

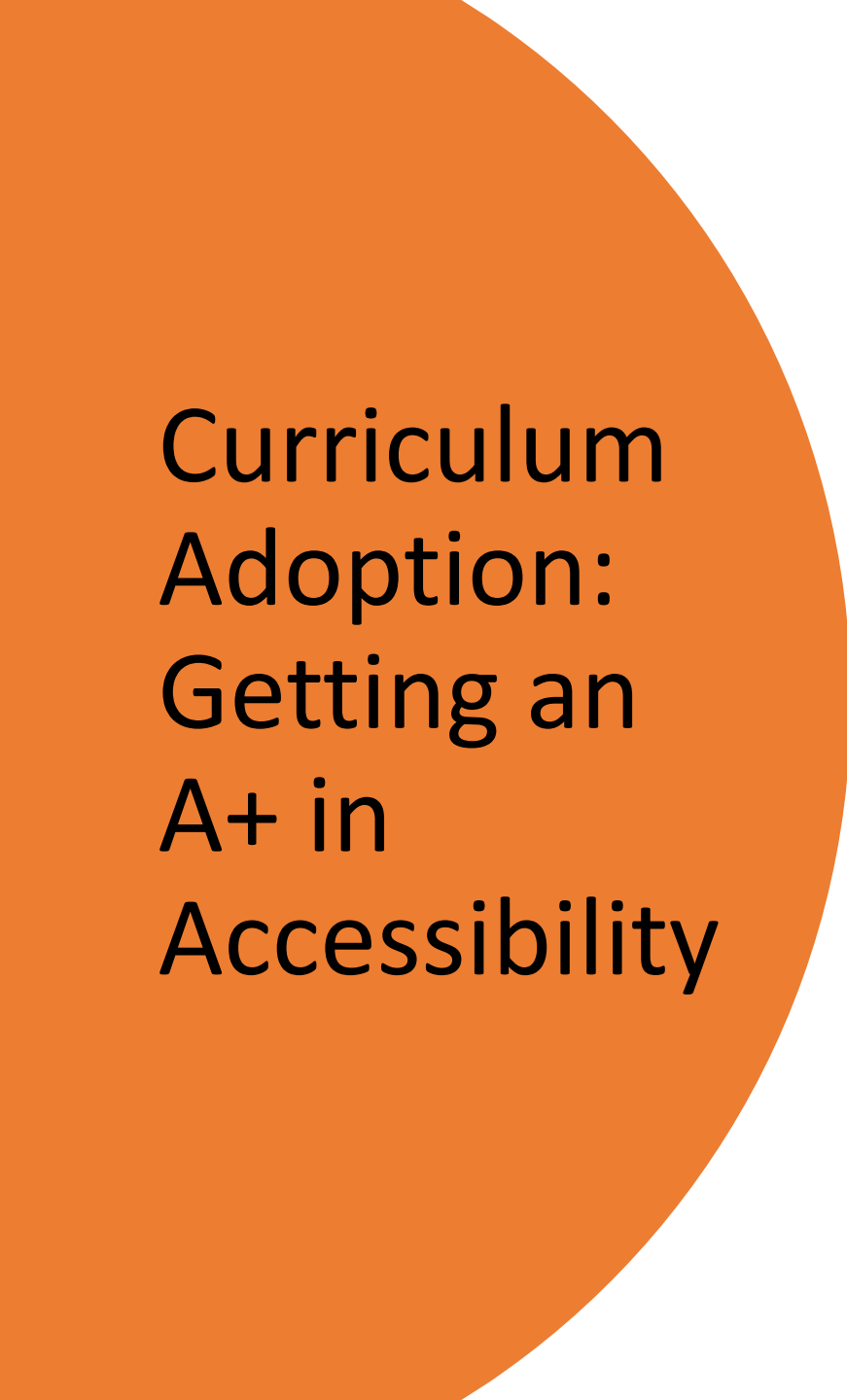
WASA
Inclusionary Practices
Statewide Support for District Change

A decorative graphic consisting of several overlapping, wavy lines in various colors (yellow, blue, green, orange, red, purple) that flow from left to right across the bottom of the main text area.

*Beyond
Katie:
Nosh and
Network*

A decorative graphic consisting of two vertical yellow bars of different heights, positioned to the left of the text.

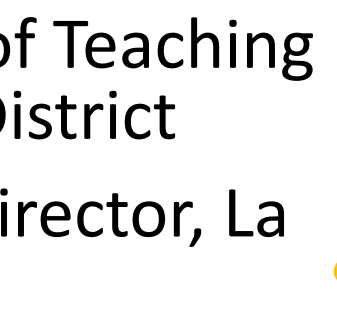
February 17, 2023

A large orange circle is positioned on the left side of the slide, partially overlapping the text.

Curriculum Adoption: Getting an A+ in Accessibility

While you are settling in, please add your name, district, role, and email in the chat box.

Thank you to ...

- Kristin Leslie, Director, Special Education Technology Center
 - Beth Clothier, Assistant Director of Teaching and Learning, La Conner School District
 - Andy Wheeler, Special Services Director, La Conner School District
- 
- Four yellow, curved, brush-stroke-like dashes are arranged in a semi-circular pattern in the bottom right corner of the slide.



The Special Education Technology Center

www.specialedtechcenter.com

Consultation

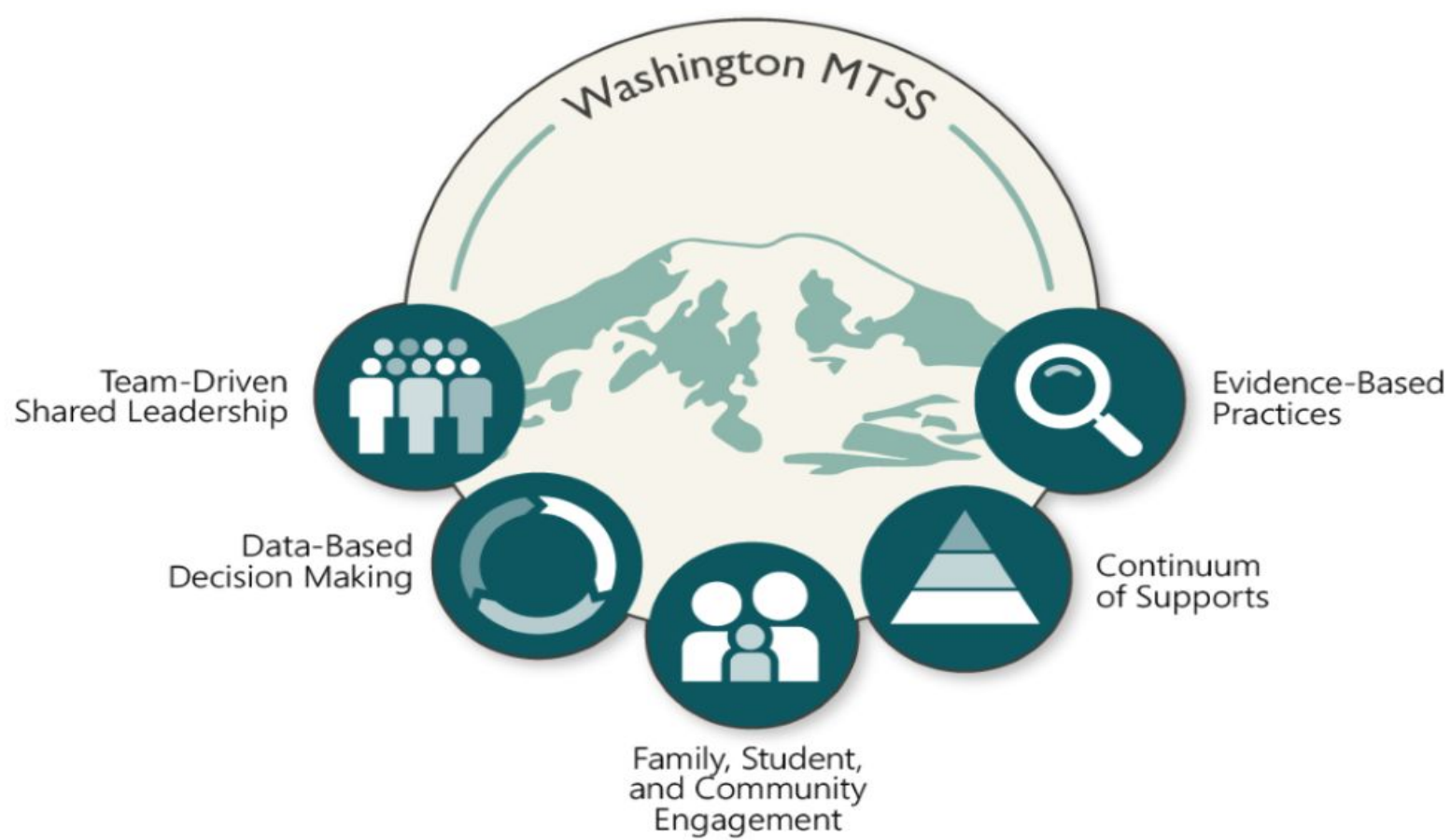
Professional Development

Lending Library

SETC supports educators
with tools and knowledge for providing
accessible learning experiences for students.



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Accessible Educational Material is foundational to the success of MTSS.

“A Multi Tiered System of Support is how we ensure that students get the support they need, in addition to equitable access and opportunities to learn grade level curriculum.” ~ Katie Novak

Components of Curriculum

Goals

Learning Expectations aligned with state standards, IEP goals, classroom expectations.

Methods

Flexible, evidence based instructional strategies adjusted through consistent monitoring of student progress

Materials

Interactive multimedia with embedded support for instruction and demonstration of learning

Assessment

Gathering information about learner progress using diverse materials and methods

Learning Environment

Ralabate, P. K. (2011). Universal design for learning: Meeting the needs of all students. The ASHA Leader. (<http://udleditions.cast.org/>)

Key Questions

Materials

Interactive multimedia with embedded support for instruction and demonstration of learning

Learning Environment

- How do we infuse accessibility considerations into our curricula adoption process so that future curricula is “born accessible”?
- What do we do when we have curriculum materials that are not currently accessible?

Governance & Guidance on Curricula Adoption

- [WSSDA Guidance](#)

2020/2020P Course Design, Selection and Adoption of Instructional Materials

- [OSPI Guidance](#)

Instructional Materials Adoption: Roles & Responsibilities in the Process

“Federal law, through the Individuals with Disabilities Education Improvement Act (IDEA), requires that districts provide access for appropriate print materials to blind and other print disabled persons. Visit the National Center on [Accessible Educational Materials \(AEM\) for information on K–12 Education Accessibility Policies](#). With the shift from print to digital, education leaders must also proactively consider the accessibility of digital resources for all students, including students with disabilities.”

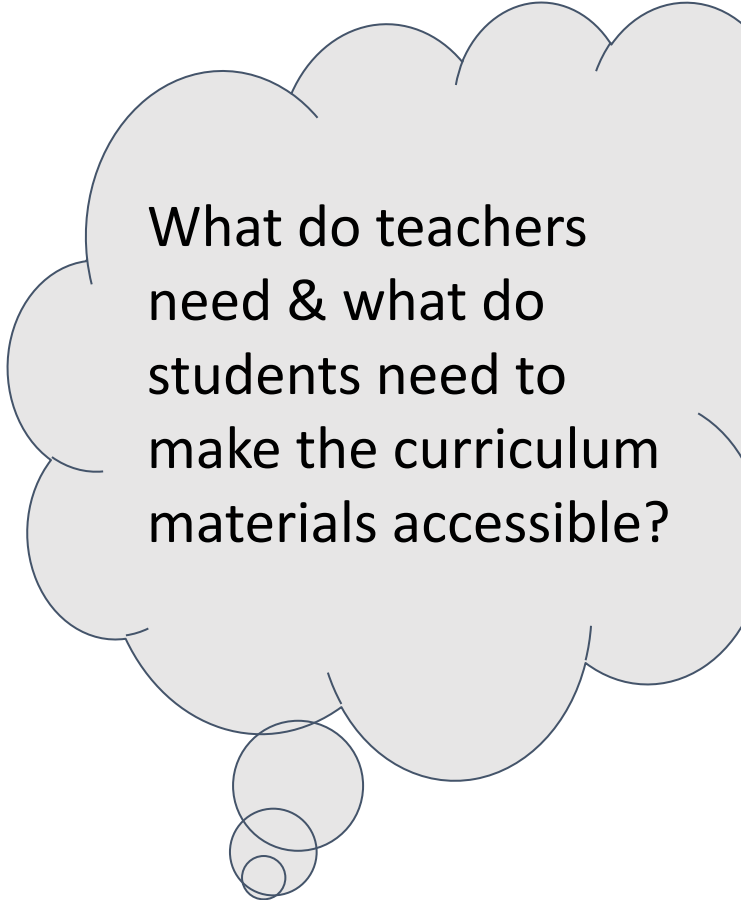
How are we supporting curricula adoption committees in considering accessible materials?



The use of practical rubrics/checklists that guide educators to test the curriculum with tools available in the district

Accessibility Checklist Example

- Graphics/images are labeled and have rollover labeling for screen readers.
- Fonts are easy to read throughout the content.
- There is a built-in ability to Zoom-in on a page.
- Screen readers and translation are available, allowing content to be accessed by diverse students with various learning styles and ability levels.
- A variety of methods are available for students to express learning (i.e. handwritten, typed, voice note, voice recognition).



What do teachers need & what do students need to make the curriculum materials accessible?

Where will accessibility come from?

It's embedded within the curriculum
(i.e. Text to speech is available.)



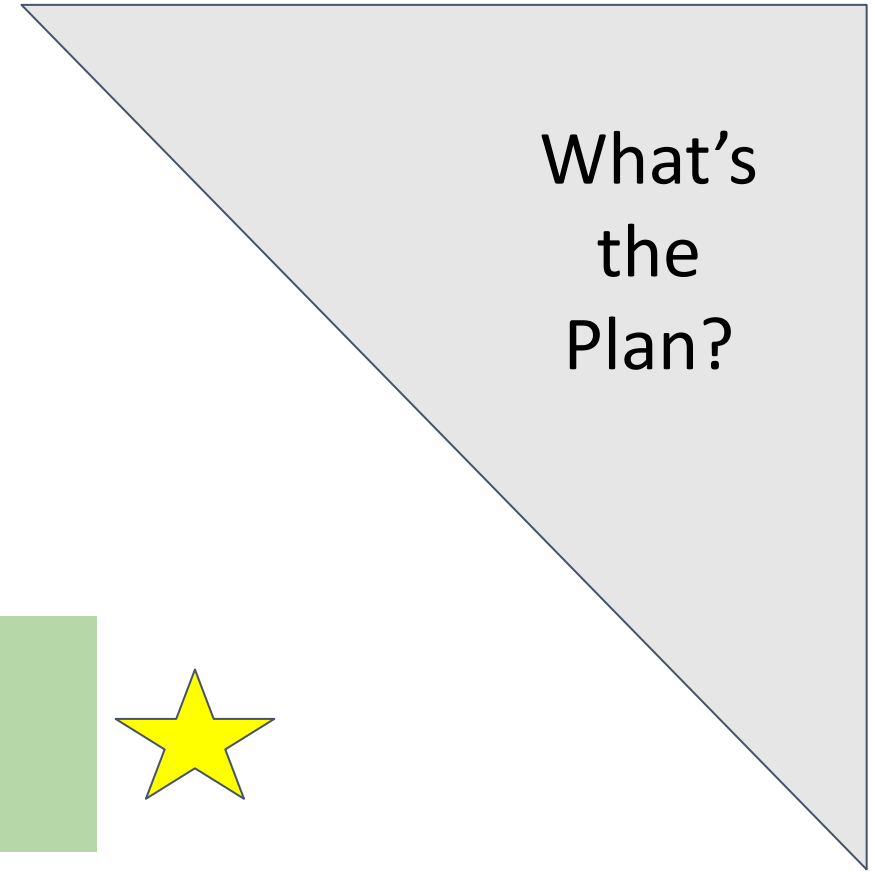
We can use existing tools paired with the curriculum
(i.e. Use Read Aloud in Edge or Read&Write extension.)



We need additional processes & tech tools to make the curricula accessible
(i.e Scan a workbook page using a 3rd party tools to access.)

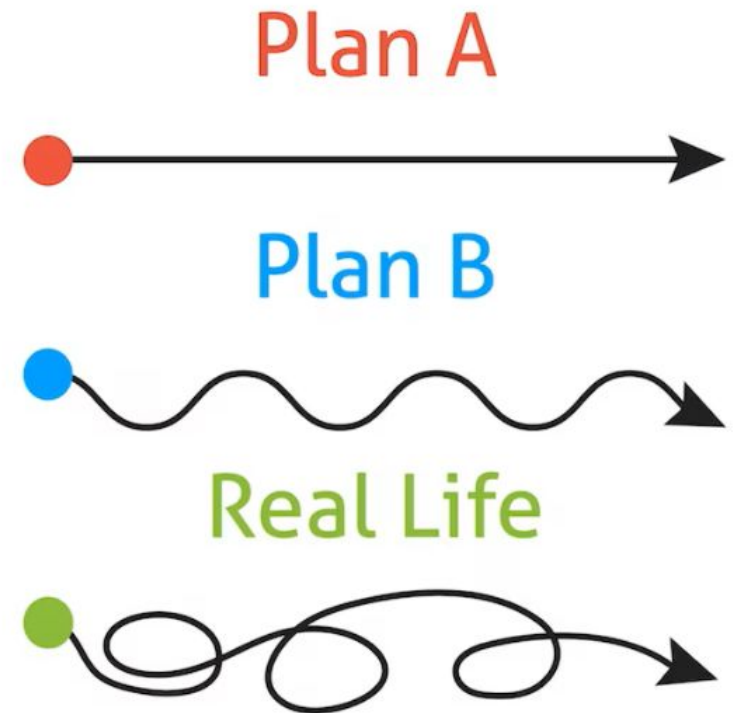


What's
the
Plan?



Let's hear district experiences...

- District 1: Happy Valley
- District 2: Burlington-Edison
- District 3: Mt Vernon
- District 4: La Conner



Breakout Room Time!

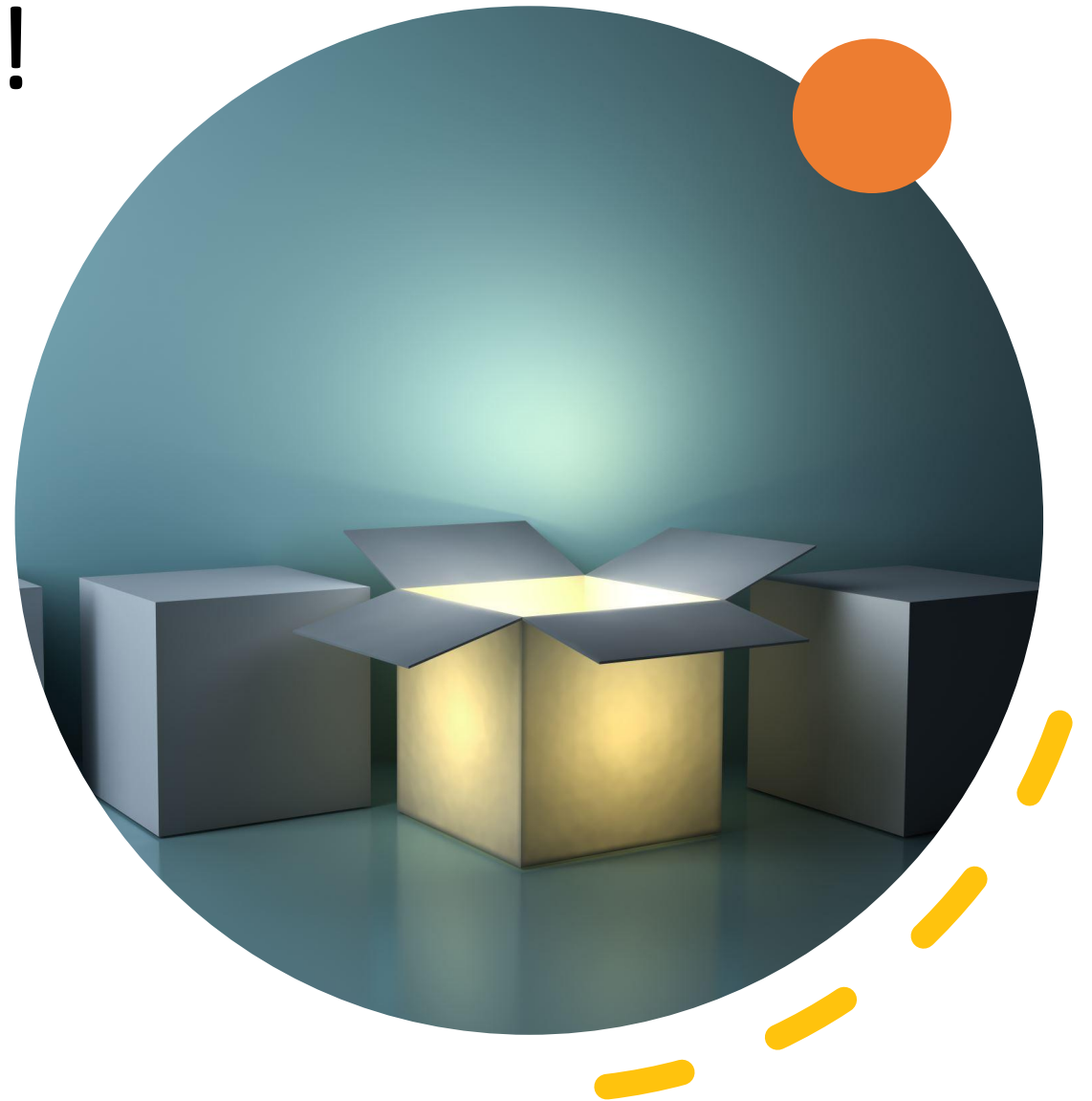
Questions to Consider

In what ways do you identify with the district experiences?

What are the needs of students in your district when it comes to material accessibility?

Light Up the Chat Box!

Share your big “takeaways” in the chat.



Accessible Educational Materials (AEM) paired with universal tech tools are implementation drivers for successful MTSS.

They lay a foundation for inclusive learning environments and move us away from only providing accessibility on the basis of “necessity.”

Expect
Learner
Variability



SIMON

SU LIN

TAM

ALEX

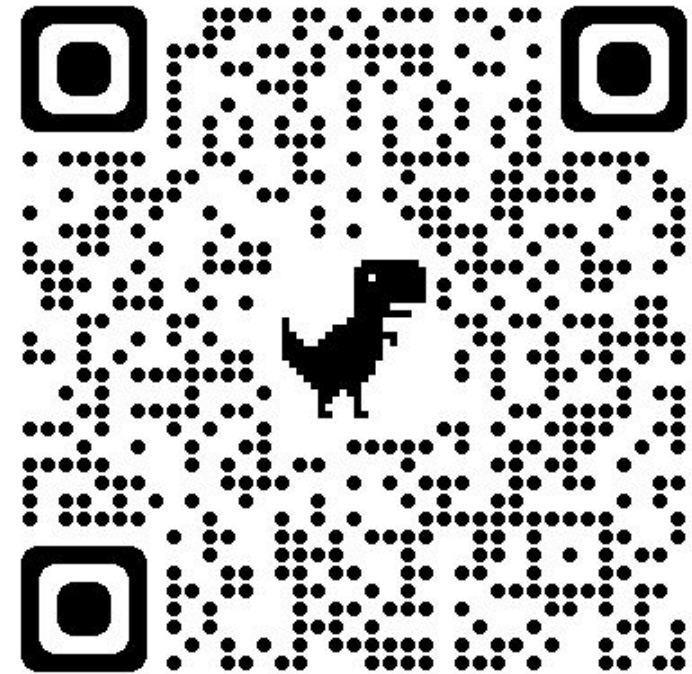
ANARU

Curriculum Accessibility Considerations Survey

bit.ly/CurriculumAccessibility

The purpose of this anonymous survey is to gather information and resources on district practices around curriculum accessibility.

The results of the survey will inform the creation of supports for WA state school districts on adopting accessible curricula that meets Accessible Educational Material Standards (AEM).



Moving Forward...What are your next steps?

Possible next steps:

- Visit with teachers, students and parents to understand what the barriers are to curriculum material access.
- Meet across departments to form a district plan for making curriculum accessible & adopting accessible curricula. Consider including Teaching & Learning, Ed Tech, Admin, Special Education, Assistive Tech.
- Reach out to collaborate with other districts.
 - Don't reinvent the wheel. Find out how other districts are making curriculum accessible.

Resource to learn more about Accessible Educational Material(AEM)

[8 Tips to Making Curriculum Content Accessible](#) (Infographic)

[8 Tips to Making Curriculum Content Accessible](#) (Accessible)

[AEM - SETC Resource Page](#)

[Accessible Educational Material \(CAST\)](#)

[Novak Education](#)

[Presentation Resource Document](#)

8 Tips to Make Curriculum Content Accessible

- 1. Start with General Accessibility Guidelines**

When creating any document or presentation, there are some easy ways to make it accessible. For example, use simple tips like:

 - Meaningful hyperlinks
 - Proper color contrast
 - Describing images with alt text

Learn more about [Designing for Accessibility with POUR](#)
- 2. Work with Curriculum Vendors to Purchase Accessible Formats**

Did you know that curriculum vendors are required to provide districts with accessible digital formats if asked for at the time of purchase?

Learn more about the [PALM initiative](#).
- 3. Make Sure Content Can Be Read Aloud**

Is the content of your online curriculum in an accessible format that can be read aloud using a screen reader?

 - Pdfs, inaccessible web pages, and printed worksheets may pose a barrier to student access
 - Text should be in a digital format that can be selected, read aloud and edited with [Text to Speech tools](#)

We Are Here to Support You

[Request SETC Tech Assist](#) (30-45 min/Free)

[Request Custom Professional Development](#) (\$300/hour)



Join Upcoming SETC Trainings

Feb 22 Overview of Kami - PDF Accessibility

Coming Soon - June 2023

Accessible Educational Material Learning Module

Curricula Accessibility: texthelp Read&Write and OrbitNote

Curricula Accessibility: Microsoft Learning Tools

Curricula Adoption - Accessibility Checklists & Rubrics

Reach out: Kristin Leslie kristin.leslie@cwu.edu

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Novak, K. (2020, November 30). *The Value of Student Variability*. Novak Education. Retrieved from <https://www.novakeducation.com/blog/student-variability>

Crossland, A., Gray, T., & Reynolds, J. (2018, November). ESSA and Digital Learning Closing the Digital Accessibility Gap. Retrieved February 17, 2023, from <https://files.eric.ed.gov/fulltext/ED602482.pdf>

Beyond Katie: Nosh and Network

Future Sessions

- Enjoy your lunch and a beverage while learning and networking with your colleagues.
- March 17th
- April 14th
 - 12:00 to 1:00 pm
- What topics are of interest to you?

