Technology Accessibility Profile

Purpose: The Technology Accessibility Profile was designed to help educators and district administrators identify technology within their district that supports equitable access to core instructional material. It can also help with future technology decisions to ensure all students can fully participate in their education experience alongside their peers with inclusive technology support. Here are some questions to consider as you get started:

- Do we have a technology planning team?
- Is there a person who understands accessibility on the technology planning team?
- Does our IT or ed tech team regularly meet with special education teams?

Universal design with inclusive technology ensures that everyone can perceive, understand, engage, navigate, and interact regardless of ability or preference. Accessibility means that individuals with disabilities- from early childhood through adulthood- have equal access to materials and technologies for reaching educational outcomes and advancing in employment. See examples of how technology supports accessibility: Video - Diverse Perspectives on Accessibility

Profile Instructions:

1. Gather a multidisciplinary team. (This may include representatives from Information Technology, Instructional Technology, Teaching & Learning, Special Education, Multi-Language Learner Programs, and Assistive Technology.)
2. Complete sections 1-5 and identify strengths & gaps in the accessibility of district technology.

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1. Learning Management Systems (LMS)

☐ Google Classroom ☐ MS Teams ☐ Schoology ☐ Seesaw ☐ Canvas ☐ Clever ☐ Other_____

Are built-in accessibility features unlocked and available for student use?

Learn More: Learning Management System Accessibility Options.

Does your district provide educator & parent training on accessibility features in your LMS?

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2. Operating System: ☐ Windows ☐ Mac ☐ Google (Chrome)

Devices: ☐ Windows computers ☐ Mac ☐ iPads ☐ Chromebooks ☐ Surface Tablets ☐ Other _____

Learn More: Built-in accessibility features across platforms

Does your district provide training to educators, parents, and students on built-in accessibility features?

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3. **Accessible Technology Tools** (Built-in features in OS, 3rd party software, websites, extensions, apps)

Current accessibility features in your district:
- ☐ Text to Speech:
- ☐ Speech to Text:
- ☐ Word Prediction:
- ☐ Graphic Organizer:
- ☐ Translation features/multiple languages:

Does your district have a list of approved apps, extensions and/or software to support learning?
    Accessible Tech Tools Template   Accessible Tech Tools - Sample District Example

4. **Accessible Curriculum Content Supports**

Are curricula, supplemental curricula, and assignments available in accessible digital format that can be accessed and completed using accessibility features such as speech-to-text, word prediction, and voice or text annotation tools? Learn about tools that enhance access to paper & digital text. Learn about AEM

Is content given to students in a format that creates Accessible Educational Materials (AEM)?
- ☐ Digital text:
- ☐ Audio options:
- ☐ Screen reading/text-to-speech:
- ☐ Digital books:
- ☐ Closed captions:
- ☐ Translation tools:

5. **Assistive Technology:**

How do you consider the Assistive Technology needs of specific students?
- ● AT Consideration Process and Assessment Guidelines

WA State-level resources to support districts:
- ● Special Education Technology Center (SETC)
- ● Washington Assistive Technology Act (WATAP)

List additional technology resources and programs that support **equitable experience** for those with visual, auditory, physical, speech, cognitive, and neurological disabilities:

(i.e. Augmentative Alternative Communication devices and apps, JAWs Screen Reader, Refreshable Brail Displays, FM Systems, Software such as Clicker 8 or Clicker Writer, Co: Writer, and Snap&Read to name a few.)