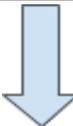


## ADA Compliance For DHH and VI Students

### Asynchronous Lessons: DHH



#### Google Meet:

Select meeting. Toggle the Option for **Turn on Captions** on bottom right.

#### Zoom Meetings:

Rev extension to meet ADA compliance. Teachers with DHH student have access; need a license contact: Elizabeth Elliott [eelliott@tvusd.us](mailto:eelliott@tvusd.us) and Rachel Medwid [rmedwid@tvusd.us](mailto:rmedwid@tvusd.us)

[Rev Live Captions for Zoom: Set Up Guide](#)  
[Turning on CC on Zoom Video](#)

*Tips: Mute all microphones unless speaking; adjust camera to ensure student can see entire face of speaker for speech reading cues.*

Consult and collaboration with DHH Itinerant for specification based on IEP

Elizabeth Foronda  
[eforonda@tvusd.us](mailto:eforonda@tvusd.us)  
Karen Igo  
[kigo@tvusd.us](mailto:kigo@tvusd.us)

### Synchronous Lessons: DHH



#### Zoom Meetings:

Auto-captions for any direct live instruction, videos and recorded lessons.

Rev extension to meet ADA compliance. Teachers with DHH student have access; need a license contact: Elizabeth Elliott [eelliott@tvusd.us](mailto:eelliott@tvusd.us) and Rachel Medwid [rmedwid@tvusd.us](mailto:rmedwid@tvusd.us)

[Rev Live Captions for Zoom: Set Up Guide](#)  
[Turning on CC on Zoom Video](#)

If you don't use zoom:

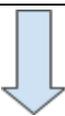
Youtube: upload the videos, recorded lessons from google to youtube and use auto captioning and edit - then download the mp4 file and the caption file to upload to Google drive, Canvas or SeeSaw.

Possible Student Use of Otter or Webcaptioner.com (an app to add to another device), send videos to interpreters to use screencastify their interpreting info in a box and send to students

Consult and collaboration with DHH Itinerant for specification based on IEP

Elizabeth Foronda  
[eforonda@tvusd.us](mailto:eforonda@tvusd.us)  
Karen Igo  
[kigo@tvusd.us](mailto:kigo@tvusd.us)

### Independent Lessons: DHH



When watching a video ensure that on the screen, captions are enabled; interpreters will be available during the school day per IEP.

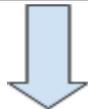
Consult and collaboration with DHH Itinerant for specification based on IEP

Elizabeth Foronda [eforonda@tvusd.us](mailto:eforonda@tvusd.us)

Karen Igo [kigo@tvusd.us](mailto:kigo@tvusd.us)

### Asynchronous Lessons:

VI



#### Google Classroom Lectures/ Independent Work

Low Vision: use of keyboard commands and/or changing contrast, cursor size, font size, or screen reader if applicable.

Braille: access to Jaws or other type of screen reader program, hard copy Braille if skills are not in place for screen reader, contact VI. For anything that needs to be transcribed, provide at least materials 2 weeks prior

All Students: Ensure all headings are labeled on a document (Use header and footer on documents to provide students with directions, context, ect. Ex: In the Header: Chapter 3 Section 2 American Revolution; Footer: Page Number 10) Resource: [Creating an Accessible Word Document](#)

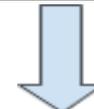
Consult and Collaboration with Teacher for the Visually Impaired (TVI) for specifications based on IEP

Karri Fenstermacher: [kfenstermacher@rcoe.us](mailto:kfenstermacher@rcoe.us)

Corinne Slocum [CSlocum@rcoe.us](mailto:CSlocum@rcoe.us)

### Synchronous Lessons:

VI



#### Google Meet and Zoom:

All Students/VI Student: Use clear, descriptive language when discussing content in lectures. Provide students with a copy of presented work ahead of time if applicable. Reference: [This, There, That Language](#)

Consult and Collaboration with Teacher for the Visually Impaired (TVI) for specifications based on IEP

Karri Fenstermacher: [kfenstermacher@rcoe.us](mailto:kfenstermacher@rcoe.us)

Corinne Slocum [CSlocum@rcoe.us](mailto:CSlocum@rcoe.us)

### Independent Lessons:

VI



Low vision: access to audio screen reading program or follow student's needs and ability teacher of the visually impaired will ensure students are familiar with accessibility tools, if needed

Braille: for anything that needs to be transcribed, provide at least materials 2 weeks prior

Consult and Collaboration with Vision Itinerant and Teacher for the Visually Impaired (TVI) for specifications based on IEP

Karri Fenstermacher: [kfenstermacher@rcoe.us](mailto:kfenstermacher@rcoe.us)

Corinne Slocum [CSlocum@rcoe.us](mailto:CSlocum@rcoe.us)

### **Directions to include Closed Captions in previously recorded videos**

Directions for screencastify for previously recorded videos

Make an SRT file

1. Open notepad
2. Fill with text (typed or voice to text from a google doc)
3. File
4. Save As
5. Change Encoding: UTF-8
6. Add ".srt" after file name
7. Save to desktop
8. Open Video
9. Click the 3 dots at the top right
10. Manage Caption Tracks
11. Upload SRT file
12. Save and share link

Direction for youtube for previously recorded video

1. Make a document with the text from the video (For example: I opened a google doc, used voice text and played my video into my microphone to get the full text)
2. Upload video to Youtube account
3. Click subtitles on the left
4. Add "transcribe and auto-sync"
5. Set timing (wait)
6. Save and share link

**Directions to use Google Slides for captions**

<https://www.youtube.com/watch?v=OkVdNDx7NXQ>

For more VI accessibility curriculum resources see the link below:

[VI accessibility resources](#)