Active Routes to School Accessibility Survey:
Making Active Routes to School Activities Accessible to Student with Disabilities

Use the questions and information below to identify barriers that students with physical, sensory, or intellectual disabilities may face when participating in an Active Routes to School activity.

Find the Right Team

Inclusive Active Routes to School activities require the involvement of people with expertise in working with students with disabilities. Below is a list of possible individuals who could help promote a more inclusive Active Routes to School activity.

- **Special Education Teachers**: They have direct contact with students with disabilities and understand needed accommodations.
- **Parents of Students with a Disability:** Parents of students with disabilities have personal experience with helping their child adapt to various environments and can assist with performing access reviews and serve as volunteers.
- **Allied Health Professionals:** Schools have Occupational, Physical, Recreational or Speech Therapists with expertise in how a student's condition affects their level of functioning. They can also help with ideas for including students who might be unable to participate in activities.
- **School Transportation Officials:** They can help you know where lift-equipped buses can and cannot drop students.
- **Local Special Recreation Personnel:** They have experience in providing inclusive recreation opportunities for children and adolescents with disabilities and may provide strategies for including students with disabilities.
- **Adapted PE Consultants:** Adapted PE teachers have extensive experience designing physical education programming for students with disabilities and are experts in adapting various kinds of physical activities. They can provide information and resources on how to adapt Active Routes programming for all students.

Gather Tools

In addition to this checklist, you will need the following tools to complete this assessment.

- Tape Measure
- Digital Level
- Camera to document barriers

NC DEPARTMENT OF
HEALTH AND
HUMAN SERVICES
Division of Child and
Family Well-Being

Drop-Off Areas			
		Notes	**Possible Solutions**
1. Can students transported by a lift-equipped bus be dropped off at the primary drop off point with other students?	☐ Yes ☐ No	Consult with school transportation to determine where lift-equipped vans or buses drop off students.	
2. Does the sidewalk/drop-off point have extra space to accommodate a lift equipped bus?	☐ Yes ☐ No	A lift-equipped vehicle needs extra space to deploy and allow a person in a wheelchair to maneuver off wheelchair lift.	Have adults/volunteers available to assist at drop-off areas.
3. Is there an alternate drop off area if the primary one cannot accommodate a lift?	☐ Yes ☐ No		To keep the activity inclusive, allow other students to start from the alternate drop off area.

Sidewalks			
		Notes	**Possible Solutions**
1. Are sidewalks at least 5 feet wide?	☐ Yes ☐ No Sidewalk width: _____feet	Four feet wide is the minimum requirement. Five feet or wider allow for increased usability and allows pedestrians with mobility devices (wheelchairs, etc.) to use the sidewalk side-by-side with others.	Make note of locations where the sidewalk is less than 5 feet wide.

2. Are there any obstructions along the sidewalk that impede the path of travel such as overgrown shrubs or bushes?	☐ Yes ☐ No		Request that school remove any debris or cut back plants/trees as needed.
3. Do temporary or permanent objects located on the sidewalk impede the path of travel such as trash cans, benches, bus shelters, streetlights, etc.?	☐ Yes ☐ No List Object(s): _____	An accessible path of travel is at least 36 inches wide. 48 inches is required in public right-of-way.  Photo credit: www.adachecklist.org	Make note of immoveable objects that limit path of travel in your reporting so adjustments can be made to route as needed.
4. Are sidewalk surfaces smooth and even and free from uneven seams, large cracks, or large bumps from tree roots?	☐ Yes ☐ No	All surfaces should be stable, firm and slip resistant. Uneven seams and cracks can be a hazard. Sidewalk with uneven seams:  Photo credit: Getty Images	Make note of any areas that may be problematic for students using mobility devices and provide assistance as needed.
5. Are there grates with openings greater than ½ inch or sewer covers that protrude more than ¼ inch from the sidewalk surface?	☐ Yes ☐ No	Grates should not have openings greater than ½ inch in the direction of travel and changes in level (sewer cover) must be beveled if greater than ¼ inch. These could be tripping hazards or obstacles for wheelchair wheels.	Make note of any openings and their location.

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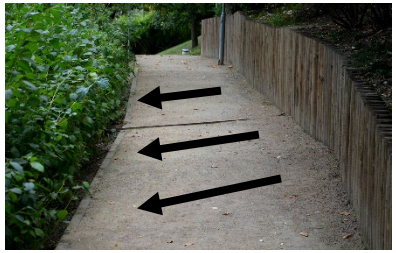
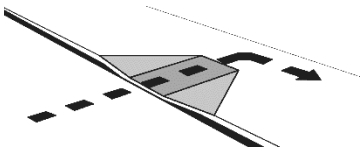
6. Does the sidewalk have a cross slope?	☐ Yes ☐ No	A cross slope is a slope that runs perpendicular to the direction of the sidewalk. It means that the sidewalk tilts to one side. This can cause difficulty for those using wheelchairs. Cross slopes should not exceed 2%. Use a digital level to measure. Arrows in picture below show the direction of cross slope.  Photo credit: Getty Images	Make a note of cross slopes exceeding 2% and provide this information to the school.
7. Does the sidewalk intersect or cross over driveways?	☐ Yes ☐ No	Crossing the end of a driveway may pose a danger to an individual with hearing or vision loss who cannot see or hear a car backing up or see a car parked across the sidewalk. The driveway may also create a cross slope.	Make school personnel aware of where sidewalks cross over driveways. Encourage all students to listen if a car engine is running.
8. Are there any breaks in the sidewalk where students must traverse over dirt or grass?	☐ Yes ☐ No	The ground should be firm and stable. Some hard packed gravel or dirt surfaces can be traversed with mobility devices. Mud and loose gravel can be difficult for some mobility devices and can also be a slipping hazard.	Make note of the location and specific surface.

9. Does the sidewalk go up and/or down a long steep hill?	☐ Yes ☐ No	Steep hills can be difficult for students with mobility disabilities.	Take note of the location of any hills and ensure that assistance is available for students as needed.

Pedestrian Crossings			
		Notes	**Possible Solutions**
1. Is there a curb ramp at the crosswalk?	☐ Yes ☐ No	A curb ramp is critical at all crossings to allow access for students using mobility devices.  Photo credit: www.adachecklist.org	Select an alternate route or provide a temporary ramp to allow access to the sidewalk.
2. Is the slope of the curb ramp no steeper than 1:12 (8.3%), i.e. for every inch of height change there is at least 12 inches of curb ramp run?	☐ Yes ☐ No	The slope can be measured with a digital level. A steep curb ramp can be difficult for a student using a wheelchair.	Make note of steep curb ramps and be prepared to provide assistance to students using mobility devices.
3. Does the curb ramp have detectable warnings to alert students with vision loss to the edge of a curb/street?	☐ Yes ☐ No	A detectable warning is a segment of the curb painted a different color and made up of a bumpy surface called truncated domes. Yellow area below:  Photo credit: Getty Images	If curb cuts do not have detectable warnings, make note, and provide assistance to students with vision loss if needed. Be aware that students using mobility devices may need assistance over truncated domes.

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4. Is there a counter slope to the curb ramp?	☐ Yes ☐ No	A counter slope is the incline from the street to the bottom edge of a curb ramp. A steep counter slope can be difficult for students using wheelchairs because it creates an even steeper slope up the curb ramp. Arrow shows counter slope:  Photo credit: Getty Images	If there is a steep counter slope, make a note, and provide assistance to students using mobility devices, if needed.
5. Are curb ramps perpendicular to the crosswalk and/or the curb ramps on the other side of the street?	☐ Yes ☐ No	Curb ramps that are perpendicular, where each corner has two ramps, allows direct line of travel across the crosswalk. If curb ramps face diagonally into the intersection, those using mobility devices may need to manuever into traffic lanes. Picture shows perpendicular ramps at a corner:  Photo credit: Getty Images	Ensure students using mobility devices can maneuver on and off curb ramps and through a crosswalk safely.

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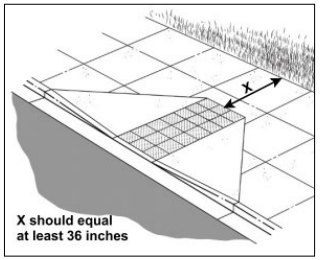
6. Is there at least 36 inches of clear space at the top of the curb ramp?	☐ Yes ☐ No	The 36 inch space at the tops of the ramp allows space for pedetrians and space for student using mobility device to maneuver at the top of the ramp.  Photo credit: https://archive.ada.gov/pcatoolkit/app1curbramps.pdf	Make note of areas where sidewalk width is affected by a curb ramp.
7. Do pedestrian crossing signals have both visual and audible signals?	☐ Yes ☐ No	Crossing signals that communicate information in both audible and visual formats allow people with vision or hearing loss to cross safely.	Communicate the lack of visual and audible signals to the school and assist students with hearing or vision loss as needed.
8. Is crosswalk clearly marked and visible over entire width of street?	☐ Yes ☐ No	The crosswalk can be used as a guide for those with low vision.	Provide assistance as needed.
9. Can you cross the street at a slow pace to accommodate those needing extra time?	☐ Yes ☐ No	The Manual of Uniform Traffic Control Devices (MUTCD) and the Public Rights of Way Accessibility Guidelines require an accessible crossing speed to be slower than 3.5 feet per second.	Make note of intersections where crossing times are short. Crossing guards can provide the needed time to cross the street.
10. If there is an island, is there a 5-foot-wide space for those using mobility devices?	☐ Yes ☐ No		For streets that are wide or have multiple lanes to cross, crossing guards may be needed.

Inside and Around School			
		Notes	**Possible Solutions**
1. Is the entire route **inside** the school at least 3 feet wide and clear of obstructions?	☐ Yes ☐ No	Minimum accessible path of travel inside any building is 36 inches or 3 feet.	Select alternate route.
2. Is the entire route free of stairs?	☐ Yes ☐ No		Find an alternate route for all students, if possible.
3. Are directional signs easy to understand and readable?	☐ Yes ☐ No	If you are using directional or other signs, be sure to communicate the information in multiple ways (i.e. use pictures and text.) Also ensure that the text is large enough to read from a distance and has high contrast with the background.	Create signage that communicates information with pictures and words and ensure that text is large enough to read.
4. Are pathways/routes through areas around outside of the school at least 4 feet wide?	☐ Yes ☐ No	Necessary for those students using mobility devices.	Select alternate routes if necessary.
5. Are routes around the outside of the school flat, firm, and stable?	☐ Yes ☐ No	Necessary for those students using mobility devices.	Select alternate routes if necessary.

Miscellaneous			
		Notes	**Possible Solutions**
1. Are students with disabilities portrayed in flyers and materials promoting Active Routes to Schools?	☐ Yes ☐ No	Inclusion should be promoted in all aspects of activity, including promotions.	Use pictures of actual students with disabilities in promotional materials.
2. Are written materials or flyers accessible and easy to read?	☐ Yes ☐ No	Print materials should have readable font size (at least 12 pt.) and use colors that provide a high contrast to the background.	Consult resources on accessible print materials to ensure readability.

Checklist questions based on the following resources.

- "Accessible Print Materials." North Carolina Office on Disability and Health, https://nclhdaccreditation.unc.edu/wp-content/uploads/sites/733/2018/08/AccessiblePrintMaterials.pdf
- "The Built Environment Assessment Tool Manual: Appendix D." Division of Community Health, Centers for Disease Control and Prevention, http://www.cdc.gov/nccdphp/dch/built-environment-assessment/
- "The Discover Inclusive Safe Routes to School Guidebook." The National Center on Health, Physical Activity and Disability, University of Alabama-Birmingham and the Lakeshore Foundation, 2011.
- Easter Seals Project Action's "Checklist for Assessing the Accessibility of Transportation and Mobility, Going to the Stop/Station." https://www.nadtc.org/wp-content/uploads/NADTC-Checklist-for-Assessing-the-Accessibility-of-Transportation-and-Mobility.pdf
- Manual of Uniform Traffic Control Devices, Section 4E.06: Pedestrian Intervals and Signal Phases. http://mutcd.fhwa.dot.gov/htm/2009/part4/part4e.htm
- "Public Right-of-Way Accessibility Guidelines." United States Access Board. https://www.access-board.gov/prowag/
- Safe Routes to School Guide: Engineering. http://guide.saferoutesinfo.org/engineering/index.cfm

Additional Resources on Americans with Disabilities Act (ADA)

ADA National Network - https://adata.org/

Provides information, guidance, and training on the ADA and provides technical assistance via phone or email.

ADA Checklist for Existing Facilities - https://www.adachecklist.org/

U.S Access Board - https://www.access-board.gov/

The U.S. Access Board develops and maintains design criteria for the ADA and provides ADA guidelines and standards.

ADA.gov - https://www.ada.gov/

This checklist was developed by the North Carolina Office on Disability and Health. It is to be used for informational purposes only and does not guarantee compliance with the Americans with Disabilities Act or other accessibility laws. For further information, contact the N.C. Office on Disability and Health, Lauren.Howard@dhhs.nc.gov

Checklist Recording Form

Use this form to evaluate the walking route. Depending on the length, you may want to use a separate form for each block or segment of the route. Make extra copies as needed.

Starting Point: _____ End Point: _____

Section	Results and Notes
Drop-Off Area	
Sidewalks	
Pedestrian Crossings	
Inside and Around School	

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