



5 things to know about

# YOUR ROLE IN ENSURING

# ACCESSIBILITY

Learn what you can do as state and local leaders, teachers, professional development coordinators, or IT coordinators to make accessibility part of the education equation

## State leaders

- 1 Research and understand federal and state accessibility legislation
- 2 Make information on accessibility legislation easily available to local leaders
- 3 Set the expectation that accessibility is mandatory
- 4 Develop and communicate statewide vision of accessibility
- 5 Provide sample vendor contract language and further guidance on accessible purchasing and procurement



## District leaders

- 1 Research and understand federal and state accessibility legislation
- 2 Develop and communicate an institutionwide policy for accessibility, including guidelines for accessible purchasing
- 3 Establish accessibility benchmarks for accessibility with a clear timeline for success
- 4 Conduct regular accessibility audits and solicit feedback from students and stakeholders
- 5 Collaborate and review accessibility policies at other schools and districts



## Teachers

- 1 Educate yourself about accessibility
- 2 Create accessible content and curricula
- 3 Ally with state and district leaders to advocate for accessible resources and Universal Design for Learning
- 4 Work with students to pilot new accessible e-learning practices
- 5 Collaborate with colleagues to work toward proactive classroom accessibility implementation



## PD coordinators

- 1 Train teachers on the importance of accessible curricula
- 2 Support teachers in learning about accessibility
- 3 Hold workshops to provide forums for creative solution brainstorming and peer learning
- 4 Provide the training, resources, and tools to choose the right resources for students
- 5 Help administration to measure progress of teachers in meeting accessibility benchmarks after training



## Technology coordinators

- 1 Use the WCAG 2.0 checklist\* and other online guides to evaluate existing resources
- 2 Be proactive in addressing accessibility, not reactive when a problem arises
- 3 Begin accessibility changes with core curriculum and the most popular resources
- 4 When developing and purchasing resources, think "accessibility first, accommodations second"
- 5 When purchasing technology, request Voluntary Product Accessibility Templates (VPATs) and ensure accessibility language in vendor contracts



\*Web Content Accessibility Guideline 2.0 provided by the World Wide Web Consortium (W3C)