

Computer Lab

Accessibility means ensuring that the entire school environment—classrooms, library, playground, restroom, 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. Workstations accommodate the mobility needs of visual and non-visual students.			
2. Software and hardware determinations include checks for accessibility and compatibility for screenreaders.			
3. Applications and websites used for instruction are reviewed for accessibility features (e.g., readability, screen reader compatible, use of image descriptions, etc.)			
4. Instructions for activities are provided in multiple formats.			
5. Staff are knowledgeable about up-to-date accessibility guidance information along with resources to find support when needed.			
6. Consideration has been given to how assistive technology is stored and maintained.			
7. Small and large group instructional planning includes strategies to promote the engagement and participation of all students.			
8. Captioning options are available for videos.			
9. Staff training includes disability-specific information and considerations for identifying need and providing support.			

Targeted Components

Table 2 Targeted Components

1. Individualized accommodations for the student related to accessing technology course content have been identified.			
2. The need for orientation and mobility training for the classroom has been determined.			
3. Results of the Functional Vision Learning Media Assessment have been shared for consideration in the planning process.			
4. Staff understand how the documented visual impairment impacts student accesses to lesson content.			
5. Staff are aware of any assistive technology used by the student and how to get immediate assistance with devices when needed.			
6. Regular check-ins with the student are scheduled regarding preferences and accommodation effectiveness.			
7. Digital content, apps, tools and online information have been reviewed for accessibility for non-visual users before use with students.			
8. 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.			
9. All visual information is provided using the preferred media of the student.			
10. Staff have been informed of the importance of using descriptive language when communicating information.			
11. Clear points of contact for accessibility concerns have been determined and shared with the student and family for the purposes of self-advocacy.			
12. All additional considerations, questions, and concerns shared specific to the student have been documented for follow up.			