From Compliance to Culture:

Advancing Digital Accessibility in K-12 Education

Insights from the 2025 national survey

nspra the leader in school communication **+ sogolytics**

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Our Mission:

NSPRA advances public education by building understanding and empowering professionals to communicate strategically, earn trust and cultivate relationships.

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A Message from the NSPRA Executive Director

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Clear, equitable communication builds trust and engages communities. Professional school communicators know this, but communication in schools is about more than messaging: It's how we provide access. Every email, online form or digital lesson is part of how our districts teach, learn and operate.

As this report highlights, achieving true digital accessibility in our schools requires collaboration, not just within communications teams but across departments and with the vendors that provide our digital communication tools. It must be a shared responsibility across every part of a school system, from IT and curriculum to procurement and vendor management.

This report shows how school systems can move beyond compliance as a checkbox and build accessibility into the foundation of decision making.

Alongside NSPRA member perspectives, we're proud to feature industry insights from Sogolytics in this report, demonstrating what's possible when school communicators and education vendors collaborate on accessibility. From reviewing vendor claims to embedding requirements in procurement and fostering ongoing partnerships, their industry expertise and examples show what's possible when strategic collaborations create inclusive experiences for all students, families and staff.

Whether you're a communications professional, school leader or part of the IT or curriculum team, this report is designed to support your work and drive the decisions and actions that will lead to a culture of accessibility. Together, we can ensure that accessibility isn't just a requirement — it's part of how we serve our communities every day.

Barbara M. Hunter, APR

Barbara M. Hunter, APR, NSPRA Executive Director

A Message from the Sogolytics Chief Revenue Officer

At Sogolytics, we believe accessibility is more than a standard; it's a shared obligation. It's about ensuring that every student, parent and educator can engage fully in their school community without barriers. As partners with hundreds of districts nationwide, we've seen how progress begins when accessibility becomes part of everyday practice, not just policy.

Our role is to make that possible. We build technology designed to include everyone — tools that are intuitive, flexible and compliant from the start. But accessibility isn't achieved by software alone. It takes collaboration, empathy and the willingness to listen and improve. That's why we work closely with district leaders to understand their needs, validate every step and deliver solutions that are as practical as they are powerful.

This report reflects the shared values that drive both NSPRA and Sogolytics: clarity, accountability and inclusion. We're proud to partner with organizations that see accessibility as a foundation for trust and equity, not a checkbox for compliance. Together, we can ensure that digital access is universal, so every voice in every district can be heard.

Haris Azmi, Sogolytics Chief Revenue Officer

Executive Summary

Digital tools are now central to K-12 education, transforming how districts teach, operate and engage with their school communities. From online textbooks and learning platforms to district websites and mobile apps, technology promises to expand access and participation for all. But that promise falls short when these same tools introduce barriers that exclude students, families, staff or community members who rely on accessible design to fully engage.

Accessibility is no longer optional — it is both a legal requirement and proof of a district's commitment to equity. The U.S. Department of Justice's April 2024 update to Title II of the Americans with Disabilities Act (ADA) removes previous ambiguities and explicitly requires state and local education agencies to ensure accessibility across all digital platforms by April 2026 or 2027.

This urgency reflects a growing national and global movement toward universal digital access. Across the United States, new laws such as Colorado's HB 21-1110, which took effect in July 2024, are reinforcing federal expectations with stronger state-level accountability. Abroad, the European Accessibility Act, effective June 2025, signals similar progress toward consistent, inclusive digital practices.

Despite this clarity, a recent survey of NSPRA members, conducted in collaboration with Sogolytics, reveals that too many districts remain at the starting line. Just 14% of respondents say their districts are close to completing compliance work, and less than half say their districts consider digital accessibility a high priority. Efforts remain heavily website-focused, leaving other essential systems, such as student and parent portals, HR platforms and instructional materials, largely overlooked.

The survey also revealed systemic barriers. A lack of staff awareness, training and enforced policies to ensure accessibility of purchased digital tools continue to hinder progress in most districts. These findings underscore that accessibility cannot be achieved through siloed efforts; it must be a shared, organization-wide responsibility.

Districts that embrace accessibility as a collective commitment are making measurable progress. Their success points the way forward: Strong leadership, clear policies, inclusive procurement and ongoing training and monitoring create the conditions for true digital equity, ensuring every student, family, employee and community member can fully participate.

Understanding the Policy Landscape

As the federal government brings digital accessibility into sharper focus for K-12 education, many veteran school communicators may feel a sense of déjà vu. After all, accessibility obligations have existed in some form for more than 50 years.

Have we been here before?

It all started with Section 504 of the Rehabilitation Act of 1973, which prohibited any program receiving federal funds — including virtually all public schools — from discriminating against people with disabilities. A 1998 amendment added Section 508, requiring that federal agencies make their "electronic and information technology" (EIT) accessible. However, the law's definition of "accessible" was vague, and EIT itself was defined narrowly, covering specific categories such as telecommunications equipment, software, multimedia and websites. A 2018 refresh modernized the law for today's digital and mobile environment and formally referenced the globally accepted WCAG 2.0 standards as the technical benchmark.

Meanwhile, the Americans with Disabilities Act of 1990 (ADA) cast an even wider net. By prohibiting discrimination by all "public entities," including public schools, the ADA required equal access to services, programs and activities. But how these obligations applied in the digital realm wasn't clearly defined.

The result was decades of uneven enforcement. Since the 1990s, clarity has often come through case-by-case investigations and legal settlements pursued by the U.S. Department of Justice (DOJ) or the U.S. Department of Education's Office for Civil Rights (OCR). By the late 2010s, disability rights advocates had ramped up the pressure, filing thousands of complaints aimed at school and district websites that failed to meet accessibility expectations. These resolutions focused on remediating website content, putting school communicators front and center in the effort to expand accessibility of public-facing communications.

A new rule unifies decades of guidance

In the wake of growing advocacy and the public's increasing reliance on virtual interactions with governmental entities, the DOJ updated Title II of the ADA in April 2024. The update codifies a patchwork of existing laws into one enforceable, forward-looking standard. It reinforces the obligation of state and local education agencies, among others, to ensure that their digital platforms are accessible.

In its new rule, the DOJ makes it clear that accessibility goes beyond technical compliance and the ability to simply "get information." Federal guidance emphasizes that schools' digital content and platforms must provide "substantially equivalent timeliness, privacy, independence and ease of use" for individuals with disabilities — highlighting that user experience is paramount.

BEYOND COMPLIANCE: PRIORITIZING THE USER EXPERIENCE

Embedded in the DOJ's definition of digital accessibility is the idea that individuals with disabilities must have equal access to "web content" – i.e., both information and experiences that are available online. Requiring "equal access" that is "substantially equivalent" to the experience of others requires considering how individuals interact with content, not just whether content or platforms meet technical standards, to ensure usability for everyone. In this context, accessibility means:

- ✓ A parent using a screen reader can complete enrollment forms just as easily as any other parent.

- ✓ A student with assistive technology can navigate all sections of their learning platform independently.

- ✓ A staff member with motor-skill impairments can access electronic HR documents without assistance.

- ✓ A blind community member can follow along with a recorded board meeting because the presenter verbally explains all slide content.

Title II update explained

The ADA Title II update now establishes explicit and uniform regulations for the digital accessibility of web content and mobile apps across the K–12 education landscape, defining not just the technical standards but the scope of applicability and the deadlines for compliance.

- The World Wide Web Consortium's WCAG 2.1, Level AA, is now the technical standard school districts must follow for digital accessibility. Previously, obligations under Section 508 had referenced the earlier WCAG 2.0 standard.

- Requirements apply to all digital programs, services and activities, in and out of the classroom. This includes the interface of the platforms and tools themselves, as well as any content uploaded to them. In addition to public websites and social media content, this includes:
  - Learning management systems (LMS), instructional software and online courses;
  - Staff intranets and HR/payroll and other employee systems;
  - Teacher–created materials, including worksheets, assignments, presentations and quizzes; and
  - Web content provided or made available by a third party on behalf of the school district.

- The deadline for school districts to comply with the new rule depends on their local government's population size: April 24, 2026, for those with populations greater than 50,000, and April 26, 2027, for those with less than 50,000. [See sidebar on the next page for how to determine a school district's "local government."]

WHEN EXACTLY IS THE DEADLINE?

School districts should note that compliance deadlines (April 2026 vs. April 2027) are not determined by student enrollment numbers. According to DOJ Civil Rights Division guidance:

- ✅ **City school districts:** Deadline is based on the population of the city.

- ✅ **County school districts:** Deadline is based on the population of the county.

- ✅ **Independent school districts:** Deadline is based on the corresponding population estimate from the Census Bureau's Small Area Income and Poverty Estimates (SAIPE) Program.

The update also requires districts to anticipate and prevent barriers before they arise, ensuring digital tools and materials are accessible from the start. This contrasts with the approach established by the Individuals with Disabilities Education Act (IDEA), which is primarily reactive: Access is retrofitted or provided after a barrier is identified, often through IEP accommodations.

In practice, this distinction means:

- Under the IDEA, when a student who is visually impaired cannot read the printed textbook used by the rest of their class, the district provides a Braille version of the textbook as an alternative format for that student.

- Under Title II, the entire class uses a digital version of the textbook that the student can access using a screen reader.

While accommodations and retrofits will continue to play an important role when "born–accessible" options are not available, Title II makes *equitable* access the goal.

Survey Findings:
The Current State of K-12 Digital Accessibility

Despite the clarity provided by the 2024 Title II update, districts' progress toward digital accessibility remains uneven. NSPRA's recent survey of members reveals:

52% | said their districts are in the process of implementing the new requirements, including just 14% that indicated their districts have completed or are nearing completion of the work.

46% | Fewer than half of survey respondents (46%) said their districts have made digital accessibility a high priority, and that figure drops to 29% when the focus shifts beyond the district website.

97% | Nearly all cite lack of awareness among staff (97%) or lack of staff expertise/training (95%) as barriers that prevent their districts from achieving better digital accessibility, and whether the barrier is awareness or expertise, almost three–quarters said those barriers are "significant" (73% and 70%, respectively).

Perhaps it's not surprising, then, that while most respondents are somewhat confident in their ability to ensure that their district's digital content is fully accessible, just 9% say they are very confident — compared to 24% who say they are not at all confident.

SURVEY METHODOLOGY

The data in this report is based on a national survey of NSPRA members conducted between August 11 and September 5, 2025, in collaboration with Sogolytics. The survey was sent to 2,932 potential participants and received 229 total responses, including 191 complete and 38 partial submissions – a response rate of 7.9%, with a margin of error of ±6.2%.

The majority of respondents (87%) work in public school districts, with 67% serving districts with fewer than 10,000 students. Most (73%) are communications/public relations directors or chief communications officers, with another 16% holding the title of communications specialist. Nearly two-thirds (65%) work in a suburban area, and responses came from members across 38 states.

Key Challenges and Systemic Gaps

The journey toward comprehensive digital accessibility in K–12 education is complex and fraught with systemic challenges. NSPRA's survey data highlights recurring obstacles that contribute to uneven progress across districts, from unclear responsibility to gaps in skills, training and vendor compliance.

Siloed responsibility: One of the most significant issues is the widespread misconception about who is responsible for digital accessibility. Survey results show that most districts rely on communications and IT to lead the charge:

82% of districts assign responsibility to communications staff.

41% assign responsibility to technology staff.

40% place responsibility *exclusively* within communications and/or IT departments.

Few assign any formal responsibility to teachers (6%), special education staff (13%) or HR staff (14%). Only about one-quarter report that district–level or school–level administrators are formally responsible.

Meanwhile, although nearly all school communicators acknowledge their responsibilities for ensuring the accessibility of public–facing and internal communications — with 99% and 91%, respectively, saying they feel somewhat or entirely responsible — two–thirds (66%) say they do not feel at all responsible for accessibility of digital hiring practices or employee processes, including payroll systems, onboarding materials and online job applications.

This suggests that digital accessibility continues to be viewed and managed primarily as a communications task, hindered by lack of awareness and engagement among broader staff — even as 97% of survey respondents agree that digital accessibility should be a shared responsibility across multiple departments.

Survey comments expand on this consensus around shared responsibility, pointing to the scope and impact of the work and the need for organization–wide commitment. As one respondent noted, "Ensuring accessibility requires every single department to collaborate. It cannot be done in isolation, and it's not just 'one more thing' — it takes all of us to make it happen."

Disproportionate focus on websites: Most efforts to improve accessibility have concentrated on public–facing websites. In fact, 70% of survey respondents whose districts have received digital accessibility complaints say the concerns involved their school or district website.

However, the new regulations make clear that websites are just the tip of the iceberg. Despite this, many districts have yet to expand their efforts to learning management system (LMS) platforms, instructional materials and third–party software.

Even in districts where digital accessibility is a high priority, nearly a third of survey respondents (32%) said that accessibility beyond the website remains a low priority — or not a priority at all.

Limited expertise and inconsistent training: With efforts and awareness often siloed within districts' communications departments, digital accessibility expertise also remains focused largely on communication tools and platforms. Among the NSPRA members surveyed, at least 50% said they were very familiar with accessibility best practices for social media platforms and e-newsletters, and 73% with best practices for websites. But when asked about other critical tools, familiarity fell significantly — only 12% for LMS platforms, 7% for HR/hiring systems and 18% for parent/caregiver portals. Expertise is also limited among IT staff, with 83% of respondents saying it is a barrier to their districts' efforts.

Training in how to make digital content accessible can help but is not yet widespread in districts:

48% Not quite half of members surveyed (48%) said they have received formal training.

26% Of those, just 26% of them feel well-prepared to apply what they have learned, while 57% feel that they would benefit from additional guidance.

92% Nearly all (92%) say widespread staff training would help address the challenges they face in making digital accessibility the norm.

Vendor non-compliance and procurement gaps: Vendors play a pivotal role in providing accessible digital tools, yet school communicators are not confident in their ability to deliver what districts need. Based on their own experiences with vendors:

22% Only 22% believe that all or most vendor products comply with the necessary standards.

74% Three-quarters (74%) consider vendor limitations to be a barrier to efforts to expand accessibility.

This perceived lack of available product options is only part of the problem. The affordability of accessible platforms, schools' limited leverage to demand compliant products and insufficient vendor documentation regarding the accessibility of their products are all cited as challenges faced by districts in ensuring vendors provide accessible platforms.

But more than any of these factors, members cite a lack of accountability throughout the procurement process as a significant obstacle. The vast majority say lack of procurement policies on accessibility and lack of awareness about the requirements make purchasing compliant products a challenge:

5% Clear, enforced policies exist in just 5% of responding districts, while their absence is thought to hinder progress in 90% of responding districts.

8% Only 8% say procurement staff are responsible for making sure that purchased products meet the requirements, while another 32% say no one owns the responsibility.

49% In nearly half of responding districts (49%), there is no formal review of vendors' accessibility compliance during contract selection and/or renewal.

Indicators of Progress

There are some bright spots in the data, however. Among the 30 respondents who say their districts have implemented most or all of the new requirements, the data shows that:

ℹ️ Administrators are more likely to hold formal responsibility for ensuring compliance with accessibility rules.

ℹ️ Fewer reported lack of awareness and expertise as significant barriers.

ℹ️ Confidence in achieving full accessibility is higher, with all respondents saying they are at least somewhat confident and 20% feeling very confident.

Not surprisingly, digital accessibility ranks as more important among these districts — 57% say accessibility beyond the website is a high priority, compared to just 29% among all responses.

And when it comes to purchasing, their districts are again ahead of the curve. Those with a clear, enforced procurement policy climbed to 18% (from 5% among all respondents), and only 11% of them lack a formal review process for verifying the accessibility of purchased digital products (compared to 49% among all respondents).

THE VENDOR CONUNDRUM

Findings From the Disability:IN 2025 Disability Index Report

Disability:IN, a nonprofit advancing disability inclusion in business, released its annual benchmarking report on disability inclusion practices earlier this year.

photo: source: https://disabilityin.org/resource/disability-index

Among nearly 700 companies surveyed across industries and countries, 93% said they ensure individuals with disabilities can access their digital content, up sharply from 69% in 2024.

Yet, efforts to hold vendors accountable have lagged, mirroring what's happening in K-12 education. While most companies routinely audit and test the accessibility of their internal platforms, the Disability Index Report shows that only 39% require vendors to deliver products that meet accessibility standards.

The report emphasizes that real progress depends on "applying accessibility standards across internal systems, digital platforms and vendor relationships to reduce risk and open doors to innovation."

The Power of Partnership

For Janaca Scherer, communications director at the Special School District of St. Louis County (SSD), the largest specialized education provider in Missouri, digital accessibility started as a practical website responsibility but has quickly become a personal and professional passion. Building on her earlier experience with accessibility committees, she recognized how small, deliberate changes to content and workflows could make information more accessible to everyone.

At SSD, those efforts have become a visible districtwide commitment to inclusion, ensuring that all students, families and community members can engage fully with the district's communications and resources.

SSD's communications, ADA and student services teams work hand-in-hand with colleagues in HR, curriculum, finance and technology to make accessibility part of daily practice. "Digital accessibility doesn't live within communications," Scherer said. "It's a districtwide initiative and needs to be supported as such. The work would have been much more difficult without the buy-in of other district directors. Knowing that multiple departments are also championing this work makes it easier to move forward."

SSD holds monthly accessibility meetings that bring together representatives from across departments to identify gaps and problem solve in real time. When new needs arise, the group adapts. "We didn't initially have someone from HR, but we realized we needed their perspective on the applicant and onboarding experience," she said. "Then we brought in our curriculum coordinator to review learning platforms and our finance representative to strengthen purchasing processes. Once people started to understand the why of digital accessibility, it became much easier to get staff on board."

To sustain that collaboration, SSD developed a Digital Accessibility Plan — a written roadmap that outlines priorities, responsibilities and goals. "Putting something in writing made it more official," Scherer explained. "It gave us something to refer back to when work stalled or we encountered resistance."

Scherer's team leads by example, modeling accessible design in every communication. "It's not fair of us to ask others for accessible content when we're not providing accessible content ourselves," she said. Demonstrating accessibility in action has been key to changing mindsets.

Looking ahead, Scherer believes sustained progress will come through advocacy and collective voice. "If all of us, as school communicators, advocate for updates and stand by those requests, companies will be forced to listen," she said. "The more we collaborate and hold each other accountable, the stronger our impact will be."

Her message to other districts: Start where you are and focus on progress over perfection. "Even baby steps are steps in the right direction. Having alternative text on 85% of our social media posts is better than 0%. Meaningful work continues to happen every day."

Advancing Accessibility:
Four Core Pillars of Success

The clock is ticking. The 2026-2027 deadlines for compliance with the updated digital accessibility requirements under Title II of the ADA are fast approaching. The work ahead for districts may be significant, but the opportunity is even greater. Acting now enables districts to not only meet legal obligations but also demonstrate a powerful and visible commitment to equity and inclusion.

1 Shared Responsibility
2 Procurement Practices
3 Comprehensive Training
4 Regular Audits

Meaningful progress in digital accessibility doesn't happen through a single sequence of steps, but through coordinated, districtwide actions that reinforce one another. Districts leading this work show that progress accelerates when accessibility is built into systems, not added on. No matter where a district begins, the following are high-impact actions that can create lasting, systemic change.

1 Embrace Digital Accessibility as a Shared Responsibility

As echoed throughout survey comments from members, the responsibility for digital accessibility is "massive" and "too much for one department," especially considering how digital tools permeate all aspects of education. Achieving comprehensive digital accessibility requires integrating it into the very fabric of district operations — not just communications — and moving from reactive solutions to an intentional, proactive "accessibility-by-design" mindset.

School communicators have long championed accessibility and advocated for inclusive practices, even as they have struggled to raise awareness among their district colleagues. The DOJ's new rule can serve as the catalyst to shift culture from good intentions to a shared moral and legal commitment. To build that foundation of shared accountability, districts should:

💡 **Secure leadership buy-in:** Superintendents and senior leaders should establish digital accessibility as a clear organizational priority, providing guidance and accountability across the district. Consistent messaging from leadership reinforces that accessibility is everyone's responsibility, not just a communications or special education concern.

💡 **Establish an accessibility steering committee:** Create a cross-functional team that brings together representatives from IT, communications, special education (including the district's ADA/Title II coordinator), procurement, HR and curriculum to ensure that accessibility is

Leadership Matters:
More Insights from the Field

"Even the most passionate digital accessibility advocates in school PR hit a wall when those around them aren't aware of accessibility as an issue," said Emily Popek, APR, a member of NSPRA's Accreditation Committee and one of NSPRA's representatives to the Universal Accreditation Board.

Popek, who also leads a professional learning community (PLC) for K–12 school PR professionals on digital accessibility in her professional capacity, says the group often discusses the limits of what communication teams can control.

"We see the issues and try to sound the alarm, but so much is out of our lane," Popek said. "We can't ensure accessibility for digital library systems, learning management software or sports scheduling tools. When leaders make accessibility a clear priority – and provide the time, training and tools to address it – it makes all the difference."

In her experience, securing active leadership support is consistently one of the biggest challenges her PLC members face. Many note that their district leaders either don't fully understand accessibility or are unsure how to begin addressing it. Without clear priorities, sufficient resources and visible commitment from leaders, accessibility efforts remain an uphill battle for communications teams and the broader district.

embedded in every system and decision. This group should not be merely advisory but should have authority to implement necessary procedures and practices — and to recommend any policy changes to the board — that promote accessibility throughout district operations.

Adopt clear policies: Develop and communicate an institution–wide accessibility policy and guidelines for all staff that make accessibility a mandatory expectation and everyone's responsibility. This policy need not be in place before substantive work begins; rather, its adoption formalizes and reinforces the district's commitment.

Together, these actions establish the governance, policies and processes necessary to make accessibility an operational norm, setting the stage for sustainable implementation through training, procurement and ongoing monitoring.

Digital Accessibility: A Team Sport

Building a culture of accessibility is not a solo performance. It's a team effort. Every player has a role, and if one player drops the ball, the whole team feels it.

District leaders are the coaches. They set the vision, call the plays and make sure accessibility is a non-negotiable part of the game plan. Without their leadership, the team can't move in the same direction.

Procurement and business officials are the scouts. They bring in new talent – the tools, platforms and technologies – and have to make sure those "recruits" meet accessibility standards from day one.

Communications and IT teams are the defenders. They guard against risk by testing, implementing and monitoring systems to ensure accessibility holds strong under pressure.

Teachers are the playmakers. They're on the front lines, adapting content and spotting accessibility barriers that might keep students or their guardians on the sidelines.

Students and their families are both fans and players. They are the reason the game exists. Their voices keep the team accountable, and their experiences determine whether the team is winning or losing.

When all these roles come together, accessibility becomes more than compliance. It becomes culture. As with any good team, success comes from practice, communication and a shared commitment to the win – ensuring every student and family can fully participate.

2 Change Procurement Practices – NOW

The well-known saying, "When you find yourself in a hole, the first thing to do is stop digging," applies perfectly to accessibility. Districts may not be able to fix everything at once, but they can control what comes next. Procurement is the single most impactful lever for rapid change.

Buying (or renewing) inaccessible technology can erase months of progress and create even more work down the road, as staff scramble to find workarounds or retrofit accessibility after the fact. Just like

cost, functionality and vendor reputation, accessibility must factor into purchasing decisions.

Yet in many districts, this is more aspiration than reality. According to research from the American Federation for the Blind, during the COVID-19 pandemic, families reported that their school-age children used an average of nearly five different digital tools to participate in hybrid or online learning, and that more than half of those tools were inaccessible. In NSPRA's digital accessibility survey, one participant described a "100% disconnect" between staff concerned with accessibility and those managing purchases
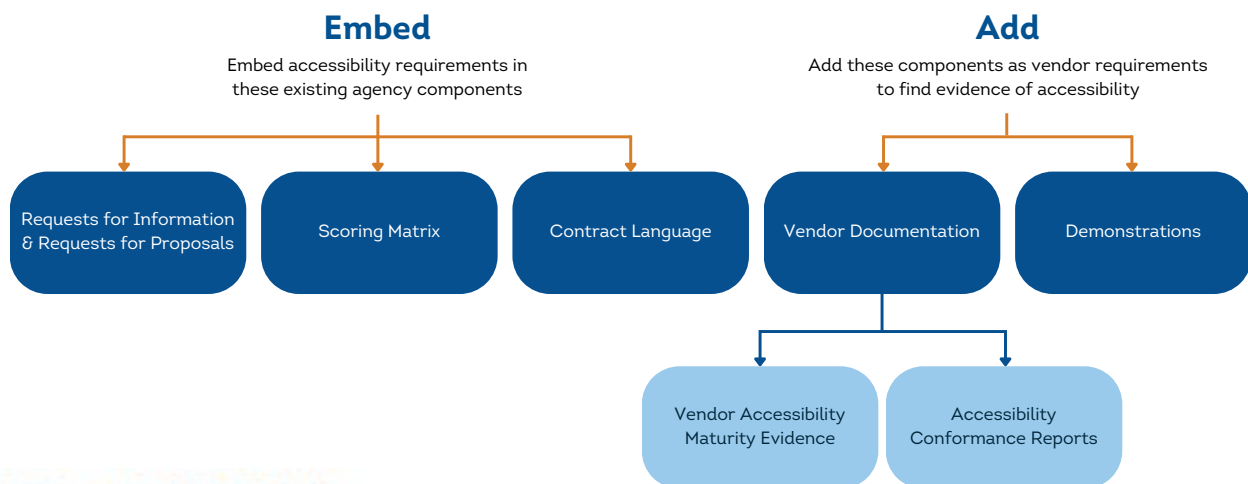
and contracts. Another noted that "vendors claim accessibility, but I don't think they're honest or well-versed in what this means," reflecting widespread frustration and skepticism about vendor accountability.

That frustration may at times be justified, but it's not insurmountable. Districts should move decisively to close the gap by embedding accessibility requirements into existing procurement tools, requiring documentation that verifies compliance and treating vendor claims with the same rigor applied to financial or security assurances.

With consistent expectations and verification, accessible procurement can become standard practice rather than an afterthought. The National Center on Accessible Digital Educational Materials & Instruction (NCADEMI), a federally funded technical assistance center, recommends an "embed and add" strategy for operationalizing accessibility in purchasing, as explained below.

"EMBED AND ADD" IN ACTION

In its April 2025 publication, Including Accessibility in All Components of Procurement: A Guide for State Educational Agencies and School Districts, NCADEMI outlines the "embed and add" strategy — an approach that integrates accessibility requirements directly into existing procurement processes and supplements them with additional verification steps to ensure compliance. The following figure[1] illustrates how districts can put the "embed and add" strategy into practice. More detail is provided on page 25 of this report.

Embed
Embed accessibility requirements in these existing agency components

- Requests for Information & Requests for Proposals
- Scoring Matrix
- Contract Language

Add
Add these components as vendor requirements to find evidence of accessibility

- Vendor Documentation
  - Vendor Accessibility Maturity Evidence
  - Accessibility Conformance Reports
- Demonstrations

NCADEMI

[1]Citation: National Center on Accessible Digital Educational Materials & Instruction and National Instructional Materials Access Center. (2025, April). Including Accessibility in All Components of Procurement: A Guide for State Educational Agencies and School Districts. Logan, UT: Author. Retrieved October 2025 from https://ncademi.org/resources/publications/procurement/. Used with permission.

3 Implement Comprehensive Training for All Staff

Survey findings underscore that training is central to advancing digital accessibility:

94% of respondents cited lack of training as a barrier, while

92% said staff training, more than any other resource, would help overcome accessibility challenges.

These results highlight the need for a comprehensive, organization–wide training program to build consistent awareness, understanding and application of accessibility practices across all roles and departments.

Training should address accessible content creation (e.g., captions, transcripts, color contrast, alt text and proper header styles) as well as the selection and use of tools or platforms that maintain content accessibility. For instance, teachers often adopt free classroom apps outside of formal procurement processes, which means they may not meet accessibility standards. Professional learning that helps staff experience accessibility barriers, such as navigating a web page while wearing a blindfold, can foster more intentional, inclusive choices.

Training cannot be "one and done" but should be embedded in new employee onboarding and offered to existing employees on an ongoing basis, customized and adapted as technology and workflows change. In short, employees should understand that knowledge and implementation of accessibility best practices is essential to performing one's duties.

"A vendor can build an accessible system but there is not always follow through or training to ensure that we implement the platform in an accessible way."

– Survey Respondent

TRAINING THAT BUILDS HABITS

Worcester Public Schools (WPS) in Massachusetts illustrates how districts often begin accessibility work with a tangible, high-impact project such as the website.

When OCR contacted the district in 2023 about website accessibility, WPS was already preparing a website overhaul and a phased rollout of a new communications platform. Chief Communications Officer Dan O'Brien explains, "Because our website and digital communications were being audited by the Office for Civil Rights, ADA compliance was mandatory."

Staff education focused on practical, ongoing guidance to start rather than policing every communication. WPS used regular webinars, tutorials and targeted outreach for staff groups most involved with family communications, while early adopters piloted new tools.

O'Brien emphasizes that the website is just the first step. "Accessibility is a continuous process," he says. "Take time to learn the basics and best practices. Educate yourself before you educate others, and leave staff with something tangible, which they can refer to later." He also stresses keeping expectations realistic, adding, "When working with OCR, they wanted to see considerable improvement, but even our representatives acknowledged that 100% compliance is not a reasonable expectation. It's more about big-picture practices that are trained and socialized with those doing the most communication."

4 Conduct Regular Digital Accessibility Audits

To advance digital accessibility, districts first need a clear understanding of where they stand. A digital accessibility audit provides this clarity by systematically reviewing a district's digital ecosystem — including websites, learning platforms, instructional materials, communication systems and employee tools — to identify gaps, barriers and areas that do not meet accessibility standards.

Audits serve multiple purposes:

✓ **Assessment:** They show districts their current level of compliance and highlight where remediation is needed.

✓ **Planning:** They help prioritize efforts, focusing first on areas that will have the greatest impact.

✓ **Accountability:** Regular audits allow districts to monitor progress, track changes and sustain the shared responsibility across departments.

A typical accessibility audit follows these steps:

1. **Inventory all digital platforms** (website, LMS, apps, communication tools, etc.) and content (uploaded documents, text, etc.).

2. **Conduct automated accessibility scans** using accessibility evaluation tools like WAVE or aXe.

3. **Conduct manual and user testing** with students and staff with disabilities.

4. **Prioritize fixes** by impact (e.g., student-facing tools first).

Districts making the most progress in accessibility consistently rely on automated testing tools. In fact, 90% of survey respondents who said they are well on their way to compliance use these tools, compared to just 60% of others. This finding underscores the importance of combining both automated and manual approaches for a complete picture of accessibility.

5. **Document findings,** assign responsibilities and set deadlines.

6. **Reassess regularly** on at least an annual cycle.

The narrow exceptions outlined in the updated Title II regulations can also help districts triage their efforts and focus initial remediation where it will have the greatest impact. [See next page.]

WHAT THE EXCEPTIONS ARE (AND WHEN THEY'RE NOT)

The 2024 DOJ Title II rule identifies five types of content that may not need to meet WCAG 2.1 Level AA standards. In its [fact sheet](#), the DOJ explains that these exceptions are designed to let districts focus compliance efforts on current, frequently used content most essential for access to services, programs and activities.

The exceptions include:

- ✓ **Archived web content that is outdated,** duplicative or no longer needed. To qualify, the content must have been created before the rule's compliance date, be maintained only for reference or recordkeeping purposes, be stored in a specific area for archived content and be unchanged after archiving.

- ✓ **Preexisting conventional electronic documents** (word processing, presentation, PDF or spreadsheet files only) that were made available before the rule's compliance date. Any update or edit made afterward would void this exception.

- ✓ **Third-party content** posted by individuals or entities not under a district's control or contractual arrangement, e.g., a community member's comment on a district message board.

- ✓ **Individualized, password-protected documents** (word processing, presentation, PDF or spreadsheet files only) such as a PDF of a specific student's lunch account record.

- ✓ **Preexisting social media posts** made before the rule's compliance date.

Even if content qualifies for an exception, a district's other ADA obligations still apply. If a person with a disability requests an accessible version, the district must provide a reasonable modification or accommodation (e.g., providing a large-print version of the student's lunch account record). Likewise, if older content remains in active use to access or participate in district programs or services (e.g., a PDF of a building use request form posted in 2023 that is still the correct form to use), it does not qualify as an exception.

Because the exceptions include important nuances, districts should consult the DOJ's official rule and fact sheet for full details before making determinations.

Conclusion

Federal regulations have challenged every K–12 district to move from reactive fixes to a proactive, born–accessible mindset, embedding accessibility into everyday operations rather than treating it as an afterthought. Meeting this moment means more than checking boxes for compliance; it means ensuring every student, staff member, family and community member can fully engage and belong.

The risks of inaction are real — legal complaints, costly retrofits, reputational harm and inequitable access. Yet the opportunity is greater: a digital future that reflects the values of inclusion, transparency and equity at the heart of public education.

In districts nationwide, school communication professionals have been champions of accessibility, often among the first to recognize how a design or workflow decision could unintentionally create barriers and to adjust their practices to remove them. They have learned new skills, rethought design choices and modeled inclusive communication, often without the systemic support needed to sustain the work.

Now, the momentum for accessibility isn't just coming from the Title II update — it's coming from the people districts serve. Families, students and staff are demanding information and tools they can all use. That pressure creates a real opportunity

"The work of providing universal access to cover every possible user requires more than a checklist or individual point of assessment…. This is a mindset change that requires us to make best practices the only practices, and it demands a discipline of viewing everything from the perspective of the user with every potential barrier removed from the moment that content is being considered and throughout the preparation process to delivery."

– Survey Respondent

to make lasting change. As districts align efforts across the organization, school communicators can help translate that into coordinated action, advocating for collaboration, guiding and informing staff training, connecting procurement and content teams and continuing to model accessibility in everyday communication. Districts can draw on trusted partners like NCADEMI, WebAIM and the Center on Technology and Disability for tools and training to accelerate their work.

Each step forward strengthens accessibility, equity and trust — the very principles that define the mission of public education and the vital role of those who communicate it.

sogolytics

Advancing Accessibility Through Vendor Collaboration:
The Sogolytics Case Study

How redefining the district-vendor partnership fosters progress through shared accountability

In early 2022, Sogolytics, a platform allowing users to design, distribute and analyze surveys, polls and other feedback instruments, launched a targeted initiative to ensure its survey participation and reporting tools met client needs for digital accessibility compliance. This work was sparked by requests from several of their district clients who required products that met WCAG standards for accessibility.

"Our district partners helped us realize that we, as their analytics partner, had to share responsibility for upholding the ADA," said Haris Azmi, chief revenue officer at Sogolytics. "So, we committed to the important work of creating an inclusive digital experience for all survey participants."

Building Platform Accessibility

Sogolytics collaborated directly with district clients to identify and address accessibility barriers across its platform and reporting features. The company's engineering and product teams made significant improvements, striving for compliance with the higher WCAG 2.2 Level AA standards, including:

- ✅ Ensuring screen reader compatibility with its surveys, invitations and reports.

- ✅ Enhancing keyboard navigability, allowing users to complete surveys without using a mouse.

- ✅ Improving color contrast and readability standards.

- ✅ Adding alternative text prompts and descriptive requirements for images and other media.

- ✅ Conducting cross-platform testing to ensure consistent accessibility on desktop, tablet and mobile devices.

- ✅ Providing survey preview features so users can confirm accessibility before launch.

Verification and Accountability

To document conformance with WCAG 2.2 AA, Sogolytics has completed an Accessibility Conformance Report (ACR), which is currently undergoing review by an external expert to validate the findings. "We are confident that the external consultants will endorse our efforts to date and provide recommendations about how we can further strengthen accessibility measures across environments," Azmi added.

The company intends to update its ACR annually and incorporate accessibility review into each major product release. Sogolytics' engineers regularly use industry tools, such as JAWS and TalkBack, to test platform compatibility with assistive devices.

Empowering Clients through Training and Tools

To support clients in building ADA-compliant accessible surveys, Sogolytics developed:

- ✔ A dedicated accessibility web page that outlines best practices and compliance resources.
- ✔ Web-based guidance demonstrating how to implement ADA-compliant features into surveys.
- ✔ Training for the company's account managers to stay up-to-date on ADA compliance functions.

Continuous Improvement and Commitment

Ongoing audits, user testing and partner input inform Sogolytics' accessibility roadmap. Future development plans include features that automatically notify survey builders when their designs may not meet accessibility standards

and expanded training modules to help survey developers build more inclusive content.

This focus aligns with the Authoring Tool Accessibility Guidelines (ATAG), created by the World Wide Web Consortium (W3C), which emphasize not only making digital authoring tools accessible to users with disabilities, but also supporting the production of accessible content by all content creators.

This initiative reflects a collaborative approach to accessibility, grounded in shared responsibility and continual improvement. Through feedback-driven development and transparent evaluation, Sogolytics and its district partners are working together to ensure that every survey interaction, regardless of a user's ability, is accessible and equitable.

Appendix A:
NSPRA + Sogolytics Survey Detailed Findings

This report is based on a national survey of NSPRA members, conducted with Sogolytics from August 11–September 5, 2025. Out of 2,932 members surveyed, 229 responded (191 complete, 38 partial), for a 7.9% response rate (±6.2% margin of error).

Most respondents (87%) work in public school districts, with 67% in districts under 10,000 students. Roles include communications/public relations directors or chief communications officers (73%) and communications specialists (16%). Two-thirds (65%) are in suburban districts, with responses from 38 states.
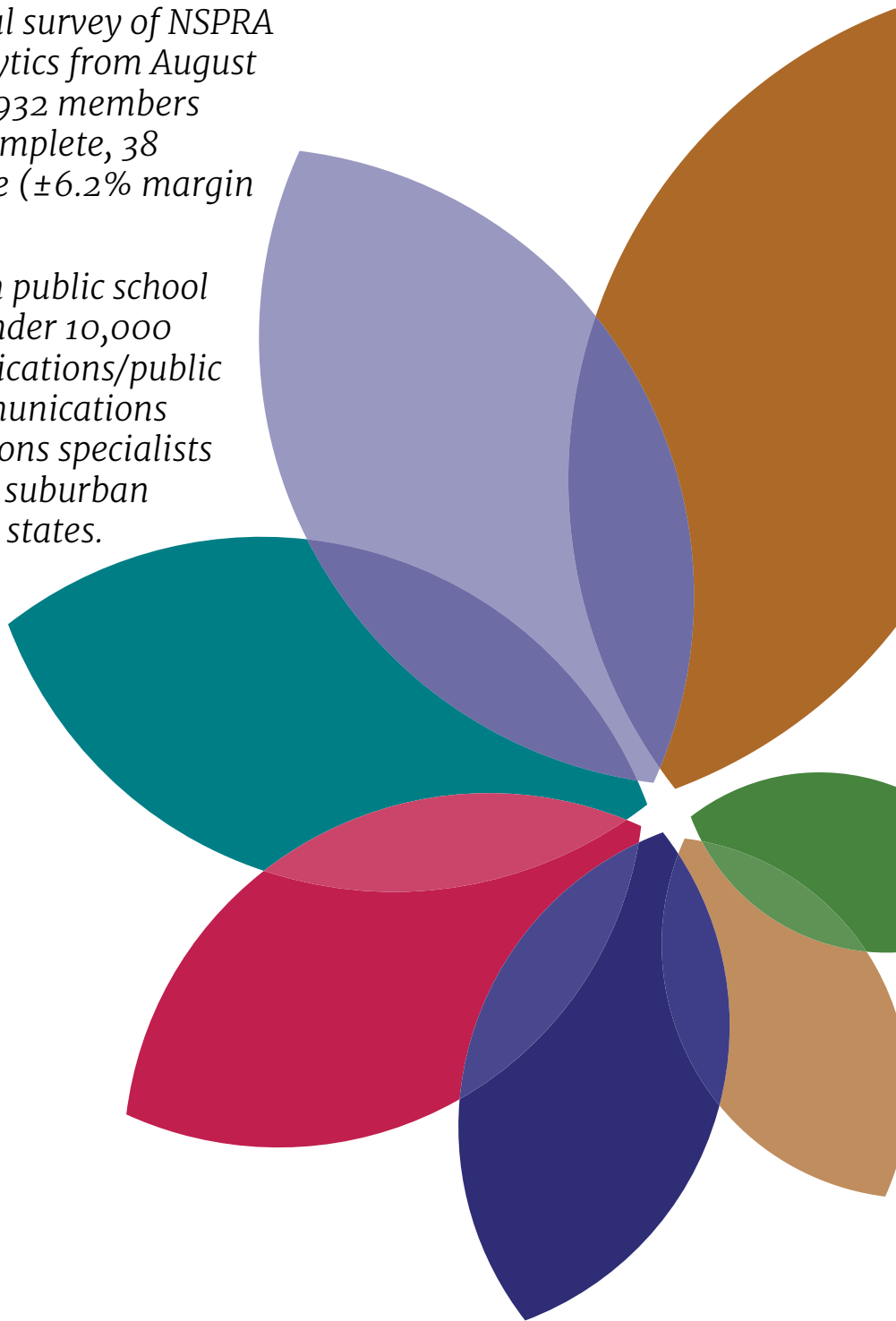
? How much of a priority is digital accessibility of communications in your school district?

46%	High
42%	Moderate
12%	Low
0%	Not a Priority

? How much of a priority is digital accessibility beyond the website in your district?

29%	High
39%	Moderate
28%	Low
4%	Not a Priority

? How familiar are you with digital accessibility best practices for the following tools and platforms?

■ Very Familiar　　■ Somewhat Familiar　　■ Not at all Familiar

Tool/Platform	Very Familiar	Somewhat Familiar	Not at all Familiar
Websites	73%	25%	2%
Email/Enewsletters	53%	41%	6%
Social Media Platforms	50%	41%	10%
PDFs	47%	46%	7%
Digital Forms and Surveys	31%	53%	16%
Mobile Apps	27%	46%	27%
Employee intranet/Staff portals	24%	45%	31%
Parent/Caregiver portals	18%	38%	44%
Learning management systems (LMS) (e.g., Canvas, Google Classroom)	12%	41%	48%
HR/Hiring systems	7%	30%	63%

? Who in your district has a formal responsibility for ensuring communications are accessible? [Select all that apply.]

82%	Communications
37%	IT/Technology staff
28%	District-level administrator(s)
23%	School-level administrator(s)
18%	Don't know
14%	HR staff
13%	Special education staff
6%	Teachers
5%	Purchasing/procurement staff

0   20   40   60   80   100
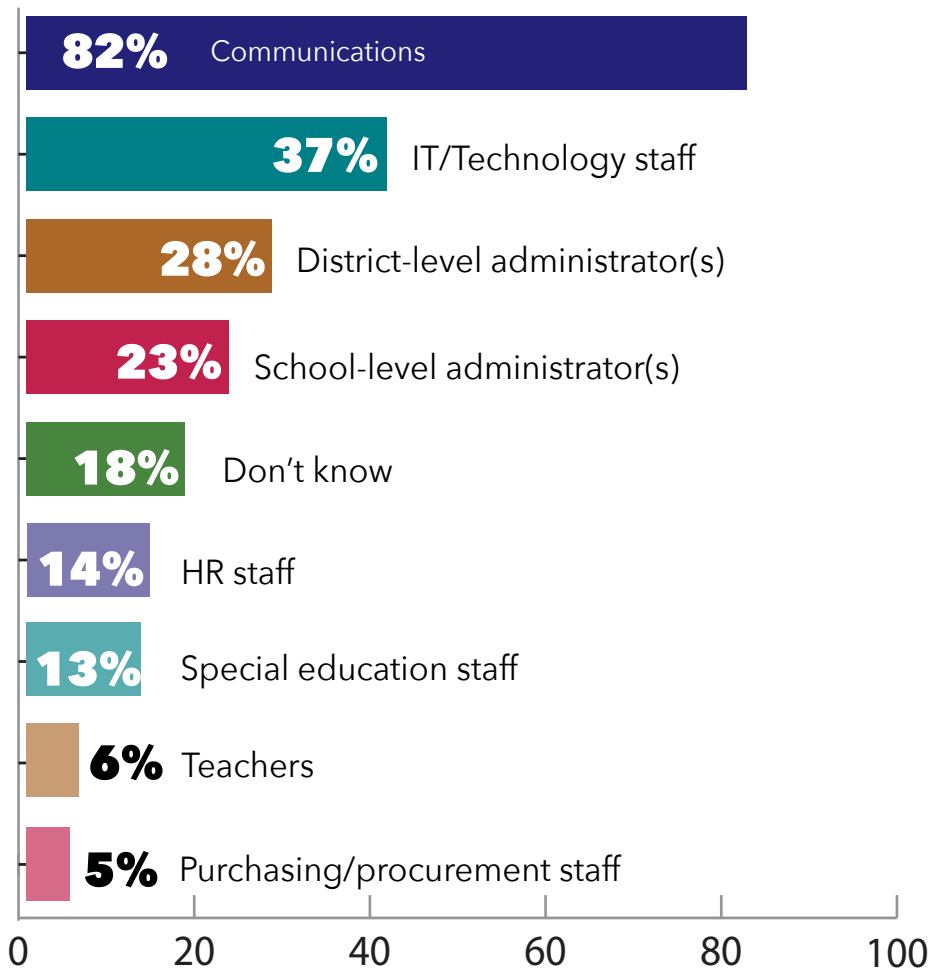
See examples of "other" responses, at right.

Sixteen respondents shared other answers for who has formal responsibility, including:

- ✓ No one
- ✓ Anyone sharing digital information
- ✓ Administrative assistants/board clerks
- ✓ School social media/ website managers
- ✓ Title I and/or ESL staff
- ✓ Design staff

? To what extent do you feel responsible for ensuring accessibility in the following areas?

■ Entirely Responsible   ■ Somewhat Responsible   ■ Not at all Responsible

Public-facing communications
(e.g., website, social media, emails)
82% | 16% | 1%

Internal communications
(e.g., staff newsletters, intranet)
43% | 49% | 9%

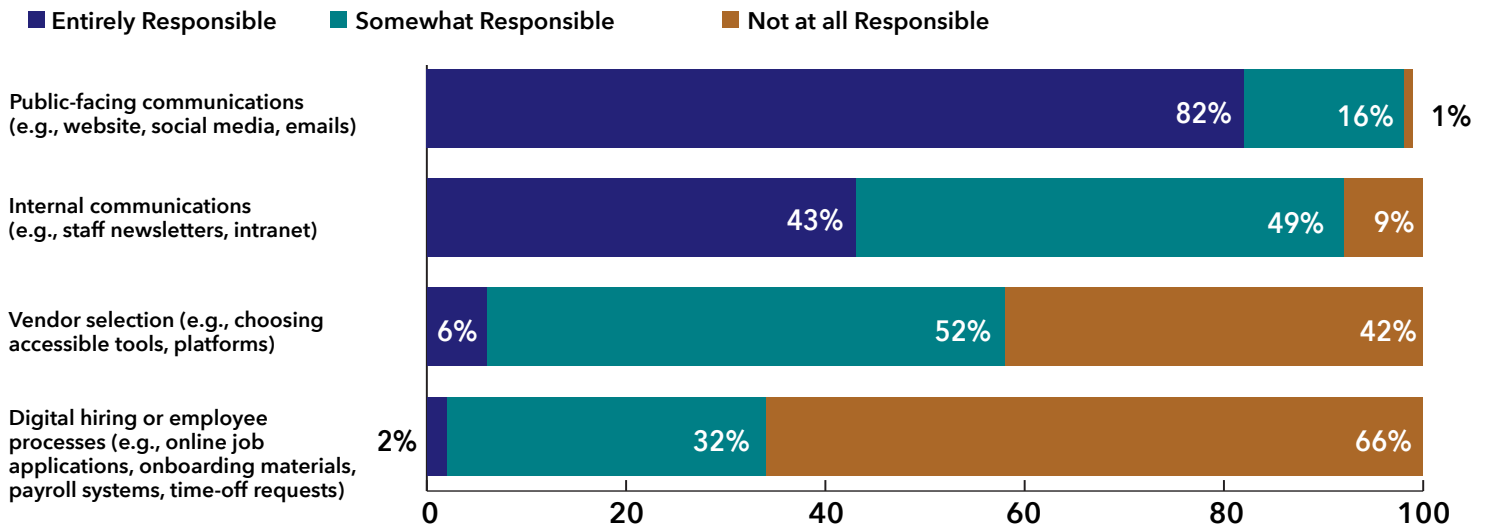**Vendor selection (e.g., choosing**
accessible tools, platforms)
6% | 52% | 42%

Digital hiring or employee
processes (e.g., online job
applications, onboarding materials,
payroll systems, time-off requests)
2% | 32% | 66%

0   20   40   60   80   100

? Do you believe digital accessibility should be a shared responsibility among multiple departments (e.g., IT, HR, communications, special education), or should it be owned by one department?

97% Shared responsibility

3% Owned by one department (Please specify)

? Why did you select that answer?

Among the 178 respondents who chose "shared responsibility," common themes included:

✓ Volume of platforms, files and daily content creation across schools and offices makes the work too large for one person or department.

✓ Accessibility should be embedded where content and tools are created and managed.

✓ Cross-functional expertise is needed since no single department holds all the knowledge.

✓ Visible commitment from district leaders signals priority, accountability and culture change.

✓ Many advocate a coordinated model with an accessibility lead or cross-department "A-Team" for standards, training and shared ownership.

✓ Legal and compliance risks necessitate a shared effort to meet timelines and maintain consistency across systems.

✓ Shared responsibility prevents bottlenecks, especially for "departments of one."

✓ Multiple perspectives improve solutions and promote equitable access.

✓ Proactive creation beats remediation; accessibility should be built into everyday workflows, not added at the end.

- A single department often lacks the authority or control (e.g., over budgets and procurement) to ensure full compliance.

Among the few respondents (five total) who believed one department should own digital accessibility, most emphasized the need for a clear lead—typically the communications office—to maintain consistency, accountability and oversight. Their responses are below:

- The communications department is responsible for educating the staff and maintaining most external communication.

- This is the official mouthpiece for the district, and all outfacing resources should be cleared through that department or in coordination with it.

- I think they are in a position to monitor and to an extent control assurance that information is accessible on our digital platforms.

- The responsibility is too much for one person/department. (In our case, that is the same thing.) The scope is too broad for that, and there must be some additional level of buy-in from other departments. This can be created by shared responsibility. However, assigning someone (person/department) as lead helps ensure that it will remain a priority.

- I think it might be more efficient for one department to take the lead in accessibility responsibilities. But I don't think it is ultimately the responsibility of one department. I'd be really open to all departments taking responsibility for accessibility but there has to be some kind of accountability.

? Has your school district started addressing updates to Title II of the Americans with Disabilities Act that require public entities to ensure their digital content is accessible to individuals with disabilities?
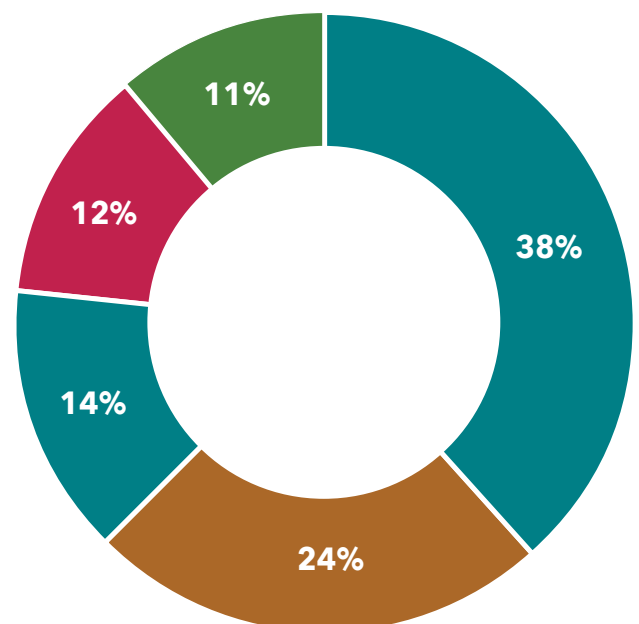
38% We are currently implementing requirements.

24% We are in the planning stages.

14% We have implemented most, if not all, of the requirements.

12% No, we have not started yet.

11% Don't know

? How confident are you in your ability to ensure digital content in your district is fully accessible?

64% Somewhat confident

24% Not at all confident

9% Very confident

2% Don't know

? How do you assess the accessibility of your digital content?

64% Automated accessibility testing tools

60% Manual review by staff

24% We do not currently assess digital accessibility.

9% External audits or consultants

3% Other

0 10 20 30 40 50 60 70 80
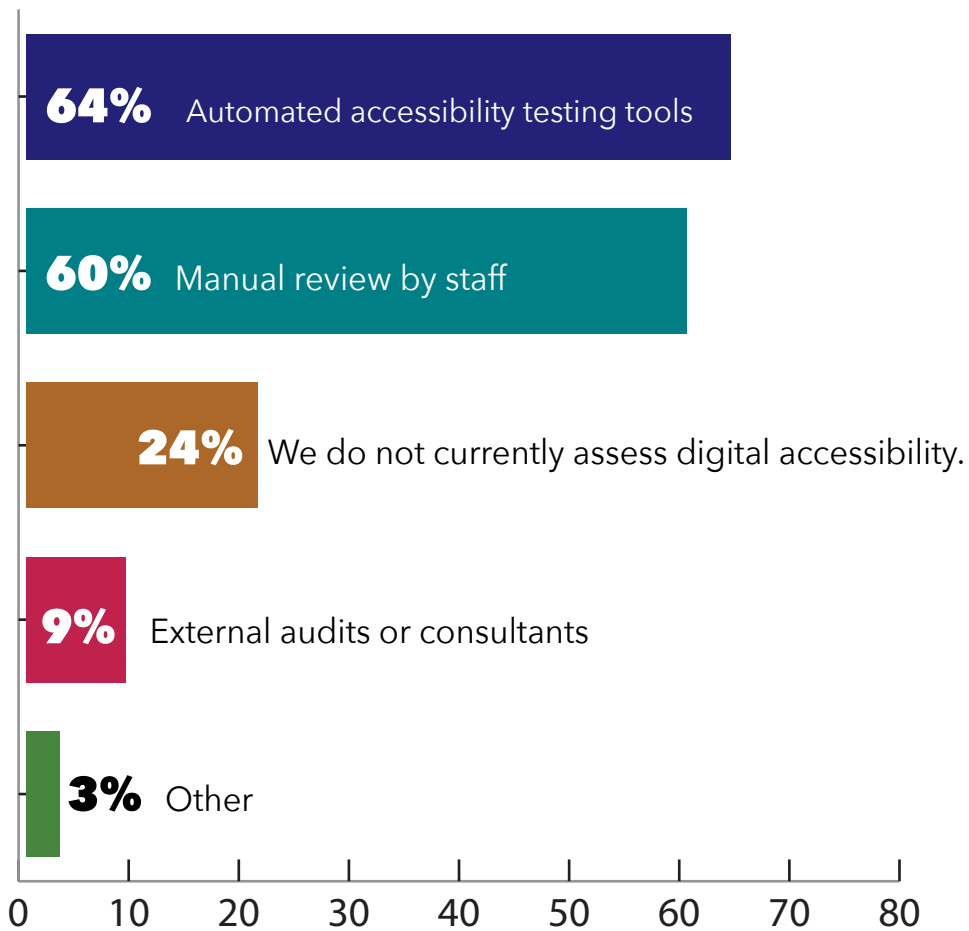
Seven respondents provided other answers, including:

- Paying vendors to remediate PDFs
- Asking vendors to assess their platforms
- Manual review by communications staff "when given the chance"
- It's a bit of a whack-a-mole situation right now
- Don't know/unsure

? To what extent do the following barriers prevent your district from achieving better digital accessibility?

■ Significant Barrier　■ Somewhat of a Barrier　■ Not a Barrier

Barrier	Significant Barrier	Somewhat of a Barrier	Not a Barrier
Lack of awareness among staff	73%	24%	3%
Lack of staff expertise/training	70%	24%	5%
Lack of staff time/capacity	69%	26%	5%
No clear policies and/or enforcement	48%	41%	10%
Limited IT/technology support or expertise	41%	42%	17%
Funding/budget	39%	39%	23%
Vendor limitations (i.e., platforms/tools not accessible)	21%	53%	26%

0　20　40　60　80　100

? Have you ever received complaints or concerns about the accessibility of your district's digital content?

✓ YES | **28%**

✕ NO | **72%**
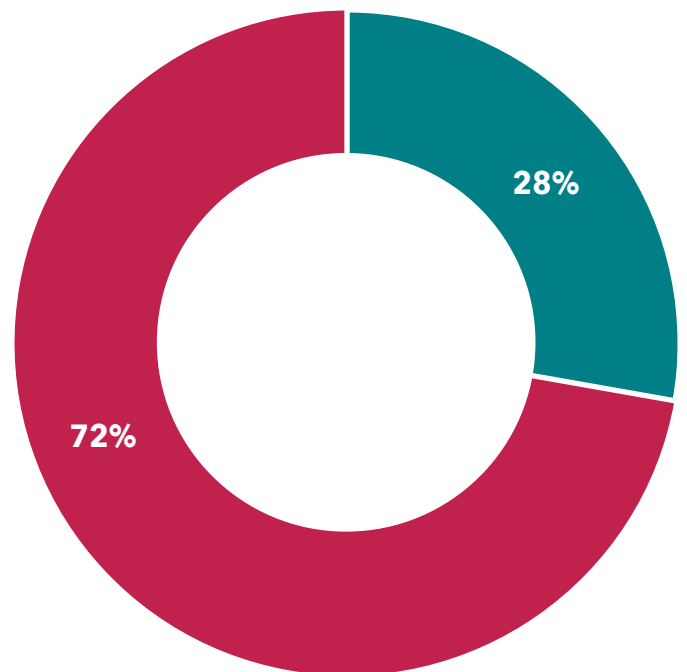
? What was the topic of those complaints or concerns?

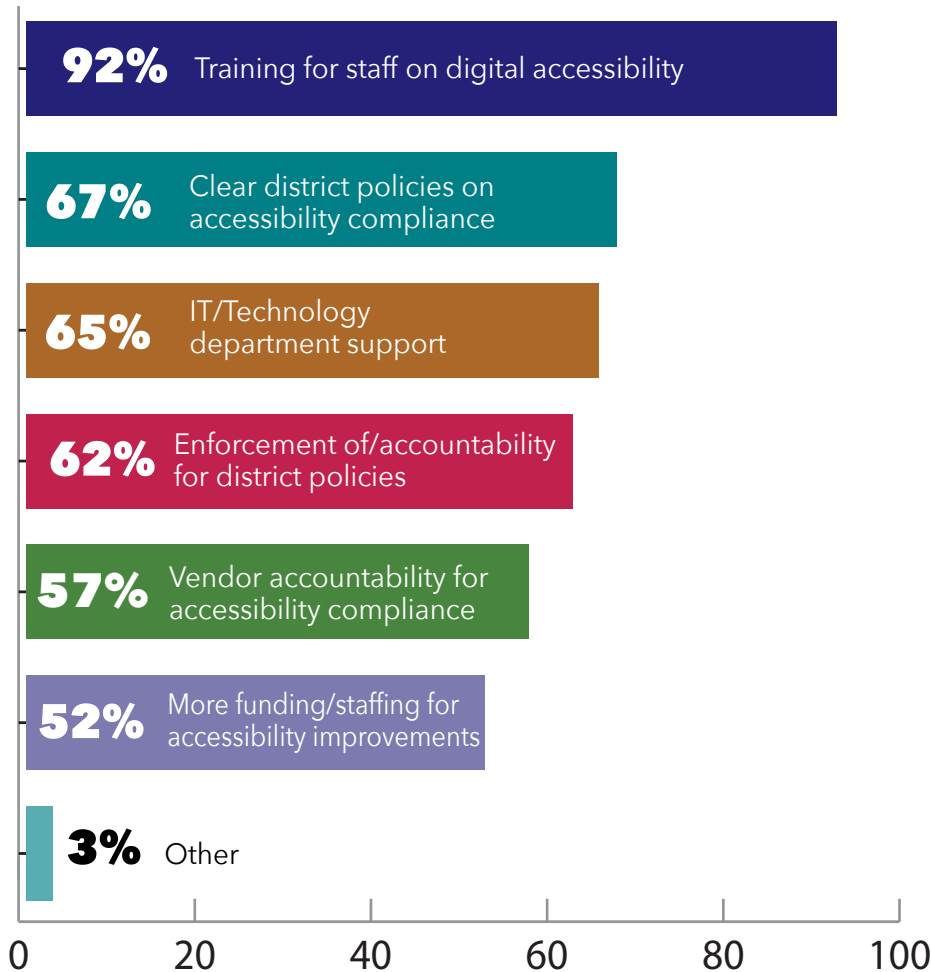|	
70%	Issues with public website
49%	Inaccessible PDFs
21%	Issues with other third-party platform(s) (e.g., for lunch payment, student registration, sports schedules, school board materials)
19%	Lack of content translation
19%	Lack of captions/transcripts in video or audio content
11%	Other (Please specify)
9%	Inaccessible online surveys or forms
7%	Lack of alternative formats (e.g., large print, Braille, text-only versions)
7%	Inaccessible digital curriculum or instructional materials
5%	Inaccessible social media posts
5%	Inaccessible hiring platform/application materials
5%	Issues with employee systems/staff intranet
4%	Issues with student learning platforms/portals
2%	Issues with district mobile app

Six respondents provided other answers, including issues with color contrast and livestreamed board meetings.

? What support or resources would help you address digital accessibility challenges?

92% Training for staff on digital accessibility

67% Clear district policies on accessibility compliance

65% IT/Technology department support

62% Enforcement of/accountability for district policies

57% Vendor accountability for accessibility compliance

52% More funding/staffing for accessibility improvements

3% Other

0   20   40   60   80   100

Six respondents offered other answers, focusing almost exclusively on greater buy-in from district leadership.

? Have you received formal training(s) on digital accessibility?

✓ YES | **48%**
✕ NO | **52%**

Which sentence best describes your feelings about the digital accessibility information you learned at the training(s)?

57% I feel somewhat confident but would benefit from additional guidance or resources.

26% I feel very confident and well-prepared to apply what I learned about digital accessibility.

17% I feel unsure and need more training to fully understand the information.

? Does your district have a formal policy requiring digital accessibility compliance when selecting new vendors for digital tools (e.g., website, mobile apps, HR systems, LMS, SMS, lunch payment systems, communication platforms)?
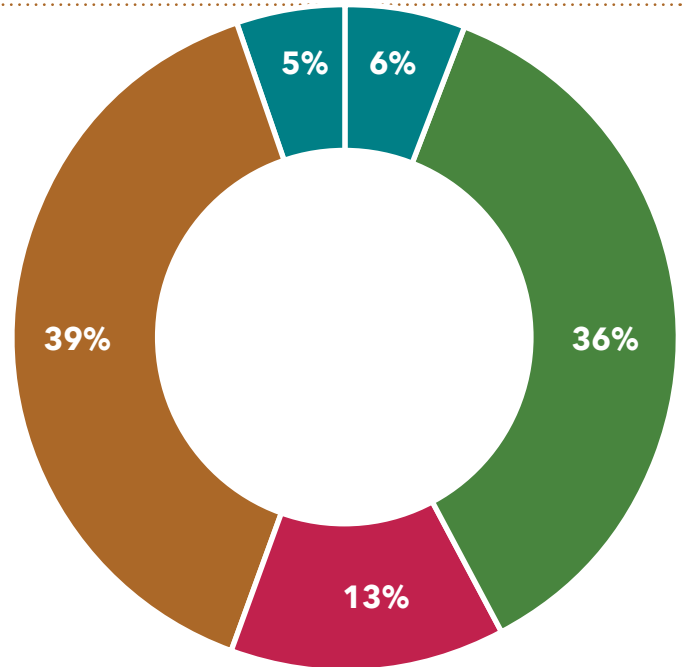
39% There is no formal policy, but accessibility is sometimes considered.

36% Don't know

13% There is no policy, and accessibility is not a factor in vendor selection.

6% There is a policy, but it is not consistently followed.

5% Yes, a clear policy exists and is enforced.

? Who in your district is responsible for ensuring that purchased digital tools meet accessibility standards?

52% IT/Technology staff	**5%** Other (Please specify)
39% Communications staff	**3%** HR staff
32% No one specifically owns this responsibility	**2%** School-level administrator(s)
19% District-level administrator(s)	**2%** Special education staff
15% Don't know	**1%** Teachers
8% Purchasing/ procurement staff	

Five respondents provided other answers, including technology integration leadership and academic affairs.

? Based on your experience with vendors your district has considered or has contracted with, how many of them have products or services that meet the necessary ADA requirements?
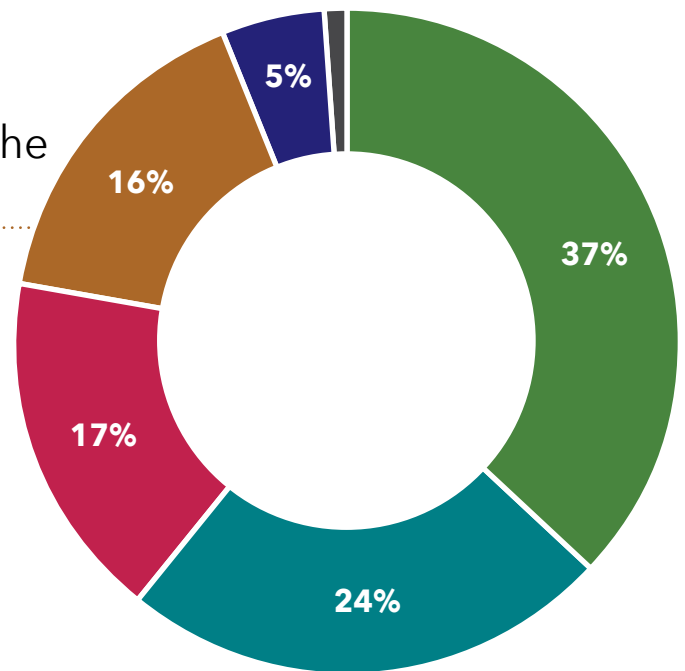
37% Don't Know

24% Some

17% Most

16% A few

5% All

1% None

5%

16%

37%

17%

24%

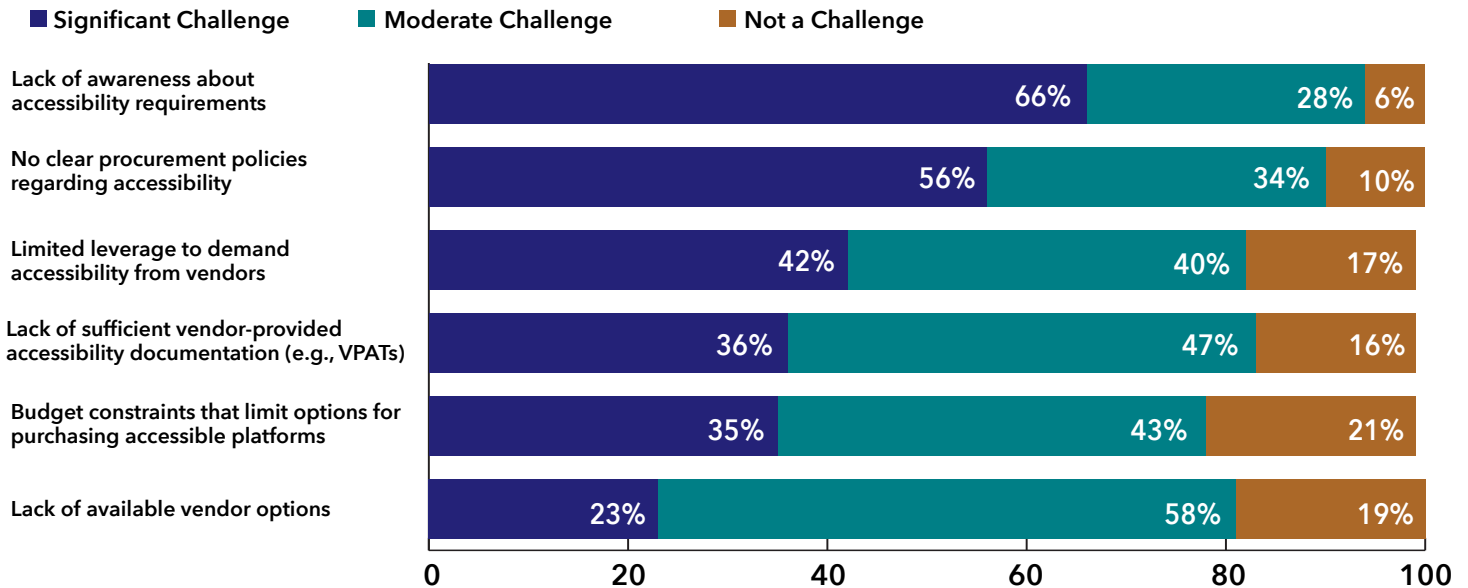**?** When selecting or renewing contracts with vendors (e.g., website, mobile apps, HR systems, LMS, SMS, lunch payment systems, communication platforms), when is accessibility compliance reviewed?

49% No formal review

30% During contract procurement

13% On ongoing basis throughout the contract period

8% During contract renewals

1% After the contract is signed

0   10   20   30   40   50

? To what extent does your district face the following challenges in ensuring vendors provide accessible platforms?

■ Significant Challenge   ■ Moderate Challenge   ■ Not a Challenge

Challenge	Significant	Moderate	Not a Challenge
Lack of awareness about accessibility requirements	66%	28%	6%
No clear procurement policies regarding accessibility	56%	34%	10%
Limited leverage to demand accessibility from vendors	42%	40%	17%
Lack of sufficient vendor-provided accessibility documentation (e.g., VPATs)	36%	47%	16%
Budget constraints that limit options for purchasing accessible platforms	35%	43%	21%
Lack of available vendor options	23%	58%	19%

0   20   40   60   80   100

? What other challenges, if any, does your district face in ensuring vendors provide accessible platforms?

Thirty-four respondents provided answers to this open-ended question, including the following:
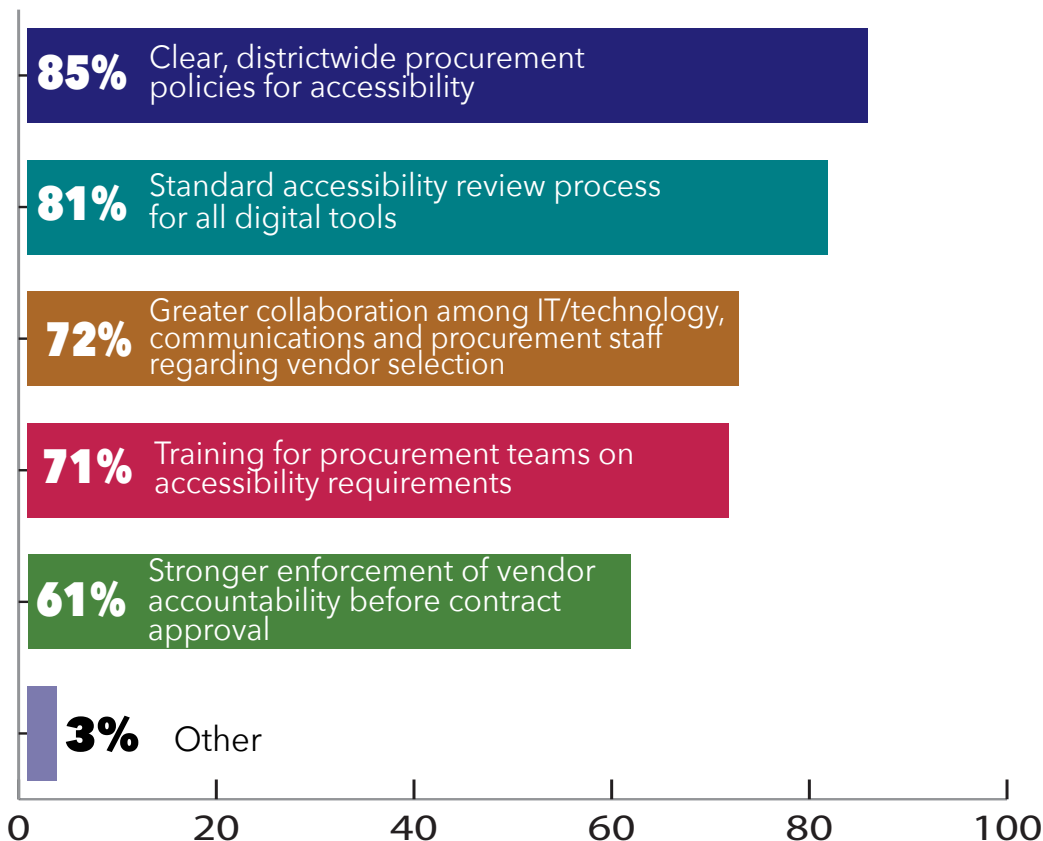
- ✔ Vendors who make claims without understanding accessibility standards or providing any proof
- ✔ Required federal and/or state systems and forms that aren't accessible (e.g., employee IRS forms)
- ✔ Lack of leadership awareness, urgency and buy-in
- ✔ Decentralized purchasing in which every department selects their own products according to their own criteria
- ✔ Apathy and complacency

- ✔ Individual districts feeling powerless to demand accessibility compliance from major companies without collective, national advocacy
- ✔ Pursuing compliance with a higher standard (e.g., WCAG 2.2) that many vendors don't meet.
- ✔ Undue cost and burden of switching or fixing platforms
- ✔ Vendor platforms that fail to prevent users from creating inaccessible content
- ✔ Lack of expertise in how to assess vendor claims

? Has your district ever required a vendor to improve accessibility before adopting or renewing their platform?

- ✓ Yes, we have required accessibility improvements. | **13%**
- ✗ No, but we have considered it. | **18%**
- ✗ No, accessibility has not been a factor in vendor negotiations. | **25%**
- **?** Don't know | **44%**

13%
18%
25%
44%
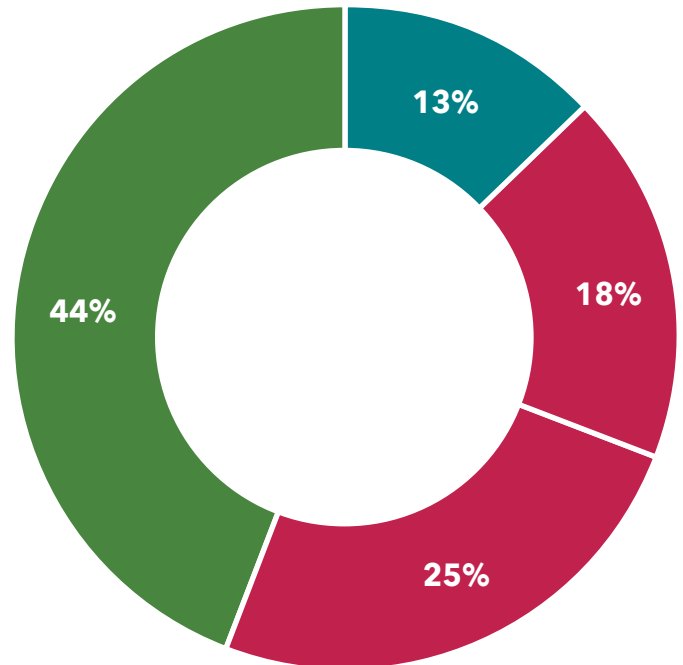
? What district policies, procedures or actions would help your district ensure accessibility compliance from vendors?

85% Clear, districtwide procurement policies for accessibility

81% Standard accessibility review process for all digital tools

72% Greater collaboration among IT/technology, communications and procurement staff regarding vendor selection

71% Training for procurement teams on accessibility requirements

61% Stronger enforcement of vendor accountability before contract approval

3% Other

0   20   40   60   80   100

Six respondents offered other answers, including:

- ✓ Third-party organizations certifying accessibility
- ✓ National vendor accountability system
- ✓ Tools for making PDF compliance easier

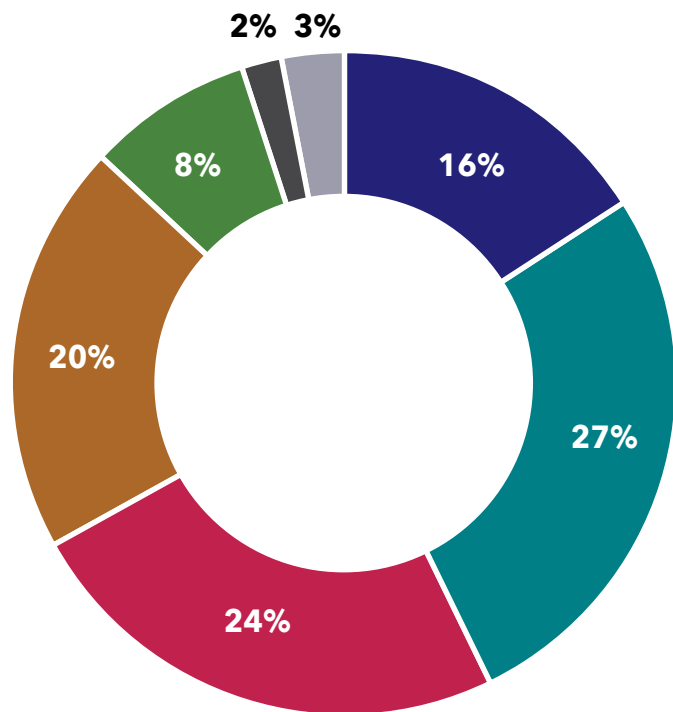**?** What is your district/organization's student enrollment?

16%	Fewer than 2,000
27%	2,000-4,999
24%	5,000-9,999
20%	10,000-24,999
8%	25,000-49,999
2%	50,000-75,000
3%	75,000+

? Which of these is closest to your current job title?

61%	Director of Communications/ Public Information/Community Relations
16%	Communications Specialist
12%	Chief Communications Officer
6%	Other Specialist
3%	Public Information Officer
4%	Other
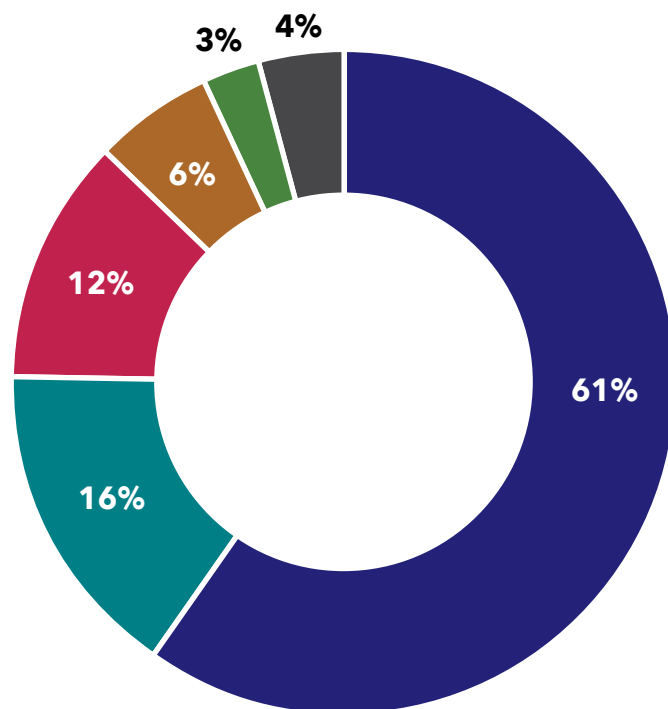
Appendix B:
Recommended Learning and Resources

The following resources were also used to inform content in this research report and/or are recommended for further learning on digital accessibility in K–12 schools.

Accessibility Policy and Procurement

Organization	Resource	Description
Accessibility Works	LMS ADA Title II Compliance Requirements (https://bit.ly/481hHsc)	Explains compliance requirements for learning management systems and EdTech providers
Disability:IN	Procurement Toolkit (https://bit.ly/4oV8pna)	Guidance on embedding accessibility into procurement practices and evaluating vendors
UW–Madison IT	Guide to Purchasing Accessible Technology (https://bit.ly/49b6OoV)	Guidance on RFPs, bids, vendor evaluation and contracts with accessibility considerations

Instructional Materials and EdTech Accessibility

Organization	Resource	Description
American Foundation for the Blind	Accessible Ed Tech Resources (https://bit.ly/4oXrFAB)	Guides on inventory, defining accessibility requirements, evaluating products, using VPATs and embedding accessibility in contracts
WebAIM	Accessibility by Design: Preparing K-12 Schools for What's Next (https://bit.ly/47I4t22)	Discusses designing accessible digital learning environments proactively
UW–Madison IT	Guide to Purchasing Accessible Technology (https://bit.ly/49b6OoV)	Guidance on RFPs, bids, vendor evaluation and contracts with accessibility considerations.

Legal and Standards Guidance

Organization	Resource	Description
ADA Website	State and Local Governments: First Steps Toward ADA Title II Compliance (https://bit.ly/4nRZu5i)	Step-by-step guidance for web and mobile accessibility compliance
USDOE	Disability Discrimination: Technology Accessibility (https://bit.ly/4okFZDe)	Policy guidance, video series and notable OCR cases regarding digital accessibility in schools
WCAG	Understanding the VPAT: A Complete Guide (https://bit.ly/4oroBwF)	Explains how VPATs document accessibility conformance for vendors and products
WCAG	ATAG At a Glance (https://bit.ly/43bzQks)	Overview of ATAG for content creation tools

Research, Case Studies and Insights

Organization	Resource	Description
AASA Blog	2025 K-12 Digital Infrastructure Brief: Accessibility (https://bit.ly/4p0xBce)	Highlights key accessibility considerations for school technology infrastructure
Center for American Progress	Ensuring Digital Accessibility in K-12 Schools (https://bit.ly/4opcSP4)	Overview of challenges and strategies for digital accessibility in schools
Deque Systems	Accessibility in Education (https://bit.ly/4qCANfw)	Blogs, webinars, toolkits and accessible component libraries tailored to K-12 EdTech and LMS
EdSurge	Are Schools and EdTech Companies Ready for the Digital Accessibility Deadline? (https://bit.ly/3Lsi4Dm)	Discusses readiness of schools and vendors for new accessibility rules
Minnesota State	Accessibility Quick Cards (https://bit.ly/3Jp4zUu)	Quick reference cards for accessibility standards and practices in education technology
U.S. Department of Education	2025 K-12 Digital Infrastructure Brief: Accessibility (https://bit.ly/4hLVWzN)	Research, case studies and guidance on instructional materials, assistive technology and equity considerations for students with disabilities
University of Maryland (MIDA)	Understanding Digital Accessibility Needs in K-12 Education (https://bit.ly/4oU3jrj)	

Webinars and Interactive Learning

Organization	Resource	Description
NCADEMI	Understanding New PreK–12 Digital Accessibility Requirements (https://bit.ly/4nHjjfo)	Overview of new ADA requirements for web content and mobile apps, timeline for compliance and actions districts can take now
NCADEMI	Including Accessibility in Your EdTech Decisions (https://bit.ly/47rQgHN)	Guidance on embedding accessibility into procurement, RFPs, scoring matrices, contracts and evaluating vendor documentation
NCADEMI	The Intersection of Special Education and New PreK–12 Digital Accessibility Requirements (https://bit.ly/4qJ0afK)	Explains how ADA and IDEA work together to improve accessibility and coordination between general and special education
NCADEMI	Webinar Series: Powering Digital Accessibility Through Systemic Action (https://bit.ly/43Xg0tk)	Free, interactive series designed to help SEAs/LEAs implement NCADEMI's newly released Quality Indicators for the Provision and Use of Accessible Materials in PreK-12 Systems (https://bit.ly/49EeVdE)