

Website and Technology Accessibility Update

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#WeAreThompson

Strive 2025

Focus Area 2

Inclusive and Supportive Culture

Improving access to district services, communications, and technology for all students, families, staff, and community members

Colorado Laws for Persons with Disabilities

makes it a state civil rights violation for a government agency to exclude people with disabilities from receiving services or benefits because of lack of accessibility.

1 in 4

Adults in Colorado have a disability

1 in 8

Students in Colorado are enrolled in special education

Web Content Accessibility Guidelines

Colorado Laws for Persons with Disabilities (HB21-1110)

Colorado Technology Accessibility Rules (8 CCR 1501-11)

21st Century Communications and Video Accessibility Act

Americans with Disabilities Act

Technology Accessibility Implementation

Evaluation and Remediation

Skills and Training

Communication
and Support Process

Procurement
and Vendor Management

Evaluation and Remediation (Documents)

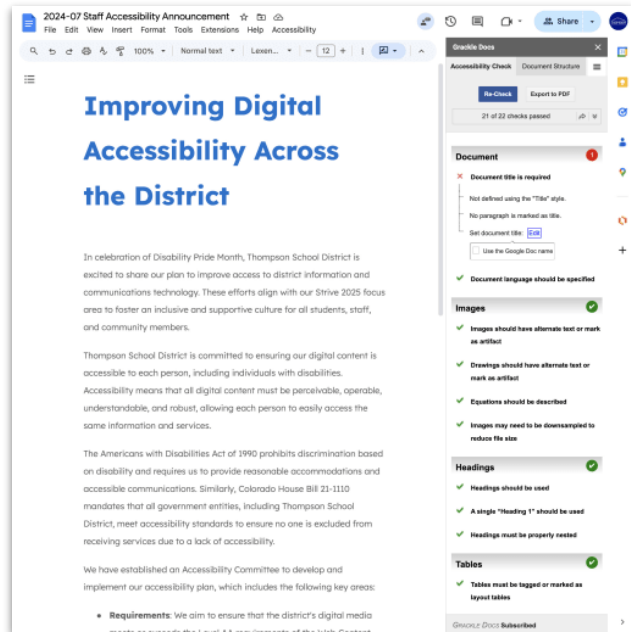
Grackle Docs for Google Docs and Slides

Canva Design Accessibility

Microsoft Office Accessibility Checker

Adobe Acrobat Accessibility Checker

Learn more at tsd.org/accessible-docs

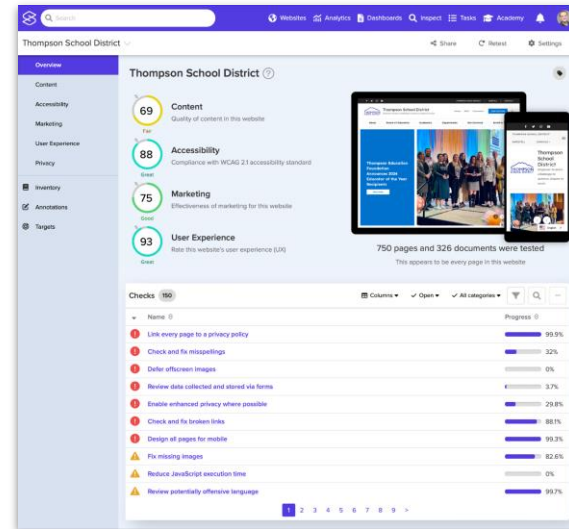


Evaluation and Remediation (Web Content)

Silktide for Websites and Online PDFs

Using WAVE Extension for Other Web Content

Accessible Template Deployed in Fall 2023



Skills and Training (Inclusive Design Guide)

Inclusive Design

Create and publish materials for all audiences



Inclusive Design Basics

Create and Publish Materials for All Audiences

Visual Hierarchy

Negative Space

Less is more. Instead of including as much information as possible in a small space, use negative space to guide the reader toward what is essential and provide a place to go to learn more.

Add Visual Interest

Avoid large chunks of text and highlight important information with photography, icons, and clear visuals. Consider using ordered lists for procedures and bullets for lists in place of long sentences or paragraphs.

Group Content for Better Understanding with a Logical Heading Structure

The page or document title should be a heading level 1. Break the rest of the document into sections using subheadings (H2, H3, etc.). Nest headings with levels. For example, H2 under H1, H3 under H2, and so on.

tsd.org/accessible-headings



staff.tsd.org/inclusive-design

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tsd.org/accessible-headings

Formatting Considerations

- Keep sentences less than 20 words.
- Keep paragraphs to 2-3 sentences.
- Do not justify text. Avoid centering multiple lines of text.
- Use a single space after a sentence.
- Keep line height at least 1.5 times the font size.
- Maintain spacing between paragraphs at least 2 times the font size.

General Media Concepts

Typeface Considerations

Start with the **Lexend** typeface.

tsd.org/accessible-type

▲ Try to use typefaces without **mirrored, ambiguous characters, or tight letter spacing**.

db op III Oou & m t c j

● Avoid typefaces like **Comic Sans** with abnormal word shapes that are more difficult to decode.

Color Contrast

Ensure a sufficient color contrast ratio between text and background color.

4.5:1 for normal text

3:1 for large text

14 pt / 18 pt bold or 14 pt / 14 pt

3:1 for graphics and user interface components

tsd.org/color-contrast

Emphasize without Barriers

Size

● Varying weights

● Spacing

▲ Bullets

▲ **BOLDING**

▲ When emphasizing with color, include other ways to differentiate content.

● Avoid **underlined text** in digital media, unless it is a hyperlink.

Digital Media Concepts

Meaningful Links

Ensure hyperlinks describe the linked resource.

● Click [here](#) for instructions

● Learn more about enrollment

● View Enrollment Options

Alternative Text

Avoid images of text and use descriptive alternative text for screen readers.

tsd.org/alt-text

Tables

Only use tables for displaying data with proper headings and no merged cells.

tsd.org/accessible-tables



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Skills and Training (Opportunities)

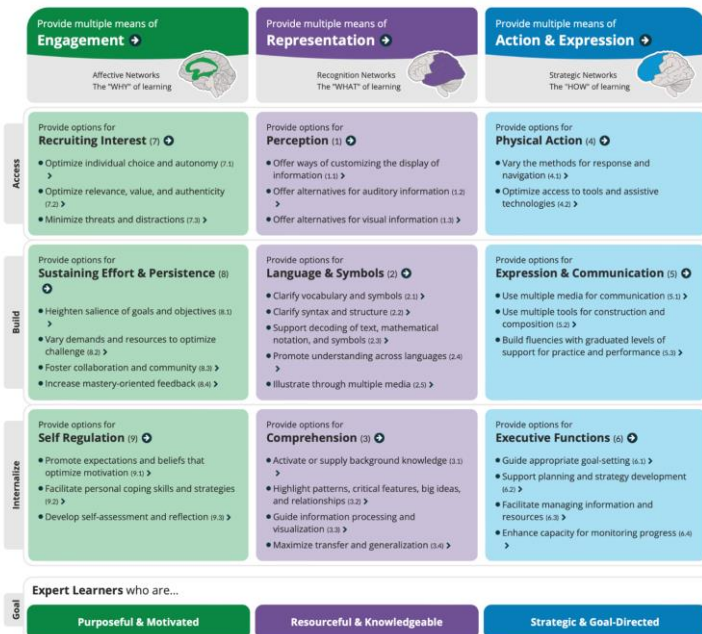


Inclusive Design Basics

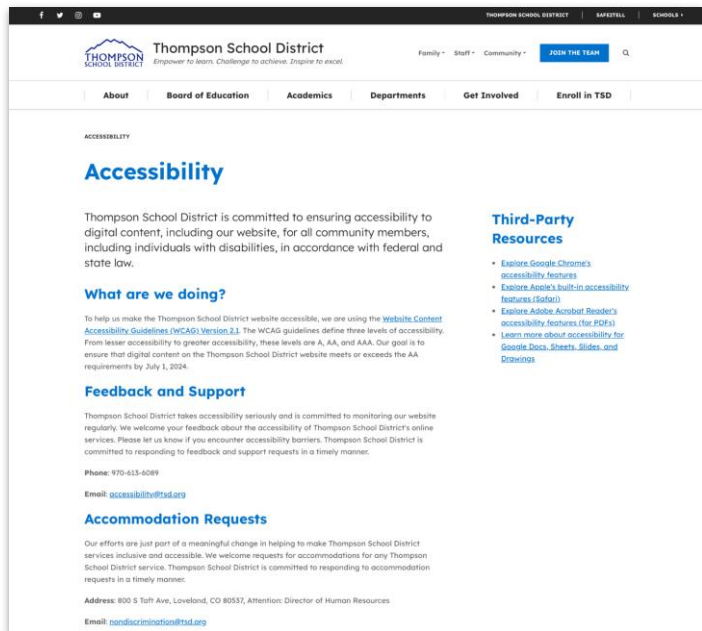
Universal Design for Learning

Role-Based Training and Documentation

Universal Design for Learning Guidelines



Communication and Support Process (tsd.org/accessibility)



Web Content Accessibility
Guidelines

Feedback and Support


Accommodation Requests

Third-Party Resources

Procurement and Vendor Management

Table 1: Success Criteria, Level A

| Criteria | Conformance Level | Remarks and Explanations |
|--|---|--------------------------|
| 1.1.1 Non-text Content (Level A) Also applies to: Revised Section 508 <ul style="list-style-type: none">501 (Web)(Software)504.2 (Authoring Tool)602.3 (Support Docs) | Web Content (Chrome Browser): Supports Support Docs: Support Software (Chrome Browser): Supports | |
| 1.2.1 Audio-only and Video-only (Prerecorded) (Level A) Also applies to: Revised Section 508 <ul style="list-style-type: none">501 (Web)(Software)504.2 (Authoring Tool)602.3 (Support Docs) | Web Content (Chrome Browser): Supports Support Docs: Support Software (Chrome Browser): Applicable | |
| 1.2.2 Captions (Prerecorded) (Level A) Also applies to: Revised Section 508 <ul style="list-style-type: none">501 (Web)(Software)504.2 (Authoring Tool)602.3 (Support Docs) | Web Content (Chrome Browser): Supports Support Docs: Support Software (Chrome Browser): Supports | |
| 1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A) Also applies to: Revised Section 508 <ul style="list-style-type: none">501 (Web)(Software)504.2 (Authoring Tool)602.3 (Support Docs) | Web Content (Chrome Browser): Supports Support Docs: Support Software (Chrome Browser): Supports | |
| 1.3.1 Info and Relationships (Level A) Also applies to: Revised Section 508 <ul style="list-style-type: none">501 (Web)(Software) | Web Content (Chrome Browser): Supports Support Docs: Support Software (Chrome Browser): Supports | |



Equally Effective Alternate Access Plan (EEAAP) Template

In compliance with HB21-1110, Technology Accessibility for Peoples with Disabilities and Rules For Technology Accessibility Standards, 8 CCR 1501-11, Thompson School District shall provide information and communication technology (ICT) that meets accessibility requirements as specified by the Web Content Accessibility Guidelines (currently WCAG 2.1 A/AA) per [Colorado Office of Information Technology's accessibility technical standards](#).

This document describes the plan for providing equally effective access to ICT that is not accessible to all users.

[How To Guide: Equally Effective Alternate Access Plan](#)

Equally Effective Alternate Access Plan (EEAAP) Template
Page 1 of 4

Accessibility Conformance
Report (ACR or VPAT)

Equally Effective Alternate
Access Plan

Contract Language

Inventory

Thank You!

Do You Have Any Questions?

