

Library

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 the library before the start of the school year are made available.			
2. Assistive technology is accessible (i.e., screen reader software, adapted keyboards, captioned videos) and available throughout the library.			
3. Information on student access needs are shared with library staff along with who to contact with specific questions.			
4. Library instruction sessions offer information in various forms including text, images, video, and audio.			
5. The process of borrowing materials is clear and set up to encourage student independence.			
6. Staff understand how to create accessible documents (e.g., Word, Power Point, Adobe, etc.) and where to get assistance with the process when needed.			
7. Library decorations and signage is accessible for visual and non-visual users.			
8. Media is organized in a way that is easy for all students to explore.			
9. Lighting in the class, including overhead and windows, can be adjusted throughout the day to meet student need.			
10. Training for staff includes how to identify that a student may need help and opportunities to practice offering assistance.			
11. Safety plans (fire, tornado, lockdown, etc.) address how staff can provide assistance to students when necessary and are easily accessible in the library.			

Targeted Components

Table 2 Targeted Points

1. 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.			
2. Staff are aware of the process for obtaining accessible educational materials (i.e., Bookshare, Described Caption and Media Program, AT&AEM Center).			
3. Staff understand how the documented visual impairment impacts student accesses to learning materials and the environment.			
4. Strategies for student engagement in group activities (e.g., circle time, group reading, games) for non-visual participants are understood.			
5. The need for orientation & mobility training for the library has been determined.			
6. Library materials are available in the student's preferred learning media (braille, audio, etc.)			
7. Building staff are given opportunity to ask questions about considerations for working with a student with visual impairment including how to support literacy development and independence.			
8. Staff have been informed of the importance of using descriptive language when communicating with the student or the class.			
9. Clear points of contact for accessibility concerns have been determined and shared for student self-advocacy.			
10. The student has had opportunity to begin developing a mental map of the space using accessible tools and hands-on exploration.			
11. All additional considerations, questions, and concerns shared specific to the student have been documented for follow up.			