

Classroom

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 component 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 that need to be addressed.
- Document who will follow up and by when.

Universal Components

Table 1 Universal Components

Points	Yes	No	Unsure
1. Opportunities to get familiar with the classroom before the start of the school year are made available.			
2. Classroom decorations and/or signage are offered in a variety of ways using multiple means.			
3. Lighting in the class, including overhead and windows, can be adjusted throughout the day to meet student need.			
4. Classroom layout supports independent travel of those using walkers, white canes, and/or wheelchairs.			
5. Practices are in place to keep classroom walkways clutter-free for safety.			
6. Staff understand basic troubleshooting for assistive technology and have a clear point of contact for additional support when needed.			
7. Videos shared include captioning.			
8. Safety plans (fire, tornado, lockdown, etc.) are clearly posted and reviewed with students prior to drills.			
9. Information about any academic, behavioral, or disability-specific needs of students is readily available for substitute teachers and staff.			
10. Teachers use strategies to model behavior that encourages engagement and collaboration for all students in the classroom.			
11. Classroom technology (e.g., smartboard, laptops) content is available to all students, including those who use individualized accommodations, at the same time.			
12. Training for classroom staff addresses how to run accessibility checks for digital content (e.g., word documents, PDF, Power Point, etc.)			

Targeted Components

Table 2 Targeted Components

1. Vision-specific assessment data (i.e., eye report, Functional Vision Learning Media Assessment, orientation and mobility) is up-to-date and available to determine student-specific needs related to access and instruction.			
2. Staff understand how the documented visual impairment impacts student accesses to lesson content, the environment, and socialization with peers.			
3. Classroom staff understand the importance of using descriptive language and the use of names when addressing students during in-class and group activities (e.g., circle time, group reading, games, etc.)			
4. Maintenance of assistive technology including how to charge devices, use built-in accessibility features, and who to contact for assistance are clear to students and staff.			
5. Consultation from a Teacher of the Visually Impaired is required to support planning and instruction while addressing any incidental learning that needs to be considered to promote student independence in the space.			
6. Safety plans for emergency situations including fire, tornado, and active shooter address necessary pre-teaching, determine staff assigned to assist student as needed, and offer additional practice time prior to drills when necessary.			
7. Regular check-ins with the student are scheduled regarding preferences and accommodation effectiveness.			
8. Clear points of contact for accessibility concerns throughout the student's day have been determined and shared with the student and family for the purposes of self-advocacy.			
9. Classroom staff model how to approach and engage with the student with visual impairment using the student's preferred method.			
10. The student is eligible for the annual Federal Quota Registration of Blind Students for Ohio count conducted by OCALI's AT&AEM Center.			
11. Training for building staff includes how to identify that a student may need help along with opportunities to practice offering assistance that respects student preference and autonomy.			
12. All additional considerations, questions, and concerns shared specific to the student have been documented for follow up.			