

# ASSESSING YOUR SCHOOL ENVIRONMENT FOR ACCESS TO PEOPLE WITH DISABILITIES

	YES	NO
1. Is the international symbol of access (an outline of a person in a wheelchair) displayed in the entranceway of the school?		
2. Are forms of public transportation that reach the school accessible to people with disabilities?		
3. Are parking spaces available close to and level with the entrance to the school building, and clearly marked with the international symbol of access?		
4. At entrances with stairways, are ramps available?		
5. Do the doors of the entranceway provide a clear opening of no less than 32 inches, and can they be easily opened?		
6. Is there a working elevator in the building? If not, are there enough classrooms on the first floor for all students who use a wheelchair? Or do stairways have mechanical risers wherever possible or necessary? Are there enough classes scheduled in these accessible classrooms for all students who use a wheelchair?		
7. Do all stairways have handrails?		
8. Do floors have a nonslip surface?		
9. Are the building hallways wide and flat enough to accommodate a person who uses a wheelchair?		
10. Are safety alarms, telephones and room controls (lighting, heat, air conditioning, windows, window shades) within reach for a person with a disability?		
11. Are warning signals clear to people with disabilities? Can they be heard and seen by people with disabilities?		
12. Are there water fountains and phones at a height that can be reached by a person in a wheelchair?		
13. Are there Braille signs in elevators, on restroom doors, public phones, etc?		
14. Are common areas (library, cafeteria, auditorium and other common spaces) accessible to people who use wheelchairs?		

	YES	NO
15. Are there tables in common areas and in classrooms high enough so that students who use wheelchairs can fit under them?		
16. Is classroom furniture moved so that aisles can be wide enough for students who are blind/visually impaired or who use wheelchairs or crutches?		
17. Are books in Braille provided to students?		
18. Are audio and visual devices equipped with captions for students with a hearing disability?		
19. Are big books or large type books provided for students who are visually impaired?		
20. Are extracurricular and athletic programs provided for students with disabilities?		
21. Are there athletic programs for students with disabilities, or athletic programs taught by a staff person with a disability?		
22. Are students with disabilities included in regular education classes?		
23. Are support services, special educational services and paraprofessionals provided to students with disabilities as needed?		

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### Sources

Adele Schwartz, Ed.D., "Educational Inclusion Course Materials", Marymount Manhattan College, 1999.

Nancy B. Miller and Catherine C. Sammons, *Everybody's Different: Understanding and Changing Our Reactions to Disabilities*, Paul H. Brookes Publishing Co, 1999.

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