

Transportation

Accessibility means ensuring that the entire school environment—classrooms, library, playground, restrooms, cafeteria—are designed for every learner. This is a key condition for enabling students with physical, visual, auditory, and intellectual disabilities to navigate and learn independently. Utilizing a whole child approach to plan for students with visual impairment helps to confirm that everyone's needs are addressed, including those of staff and students. Building teams can use the following components to guide discussions about planning to support environmental access.

- Read each point together and indicate a Yes, No, or Unsure response.
- Take turns sharing observations and ideas.
- Note possible safety and accessibility problems.
- Suggest specific changes or supports that would help.
- Identify any additional components to be addressed.
- Document who will follow up and by when.

Universal Components

Table 1 Universal Points

Points	Yes	No	Unsure
1. Opportunities to get familiar with transportation vehicles before the start of the school year are made available.			
2. Assigned seating determinations include consideration of student behavior, communication, and physical needs.			
3. Tools like social narratives or stories about transportation rides, rules and evacuation plans are provided to support student preparedness and well-being.			
4. Signage is clear and accessible to visual and non-visual students.			
5. Every student that rides the bus is included in evacuation drill practice.			
6. Transportation staff that work directly with students are active participants in feedback channels for planning, problem-solving, and continuous improvement.			
7. School bus evacuation drills include the use of specialized procedures and/or adaptive equipment management as needed.			
8. Training for drivers, crossing guards and school staff supervising student drop off/pick up include disability			

Points	Yes	No	Unsure
awareness information that addresses communication, language, and physical differences.			
9. Training for building staff includes how to identify that a student may need help along with opportunities to practice offering assistance that respect student preference and honor autonomy.			

Targeted Components

Table 2 Targeted Points

1. The need for orientation & mobility training for navigation involving school transportation and travel routes getting to, and from the school campus has been determined.			
2. Consultation from a Teacher of the Visually Impaired is required to address environmental concerns, concept and vocabulary development, organization, and/or social skills to promote student independence during travel.			
3. Procedures for parent drop off/pick up support and encourage student safety.			
4. Staff understand how the documented visual impairment impacts access to information in the environment during travel.			
5. Training for the use of public transportation and/or paratransit has been addressed, if necessary.			
6. Staff have been informed of the importance of using descriptive language when communicating information with a student with visual impairment.			
7. Transportation staff are given an opportunity to ask questions about considerations for working with a student with visual impairment.			
8. Clear points of contact for accessibility concerns have been determined and shared for student self-advocacy.			
9. All additional considerations, questions, and concerns shared specific to the student have been documented for follow up.			