# Digital Accessibility Transition Plan

## Introduction

In Poudre School District (PSD), we believe in creating and maintaining spaces for learning and working in which every person feels like they belong. We have a legal and moral obligation to ensure that we take steps to meet, communicate, and share PSD's plan for digital accessibility to our community.

The following is PSD's digital accessibility transition plan, our guide for continuous improvement to make PSD digital resources accessible.

This plan was developed by the 2023-24 **PSD Accessibility Workgroup**; a group composed of staff from multiple departments across the system. Its purpose was to create the digital accessibility transition plan, identifying a path for enhancing digital accessibility and improving our efforts in this work across the district. A new workgroup was established in 2024-25 to continue the work moving forward.

This plan will be updated quarterly as we continue to improve our efforts in digital accessibility.

**This plan was updated most recently as of June 27, 2025.**

## Overview

In accordance with rules set forth by the state of [Colorado's Office of Information Technology (OIT),](#) PSD is responsible for ensuring that **four guiding principles** are emphasized across all digital products and the departments and services where they reside. These key principles are:

1. **Perceivable:** Content should be perceivable through at least one of the senses. For example, people who are blind can use screen readers to access web content.
2. **Operable:** Interactive elements should be usable regardless of the user's method of interaction. For example, individuals who can't use their hands should still be able to click buttons using dictation software.
3. **Understandable:** Content should be clear and predictable. Users, regardless of their device or assistive technology, should be able to identify links and understand their purpose.

4. **Robust:** Websites and digital resources should be designed following best practices and to current standards, ensuring that they work seamlessly across different devices and assistive technologies.

This plan addresses digital products across various domains of PSD, including:

♦ **Websites** – ensuring internal and external facing websites are accessible.
♦ **Software** – accessibility evaluation and review of software products being used in the district.
♦ **Digital Hardware** – ensuring all hardware products in the district meet accessibility guidelines.
♦ **Purchases/Procurement/Business -** integrating accessibility into Contracts and Requests for Proposal (RFP) and communicating expectations for accessibility to Suppliers.
♦ **Staff Expectations and Education -** building awareness and support for PSD's community and stakeholders.
♦ **Accessibility Request Process** – offering channels for all members of the PSD community to request appropriate accommodation(s) or modification(s).
♦ **Measuring and monitoring progress**– Our ongoing accessibility efforts, fueled by community feedback and progress tools, will enhance educational and job opportunities for all.

## Building a Shared Understanding

Some important terms and shared understanding are essential to this work.

**Web Content Accessibility Guidelines (WCAG)**, which are based on international web standards set by the World Wide Web Consortium (W3C), apply to all software applications that use the web for hosting and distributing their software. We strongly recommend that these applications complete a Voluntary Product Accessibility Template (VPAT) that aligns with the WCAG 2.1 A and AA (or higher) standards.

If a software vendor does not distribute their product on a website platform, they are required to meet the Rehabilitation Act Section 508 compliance standards. This also includes all digital hardware.

A **platform** is "what the website or application is built on." (*Office of Information Technology*, n.d.) For example, district-supported school websites and district websites are built on the Drupal platform, which is maintained by PSD's IT Department.

**Content owners** are "individuals and teams that create, publish, and maintain online content like text, links, images, forms, PDFs, documents, and embedded third-party

applications." (*Office of Information Technology*, n.d.) This more generally refers to government agencies.

According to the Centre for Excellence in Universal Design, "**Universal Design** (UD) is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability, or disability." (*Center for Excellence in Universal Design*, n.d.)

**Classroom Technology**, as defined by PSD, is the digital tools, devices, and software used to enhance teaching, learning, and communicating. It encompasses everything from screens, student devices, and educational applications.

## Current Colorado Accessibility Standards and Regulations

The Current [Colorado Accessibility Standard](#) is outlined by the Colorado Office of Information Technology.

Because this standard will continue to evolve with new technologies and standards, web-based software shall comply with the WCAG 2.2 A and AA (or higher) standards by October 1, 2025.

Our digital accessibility efforts align with the following state laws:

[**Colorado HB21-1110**](#)
[**Colorado HB 24-1454**](#)
[**Colorado HB 25-1152**](#)
[**Colorado SB23-244**](#)

## Roles and Responsibilities

PSD represents a diverse community, and consequently, the variety of roles and responsibilities play a crucial role in advancing accessibility efforts. By fostering a collective understanding of the functions and obligations associated with each department, we can align our efforts through a unified process, ultimately creating an inclusive environment.

- **Administration:**
    - Administrators at all levels are committed to equipping staff with the resources they need to perform their roles effectively, while also addressing accessibility concerns and supporting student accommodations as needed.
- **Classified Staff:**
    - Classified staff are responsible for awareness of and adherence to our accessibility guidelines. Classified staff have access to software and digital hardware accessibility guidelines through the [Software Catalog](#), [PSDepot](#) and the [IT Tech Hub](#) (all internal staff links).

- **Communications:**
  - Communications is responsible for ensuring that all digital content available on district websites adheres to accessibility standards. This includes various forms of media such as videos, written copy, and photographs.
- **Curriculum:**
  - Curriculum ensures that teachers have the tools and understanding that they need to provide accessibility to students across the district by providing ongoing support, answering questions related to accessibility and troubleshooting any challenges.
- **Human Resources (HR):**
  - HR supports staff district-wide, ensuring they have the necessary resources to perform their jobs effectively, and by overseeing the employee interactive process under the Americans with Disabilities Act (ADA).
  - HR employs the Accessibility Coordinator, serving as the central point of contact for all requests related to accessibility and accommodation.
    - The **Accessibility Coordinator** ensures timely and appropriate handling of accessibility requests by assessing their nature and urgency and directing them to the correct department or individual.
- **Information Technology (IT):**
  - IT plays a crucial role in supporting the procurement and maintenance of software and digital hardware across the district, ensuring that products and platforms meet our accessibility guidelines.
  - IT maintains records of all software used in the district through the [Software Catalog](#) (internal staff link only).
- **Integrated Services (IS):**
  - Integrated Services supports students to obtain the accommodations they need to be successful in their classes, using individualized educational programs (IEPs) as the primary tool to inform their work
  - **Statewide Assistive Technology, Augmentative & Alternative Communication (SWAAAC) Team:**
    - The SWAAAC Team is part of the Integrated Services department and provides a range of services, including consultation and collaboration with students, school teams, and families to integrate Assistive Technology (AT) into school environments, assessment of individual needs, and support of implementation strategies based on research and best practice.
  - Further software or digital hardware accessibility requests for students can be made through the Accessibility Request process and routed to the correct department for support.

- **Licensed Staff:**
  - Individualized Education Programs (IEPs) and 504s:
    - Teachers must follow the guidelines outlined in IEPs and 504 Plans for students with disabilities.
    - These personalized plans provide specific accommodations and support to help students succeed in the classroom.
  - Digital Content Accessibility:
    - Beyond IEPs and 504s, Licensed Staff must ensure that all students can access digital content effectively. For instance, a student without an IEP or 504 may require preferred seating for better hearing.
    - The IT-provided **Classroom Technology** supports teachers by utilizing microphones and on-screen captioning to assist students.
    - Licensed staff have access to software and digital hardware accessibility guidelines through the Software Catalog, PSDepot, and the IT Tech Hub (all internal staff links).
- **Strategic Sourcing (Finance):**
  - Strategic Sourcing ensures accessibility in procurement by making RFPs available to the community and collaborating with IT, Curriculum, and the Accessibility Coordinator to review software requests for alignment with district standards and goals.

- **Student Services:**
  - Like Integrated Services, Student Services consists of professionals within the school and District at large, including administrators, mental health professionals, health services professionals, school counselors, SWAAAC, classroom teachers, school nurses, and others with relevant information and expertise to support student success.
  - **504 Team:**
    - The 504 Team supports students to obtain the accommodation(s) they need to be successful in their classes.
    - For access to more Section 504 resources in PSD, visit the PSD Section 504 Resources website for staff or the PSD Section 504 website for families.

## District Websites

### Summary

Poudre School District (PSD) maintains a central district website, and in most cases, a website for each district school using the Drupal platform. Some schools and departments have opted to use a different software platform to distribute content and information. In all

these cases, we are committed to ensuring that the content provided by PSD is accessible to all.

### Success Criteria

For PSD websites using the Drupal platform, we use a tool called [SiteImprove](#) to regularly scan and alert IT and Communications staff, and PSD's Accessibility Coordinator, to items that do not meet the current web accessibility guidelines.

Our current district target for school and district websites is a 90% or better score on SiteImprove. Any community member may request accessibility documentation on any district-maintained website through the Accessibility Request Process.

Any websites in PSD that are not using the Drupal platform must also meet the current Colorado standard (or higher) guidelines for accessibility. This includes Google Sites or other supplemental websites teachers have created for their learning communities. They must also provide a contact who can provide accommodation should it be requested through the Accessibility Request Process. An accessibility statement (Appendix A) outlining our process for additional accommodation requests must also be prominently featured on the website, or a link to [Accessibility in PSD](#) must be prominently displayed.

### Deliverables

- All websites used for district business or purposes must:
  - Include the standard PSD Accessibility Statement (Appendix A) or a link to [Accessibility in PSD](#).
  - Be added to this inventory <link> (in development as of 2024-25 school year) which will include the following information:
    - Name of district site – the district site's name should reflect the department, site, or school where the website is located.
    - Purpose of the website – the purpose of the website should be clear and easily understandable.
    - How it meets or exceeds the standard – what tools are being used to assess the website to ensure the standard is being met?
    - Who to contact for accessibility issues or accommodation requests – this person should be in the department, site, or school where the website is being hosted or purchased.

### Projected Timeline

Accessibility is an ongoing and evolving process. As such, initial development of the inventory began in the 2024-25 school year, and our goal is to complete inventory in the 2025-26 school year.

## Responsible Departments and Roles

- All administrators, licensed, and classified staff who maintain websites across the district are responsible for understanding and adhering to our accessibility guidelines when creating and maintaining websites.
- **IT** – technical support of the district and school site infrastructure using Drupal, content management and support for school sites
- **Communications** – content management and support for district sites
- **Accessibility Coordinator** – process Accessibility Requests and provide the necessary information to website managers to continue to update and improve site accessibility.

## Software

### Summary

Accessible software refers to software products that meet the needs of all users, ensuring equal access and usability for individuals with disabilities, including hearing, visual, cognitive, physical, and speech limitations. When we refer to software in PSD, we are referring to desktop software and software applications that may be hosted on a website. In most cases our software is provided by third-party vendors, and as such, they are required to investigate and document their accessibility to PSD.

### Success Criteria

Any software application used through a website must be compliant with current Colorado standard (or higher) standards. Software vendors can show this through a Voluntary Product Accessibility Template (VPAT) that aligns with those standards. Software products used in the district fit into one of three categories created by PSD:

**A** – The software has a VPAT with comprehensive Accessibility guidelines aligned with WCAG 2.1 A and AA (or higher) standards or the Rehabilitation Act Section 508 standards. Status: Approved for use in the district.

**B** – The software vendor has a VPAT, but the accessibility guidelines are not comprehensive. They have a roadmap for providing more comprehensive accessibility guidelines. Status: Pending approval for use in the district.

**C** – The software does not have a VPAT or accessibility guidelines and does not have a roadmap for being compliant with Colorado accessibility standards. Status: Not approved for use in the district.

If desktop software is required for a specific purpose, the software vendor must provide accessibility guidelines that align with the Rehabilitation Act Section 508 standard.

Software exceptions are common in any industry. In certain situations, we may have software that has a curricular requirement, and the software does not meet the state or district standards for accessibility. In this case, a district contact will be documented as responsible for supporting accessibility to students, staff, or the public who may need accommodation.

## Deliverables

The Software Catalog is under development to display accessibility of software products used in the district including:

- Software product name
- Software product VPAT
- Software Review Date
- Software Accessibility Rating (A, B, or C)
- Software Status (Pending Review, Under Review, Approved)

## Projected Timeline

An initial review of software applications used in the district has been conducted, and all approved software is displayed in the Software Catalog, and we will review software applications used in the district annually to ensure that software vendors are maintaining accessibility compliance and mapping toward evolving standards.

Any new software product or service requested for purchase in the district must be reviewed through the district software review process prior to purchase or implementation.

As of October 1, 2024, a Software Review team was established and meets regularly. This team includes a representative(s) from IT, Curriculum, and Strategic Sourcing, as well as the Accessibility Coordinator.

## Responsible Departments and Roles

While the above-mentioned departments work directly to review and procure accessible software, everyone across PSD is responsible for ensuring that the software and services they use are accessible, following the software request process to ensure that all software used in the district meets PSD requirements. The first place to look for approved software is the Software Catalog. If the software desired is not in this software catalog, the software may be requested through the PSD Ticketing System.

If software being used in the district has not been approved, it is expected that this software will not be used in the district using district resources. The Chief Technology Officer may, if necessary, remove software or services from district technology or the network if the software is determined not to meet current accessibility requirements.

## Digital Hardware

### Summary

Digital hardware refers to devices and equipment including (but not limited to) computers, laptops, smartphones, tablets, and wearable devices. There are many considerations that go into ensuring accessibility for these devices:

- Physical interfaces – this includes buttons and switches that are easy to locate and easy to operate.
- Display and Visual Elements – this includes font sizes, monitor settings that include contrast, and screen readers.
- Input Devices – this includes keyboard accessibility, voice commands, and other non-traditional input methods.
- Connectivity and Compatibility – this includes compatibility with assistive technologies like screen readers, interfaces, and braille displays, ensuring seamless communication between hardware and software components.

### Success Criteria

PSD has outfitted all classrooms in the district with technology that will allow teachers to provide accessible lessons to students. Every PSD standard classroom is supported through the installation and maintenance of the following technology items:

- Front of Classroom Display, 65" or larger
- ScreenBeam wireless HDMI connection
- EPIC (Executives Partnering to Invest in Children) Intercom Classroom Set
- MS-500 intercom kit
- Pendant, Teacher Microphone
- Handheld, Student Microphone
- Wireless Internet Access
- SRP Wall Clock with alerting capacity
- Document Camera

Students with an Individualized Education Plan (IEP) or Section 504 Plan are provided with specific accommodations, including digital hardware, by Integrated Services and/or Student Services and their school site.

### Deliverables

Classroom technology is one of the deliverables that IT has implemented to create a classroom environment that is inclusive for all through Universal Design. IT recognizes that there may be exceptions to this technology.

IT has approved digital equipment available for staff to choose from in the [PSDepot](#), (internal staff link) which may help to provide accommodation(s) for students and staff upon request. If different equipment is required, an accessibility request may be submitted to ensure that digital equipment accommodation(s) are met.

## Projected Timeline

All classrooms in PSD are currently outfitted with the digital hardware specifications as stated in the Summary section for Digital Hardware. All staff are provided with a computing device, which can be modified upon request.

Further implementations of hardware accessibility are continually adapted to ensure Universal Design across the district. Hardware devices are researched and purchased based on many factors including modifiability.

## Responsible Departments and Roles

- **IT** – Research and purchase hardware as required for accessibility.
- **IS or SS** - Identifies student needs for accessibility requests or accommodations.
- **HR** – Identifies staff needs for accessibility requests or accommodations.

# Purchases/Procurement/Business

## Summary

PSD's Finance and Strategic Sourcing departments play a vital role in ensuring that PSD follows the state guidelines for accessibility.

## Success Criteria

As a district, we have a responsibility to only buy digital products that are accessible to everyone in the PSD community, and we have implemented processes that ensure review of products for accessibility before purchasing.

We also ensure that all Requests for Proposal (RFPs) are accessible to members of the community for bidding and that all Contracts are accessible to product vendors.

Our work aligns with Colorado HB25-1152.

## Deliverables

- Accessible documents, learning environments and digital experiences for our students, staff, and community.
- Clarity about what software is in use, how it is supported, and how to access accommodation for it if necessary.

## Projected Timeline

Ongoing work with current vendors and providers to align their offerings and updates around continued compliance with current standards as outlined by OIT.

## Responsible Departments and Roles

- **HR** - Human Resources plays a significant role in ensuring that staff have the equipment they need to be able to do their jobs effectively.
- **Accessibility Coordinator** – processes accessibility requests and requests for accommodation and distributes those requests to the required department for resolution.
- **Finance** – including Strategic Sourcing, provides all Requests for Proposals (RFPs), contracts, and purchasing for departments across the district and ensures our community has access to documents needed to bid on proposals, request pricing, and make purchases as required.
- **IT** – Supports all departments to ensure digital accessibility of products under review for use or purchase.

## Staff Expectations and Education

### Summary

Accessibility is the responsibility of everyone in PSD. We are committed to bringing awareness, training, and collaboration around accessibility to empower staff members to recognize and apply accessibility principles to their work and classrooms and we expect all staff members of the PSD community to have a general awareness of their role and responsibility in ensuring all members of the PSD community have access to our digital spaces.

### Success Criteria

Accessibility training is a collective effort that will empower all community members to integrate Universal Design principles and request accommodations for themselves and their learning communities.

PSD expects that every staff member be aware of the Colorado and federal accessibility laws. In addition, PSD expects that all staff members know where to get support for providing accessibility to students and staff. All PSD staff must complete the minimum required training to meet the PSD accessibility standards, when available.

### Deliverables

- Awareness
  - Staff members should be aware of accessibility and the requirement for PSD to provide accessible products.
  - Staff members should recognize the importance of accessibility for the inclusion of all individuals and perceive the benefits of accessibility.
- Training Content

- o Training will include information on accessibility standards, PSD's Accessibility Request Process, WCAG Guidelines, assistive technologies, and inclusive practices.
- Training Opportunities
  - o Required minimum staff annual training through Vector (Annually beginning in August and upon start of employment for staff hired after the beginning of school each year) (To be developed in the 25/26 school year.)
  - o Website Editor Accessibility Online Training (Ongoing for Web managers)
  - o Optional Classified Training Days (Two Planned Days per Calendar Year, One in the Fall, One in the Spring)
  - o New Employee Orientation
  - o Optional Summer Institute led by teachers and staff through Professional Learning (Annually in June)

## Projected Timeline

- Professional Development is ongoing throughout the year by PSD's Professional Learning Team, the Association of Classified Employees, and Human Resources.
- Minimum required online training will be developed in the 25/26 school year.

## Responsible Departments and Roles

- **Professional Learning Team** - Professional Learning provides professional development to all departments across PSD. They coordinate the EdTech Leaders Collaborative, Summer Institute, and Professional Learning Days throughout the year.
- **Association of Classified Employees (ACE)** - Classified Employees can also take professional development to expand their skills and training.
- **HR** – Human Resources provides required training through Vector, and they also provide New Employee Orientation for all staff.
- **Accessibility Coordinator** – Creating, delivering, and managing training opportunities around accessibility guidelines and district efforts.
- **IT** - IT provides technology-specific training for PSD staff, which includes accessibility of digital hardware and software used in the district.

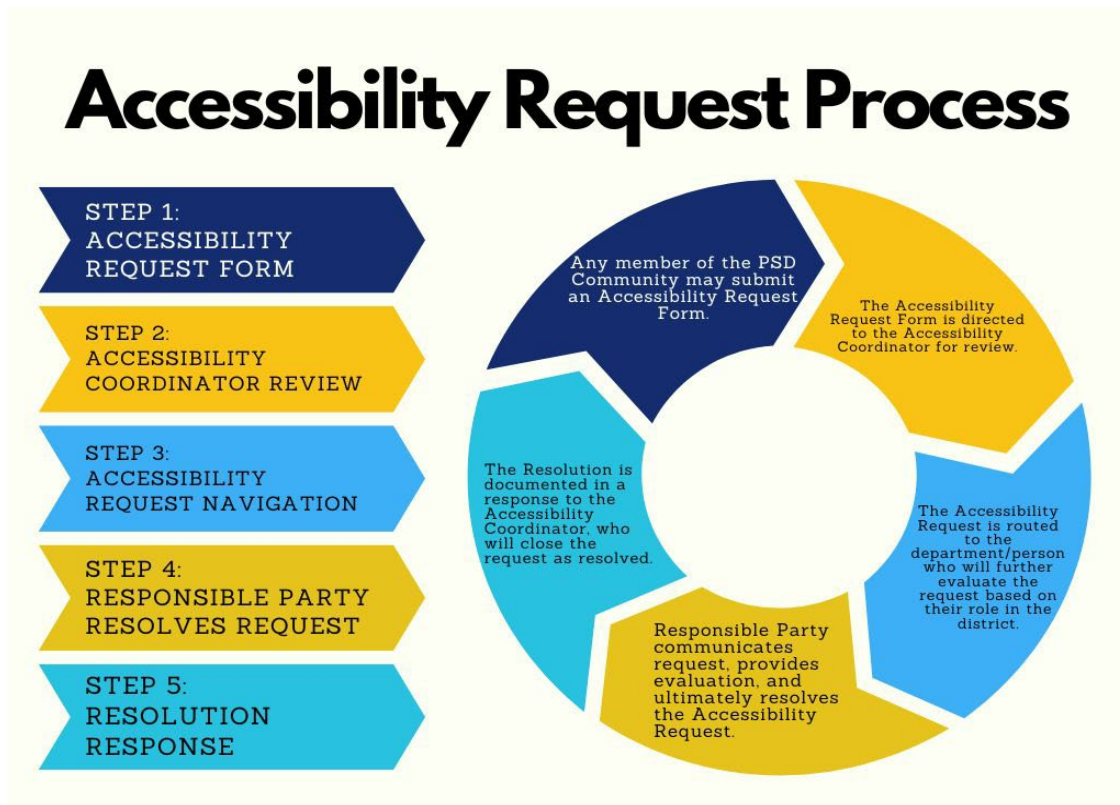## Accessibility Request Process (Rules Reference)

### Summary

PSD currently has multiple processes for handling issues and concerns related to digital accessibility and accommodation requests. A review of several current processes and policies has illuminated the need for consolidation and alignment of these requests into a consistent process.

## Deliverables

The current Accessibility Request Form is posted in PSD's Accessibility Statement included on all district-supported websites and available on [Accessibility in PSD](#). This process will be further defined and developed in the 2025-26 school year.

1. Any member of the PSD Community may submit an Accessibility Request Form.
2. The Accessibility Request Form is received by the Accessibility Coordinator.
3. The Accessibility Coordinator will review the request to ensure that the information is accurate and direct the request to the appropriate department or person to address.
4. The Accessibility Request is fulfilled by the appropriate department or person as required by the request.
   a. Communication and feedback with the requestor may happen at this stage.
   b. There may be an iterative process here depending on the needs of the requestor and the department addressing the request.
   c. Further information may be required including assessments, evaluations, or additional information for follow-up.
5. The appropriate department or person then completes the request, sending their resolution response to the Accessibility Coordinator to close the request as completed.



Accessibility Request Process

STEP 1: ACCESSIBILITY REQUEST FORM
STEP 2: ACCESSIBILITY COORDINATOR REVIEW
STEP 3: ACCESSIBILITY REQUEST NAVIGATION
STEP 4: RESPONSIBLE PARTY RESOLVES REQUEST
STEP 5: RESOLUTION RESPONSE

Any member of the PSD Community may submit an Accessibility Request Form.

The Accessibility Request Form is directed to the Accessibility Coordinator for review.

The Accessibility Request is routed to the department/person who will further evaluate the request based on their role in the district.

Responsible Party communicates request, provides evaluation, and ultimately resolves the Accessibility Request.

The Resolution is documented in a response to the Accessibility Coordinator, who will close the request as resolved.

## Measuring and Monitoring Progress for this Plan

PSD continually monitors progress toward accessibility goals through its websites, software reviews, hardware reviews, education and awareness, and procurement processes. Some of the ways that we will continue to measure and monitor progress to maintain compliance:

- Continue to use SiteImprove to monitor our websites for accessibility compliance.
- Using the Accessibility Request Process to inform our decisions on software and hardware purchases as well as documenting accommodations as required by individuals in our community.
- Proactively seeking out innovative technologies that will help to build a more inclusive digital community.

At PSD, our approach extends beyond compliance. We actively embrace growth and learning, guided by community feedback and adoption of new technologies. By integrating accessibility into our classrooms and practices, we are dedicated to fostering an inclusive environment that evolves alongside our dynamic community.

This plan will be reviewed quarterly to ensure that roles and responsibilities are aligned to the requirements outlined in the Accessibility Transition Plan and that the Accessibility Request Process is an effective feedback tool for maintaining compliance.

## Appendix A

This statement, or a link to Accessibility in PSD, is required on all PSD websites whether they are built on the Drupal platform or not. If you have questions about this accessibility statement or need further clarification, please contact PSD's Accessibility Coordinator, by emailing accessibility@psdschools.org or by phone at 970-490-3507.

## Accessibility Statement

In Poudre School District (PSD), we believe in creating and maintaining spaces for learning and working in which every person feels like they belong.

We continue to make efforts towards a more inclusive environment, which includes making our digital content, physical spaces, programs, and services accessible to all. Our digital accessibility efforts align with Colorado law HB21-1110 and help us create an educational environment where everyone has equal access.

If you encounter any digital access barriers or have suggestions for improvement, please submit an Accessibility Request, which will be routed to our Accessibility Coordinator for response. We value your input and are committed to making our digital spaces accessible to everyone.

## Citations

*Office of Information Technology*. (n.d.). *Accessibility Law for Colorado State and Local Government*. Retrieved from https://oit.colorado.gov/accessibility-law

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Gertel, J., & McCarty, T. (2004). *Creating Inclusive Learning Environments: A Guide to Universal Design for Educational Environments*. Retrieved from https://audioenhancement.com/wp-content/uploads/2018/06/Gertel-and-McCarty-CEFPI_Nov2004.pdf

**This plan was updated most recently as of June 27, 2025.**