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AUTHOR Peterson, Deana R.
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ABSTRACT

A checklist and instructions are presented for evaluating the level of accessibility to school buildings, grounds, curricula, technology, and extracurricular activities for students with physical (mobility) disabilities. Legislative mandates (including The Americans with Disabilities Act of 1990, and Individuals with Disabilities Education Act) for ensuring inclusion of persons with disabilities is reviewed, and the development and field testing of the checklist are discussed. The physical accessibility portion of the checklist includes routes, parking and loading zones, stairs, elevators, drinking fountains, bathrooms, telephones, libraries, cafeterias, and playgrounds. Curricular accessibility covers provision of music, physical education, and cultural arts; academic classrooms; adaptations in academic requirements and instructional materials; and instructional adaptations, including audiovisual aids and computer simulations. Access to extracurricular activities includes counseling and health services, recreational activities, transportation, and groups or clubs. Technology accessibility to allow greater participation in the general education classroom might include adapted computer keyboards and adaptations to other equipment. Instructions are provided for using the checklist, scoring individual items, writing a narrative summary, and methods for collecting data. (SW)

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THE ASSESSMENT OF
PHYSICAL AND PROGRAM ACCESSIBILITY
FOR STUDENTS WITH
PHYSICAL (MOBILITY) DISABILITIES

Council for Exceptional Children
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Dr. Deana R. Peterson
Director of Special Education
Savannah R-III Schools
507 1/2 W. Main
Savannah, MO 64485
(816) 324-3123

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D Peterson

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Introduction

Special education in the United States is currently undergoing a paradigm shift. Beginning in 1977 students requiring the services of special education were often served in pull out programs that may or may not have been provided in their neighborhood school. By the mid to late 1980s many educators began to believe that such pull out programs were not in the best interest of the children being served by special education. Educators began to believe that the systematic instruction of students with disabilities in integrated settings would help ensure their normalized community participation. Studies supporting this belief indicated that student served in integrated programs showed greater advances in rates of Individual Education Plan goal completion, gains in communication and social skills, and more appropriate and frequent interactions with peers. These advances occurred because educators began to use various adaptations and accommodations within general education classrooms. Curriculum materials were adapted that were consistent with a student's chronological age. Students with disabilities were being supported by buddy systems, peer tutoring and the use of both adult and student volunteers. Some of the strongest advocates of the inclusive model believe, no students, including those with disabilities, should be relegated to the fringes of the school by placement in segregated wings, trailers, or special classes.

Local inclusion efforts were supported on a national level by the Office of Special Education and Rehabilitative Services which cited such inclusion as one of its top priorities for the future. Such efforts are also supported by court opinions. The Honorable John F. Gerry, Chief Judge of the U.S. District Court of New Jersey has declared that "Inclusion is a right, not a privilege for a select few". Such a view of inclusion is not new. In Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania, (Pa. 1971), the court declared that "placement in a regular public school is preferable to placement in a special public school class". Mills v. Board of Education of District of Columbia, (D.D.C. 1972) also stressed that "placement in a regular public school class with appropriate auxiliary services is preferable to placement in a special education class" In an even stronger statement of support for an inclusive model of education, Roncker v. Walter, (6th Cir. Feb. 23, 1983) included, "even in a case where the segregated facility is considered superior, the court should determine whether the services which make the placement superior could be feasibly provided in a non-segregated setting. If they can, placement in the segregated school would be inappropriate under the Act (P.L. 94-142)". For those of you who may be wondering if all schools within a district must be made accessible, the answer is no. In 1991 the Eight Circuit Court of Appeals approved a centralized program for a wheelchair bound student. The court concluded that

the school district did not have to modify the neighborhood school for wheelchairs when an accessible program was available elsewhere in the district.

Support for inclusive education is also found in special education regulations. P.L. 94-142 and its amendments addressed in 101-476 Individuals with Disabilities Education Act (IDEA) mandate certain provisions that would lead to inclusive practices for students with disabilities. These mandates are included in the Department of Education's Regulations for Assistance to States for the Education of Children with Disabilities Program and Preschool Grants for Children with Disabilities; Final Rule (September 29, 1992):

Access to the following programs is required under IDEA:

1. Recreation programs in the school and community
2. Art, music, industrial education, consumer and homemaking education, and vocational education.
3. Counseling services
4. Athletics
5. Transportation
6. Health services
7. Recreational Activities
8. Special interest groups or club
9. PE

10. Technology
11. Education in the regular classroom unless the nature or severity of the disability will not allow the child to make satisfactory progress in that environment
12. Placement in the child's home school
13. Extracurricular services
14. Meals
15. Recess

There is also support for an inclusive model in federal legislation that does not specifically address public schools. Section 504 of the Rehabilitation Act of 1973 also addresses requirements for inclusion of persons with disabilities. The act mandates that "no otherwise qualified individual with handicaps in the United States shall, solely by reason of her or his handicap, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal assistance" (29 U.S.C. Sec 794).

The Americans with Disabilities Act of 1990 (ADA) also makes provisions for the inclusion of all persons with disabilities in activities provided by public entities. The Act states that "no individual with disabilities shall, by reason of disability, be excluded from participation in or be denied benefits of the services, programs, or activities of such public entities". The five key principals of ADA are:

1. A focus of the individual
2. Integration
3. Equal opportunity
4. Physical accessibility
5. The provision of reasonable accommodations

The four basic ADA standards that govern education of persons with disabilities are:

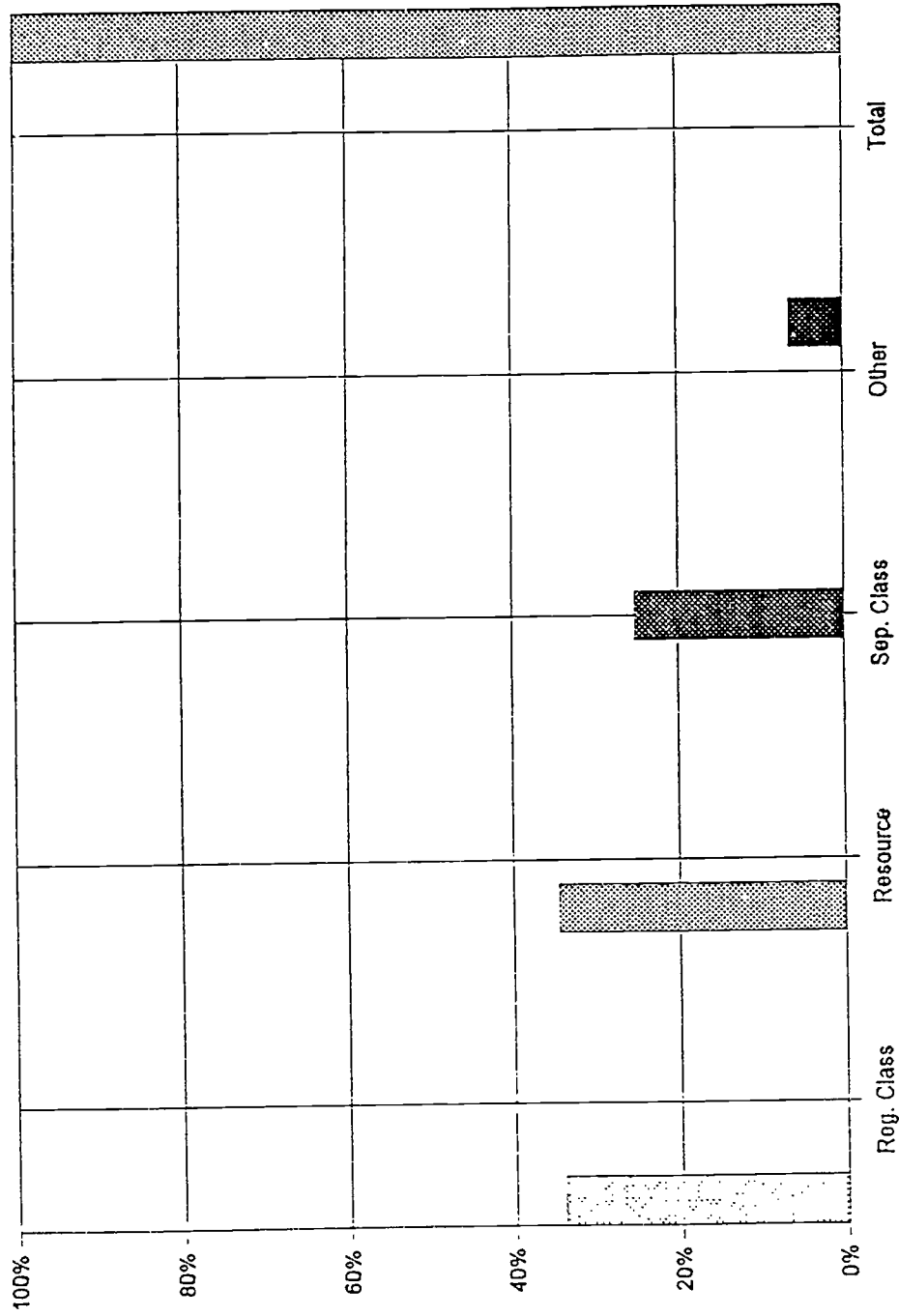
1. The program, service or activity must be readily accessible and usable by persons with disabilities.
2. Persons must be able to access and act on information about a program, service or activity
3. Screening and testing must be fair, accurate and nondiscriminatory.
4. Students with disabilities must be able to participate in activities, services or programs offered to other students.

Schools can achieve accessibility by:

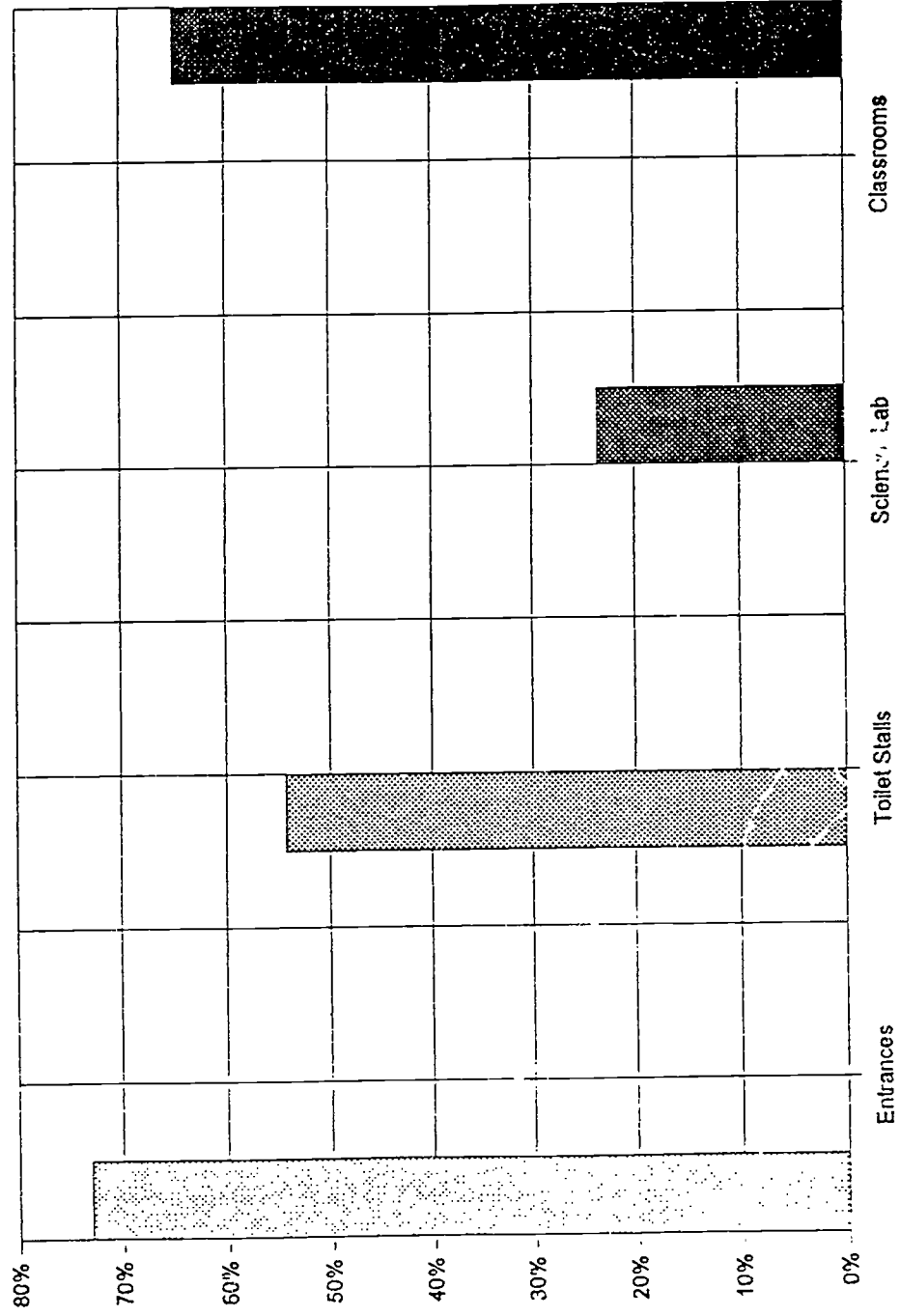
1. Redesigning equipment
2. Assigning aides
3. Moving programs to accessible locations
4. Altering facilities
5. Building new facilities
6. Using accessible mobile units

If special education in the U.S. is going to move toward a

Student Placements



1980 Civil Rights Survey



more inclusive model, as many educators, the courts, and federal laws suggest, then it will be up to local school districts to make those inclusive programs accessible to all students. Education should occur in the school the child would attend if he or she were not disabled.

(Insert Chart here)

Inclusive education is occurring for approximately 94 percent of the students with disabilities, ages 3-21 who receive their education in regular school buildings with students without disabilities. At the classroom level, 32.8% were served in regular classrooms, 36.5% were served in resource rooms and 25.1% were served in separate classrooms. However, for these programs to be considered inclusive, accessibility to programs, academics, art, music, PE and at meals and recess must be assured. We must remember that it does little good to include a student only to have the group or program exclude the individual beyond observation of activities. For children with disabilities to be truly included, they must ride the school bus, attend school assemblies, eat lunch with their peers, and participate in classroom, recess, field trip, library and technology based programs.

If we know the elements that are essential to an inclusive education program, we must be equally aware of the lack of accessibility to these elements. (Chart here)

The 1980 Civil Rights Survey of Elementary and Secondary Schools

reported this information on the accessibility of schools:

- Accessible building entrances 72.9%
- Accessible toilet stalls 54.3%
- Accessible science labs 23.6%
- Accessible classrooms 64.9%

As this information indicates, we have a long way to go to make our programs accessible as well as inclusive. In an effort to assist schools as they determine their levels of accessibility, I developed the "Elementary School Accessibility Checklist".

DEVELOPMENT

I set out to develop a simple, non-technical checklist that could be used by school administrators to evaluate their current level of accessibility to school buildings, grounds, curricula, technology and extra-curricular activities, and increase the accessibility awareness of staff, board members and school patrons. The checklist is not intended to substitute for an engineering design study of school facilities.

These areas must be assessed to determine program accessibility

Physical Accessibility to buildings and ground

The Recommendations for Accessibility Standards for Children's Environments were used to develop this portion of the checklist. This document provided architectural requirement for grounds, entrances and buildings.

Curricular Accessibility

Physical accessibility guidelines were kept in mind as the curricular accessibility checklist was developed. Schools in urban, suburban and rural areas were surveyed to determine the types of curricular options that were available to students in elementary schools. Beyond the core subject areas of reading, language, math, science, and social studies the following courses were identified:

English as a Second Language

Career Development

Computer Studies

PE

Music

Art

Programs for the gifted

Cultural Arts

Extra-Curricular Accessibility

Extra-curricular programs offered to students through our schools add an important element to their education. We must

always be aware of physical barriers that may be keeping students with disabilities from participating in these programs. Programs that were identified in my survey offered a wide variety of experiences to children. They offered programs ranging from foreign language instruction to activities programs such as cheerleading to clubs such as "Just Say No". Schools also identified a number of recreation programs that take place at their facilities. These programs included baseball, basketball, soccer, volleyball, gymnastics and dance.

Field Trip Accessibility

Field trips are one time visits to a site for an observation or activity. Often we do not consider the needs of students with disabilities as we plan such trips. The schools surveyed offered a wide variety of such trips to their students. They visited historic sites, recreation areas, work sites, and artistic performances.

Technology Accessibility

A wide variety of technology is now available in schools. It is important to consider the needs of students with disabilities as we integrate computers, video equipment, projectors, calculators, copy machines and assistive technology devices into our curriculum.

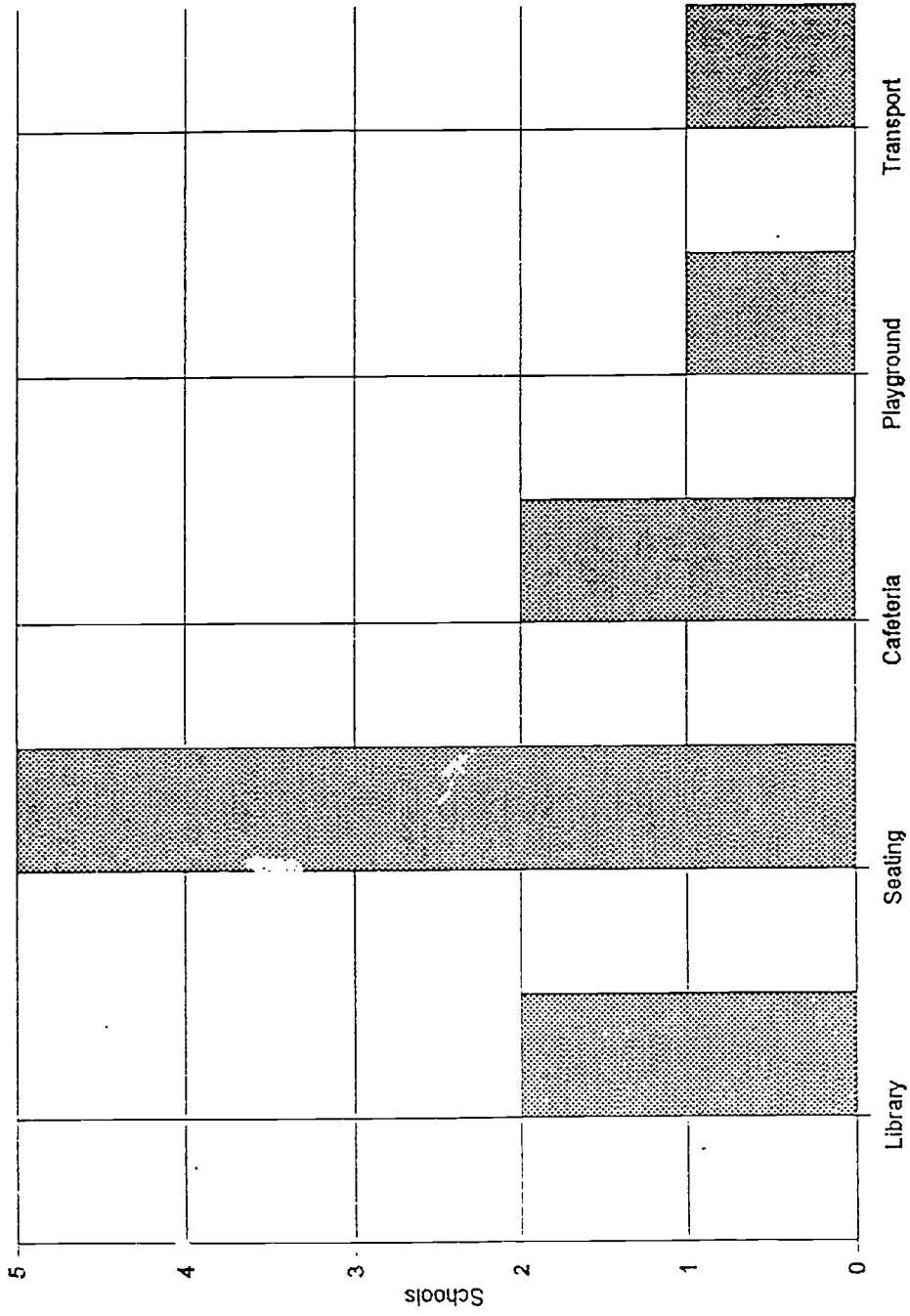
The original "Accessibility Checklist" filled two 3 inch

spiral notebooks and took approximately two on site days to complete, and required at least 6 additional hours to complete a case study with the information acquired from the completed checklist. It was field tested in three elementary schools located in school districts ranging in size from 600 students to 9000 students. At each of the three schools, the checklist was completed by both myself and the building principal. A comparison of the results of both assessments was completed. When significant differences were found between the results of the principal and myself, clarifications were made in the checklist items. Principals also completed a questionnaire about the checklist and any changes they felt should be made in the instrument. The most important change that occurred was the shortening of the instrument.

Part two of the field test took place after an extensive revision of the checklist. This revision resulted in a checklist that fit into a single one inch spiral notebook, and could be complete in four to six hours on site. The preparation of case study to accompany the checklist still requires several hours to prepare. The checklist was again field tested in three schools from varying sizes of school district. Again the checklist was completed by myself and the principal. A comparison of results was completed and final revisions to checklist items were made when the results of items were significantly different.

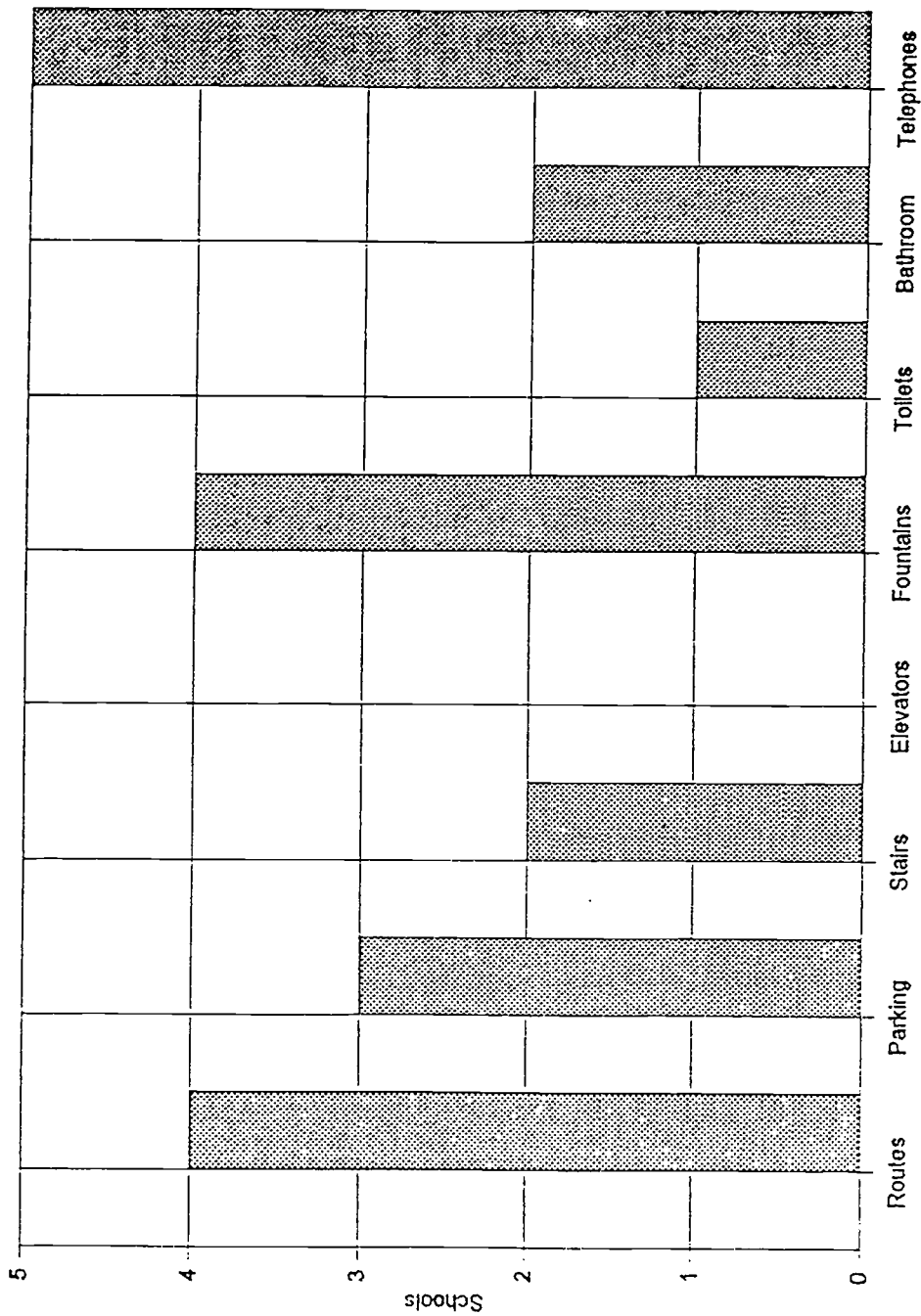
Following the second revision, each participating principal,

Buildings and Grounds



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Building and Grounds



as well as experts in the fields of school facilities and curriculum reviewed the instrument and made final recommendations for changes. The most significant change was the inclusion of directions to assist the principal using the checklist without my support.

REVIEW OF CASE STUDY RESULTS

Case studies were completed for the six schools included in the field testing of the "Accessibility Checklist". Each case study looked at the five areas to to considered for accessibility. The results of the case studies were not encouraging for students with mobility disabilities. The case studies revealed a significant lack of accessibility.

Buildings and Grounds

A review of these charts show that of the six schools

Libraries - 2 of 6

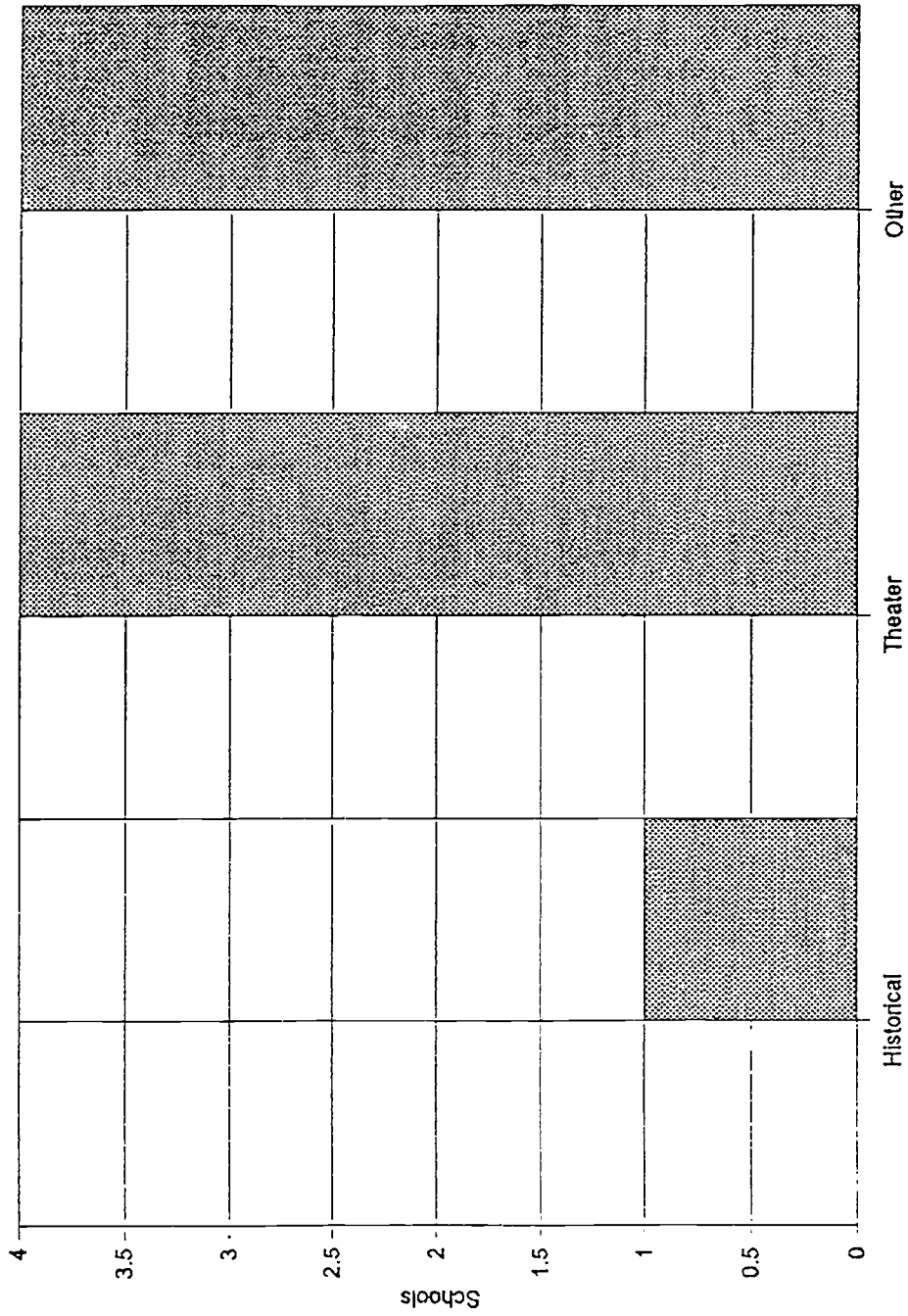
Seting - 5 of 6

Cafeterias - 2 of 6

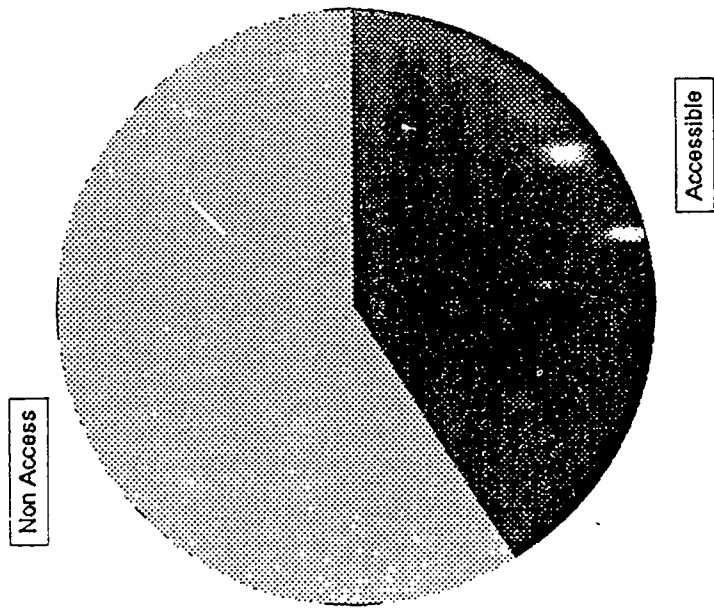
Playgrounds - 1 of 6

Transportation - 1 of 6

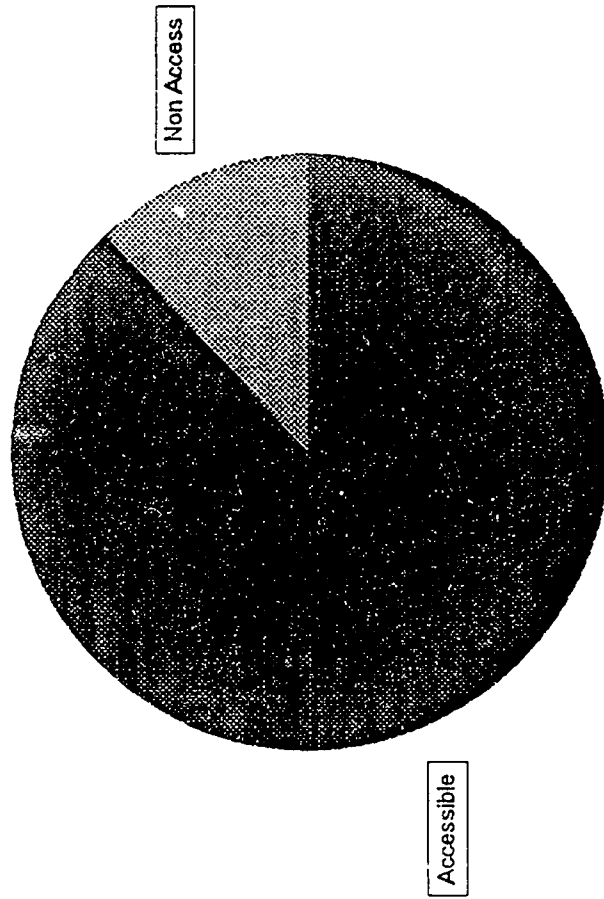
Field Trip Locations



Extra-Curricular Accessibility



Technology Accessibility



Routes outside and inside the buildings - 4 of 6

Parking and Loading Zones - 3 of 6

Stairs - 2 of 6

Elevators - 0 of 6

Drinking Fountains - 4 of 6

Toilets - 1 of 6

Bathrooms - 2 of 6

Telephones - 5 of 6

Field Trip Locations

Historical Sites - 1 of 6

Theaters - 4 of 6

Other locations including zoos, farms, parks - 4 of 6

Extra Curricular Activities

Including scout meetings, special olympics, Odyssey of the Mind,
Clubs, Sports - 8 of 12

Technology

Including Computers, VCRs, TV, Projectors, Telephones, CD ROM -
22 of 25

It is very important that each review using the "Accessibility Checklist" is followed with a case study. It is the case study that will identify the current state of the program being evaluated, and provide direction as plans are made to change programs and facilities to provide for complete accessibility.

Schools	#1	#2	#3	#4	#5	#6
K	yes	no	yes	yes	yes	yes
First	yes	no	yes	yes	yes	yes
Second	NA	yes	yes	yes	no	yes
Third	NA	no	yes	no	no	yes
Fourth	NA	no	no	no	no	yes
Fifth	NA	no	yes	no	yes	no
Sixth	NA	NA	yes	NA	yes	yes
Art	yes	no	NA	NA	NA	NA
Music	yes	no	yes	no	yes	NA
PE	NA	no	yes	no	yes	yes
Library Arts	NA	no	NA	NA	yes	yes

**Curricular Accessibility
By School and Grade or Subject**

Curricular Accessibility

In each school that was surveyed, I reviewed a classroom at each grade level, as well as classrooms for additional programs including PE, Music, Art, and Library Arts. Of the six schools assessed approximately 38% were in some way inaccessible. Let's review the curricular accessibility and note the classes that were inaccessible.

USE OF THE CHECKLIST BY CONSUMERS

We will now review the final checklist. Because of the length of the instrument and the cost of copying, I am not able to provide each of you with a complete copy of the instrument. Your handouts do include examples from each checklist area. We will review these together.

The **physical accessibility checklist** includes:

Routes

Parking and Loading Zones

Stairs

Elevators

Drinking Fountains

Water Closets

Bathrooms

Telephones

Libraries

Seating

Cafeteria

Playgrounds

Transportation

As you will note in your Parking and Loading Zone Checklist, for

each element to be assessed you are provided with the standard that is required to make the element accessible. As you use the checklist you must determine if the element:

MS = Meets the standard

WA = Meets the standard with accommodations

NM = Does not meet the standard

DNA = Does not apply

Let's review an example using the Parking and Loading Zone Checklist (OVERHEAD)

Standard	School	Recommendation
<p>Parking spaces- located on accessible route to an accessible entrance - if there are multiple entrances then accessible parking spaces should be located by each of them</p>	<p>MS= Meets standard WA= Standard met with provided accommodation NM= Does not meet standard DNA= Does not apply</p> <p>West Door - MS East Door - NM - no parking space by each door.</p>	<p>Designate parking space by east door.</p>

Parking Space - Size - at least 96 inches wide	West Door - NM - parking space 85 inches wide East Door - NM - no parking space by door	Widen space by west door Add 96 inch space by east door
Parking Signage - Signage - designated space reserved by sign showing symbol of accessibility. Sign located so it cannot be obscured by a vehicle parked in the space	West Door -NM - Sign in place but placed so low it cannot be seen when a car is parked in the space East Door - NM - no space or sign	West Door - raise sign East Door - add space and sign

The next area we will review is **Curricular Accessibility**.

This checklist includes academic courses and non-academic courses included:

Music

PE

Cultural Arts

Let's review the checklist for Academic Courses

Standard	School	Recommendation
<p>The classroom or activity area where the course is taught is accessible to students with mobility disabilities</p>	<p>MS= Meets Standard WA= Standard met with provided accommodation NM= Does not meet standard DNA= Does not apply</p> <p>WA - The classroom where the course usually is taught is not accessible, but the class has been moved to an area that is accessible</p>	<p>Continue to be aware of the needs of students with disabilities</p>
<p>Passageways to classrooms or activity areas where the course is taught are accessible to students with disabilities</p>	<p>NM - There are stairs on the way to the classroom that students with mobility disabilities cannot use</p>	<p>Move to another classroom or provide a ramp or lift for students with disabilities</p>
<p>Tables or desks within the classroom where the course is taught are accessible to students with mobility disabilities</p>	<p>MS - all students sit at tables with adjustable height</p>	

The next area we will review is **Extra-curricular Accessibility.**

While the checklist does not specify the extra-curricular activity, it should be used to assess any activities that take place in the school and are available to students.

Let's review the extra-curricular checklist.

Science Club

Standard	School	Recommendation
<p>Equipment used during the activity is accessible to students with mobility disabilities</p>	<p>MS= Meets Standard WA= Standard met with provided accommodation NM= Does not meet standard DNA= Does not apply</p> <p>MS - Microscopes used during club meetings are placed on low tables that are accessible to all students</p> <p>WA - Nets with long handles are provided for students in wheelchairs that cannot reach into the bucket to collect specimens to view under the microscope</p>	<p>Continue use of materials and accommodations</p>

<p>Following after school activities, accessible transportation is available to students with mobility disabilities</p>	<p>WA - Parents with accessible vehicles are available to take students home MS - An accessible school bus is available to transport students</p>	
<p>The leader of the activity is aware of procedures to be followed in case of a medical emergency involving students with mobility disabilities</p>	<p>NM - no procedures are in place</p>	<p>Medical procedures should be prepared by the school nurse, or other health care professional familiar with the students special needs</p>

The next area we will review is **Technology Accessibility**. While the checklist does not specify the technology used, it should be used to assess any technology used in the classroom program. Let's review the technology checklist.

Computer

Standard	School	Recommendations
Buttons and keyboards used with technology are accessible to students with mobility disabilities	<p>MS= Meets Standard</p> <p>WA= Standard met with provided accommodation</p> <p>NM= Does not meet standard</p> <p>DNA= Does not apply</p> <p>WA - Students in wheelchairs cannot fit their chairs up to the computer table, but the keyboards are attached to a flexible cord that allows the keyboard to be placed on the arms of the wheelchair.</p>	Possible purchase of adjustable tables, but continue with current accommodations until such tables are available

<p>Accommodations or adaptations are made to allow students with mobility disabilities to complete homework or out of class assignments using technology</p>	<p>WA - Students are required to complete a report using the computers that are available after school, but not accessible transportation is available for those students staying after school. Laptop computers are available for use at home by students with disabilities that do not allow them to stay after school</p>	<p>Continue use of laptop computers</p>
<p>Technology needed by students with mobility disabilities is available in the classroom</p>	<p>NM - a student with limited fine motor skills must take notes with a pencil and paper</p>	<p>Provide the student with a recording device to be used to take notes</p>

The next area we will review is **Field Trip Accessibility**. It is important that each field trip site be reviewed prior to the class visit. Such a review should take place before a site is even considered for a field trip.

Let's review the checklist for a visit to Movie or Live Theater.

Movie Theater Field Trip

Standard	School	Recommendations
<p>Restroom facilities at the theater are accessible to students with mobility disabilities</p>	<p>MS= Meets Standard WA= Standard met with provided accommodation NM= Does not meet standard DNA= Does not apply</p> <p>NM - The restroom does not have a stall that is equipped with bars, a raised seat and extra space for movement</p>	<p>This theater should not be used for the field trip if students that need those accommodations will be on the trip. Check with other movie theaters in the area and chose one that has equipped restrooms</p>
<p>Seating will be available to students with mobility disabilities</p>	<p>MS - The theater has a section of seats removed to allow persons with wheelchairs to sit in the regular seating area</p>	<p>No changes needed</p>

Parking lots have designated spaces for the persons with mobility disabilities	WA- Designated parking spaces are across the street from the theater. but a loading area is available directly in front of the theater door.	Students will be loaded and unloaded in the available space in front of the door.
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Development of the Case Study

Following the completion of the school assessment, you will need to prepare a case study for use in short and long range planning for changes that will need to be made in the school facilities and programs. The case study is divided into three parts:

1. A description of the current state of the facility or program
2. Suggested changes that need to be made to make the program or facility accessible
3. Suggestions on where funding or assistance can be found to assist the school in making the needed changes.

Let's review a small portion of a case study to look at these three parts.

Bathroom - Assessment

The bathroom is equipped with a shower, with an installed seat. The controls in the shower are 45 inched from the floor. There is a flexible hose attached to the shower head, for easier use by a person sitting in the shower seat. The bathroom sink is 23 1/2 inches from the floor, with twist type faucets. There are no sharp or abrasive surfaces on the sink, but the pipes are not insulated to prevent burns.

Recommendations

Bathroom shower stalls should be no higher than 36 inches above the floor, with an entrance that is level for access by students in wheelchairs. Sinks in the bathroom should be operated by levers or pushbuttons, and have insulated pipes.

Possible Funding Sources

State Assistive Technology Projects

Children's Miracle Network

Telephone Pioneers

CHECKLIST

DEFINITIONS

Physical Accessibility - In general accommodations must be made to remove barriers that are structural in nature. These may include:

- (1) Installing ramps
- (2) Making curb cuts in sidewalks and entrances
- (3) Repositioning shelves
- (4) Rearranging tables, chairs, vending machines, display racks, and other furniture
- (5) Repositioning telephones
- (6) Adding raised markings on elevator control buttons
- (7) Installing flashing alarm lights
- (8) Widening doors
- (9) Installing offset hinges to widen doors
- (10) Eliminating a turnstile or providing an alternative accessible path
- (11) Installing accessible door hardware
- (12) Installing grab bars in toilet stalls
- (13) Rearranging toilet partitions to increase maneuvering space
- (14) Insulating lavatory pipes under sinks to prevent burns
- (15) Installing a raised toilet seat
- (16) Installing a full-length bathroom mirror

- (17) Repositioning the paper towel dispenser in a bathroom
- (18) Creating designated accessible parking spaces
- (19) Installing an accessible paper cup dispenser at an existing water fountain
- (20) Removing high pile, low density carpeting (Federal Register, July 26, 1991, 36.304 Removal of barriers).

Curricular Accessibility -

- (1) Medium of Instruction -
 - a. Sensory Substitution - materials provided in other sensory modes such as audiotape, voice synthesis, models, graphic aids, films, filmstrips, videotapes, videodiscs, and computer simulations.
- (2) Textbook Instruction -
 - a. Textbook Substitutions - inquiry, visual displays, problem solving, simulations, real world scenarios, role playing, and physical manipulation.
- (3) Adapted Materials
 - a. Modifications - adaptations in pace, depth, complexity, and coverage (Guerin, 1991).

Extra-curricular Activities - Such activities may include but are not limited to counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by public agencies(34 CFR Parts 300 and 301, 1992)

Technology Accessibility - The availability of any technology that would allow the student to participate more fully in the general education classroom. This availability may require the modification of technology being used in the classroom. Examples of technology modification may include:

- (1) Adapted computer keyboards
- (2) Adaptations to equipment such as televisions, VCRs, tape players, and science equipment.

Field Trip Accessibility - The review of field trip sites prior to the activities that will take place. Accessible sites will provide for access to buildings, equipment, bathrooms and eating areas.

DIRECTIONS FOR THE USE OF THE

ELEMENTARY SCHOOL ACCESSIBILITY CHECKLIST

The Elementary School Accessibility Checklist is a self-study instrument designed for independent use by building administrators. The checklist is non-technical instrument designed to assist administrators in assessing their facility and program accessibility, and in developing an awareness of accessibility needs. It is not intended for use in judiciary proceedings involving the determination of accessibility. Following the completions of the checklist, the administrator should complete narrative summary of the school's physical and program accessibility.

METHODS FOR CHECKLIST USE

- a. **Sample Survey:** When using this method, administrators will survey the school building and program accessibility using the checklist guidelines to examine:
1. One classroom on each grade level
 3. One bathroom on each building level
 3. All stairways
 4. All indoor and outdoor passageways
 5. All playground areas
 6. The cafeteria
 7. The library
 8. PE, Music, Art, and Library Arts programs
 9. Several extra curricular activities taking place in the school
 10. One field trip to each of the following locations: historical sites, live or movie theaters, theme or amusement parks, and other educational locations
 11. Examples of technology used by all students i.e., computers, tape players, film projectors
- b. **Complete Survey:** When using this method, administrators will survey the school building and program accessibility using the checklist guidelines to examine:
1. All classrooms
 2. All restrooms
 3. All stairways
 4. All indoor and outdoor passageways
 5. All playground areas

6. The cafeteria
7. The library
8. PE, Music, Art, and Library Arts programs
9. All extra curricular activities taking place in the school
10. All field trips
11. All technology available to students

DIRECTIONS FOR SCORING ITEMS ON THE CHECKLIST

Items may be scored in the following manner:

- a. **MS** - Meets the standard as described in the checklist - if more than one criteria is included in a checklist item, then all criteria must be met to receive this score
- b. **WA** - Meets the standard with provided accommodations (Example - food items should be placed on the counter level - accommodation: an aide or teacher is always available to hand food items from a taller shelf to the counter level where they can be reached by students in wheelchairs.)
- c. **NM** - The standard is not met as described in the checklist, and no accommodations are being provided to help meet the standard. (Example- the music room can only be reached by climbing five stairs, no ramp or lift is available to provide access to students with physical (mobility) disabilities.)
- d. **DNA** - Does not apply (Example - Sand play areas can be accessed by students in wheelchairs - the school has no sand play area.)

DIRECTIONS FOR COMPLETING THE NARRATIVE SUMMARY

The narrative summary produced using the checklist should include descriptions of the physical facility and school program. It should include the following parts:

- a. Background information about the school including grade levels, date when building was completed, description of the facility (one story, two story, multi-building, etc.), and school enrollment.

- d. Assessment of accessible routes and building areas using headings as listed in the checklist (Example - accessible routes or parking and loading zones).
- c. Assessment of field trip accessibility using headings as listed in the checklist (Example - historical sites).
- d. Assessment of curricular accessibility using headings as listed in the checklist (Example - kindergarten).
- e. Assessment of technology accessibility using headings determined by the technology that is present in the building (Example - computer).
- f. Recommendations for improvements, accommodations or adaptations in all checklist areas.

METHODS FOR COLLECTING DATA

- a. Physical assessment of the building and grounds done through visits to all sites, using a tape measurements to assure that guidelines are met.
- b. Classroom observations of teachers to determine program accessibility, and program accommodations or adaptations.
- c. Interviews with persons involved with extra curricular activities to determine accessibility to those programs and their activities.
- d. Interviews with teachers concerning field trips that have taken place or will be taking place within the school year, to determine site accessibility.
- e. Observation of types of technology in use in the school to determine if they are accessibility, or if they have or need accommodations and adaptations to make them accessible.
- f. If more technical information is needed or desired, the following equipment can be used.
 - 1. To determine slope of ramps (maximum 1 to 10)
 - equipment needed - level and yardstick

2. To determine pound strength needed to open doors (maximum 8.5 pounds) - equipment needed
- vertical pull scale

**DIRECTIONS FOR THE USE OF THE
ELEMENTARY SCHOOL ACCESSIBILITY CHECKLIST**

The Elementary School Accessibility Checklist is a self-study instrument designed for independent use by building administrators. The checklist is non-technical instrument designed to assist administrators in assessing their facility and program accessibility, and in developing an awareness of accessibility needs. It is not intended for use in judiciary proceedings involving the determination of accessibility. Following the completions of the checklist, the administrator should complete narrative summary of the school's physical and program accessibility.

METHODS FOR CHECKLIST USE

- a. **Sample Survey:** When using this method, administrators will survey the school building and program accessibility using the checklist guidelines to examine:
1. One classroom on each grade level
 3. One bathroom on each building level
 3. All stairways
 4. All indoor and outdoor passageways
 5. All playground areas
 6. The cafeteria
 7. The library
 8. PE, Music, Art, and Library Arts programs
 9. Several extra curricular activities taking place in the school
 10. One field trip to each of the following locations: historical sites, live or movie theaters, theme or amusement parks, and other educational locations
 11. Examples of technology used by all students i.e., computers, tape players, film projectors
- b. **Complete Survey:** When using this method, administrators will survey the school building and program accessibility using the checklist guidelines to examine:
1. All classrooms
 2. All restrooms
 3. All stairways
 4. All indoor and outdoor passageways
 5. All playground areas

6. The cafeteria
7. The library
8. PE, Music, Art, and Library Arts programs
9. All extra curricular actives taking place in the school
10. All field trips
11. All technology available to students

DIRECTIONS FOR SCORING ITEMS ON THE CHECKLIST

Items may be scored in the following manner:

- a. **MS** - Meets the standard as described in the checklist - if more than one criteria is included in a checklist item, then all criteria must be met to receive this score
- b. **WA** - Meets the standard with provided accommodations (Example - food items should be placed on the counter level - accommodation: an aide or teacher is always available to hand food items from a taller shelf to the counter level where they can be reached by students in wheelchairs.)
- c. **NM** - The standard is not met as described in the checklist, and no accommodations are being provided to help meet the standard. (Example- the music room can only be reached by climbing five stairs, no ramp or lift is available to provide access to students with physical (mobility) disabilities.)
- d. **DNA** - Does not apply (Example - Sand play areas can be accessed by students in wheelchairs - the school has no sand play area.)

DIRECTIONS FOR COMPLETING THE NARRATIVE SUMMARY

The narrative summary produced using the checklist should include descriptions of the physical facility and school program. It should include the following parts:

- a. Background information about the school including grade levels, date when building was completed, description of the facility (one story, two story, multi-building, etc.), and school enrollment.

- d. Assessment of accessible routes and building areas using headings as listed in the checklist (Example - accessible routes or parking and loading zones).
- c. Assessment of field trip accessibility using headings as listed in the checklist (Example - historical sites).
- d. Assessment of curricular accessibility using headings as listed in the checklist (Example - kindergarten).
- e. Assessment of technology accessibility using headings determined by the technology that is present in the building (Example - computer).
- f. Recommendations for improvements, accommodations or adaptations in all checklist areas.

METHODS FOR COLLECTING DATA

- a. Physical assessment of the building and grounds done through visits to all sites, using a tape measurements to assure that guidelines are met.
- b. Classroom observations of teachers to determine program accessibility, and program accommodations or adaptations.
- c. Interviews with persons involved with extra curricular activities to determine accessibility to those programs and their activities.
- d. Interviews with teachers concerning field trips that have taken place or will be taking place within the school year, to determine site accessibility.
- e. Observation of types of technology in use in the school to determine if they are accessibility, or if they have or need accommodations and adaptations to make them accessible.
- f. If more technical information is needed or desired, the following equipment can be used.
 - 1. To determine slope of ramps (maximum 1 to 10)
 - equipment needed - level and yardstick

Parking and Loading Zones Checklist

Standard	School MS= Meets standard WA= Standard met with provided accommodations NM= Does not meet standard DNA= Does not apply	Recommendations
Parking spaces - located on accessible route to an accessible entrance - if there are multiple accessible entrances then accessible parking spaces should be located by each of them		
Parking Space - Size - at least 96 inches wide		
Parking Space - Signage - designated space reserved by sign showing symbol of accessibility. Sign located so it cannot be obscured by a vehicle parked in the space		
Curb Ramps - Location - shall be provided whenever an accessible route crosses a curb		
Curb Ramp - cannot be obstructed by parked vehicles		

**Curricular Accessibility
Academic Courses**

Standard	School MS Meets standard WA= Standard met with provided accommodation NM= Does not meet standard DNA= Does not apply	Recommendation
The classroom or activity area where the course is taught is accessible to students with mobility disabilities		
Passageways to classrooms or activity areas where the course is taught are accessible to students with mobility disabilities		
Tables or desks within the classroom where the course is taught are accessible to students with mobility disabilities		
Equipment used in the course are accessible to students with mobility disabilities		
Tests (written or performance) are prepared to make them accessible to students with mobility disabilities		
Accommodations are made during lectures to make materials presented accessible to student with mobility disabilities		

Chairs within the classroom where the course is taught are accessible to students with mobility disabilities		
Written materials are accessible to students with mobility disabilities		
Accommodations or adaptations are made to allow students with mobility disabilities to complete homework or out of class projects		
Accommodations are made to allow students with mobility disabilities to participate in any performances or out of class activities that are associated with the course		
There is adequate assistance provided by aides or volunteers to allow students with mobility disabilities to participate in the course		
Teacher's pre-service education provided adequate information to deal with the accommodations and adaptations that are needed to assist students with mobility disabilities		
The school division provides adequate in-service education prior to the placement of a child with mobility disabilities in the general education classroom		

<p>A written plan is in place in case of medical emergencies for students with mobility disabilities that may also have other, serious health impairments</p>		
<p>The teacher is aware of procedures to be followed in case of a medical emergency involving students with mobility disabilities</p>		
<p>Written plans are in place in case of behavioral emergencies for students with mobility disabilities that may have serious behavioral problems</p>		
<p>A special educator is available to assist the teacher if problems with accessibility occur</p>		
<p>A special educator is available to assist students with mobility disabilities if problems with accessibility occur</p>		

Extra-Curricular Accessibility

Activity		
Standard	School MS= Meets standard WA= Standard met with provided accommodations NM= Does not meet standard DNA= Does not apply	Recommendations
The room or area where the activity will take place is accessible to students with mobility disabilities		
Accessible passageways to room or area where the activity takes are available to students with mobility disabilities		
Tables or desks used during the activity are accessible to students with mobility disabilities		
Equipment used during the activity is accessible to students with mobility disabilities		
Accommodations are made during instruction or club meetings to make discussions accessible to students with mobility disabilities		

Accommodations are made to audio and visual technology to make them accessible to students with mobility disabilities		
Written materials used during the activity are accessible to students with mobility disabilities		
Following after school activities, accessible transportation is available for students with mobility disabilities		
If activities involve trips to other locations, accessible transportation is available for students with mobility disabilities		
There is adequate assistance provided by aides or volunteers that will allow students with mobility disabilities to participate in the activity		
A special educator is available to assist the activity leader if students with mobility disabilities have accessibility problems		
A written plan is in place in case of medical emergencies for students with mobility disabilities that may also have other, serious health impairments		

<p>The leader of the activity is aware of procedures to be followed in case of a medical emergency involving students with mobility disabilities</p>		
<p>Written plans are in place in case of behavioral emergencies involving students that may have serious behavior problems</p>		
<p>Efforts are made to make students with mobility disabilities and their families aware of and welcome to activities. Information on adaptations to, or accommodations during the activities is provided.</p>		
<p>Training is provided for activity leaders to furnish information on students with mobility disabilities and what they can do to accommodate these students in their activities</p>		

Technological Accessibility

Technology

Standard	School MS= Meets standard WA= Standard met with provided accommodations NM= Does not meet standard DNA= Does not apply	Recommendations
The room or area where the technology is kept or used is accessible to students with mobility disabilities		
Accessible passageways to rooms or areas where the technology is kept or used are available to students with mobility disabilities		
Tables or desks on which the technology is used are accessible to students with mobility disabilities		
Buttons and keyboards used with technology are accessible to students with mobility disabilities		
Accommodations are made during lectures to make materials presented using technology accessible to students with mobility disabilities		

Accommodations are made to audio and visual technology to make them accessible to students with mobility disabilities		
Written materials about the technology are accessible to students with mobility disabilities		.
Accommodations or adaptations are made to allow students with mobility disabilities to complete homework or out of class assignments using technology		
There is adequate assistance provided by aides or volunteers to allow students with mobility disabilities to use the technology that is available to all students		
Teachers are trained in the use and maintenance of technology that may be used by students with mobility disabilities to participate in the school programs		
Students with mobility disabilities are trained in the use of technology that allows them to more completely participate in school programs		

Special educators or technical assistance personnel are available to assist the teacher if problems with accessibility occur when using technology		
Technology needed by students with mobility disabilities is available in the classroom		

Movie and Live Theater Field Trips

Theater

Standard	School MS= Meets standard WA= Standard met with provided accommodations NM= Does not meet standard DNA= Does not apply	Recommendations
Transportation used from the school to the theater is accessible to students with mobility disabilities		
Parking lots have designated spaces for the persons with mobility disabilities		
Walkways from the parking lot to the theater are accessible to students with mobility disabilities		
Restroom facilities at the theater are accessible to students with mobility disabilities		
Drinking fountains at the theater are accessible to students with mobility disabilities		
Restaurants at the theater that will be used by the students are accessible to students with mobility disabilities		
Seating will be available to students with mobility disabilities		

There will be an adequate number of aides or volunteers on the trip to assist students with mobility disabilities		
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