



Divisionwide Accessibility Review of School Facilities & Grounds 2025-2026 School Year

Conducted Pursuant to Chapter 566, 2025 Acts of Assembly

Isle of Wight County Schools
Dr. Theo Cramer, Superintendent
12/10/25

Purpose:

The purpose of this report is to evaluate the extent to which public elementary and secondary school buildings and grounds within Isle of Wight Schools present accessibility challenges or barriers for individuals with disabilities. This review aims to identify physical or operational obstacles that may prevent individuals with disabilities from fully accessing and using school facilities or participating in school activities. The report will document current challenges, note any ongoing or planned efforts to address and remove such barriers, and determine the types of support state agencies may provide to ensure full compliance with applicable state and federal accessibility requirements.

Methodology:

To conduct the review required under Chapter 566, the division used a multi-step process designed to systematically assess accessibility challenges across all elementary and secondary schools. The primary data collection tool was the division-created **School Accessibility Survey – Facilities & Grounds (2025–2026 SY)**, completed by each building principal or designated administrator.

Division-Developed Survey Instrument

The School Accessibility Survey – Facilities & Grounds (2025–2026 SY) was designed to capture building-level data related to physical access, usability of facilities, condition of accessible features, and potential barriers that may limit participation of individuals

with disabilities. Survey items were aligned to state and federal accessibility requirements and informed by the methodology outlined in the U.S. Government Accountability Office's June 2020 report *GAO-20-448*.

Administrator Completion

Each building administrator was responsible for completing the survey based on direct knowledge of their school's facilities and grounds. Administrators conducted walkthroughs as needed to verify current conditions and ensure accurate reporting.

Data Collection and Verification

Responses were collected electronically and reviewed by division leadership to identify missing information, clarify inconsistencies, and ensure a complete dataset. Follow-up communication with administrators occurred when clarification or additional detail was needed.

As necessary, central office administrators conducted onsite walkthroughs to verify reported conditions, observe accessibility barriers firsthand, and ensure the accuracy and completeness of the submitted information.

Findings:

Survey data were aggregated and analyzed to identify common accessibility challenges, school-specific barriers, and trends across the division. The analysis focused on factors affecting physical access and full participation in school-based activities.

The results of the School Accessibility Survey demonstrate that the division has a strong foundation of accessible facilities. A large majority of schools reported that their main entrances and commonly used interior spaces (offices, cafeterias, libraries, gyms, clinics) are already accessible for individuals with disabilities. Several schools noted no significant building barriers, reflecting thoughtful design, routine maintenance, and ongoing attention to student and community needs.

At the same time, the survey highlighted opportunities for growth in targeted areas. About 70% of schools identified specific upgrades that would further enhance accessibility, particularly in older buildings or in specialized spaces such as stages, playgrounds, and outdoor learning environments.

Schools also identified outdoor spaces as an area where improvements would have a meaningful impact, with around 40% reporting that playground surfacing, uneven terrain, or aging ramps limit full use by students with mobility needs.

Current and Planned Actions:

Information provided by administrators regarding current or planned accessibility upgrades was compiled to determine the extent to which schools have begun addressing identified barriers. Across the division, schools have already taken meaningful steps to expand accessibility. Approximately 40% reported completed improvements in the last three years, demonstrating forward movement even before the statewide reporting requirement took effect. Examples include new ADA-compliant playground structures, updated ramps and parking areas, enhanced outdoor pathways, and targeted supports such as voice amplification systems.

Looking ahead, roughly 35% of the schools have plans or proposals for additional upgrades over the next one to three years. These include expanding inclusive playground equipment, redesigning outdoor surfacing for mobility access, improving stage access, and continuing upgrades to pathways and ramps. Several schools are also actively pursuing grant funding to support this work.

Recommendations:

1. Smithfield High School: Elevator access on high school side; stadium sidewalk on visitor side.
~This is included in the proposed 2027 Smithfield High School Renovation.
2. Carrollton Elementary School: Stage access; single-user restroom width; library pit access; playground surfacing; sidewalk access to Door 12.
~Seeking grant funding for Feb 2026 to ensure that several of these projects are completed.
3. Westside Elementary School: Repairs to nonfunctional or aging ramps; ramp at exit 9
~Proposed an entirely new Westside Elementary beginning construction Nov 2026.
4. Carrsville Elementary School: Multiple significant barriers including stage access, curb cuts, gym access ramp, playground inclusion, deteriorating portable ramps, restroom accessibility.
~Seeking grant funding for Feb 2026 to ensure that several of these projects are completed.
5. Windsor High School: Emergency evacuation concerns; stage access from auditorium; uneven outdoor surfaces near bus ramp.
~Seeking to add these projects to the county's CIP budget for 2027.
6. Windsor Elementary School: Lack of automatic door openers at bus ramp; playground

surfacing challenges; rooted areas and pine needles.

~Seeking to add these projects to the county's CIP budget for 2027.

Conclusion:

Overall, the survey results reveal a division that is actively engaged in creating more accessible schools and is already making measurable progress. Most buildings have strong foundational accessibility features, and the division has demonstrated clear momentum through recent improvements and thoughtful planning.