requirements are:

- Completion of a self-evaluation;
- Development of an ADA complaint procedure;
- Designation of a person who is responsible for overseeing Title II compliance; and
- Development of a transition plan if the self-evaluation identifies any structural modifications necessary for compliance. The transition plan must be retained for three years.

These same four requirements for a are also required by the 504 regulations adopted by the Department of Education for recipients of federal financial assistance.

In 2006, the California State Legislature passed the Prudence K. Poppink Act that made significant changes to the state's disability laws and expanded the definition of disability. It amended existing provisions of law and reemphasized previous legal and policy positions. This Document is intended to incorporate theses new rules into a comprehensive ADA Self-Evaluation and Transition Plan ("This Plan"). Any conflicts regarding which is the appropriate standard to apply should be determined by consulting the MSA7's ADA/504 Coordinator and/or Magnolia Public Schools' Legal Counsel.

### **III. Transition Plan - Facilities**

#### **A. General Overview**

This is the Magnolia Public Schools 504 Transition Plan as relates to Magnolia Science 7. This document was prepared as a part of the District's ongoing commitment to the full inclusion of individuals with qualified disabilities, to fulfill obligations under Section 504 of the Rehabilitation Act of 1973, as well as obligations to perform Readily Achievable Barrier Removal under Title III of the Americans with Disabilities Act of 1990.

#### **1. Rehabilitation Act of 1973**

The Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors.

There was some dispute initially as to the reach of this law. In the ruling on *Grove City College v. Bell*, the Supreme Court issued a narrow interpretation. The U.S. Congress responded to by passing the Civil Rights Restoration Act of 1987 (CRRA) over the veto of President Ronald Reagan. The CRRA specified that recipients of federal funds must comply with civil rights laws in all areas and not just in the particular program or area that received federal funding. The Department of Education had held a similar administrative interpretation but formally adopted regulatory language that went into effect December 13, 2000 that reinforced the broad interpretation. [Federal Register Vol 65, No 219, November 13, 2000] In the adopted regulations, the Department crafted a statutory definition that regulated four broad categories of recipients:

- (1) State or local governmental entities.
- (2) Colleges, universities, other postsecondary educational institutions, public systems of higher education, local educational agencies (LEAs), systems of vocational education, and other school systems.
- (3) Private entities, such as corporations, partnerships, and sole proprietorships, including those whose principal business is providing education.

- (4) Entities that are established by a combination of two or more of the first three types of entities.

Under the third part of the definition, in the case of private entities not already listed under the second part of the definition, if the federally assisted entity or organization is principally engaged in the business of education (or health care, housing, social services, or parks and recreation), then the entire corporation, partnership, or other private organization or sole proprietorship is the covered "program or activity" or "program." For example, if an individual elementary or secondary school that is neither part of an LEA nor part of an assisted private "school system" receives financial assistance from the Department, the school will be covered on an institution-wide basis under this portion of the definition of "program or activity" or "program" because it is an entity principally engaged in the business of providing education. For example, if a proprietary trade school receives student financial assistance from the Department, all of its operations are covered by the nondiscrimination requirements of the regulations.

Also, under the third part of the definition, if a private entity is not principally engaged in the business of education (or health care, housing, social services, or parks and recreation) and the Department extends financial assistance to the private entity "as a whole," all of the private entity's operations at all of its locations would be covered. If the Department were to extend general assistance, that is, assistance that is not designated for a particular purpose, to this type of corporation or other private entity, that would be considered financial assistance to the private entity "as a whole." In other instances, in which the geographically separate facility receives assistance under the third part of this definition, the coverage would be limited to the geographically separate facility that receives the assistance.

Section 504 of the Rehabilitation Act states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service. Magnolia Public Schools receives funding that originates from the Department of Education.

Department of Health, Education and Welfare (HEW) was selected as the lead federal agency to develop regulations to implement Section 504 and all other

federal agencies adopted regulations from that prototype which HEW Secretary Joseph Califano signed into law on April 28, 1977.

The regulations require funding recipients to operate programs or activities so that, when each part of the program is viewed in its entirety, it is readily accessible to persons with disabilities. If it is necessary to make structural changes to facilities, the recipient must develop a Transition Plan setting forth the steps necessary to complete such changes and then execute the plan. HEW gave recipients three years to make facilities accessible. However, within six months of the regulations, these recipients needed to develop a Transition Plan which analyzes their current facilities and sets forth necessary steps to make the facilities accessible within three years.

The plan must be developed with the assistance of interested persons, including people with disabilities or organizations representing people with disabilities. A copy of the transition plan must be made available for public inspection and contain – at a minimum – the following elements [34 CFR 104.22(e)]:

1. Identify physical obstacles in the recipient's facilities that limit the accessibility of its programs or activities to people with disabilities;
2. Describe in detail the methods that will be used to make the facilities accessible;
3. Schedule for taking the steps necessary to achieve full accessibility. If the period of the Transition Plan is longer than one year, one must identify the steps that will be taken during each year of the transition plan; and
4. Indicate the person responsible for implementation of the plan.

An important consideration is that the accessibility requirement applies to each program or activity "when viewed in its entirety". One does not need to have every building accessible as long as each program as a whole is accessible and accessible features are adequately integrated into the programs to avoid segregating students with disabilities.

## **2. Americans with Disabilities Act (ADA)**

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities,

transportation, and telecommunications. It also applies to the United States Congress.

Title III of the ADA Standards rule-made by the U.S. Department of Justice cover businesses and nonprofit service providers that are public accommodations, privately operated entities offering certain types of courses and examinations, privately operated transportation, and commercial facilities. Public accommodations are private entities who own, lease, lease to, or operate facilities –such as restaurants, retail stores, private schools, convention centers, doctors' offices, homeless shelters, and recreation facilities such as sports stadiums and fitness clubs.

In addition to complying with architectural standards for new and altered buildings, Public Accommodations must remove barriers where such removal is readily achievable [28 CFR Part 36, Sec. 36.304]. “Readily Achievable” means something that is easily accomplishable and able to be carried out without much difficulty or expense. What is difficult or expensive is differs from organization to organization and is determined on a case-by-case basis in light of the nature and cost of the barrier removal and the resources available. In determining whether a proposed barrier removal is readily achievable, one must consider various factors including:

- (1) The nature and cost of the action needed;
- (2) The overall financial resources of the site or sites involved in the action; the number of persons employed at the site; the effect on expenses and resources; legitimate safety requirements that are necessary for safe operation, including crime prevention measures; or the impact otherwise of the action upon the operation of the site;
- (3) The geographic separateness, and the administrative or fiscal relationship of the site or sites in question to any parent corporation or entity;
- (4) If applicable, the overall financial resources of any parent corporation or entity; the overall size of the parent corporation or entity with respect to the number of its employees; the number, type, and location of its facilities; and
- (5) If applicable, the type of operation or operations of any parent corporation or entity, including the composition, structure, and functions of the workforce of the parent corporation or entity.

[28 CFR Part 36, Sec. 36.304]

If removal of barriers is not readily achievable, alternative methods must be used to accommodate persons with disabilities if those methods are readily achievable. [28 CFR Part 36, Sec. 36.305] This document does not include consideration of whether given barriers are readily achievable.

On Friday, July 23<sup>rd</sup>, 2010, United States Attorney General Eric Holder signed final regulations revising the Department's ADA regulations, including its ADA Standards for Accessible Design. The 1991 ADA Standards and Uniform Federal Accessibility Standards (UFAS) were replaced by the 2010 ADA Standards. Published on September 15, 2010 with minor corrections made on March 11, 2011, the 2010 ADA Standards became mandatory on March 15, 2012. Projects regulated under the ADA as Public Accommodations or as Commercial Facilities that didn't have a completed building application accepted by applicable jurisdictions prior to March 15, 2012 had to comply with these new rules.

Facilities that complied with either the 1991 ADA Standards or UFAS were not required upgrade due to incremental changes in the Standards unless renovations occur. That was the "Safe Harbor" Provision but there was an exception for facilities that the Department saw as newly regulated and were thus being regulated retroactively to comply with the 2010 ADA Standards:

- Residential facilities and dwelling units [ADA 233 and 809]
- Amusement Rides [ADA 234 and 1002; 206.2.9; 216.12]
- Recreational boating facilities [ADA 235 and 1003; 206.2.10]
- Exercise machines and equipment [ADA 236 and 1004; 206.2.13]
- Fishing piers and platforms [ADA 237 and 1005; 206.2.14]
- Golf facilities [ADA 238 and 1006; 206.2.15]
- Miniature golf facilities [ADA 239 and 1007; 206.2.16]
- Play areas [ADA 240 and 1008; 206.2.17]
- Saunas and steam rooms [ADA 241 and 612]
- Swimming pools, wading pools, and spas [ADA 242 and 1009]
- Shooting facilities with firing positions [ADA 243 and 1010]
- Miscellaneous
  - Team or player seating [ADA 221.2.1.4]
  - Accessible route to bowling lanes [ADA 206.2.11]
  - Accessible route in court sports facilities [ADA 206.2.12]

## **B. Transition Plan**

### **1. Priorities**

The Department of Education requires that recipients shall give priority to those methods that serve individuals with disabilities in the most integrated setting appropriate. [36 CFR 104.22(b)] The ADA regulations are similar [28 CFR 36.203]. With integration and equal opportunity foremost in mind, the District shall give priority to facilities that have the highest occurrence. Facilities with a focus on serving qualified individuals with disabilities will also be a priority. The order of priority shall be as follows:

1. Facilities Common to all Students, Caregivers and Visitors
  - a. Public Parking, Loading Zone(s) and Paths to the Primary Entrance(s)
  - b. Reunion Gates, School Lobby and Similar Spaces
2. Academic Setting [34 CFR 104.34(a)]
  - a. Classrooms and Disability Support Service Spaces
  - b. Assembly Spaces, Libraries
3. Non-Academic Settings [34 CFR 104.34(b)]
  - a. Meals
  - b. Recess Areas
  - c. Restrooms, Drinking Fountains and Changing Rooms
  - d. Counseling Services
  - e. Physical Recreational Athletics
  - f. Transportation
  - g. Health Services
  - h. Recreational Activities
  - i. Special Interest Groups or Clubs sponsored by the Recipients
  - j. Referrals to agencies which provide assistance to people with disabilities
  - k. Employment of Students, including both employment by the Recipient and assistance in making available outside employment

Many buildings have spaces of differing types. For example, instructional buildings are apt to also have instructor prep spaces, break rooms and restrooms. In such facilities, different parts of the building will be of different priority than other parts.

Each of the facility groups described above shall be further prioritized in the order established by the Department of Justice in ADA regulations [28 CFR 36.304(c)]

- a. Building Access - Provide access to a place of public accommodation from public sidewalks, parking, or public transportation. These measures include, for example, installing an entrance ramp, widening entrances, and providing accessible parking spaces.
- b. Interior Program Access - Provide access to the areas where goods and services are furnished. These measures include, for example, providing signage with Braille and raised text, widening doors, providing visual alarms, and installing ramps.
- c. Restrooms- Provide access to at least one restroom for each sex or a single unisex restroom where there aren't separate restrooms for each sex. These measures include, for example, widening of doors, installation of ramps, providing accessible signage, widening of toilet stalls, and installation of grab bars.
- d. Take any other measures necessary to provide access to the goods, services, facilities, privileges, advantages, or accommodations. These may include telephones, drinking fountains, and other amenities



## 2. Methods of Creating Program Access

The District shall ensure that no qualified person shall be denied benefits of, be excluded from participation in, or otherwise be subjected to discrimination due to facilities that are inaccessible to or unusable by people with disabilities. Further, the School shall operate its programs and activities so that when each part is viewed in its entirety, it is readily accessible to people with disabilities. This view of the totality of activities, as regulated by Department of Education [34 CFR 104.22(a)], does not give rise to a need to make every part of a facility accessible. Accordingly, the District's resources shall be applied to improvement of facilities as follows:

- Places where programs and activities are delivered
  - Student Environments
  - Public Spaces
- Accessible circulation connecting all accessible elements and spaces
- Circulation-Related signage
  - Identifying where accessible circulation and general circulation diverge
  - Communicating room names in Braille and tactile text
- Outlets, Switches and Controls to the extent provided as part of programs and activities
  - Elements of an accessible student workstation
  - Light switches in single-occupant rooms (ie, single toilet restrooms)

## 3. Implementation Schedule

In consideration of the fact that this is a leased facility and both lessor and lessee share in the obligations to comply with applicable standards, Magnolia Public Schools shall enter into lease negotiations with the landlord for shared responsibilities for removal of all barriers within ten years of the adoption of this plan (May 31, 2033). Certain work at MSA-7 shall occur earlier than that:

- Replacing most classroom door handles with compliant lever locksets. Deadbolts used by staff in the case of a lockdown shall remain. (30 months)
- Performing corrections to the parking lot and reception area as well as paving corrections between those locations (30 months)
- Removing sand area and substitute a proper play surface. (30 months)
- Some restroom upgrades which would provide ADA accessible restrooms for both students and adults. (36 months)

Physical barriers to program access can often be temporarily mitigated using programmatic solutions. These interim solutions include but are not limited to the following types of policies and programs:

- Leasing compliant portable classrooms and portable restrooms to create accessible options.
- Reassign, at the request of a student with a disability or faculty member, a class originally scheduled in a classroom with barriers to that individual or temporarily staffing that facility with individuals to assist disabled students.
- Developing a School Orientation Program for Students with Visual Impairment. The purpose of the Orientation Program would be to assist students in understanding where important facilities are, including but not limited to, Dining Buildings, Academic Buildings, and Individual Classrooms when tactile room identification isn't provided for the student's class.
- Making accommodations, as appropriate to individual needs.

This is a living document that shall be revised and amended over time.

#### **4. Safe Harbor**

Elements that have not been altered in existing facilities on or after March 15, 2012, and that comply with the corresponding technical and scoping specifications for those elements in either the 1991 Standards or in the Uniform Federal Accessibility Standards (UFAS), Appendix A to 41 CFR part 101–19.6 (July 1, 2002 ed.), 49 FR 31528, app. A (Aug. 7, 1984) are not required to be modified in order to comply with the requirements set forth in the 2010 Standards.

This means that if a facility was built after 1992 when the 1991 ADA Standards were in effect and before the 2010 Standards took effect on March 15, 2012, they do not have to make changes to that facility until a modification/remodel is undertaken. ("Safe Harbor")

The Safe Harbor does not apply to those elements in existing facilities that are subject to supplemental requirements (*i.e.*, elements for which there are neither technical nor scoping specifications in the 1991 Standards). Elements in the 2010 Standards not eligible for the element-by-element safe harbor will be identified in the Database. An action plan will be developed to bring those identified facilities elements into compliance within a five-year period of time.

## **5. Unique Characteristics Exception**

- a. The full compliance with the requirements of the ADA is not required where it can be demonstrated that it is structurally impracticable to meet the requirements. Full compliance will be considered structurally impracticable only in those rare circumstances when the unique characteristics of terrain prevent the incorporation of accessibility features.
- b. If full compliance would be structurally impracticable, compliance is required to the extent that it is not structurally impracticable. In that case, any portion of the facility that can be made accessible shall be made accessible to the extent that it is not structurally impracticable.
- c. If providing accessibility in conformance with this section to individuals with certain disabilities (e.g., those who use wheelchairs) would be structurally impracticable, accessibility shall nonetheless be ensured to persons with other types of disabilities.

## **6. Responsible Party**

Magnolia Public Schools employs several individuals whose roles include issues related to accessibility for the disabled community. The School Administrator ultimately responsible for the implementation of the Transition Plan is Meagan Wittek.

## **7. Public Input**

Magnolia Public Schools is required to provide an opportunity to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the development of the Transition Plan by submitting comments and that a copy of the Transition Plan shall be made available for public inspection. The Magnolia Public Schools' Home Office shall maintain a copy of the Transition Plan at 250 E. 1<sup>st</sup> Street, Suite 1500 Los Angeles, CA 90012. Additionally, Magnolia Public Schools has solicited commentary through direct outreach in several ways:

- Posting public notices.
- Sending letters to public agencies, organizations, and individuals with disabilities requesting input on prioritizing current and future needs.
- Circulating a survey of facility users.

## **IV Self-Evaluation of the MSA-7 Policies and Procedures**

### **A. Review of Rules and Regulations**

The School supports the ADA and 504 requirements and guidelines.

This evaluation was conducted with the participation of interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the self-evaluation process. MSA-7 and Magnolia Public Schools performed direct outreach that included letters to organizations representing individuals with disabilities, posting of public notices - including website postings, and a survey of users.

Additional evaluation was made with the participation of departments through the completion of questionnaires, interviews and direct observation of policies and other documents.

### **B. Programs**

Every effort shall be made to hold MSA-7-sponsored programs in locations that are accessible according to California State Regulations Title 24, the Americans with Disabilities Act Guidelines and Section 504 of the Rehabilitation Act.

- MSA-7 will maintain in working order equipment and features of facilities that are required to provide ready access to individuals with disabilities.
- MSA-7 will ensure that individuals with disabilities are not excluded from regular programs. Individuals with disabilities will be integrated into regular programs to the maximum extent appropriate.
- MSA-7 will ensure that where specific requirements are necessary for the safe operations of programs, those requirements are based on real risk, not on speculation, stereotypes, or generalizations about individuals with disabilities.
- MSA-7 will modify policies, practices, and procedures to avoid discrimination unless the modification would fundamentally alter the nature of the program or create a hazardous situation.
- It is not required that each existing facility be accessible. This standard, known as "program accessibility," must be provided by methods including alteration of existing facilities, acquisition or construction of additional facilities, relocation of a service or program to an accessible facility, or provision of services at alternate sites.

## C. Requests for Accommodations

1. The determination whether to provide an accommodation is made on a case-by-case basis. This is an individual process through which the airport division and the individual with a disability discuss and arrange for the necessary (and reasonable) accommodations. In assessing the accommodation, MSA-7 will give priority consideration to program accommodations that will be consistent with provision of services, programs, and activities in the most integrated setting appropriate to qualified individuals with disabilities.
2. Accommodations may include, but are not limited to, making reasonable modifications in policies, practices, and procedures; furnishings, auxiliary aids, and services; and making services, programs, or activities accessible, usable, and integrated wherever appropriate. Specific lists of types of accommodation are not included in this policy as they vary depending on program and individual needs and also by types of accommodation available.
3. In-person requests for services or information will be handled on an individual basis, and the individual and the department will determine an appropriate accommodation for the individual.

## D. ADA/504 Notice

The MSA-7 has not posted an adequate ADA/504 Notice of Compliance. The school shall post in a conspicuous location on its website and elsewhere a notification to applicants, participants, beneficiaries, and other interested persons of their rights and the MSA-7's obligations under Federal Regulations. A sample statement is found on the following page.

In accordance with the requirements of Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Amendments Act of 2008, the Fair Employment & Housing Act (FEHA), California Government Code Section 11135 and other applicable codes, Magnolia Science Academy 7 (MSA-7) does not discriminate against individuals on the basis of disability in its services, programs or activities.

**Employment:** MSA-7 does not discriminate on the basis of disability in its hiring or employment practices and will comply with the Fair Employment and Housing Act, as well as Title I of the ADA, including the regulations promulgated by the U.S. Equal Employment Opportunity Commission (EEOC), including the requirement to provide reasonable accommodations.

**Effective Communication:** MSA-7 will generally, upon request, provide appropriate aids and services leading to effective communication for qualified person(s) with disabilities, including sign language interpreters, documents in Braille and other alternate formats to ensure information and communication is accessible to people who have speech, hearing, vision, or cognitive impairments so they can participate equally in the programs, services and activities.

**Modification to Policies and Procedures:** MSA-7 will make reasonable modifications to policies and programs to ensure that people with disabilities have an equal opportunity to participate in all of its programs, services and activities. For example, individuals with service animals behaving within applicable standards are welcome in offices and MSA-7 facilities, even when pets are generally prohibited.

Anyone who requires auxiliary aids and services for effective communication, or a modification of policies or procedures to participate in a program, service or activity at MSA-7 should communicate with the responsible Department contact as soon as possible, but no later than 48 hours before the scheduled event.

Neither the ADA, nor State law requires MSA-7 to take action that would fundamentally alter the nature of its programs, activities or services or impose an undue financial or administrative burden. Complaints that a program, activity or service of the MSA-7 is not accessible should be directed to the ADA/504 Coordinator:

Meagan Wittek | Principal, Magnolia Science Academy 7  
18355 Roscoe Blvd, Northridge, CA 91325  
(818) 221-5328

## **E. Responsible Employee & Grievance Policy**

A written Grievance Procedure should be capable of addressing issues that may arise from access policies that impact the delivery of programs, services and activities. The Grievance Procedure must be widely disseminated, offer a second level review, notify the grievant of the outcome, state the ADA/504 Coordinator's name and contact information and offer assistance to a person with a disability who may not be able to complete the grievance document independently due to their disability.

The Magnolia Public Schools provides a MPS Uniform Complaint Procedures Form that is found in the MPS Student-Parent Handbook on the school's website ([https://msa7.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=299978&type=d](https://msa7.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=299978&type=d)) This compliant procedure is general in nature and not specific to disability-related grievances. Language needs to be added to offer assistance to an individual with a disability in completing the form if they so needed. This may mean an alternative means of filing a grievance that is available upon request to someone with a disability, such as personal interviews or a tape recording the compliant.

## **F. Employment Practices**

MSA-7 will amend its employment policies, as necessary, to comply with the regulations of the U.S. Equal Employment Opportunity Commission implementing Title I of the Americans with Disabilities Act of 1990, codified at 29 C.F.R. Part 1630. At minimum, those policies will provide that:

- MSA-7 will not discriminate on the basis of disability in its hiring or employment practices. The application process currently includes the statement that the "City encourages applications from qualified individuals with disabilities as defined by the Americans with Disabilities Act and the Fair Employment and Housing Act. Individuals who require a reasonable accommodation to participate in any phase of the selection process must make such a request during the application process. Applicants with disabilities that affect sensory, manual, or speaking skills may be provided with a test in a format that does not require the use of the impaired skill. Persons requesting reasonable accommodation will be required to provide documentation of such a need."



- MSA-7 will not ask a job applicant about the existence, nature, or severity of a disability. Applicants may be asked about their ability to perform specific job functions. Fitness for Duty examinations may be required, but only after a conditional offer of
- employment is made and only if the examination is required of all applicants for the position and all employees holding the position. This policy shall be clearly stated in the Employee Handbook which shall preclude testing based upon speculation, stereotypes, or generalizations about individuals with disabilities.
- MSA-7 will make reasonable accommodations for the known physical or mental limitations of a qualified applicant or employee with a disability upon request unless the accommodation would cause an undue burden on the operation of the MSA-7's business. If an applicant or an employee request a reasonable accommodation and the individual's disability and need for the accommodation are not readily apparent or otherwise known, MSA-7 may ask the individual for information necessary to determine if the individual has a disability-related need for the accommodation.
- MSA-7 will maintain any employee's medical records separate from personnel files and keep them confidential. Employee medical conditions shall not be stored in a Human Resources Workday Database that others have access to.
- MSA-7 will make an individualized assessment of whether a qualified individual with a disability meets selection criteria for employment decisions. To the extent MSA-7's selection criteria have the effect of disqualifying an individual because of disability, those criteria will be job-related and consistent with business necessity.

Given an uncertainty with how to respond to employment calls from those who are deaf or hard of hearing, Magnolia Public Schools shall develop familiarity with receiving calls using the California Relay Service (CRS) for those who may call for employment or other purposes.



## **G. Purchasing**

- a. MSA-7 will ensure that all staff are aware of the requirement to purchase accessible equipment.
- b. MSA-7 will evaluate its process for all future computer hardware and software purchases with potential public access for their compatibility with accessibility-related adaptive equipment and software. Adaptive aids are devices, controls, appliances, or items that make it possible for persons with disabilities to improve their abilities to function independently and participate in programs, services, and activities offered by MSA-7. Accessibility will be included in the criteria for selecting items.
- c. MSA-7 will evaluate its process for furniture and building materials purchases for compatibility with a wide range of disabilities and sensitivities in areas that will be open to the public. Items could include those that are easily adjustable or can be modified to accommodate a variety of physical and ergonomic needs such as furniture, site furnishings, lighting, and office systems, and items such as certain types of paint that may be harmful to people with environmental sensitivities.
- d. MSA-7 shall develop a policy that establishes facility standards for restroom accessories, accessible maintenance standards and periodic inspection periods to confirm continued compliance.
- e. MSA-7 shall ensure that all public documents related to bidding and contracting are made available to persons with disabilities in alternate format, if needed.

## **H. Evacuation**

1. Magnolia Science Academy 7 has established a Comprehensive School Safety Plan that is regularly drilled and largely involves the participation and feedback of individuals with disabilities.
2. It is advisable for MSA-7 to use the EEOC Guidance regarding the voluntary identification of staff with disabilities that may need special assistance during an emergency event. This guidance provides three action items which are acceptable to the EEOC. 1) Ask employees at the time of hire, on a voluntary basis if they would need special assistance

due to a disability during an emergency. 2) Periodically query all staff, asking them to respond on a voluntary basis, if they would need assistance due to a disability during an emergency. 3) Train management staff to ask County employees who have clearly and obviously come into a disability that is visible if they would need assistance during an emergency. If any employee indicates that emergency assistance is desirable an interactive process to provide an appropriate reasonable accommodation must begin. Additionally, see that those responsible for emergency procedures receive training regarding the needs of persons with disabilities in emergency situations.

3. Magnolia Science Academy 7 shall adopt policies related to charging of mobility aids and/or other devices required by individual with a disability during extended periods of and access to medicines that require regular use. To the extent that such medicines require refrigeration, MSA-7 shall ensure such power generation remains available if extended periods of shelter-in-place were anticipated.
4. At areas of refuge/safe dispersal that include a communication system, augment the existing device(s) to include a light that indicates when a call is being responded to.

## **I. Public Meeting Procedures**

Public meetings will be scheduled in accessible locations whenever possible. An accessible location includes, but is not limited to, the following: accessible restrooms, wheelchair access, accessible parking, an accessible route, temperature control, and the ability to provide access to fresh air for people with chemical sensitivities.

1. Train staff responsible for meeting on the requirement for accessible meeting locations under State and Federal laws and general disability awareness.
2. Utilizing the results of the ADA/504 Transition Plan as a basis for meeting and event planning. Do not use locations that are not safe and accessible for meetings and events. When a fully accessible site is not available, reasonable accommodations will be made so that an individual with a disability can participate.
3. Information will be available to MSA-7 staff on the types of accommodation requests that may be made by persons with different types of disabilities. This will include information about auxiliary aids

such as different types of assistive listening systems, sign language interpreters, readers, descriptive services, and other assistive technologies such as “real-time captioning.”

4. A notice has been incorporated into the forms for board meeting agendas indicating the availability of accessibility accommodations, as follows:

*“Sign language interpreters, communication access real-time transcription, assistive listening devices, or other auxiliary aids and/or services may be provided upon request. To ensure availability, you are advised to make your request at least 72 hours prior to the meeting you wish to attend. Due to difficulties in securing Sign Language Interpreters, five of more business days’ notice is strongly recommended.”*

Other departments shall incorporate similar notices into meeting agendas.

Prior to meetings a sign language interpreter shall participate in, MSA-7 shall review any unusual terms that are likely to arise in the meeting. The sign language interpreter’s position in the room shall be a well lit space. In close proximity to the speaker, provide real time captioning. meetings that are to last longer than two hours.

5. Agendas will be provided in alternative formats, when requested.
6. At all meetings, individuals with communication difficulties will be provided flexibility in the time limit on speaking.
7. MSA-7 shall establish a policy that all content on power point presentations that are written shall be read aloud.
8. MSA-7 shall ensure that all spaces where speech is an integral part of the use (ie, assembly areas, meeting and conference rooms) are provided with Assistive Listening Systems that include at least two (2) loop system headsets (tele-coils that broadcast directly to the user’s hearing aids). The MSA-7 shall see that staff are trained on the ALS system usage.

9. MSA-7 will maintain a list of already-accessible meeting spaces to facilitate the scheduling of meetings and/or the relocation of meetings upon request.
10. MSA-7 shall establish procedures to ensure that equipment being used for the various meetings and events utilize platforms, microphone stands, seating arrangements that are accessible and confirmed prior to meetings.

## **J. Communications Procedure**

1. A communication tool kit will be developed to help educate employees and staff on MSA-7 policies for providing communications to people with various disabilities in a uniform and consistent manner. This tool kit shall be readily available to employees and include information on the California Relay Service.
2. In advertising events, ensure that the accommodations process is included in the process which allows for the request of sign language interpreters, equipment that enhances hearing, or other appropriate accommodations.
3. The MSA-7 will provide public information in alternate formats, including electronic if possible or scanned onto a computer disk when requested or where electronic format is not feasible.
4. MSA-7 shall provide closed captioning on any instructional television utilized; videos it produces; and for any Board Meetings that are televised or recorded and then made available on its website.

## **K. Printed Information**

1. Publications shall use fonts that are sans serif (without serifs), at least font size 12, and not italic, oblique, script, highly decorative, or of other unusual forms. Arial is an effective choice.
2. Training will be provided information on how to produce printed material in alternative formats for people with various disabilities to ensure that requests are handled in a uniform and consistent manner.
3. Requests for specialized formats of lengthy and/or bulky documents will

be handled on an individual basis.

4. Any charge for a publication will be uniform charge applicable to all formats of that publication.
5. MSA-7 will make program information more widely available to all MSA-7 constituents by:
  - o Publicizing and making available program brochures in alternative formats when requested.
  - o Ensuring uniformity of charges for a publication for all formats of that publication.
6. On printed material distributed to the public regarding programs, there will be reference to:
  - MSA-7's Nondiscrimination Policy, and
  - The phone number of the program access specialist and/or the ADA/504 Disability Compliance Officer and/or other contact information on who can provide assistance in meeting special requests.
6. Information on the MSA-7's efforts to comply with the ADA and Section 504 of the Rehabilitation Act will be available on request and periodically updated on the MSA-7's website.

## **L. Website Accessibility**

MSA-7 shall develop the website to see that all current pages and pages updates on the site are:

1. Providing accessibility features on all MSA-7 website pages.
2. Reviewed for access to those with disabilities prior to being published. Text-only pages shall be updated and posted simultaneously as the primary page.
3. Any new multimedia presentations are provided with equivalent accessible alternatives which are synchronized with the presentation.
4. Any new videos shall be captioned for persons who are deaf or hard of hearing.
5. Multimedia and video content shall be accessible to those who are color blind.

6. All pages are designed to avoid screen flicker with a frequency greater than 2 Hz and less than 55Hz.
7. For webpage and/or information kiosk that require an applet or plug in device for access, it shall comply with 36 CFR Part 1194 Electronic and Information Technology Accessibility Standards (Section 508 Standards), Section 1194.21 of the Technical Standards for Software Operating Systems (a) through (l).

## **M. Staff Training Procedures**

The Disability Compliance Officer or his/her designee will monitor and oversee the ADA/504 training requirements.

1. All employees shall be trained in ADA policies applicable to their departments and positions and receive information on how to access accommodation information. The current training program, begun June 28, 2022 is optional. Subsequent trainings shall, at minimum, require manager attendance and their training their subordinates.
2. Appropriate staff will receive specialized training on how to make programs accessible to persons with disabilities, including training in the use of specialized equipment, such as assistive listening devices.
3. Maintenance staff will be trained in respect to compliance with various codes and standards to achieve accessibility.
4. Appropriate MSA-7 staff members will be provided with training in general building evacuation procedures for assisting people with hearing, visual, mobility, and learning disabilities in an emergency.

## **N. Service Animals Procedures**

1. Principles. The ADA defines “service animals” as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties.

Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. Miniature horses may be considered in accordance with the provisions below.

2. Other animals as may be required by Federal or State law will be considered
3. MSA-7 will modify if requested as an accommodation its policies, practices and procedures to permit the use of a service animal by an individual with a disability.
4. The ADA/504 Coordinator may ask an individual with a disability to remove a service animal from the premises if:
  - The animal is out of control and the animal's handler does not take effective action to control it; or
  - The animal is not housebroken.
5. If there is a reason to exclude the service animal as allowed by Federal or State law, the individual with a disability shall be given the opportunity to participate in the service, program, or activity without having the service animal on the premises.
6. The service animal shall be under the control of its handler and shall have a harness, leash or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
7. MSA-7 is not responsible for the care or supervision of a service animal.
8. The ADA/504 Coordinator shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. Supervisors may ask if the animal is required because of a disability and what work or task the animal has

been trained to perform. Supervisors will not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Supervisors may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

9. MSA-7 will allow individuals with disabilities to be accompanied by their service animals in all areas of a public entity's facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.
10. MSA-7 will not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the MSA-7 normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.
11. MSA-7 shall develop a written policy for procedures to follow in the event of an incident involving a service animal.

**P. Mobility Devices**

1. Employees will not ask an individual using a wheelchair or other power-driven mobility device questions about the nature and extent of the individual's disability.
2. Employees may ask a person using another power-driven mobility device to provide a credible assurance that the mobility device is required because of the person's disability. A public entity that permits the use of another power-driven mobility device by an individual with a mobility disability shall accept the presentation of a valid, State-issued, disability parking placard or card, or other State-issued proof of disability as a credible assurance that the use of the other power-driven mobility device is for the individual's mobility disability. In lieu of a valid, State-issued disability parking placard or card, or State-issued proof of disability, a public entity shall accept as a credible assurance a verbal



representation, not contradicted by observable fact, that the other power-driven mobility device is being used for a mobility disability. A “valid” disability placard or card is one that is presented by the individual to whom it was issued and is otherwise in compliance with the State of issuance’s requirements for disability placards or cards.

### 3. Other Mobility Devices

MSA-7 will make reasonable modifications in its policies, practices, or procedures to permit as an accommodation the use of other power-driven mobility devices by individuals with mobility disabilities, unless the class of other power-driven mobility devices cannot be operated in accordance with legitimate safety requirements.

### 4. Assessment Factors

In determining whether a particular other power-driven mobility device can be allowed in a specific facility as a reasonable modification, the MSA-7 will consider—

- a. The type, size, weight, dimensions, and speed of the device;
- b. The facility’s volume of pedestrian traffic (which may vary at different times of the day, week, month, or year);
- c. The facility’s design and operational characteristics (e.g., whether its service, program, or activity is conducted indoors, its square footage, the density and placement of stationary devices, and the availability of storage for the device, if requested by the user);
- d. Whether legitimate safety requirements can be established to permit the safe operation of the other power-driven mobility device in the specific facility; and
- e. Whether the use of the other power-driven mobility device creates a substantial risk of serious harm to the immediate environment or natural or cultural resources, or poses a conflict with Federal land management laws and regulations.

# **MAGNOLIA PUBLIC SCHOOLS**

## **TRANSITION PLAN**

**Rough Order of Magnitude Estimate (ROM)**

**MSA 7**

**Prepared by Pacific Rim Architects**

Dated: May 31, 2023

**MAGNOLIA PUBLIC SCHOOLS**  
Rough Order of Magnitude Estimate (ROM)  
**TRANSITION PLAN**  
**MSA 7**  
May 31, 2023

**SUMMARY BY PHASE / LOCATION**

DIVISION		DESCRIPTION	TOTAL COST	
1		MSA 7 Phase One	\$	92,177
2		MSA 7 Phase Two	\$	649,127
3		MSA 7 Phase Three	\$	437,854

<b>TOTAL PROJECT CONSTRUCTION BUDGET (excludes soft costs)</b>			<b>\$</b>	<b>1,179,158</b>
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**MAGNOLIA PUBLIC SCHOOLS**  
**Rough Order of Magnitude Estimate (ROM)**  
**TRANSITION PLAN**  
**MSA 7**  
May 31, 2023

**MSA 7 Phase One**

DIV.	NOTE #	DESCRIPTION	QTY	U/M	UNIT COST	TOTAL COST	DIVISION COST
2		<b>DEMOLITION / EXISTING CONDITION</b>					<b>\$ 500</b>
2		Demolish Existing Reception Counter	1	lump	\$ 500.00	\$ 500.00	
5		<b>METALS</b>					<b>\$ 5,000</b>
5		Provide new entry gate with hinge on opposite side	1	ea.	\$ 5,000.00	\$ 5,000	
5		<b>WOOD &amp; PLASTICS</b>					<b>\$ 5,250</b>
5		Provide New Reception Counter	1	lump	\$ 5,250.00	\$ 5,250.00	
8		<b>DOORS &amp; WINDOWS</b>					<b>\$ 580</b>
8		Remove door handle, locks & latches hardware	1	ea	\$ 155.00	\$ 155	
8		Provide door handles, locks & latches hardware	1	ea	\$ 425.00	\$ 425	
9		<b>FINISHES</b>					<b>\$ 600</b>
9		Drywall patch around reception counter	10	sf	\$ 10.00	\$ 100	
9		Wall Paint	200	sf	\$ 2.50	\$ 500	
10		<b>SPECIALTIES</b>					<b>\$ 1,790</b>
10		Remove and Replace California Tow Info Signage	1	ea	\$ 200.00	\$ 200.00	
10		Provide and Install new Parking Signage	3	stalls	\$ 350.00	\$ 1,050.00	
10		Remove Sign	1	ea	\$ 155.00	\$ 155.00	
10		Provide tactile room ID or tactile egress sign	1	ea	\$ 385.00	\$ 385.00	
32		<b>EXTERIOR IMPROVEMENTS</b>					<b>\$ 22,710</b>
32		Remove Sidewalk	500	sf	\$ 5.00	\$ 2,500.00	
32		Provide New Concrete Walkway	1,000	sf	\$ 9.00	\$ 9,000.00	
32		Landscape Modifications (allowance)	1	lump	\$ 2,000.00	\$ 2,000.00	
32		Asphalt Concrete Overlay 1" -2"	5,000	sf	\$ 0.84	\$ 4,209.98	
32		Re-stripe parking for three accessible stalls provided with direct accessible path	1	lump	\$ 5,000.00	\$ 5,000.00	
<b>TOTAL DIRECT COST</b>						<b>\$ 36,429.98</b>	<b>\$ 36,430</b>
		Contractor's Estimating Contingency			15.00%		\$ 5,464
		SubTotal					\$ 41,894
		Phasing of Work			4%		\$ 1,676
		SubTotal					\$ 43,570
		Design-Bid-Build Delivery with Premium Contractors			10%		\$ 4,357
		SubTotal					\$ 47,927
		General Condition & Requirements			15%		\$ 7,189
		SubTotal					\$ 55,116
		Contractor's Overhead and Profit			12%		\$ 6,614
		SubTotal					\$ 61,730
		Bond and Insurance			2%		\$ 1,235
		SubTotal					\$ 62,965
		Escalation to mid point of Construction			64.0% per annum		\$ 5,246
		SubTotal					\$ 68,210
		Gross Receipt Tax at 0.101%			0.101%		\$ 69
<b>TOTAL CONSTRUCTION BUDGET FOR CONTRACTOR</b>							<b>\$ 68,279</b>

**MAGNOLIA PUBLIC SCHOOLS**  
**Rough Order of Magnitude Estimate (ROM)**  
**TRANSITION PLAN**  
**MSA 7**  
May 31, 2023

**MSA 7 Phase Two**

DIV.	NOTE #	DESCRIPTION	QTY	U/M	UNIT COST	TOTAL COST	DIVISION COST
<b>5</b>	<b>METALS</b>						<b>\$ 7,920</b>
5		Provide metal cane detection railings at both sides of drinking fountains	3	ea	\$ 2,640.00	\$ 7,920	
5		Provide new gate with lever hardware and kickplate, fencing beside		lump	\$ 5,500.00	\$ -	
<b>6</b>	<b>WOOD &amp; PLASTICS</b>						<b>\$ 2,000</b>
6		New lower cabinet casework beneath existing upper protruding object	1	ea	\$ 2,000.00	\$ 2,000.00	
<b>8</b>	<b>DOORS &amp; WINDOWS</b>						<b>\$ 38,760</b>
8		Remove door handle, locks & latch hardware	27	ea	\$ 155.00	\$ 4,185.00	
8		Remove existing metal threshold, door stop, and closer	28	ea	\$ 250.00	\$ 7,000.00	
8		Provide door handles, locks & latch hardware	27	ea	\$ 425.00	\$ 11,475.00	
8		Provide new threshold and closer	28	ea	\$ 500.00	\$ 14,000.00	
8		Provide new kickplate on doors	28	ea	\$ 75.00	\$ 2,100.00	
<b>10</b>	<b>SPECIALTIES</b>						<b>\$ 8,800</b>
10		Relocated fixed furnishings and re-secure to wall.	14	ea	\$ 50.00	\$ 700.00	
		Remove sign	15	ea	\$ 155.00	\$ 2,325.00	
		Provide tactile room identification sign	15	ea	\$ 385.00	\$ 5,775.00	
<b>22</b>	<b>PLUMBING</b>						<b>\$ 4,250</b>
22		Replace sink with new wall-hung lavatory	1	ea	\$ 4,250.00	\$ 4,250.00	
<b>26</b>	<b>ELECTRICAL</b>						<b>\$ 90,018</b>
26		Provide new fire alarm system compliant with NFPA-72	15,003	sf	\$ 6.00	\$ 90,018.00	
<b>32</b>	<b>EXTERIOR IMPROVEMENTS</b>						<b>\$ 96,100</b>
32		Remove Concrete Walkways	6,400	sf	\$ 5.00	\$ 32,000.00	
32		Provide New Concrete Walkways	6,400	sf	\$ 9.00	\$ 57,600.00	
32		Landscape Modifications (allowance)	1	lump	\$ 6,500.00	\$ 6,500.00	
						\$ -	
<b>TOTAL DIRECT COST</b>						<b>\$ 247,848.00</b>	<b>\$ 247,848</b>

Contractor's Estimating Contingency	15.00%	\$ 37,177
SubTotal		\$ 285,025
Phasing of Work	4%	\$ 11,401
SubTotal		\$ 296,426
Design-Bid-Build with Premium Contractors	10%	\$ 29,643
SubTotal		\$ 326,069
General Condition & Requirements	15%	\$ 48,910
SubTotal		\$ 374,979
Contractor's Overhead and Profit	12%	\$ 44,997
SubTotal		\$ 419,977
Bond and Insurance	2%	\$ 8,400
SubTotal		\$ 428,376
Escalation to mid point of Construction at 6.0%	12.13%	\$ 51,974
SubTotal		\$ 480,350

**MAGNOLIA PUBLIC SCHOOLS**  
**Rough Order of Magnitude Estimate (ROM)**  
**TRANSITION PLAN**  
**MSA 7**  
May 31, 2023

Gross Receipt Tax at 0.101%

0.101%

\$

485

**TOTAL CONSTRUCTION BUDGET FOR CONTRACTOR**

**\$**

**480,835**

**MAGNOLIA PUBLIC SCHOOLS**  
**Rough Order of Magnitude Estimate (ROM)**  
**TRANSITION PLAN**  
**MSA 7**  
May 31, 2023

**MSA 7 Phase Three**

DIV.	NOTE #	DESCRIPTION	QTY	U/M	UNIT COST	TOTAL COST	DIVISION COST
<b>2</b>	<b>DEMOLITION / EXISTING CONDITION</b>						<b>\$ 3,700</b>
2		Remove door, frame and hardware	2	ea	\$ 208.00	\$ 416.00	
2		Remove toilet partition	8	ea	\$ 193.00	\$ 1,544.00	
2		Remove mirror	4	ea	\$ 155.00	\$ 620.00	
2		Demo partitions (Boys & Girls restroom vestibules)	240	sf	\$ 3.00	\$ 720	
2		Demo playground sand enclosure wall for new access point	1	lump	\$ 400.00	\$ 400	
<b>3</b>	<b>CONCRETE</b>						<b>\$ 456</b>
3		New concrete slab on grade over plumbing changes	50	sf	\$ 9.12	\$ 456	
<b>8</b>	<b>DOORS &amp; WINDOWS</b>						<b>\$ 6,824</b>
8		New door, frame and hardware	2	ea	\$ 3,085.00	\$ 6,170.00	
8		Remove door handle, locks & latch hardware	1	ea	\$ 154.00	\$ 154.00	
8		Remove existing metal threshold, door stop, and closer	2	ea	\$ 250.00	\$ 500.00	
<b>9</b>	<b>FINISHES</b>						<b>\$ 7,425</b>
9		Wall, framing	275	sf	\$ 6.00	\$ 1,650.00	
9		Wall, drywall	275	sf	\$ 10.00	\$ 2,750.00	
9		Restroom floor finish, tile	50	sf	\$ 27.50	\$ 1,375.00	
9		Restroom wall finish, tile	35	sf	\$ 27.50	\$ 962.50	
9		Restroom wall finish, paint	275	sf	\$ 2.50	\$ 687.50	
<b>10</b>	<b>SPECIALTIES</b>						<b>\$ 22,572</b>
10		Remove sign	5	ea	\$ 155.00	\$ 775.00	
10		Provide tactile room ID or tactile egress sign	5	ea	\$ 385.00	\$ 1,925.00	
10		Reocated seat cover dispenser	2	ea	\$ 310.00	\$ 620.00	
10		New mirror	2	ea	\$ 695.00	\$ 1,390.00	
10		New paper towel dispenser	4	ea	\$ 540.00	\$ 2,160.00	
10		New grab bar	4	ea	\$ 310.00	\$ 1,240.00	
10		New geometric door sign	4	ea	\$ 385.00	\$ 1,540.00	
10		New lavatory pipe wrap	2	ea	\$ 385.00	\$ 770.00	
10		Baked Enamel Toilet Stall	6	ea	\$ 1,200.00	\$ 7,200.00	
10		Baked Enamel urinal Screen	2	ea	\$ 400.00	\$ 800.00	
10		Steel Picnic Tables w/ Accessible Seating at both ends		ea	\$ 1,038.00	\$ -	
10		New Interior Dining Tables	4	ea	\$ 1,038.00	\$ 4,152.00	
<b>22</b>	<b>PLUMBING</b>						<b>\$ 70,800</b>
22		Remove and replace sink and faucet with new ADA type	2	ea	\$ 4,500.00	\$ 9,000.00	
22		Below slab plumbing changes	1	lump	\$ 10,000.00	\$ 10,000.00	
22		New water closet	6	ea	\$ 4,250.00	\$ 25,500.00	
22		New urinal	2	ea	\$ 3,850.00	\$ 7,700.00	
22		New hi-low drinking fountain	3	ea	\$ 6,200.00	\$ 18,600.00	
<b>32</b>	<b>EXTERIOR IMPROVEMENTS</b>						<b>\$ 51,000</b>
32		Remove and replace rubber dining surfaces		sf	\$ 17.00	\$ -	
32		Remove Paving	0	sf	\$ 5.00	\$ -	
32		Provide New Concrete Paving	0	sf	\$ 9.00	\$ -	

**MAGNOLIA PUBLIC SCHOOLS**  
**Rough Order of Magnitude Estimate (ROM)**  
**TRANSITION PLAN**  
**MSA 7**  
**May 31, 2023**

32	New Entrypoint to playground	1	lump	\$	5,000.00	\$	5,000.00
32	New Asphalt	200	sf	\$	5.00	\$	1,000.00
32	Remove Existing Playground Equipment and Soils	1	lump	\$	5,000.00	\$	5,000.00
32	Playground - New Playground Equipment (Allowance)	1	lump	\$	40,000.00	\$	40,000.00
32	New Playground Surface	0	sf	\$	25.00	\$	-
<b>TOTAL DIRECT COST</b>						<b>\$ 162,777.00</b>	<b>\$ 162,777</b>
	Contractor's Estimating Contingency				15.00%	\$	24,417
	SubTotal					\$	187,194
	Phasing of Work				4%	\$	7,488
	SubTotal					\$	194,681
	Design-Bid-Build with Premium Contractors				10%	\$	19,468
	SubTotal					\$	214,149
	General Condition & Requirements				15%	\$	32,122
	SubTotal					\$	246,272
	Contractor's Overhead and Profit				12%	\$	29,553
	SubTotal					\$	275,824
	Bond and Insurance				2%	\$	5,516
	SubTotal					\$	281,341
	Escalation to mid point of Construction at 6.0%				15.17%	\$	42,668
	SubTotal					\$	324,009
	Gross Receipt Tax at 0.101%				0.101%	\$	327
<b>TOTAL CONSTRUCTION BUDGET FOR CONTRACTOR</b>						<b>\$</b>	<b>324,336</b>