

The architects designed most of Buford Middle School to accommodate handicapped students, but not specifically visually impaired students. The elevator allows all impaired students to access the sixth and eighth grade halls, and the wide, straight hallways allow students to access the other parts of the school. Along the hallways, the pathways shift or include obstacles. If a visually impaired student tried to navigate the school alone he or she would definitely fail, but, with assistance, the school can accommodate these students with time and effort.

According to section 504 of public law 93-112, no one can deny individuals the benefits of any program or activity receiving federal financial assistance based on his or her handicap (Gollnick and Chinn 2013, p. 180). Most schools do not include stairs, but our school has one staircase separating the sixth and seventh grade halls. The elevator includes brail on the buttons as well as letters for visually and physically impaired students. This elevator is the most visible sign that the school meets the needs of impaired students. Students with broken limbs as well as wheel chairs have used the elevator to attend classes. Teachers allow all students with physical impairments to leave class early or late so they may navigate the halls without crowds of students. Although I have never taught a student with visual impairments at Buford Middle School, I feel these facilities will accommodate the students.

In the main hall, Buford Middle has a large taxidermy wolf in the center of the walkway. Visually impaired students would need help navigating this wolf as they walk every day. The signs for each class do not include a brail title as well. The halls include two sets of open double doors. The doors remain propped open in the center of the hallway. Visually impaired students would need to memorize where the doors are in the hall to avoid injury. Teachers and helpful

students would need to help visually impaired students remember the layout of the school to attend class, and to avoid injury.

Although I see no major hindrances for visually impaired students, Gollnick and Chinn (2013) stated, “The school setting intensifies their academic and cognitive deficits” (p. 175). Every year the school nurse, special education team, and the administration meets with every teaching team on students with severe disabilities. I received many briefings on students with diabetes, autism, and many other special circumstances that could hinder student achievement. I know students with visual impairments will receive the same care as students with other disabilities.

Resources

Gollnick, D., & Chinn, P. (2013). *Multicultural education in a pluralistic society* (9th ed.). Upper Saddle River: Pearson Education.